

STRATEGIC PLAN: PROFESSIONAL LEARNING COMMUNITIES (PLC'S)

The following report is provided to the School Board to outline the implementation of the 5-stage Professional Learning Community (PLC) cycle throughout our elementary, middle and high schools.

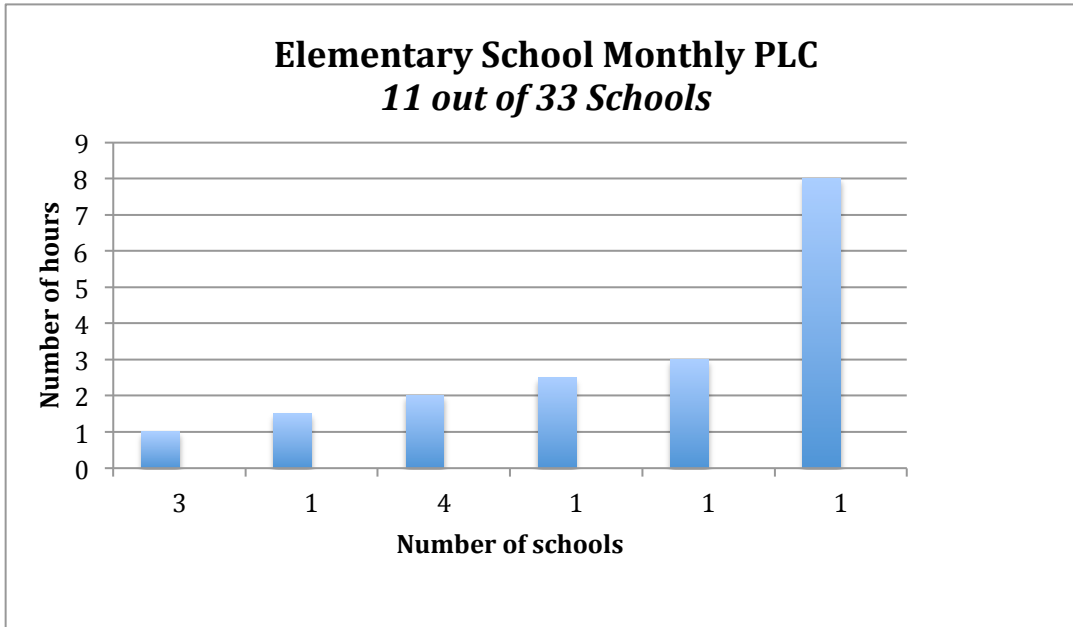
A high number of our schools (41 of 51) have implemented time for PLCs in their schedules. The fidelity of implementation to the 5-Stage PLC Cycle varies as widely as the amount of time committed to the process. To effectively implement a PLC consistent time is essential to learn and practice the 5-stage PLC cycle. At a minimum, specific time on a weekly basis is essential to deliver on the outcomes of an effective PLC.

As noted by Hord and Sommers in Leading Professional Learning Communities,

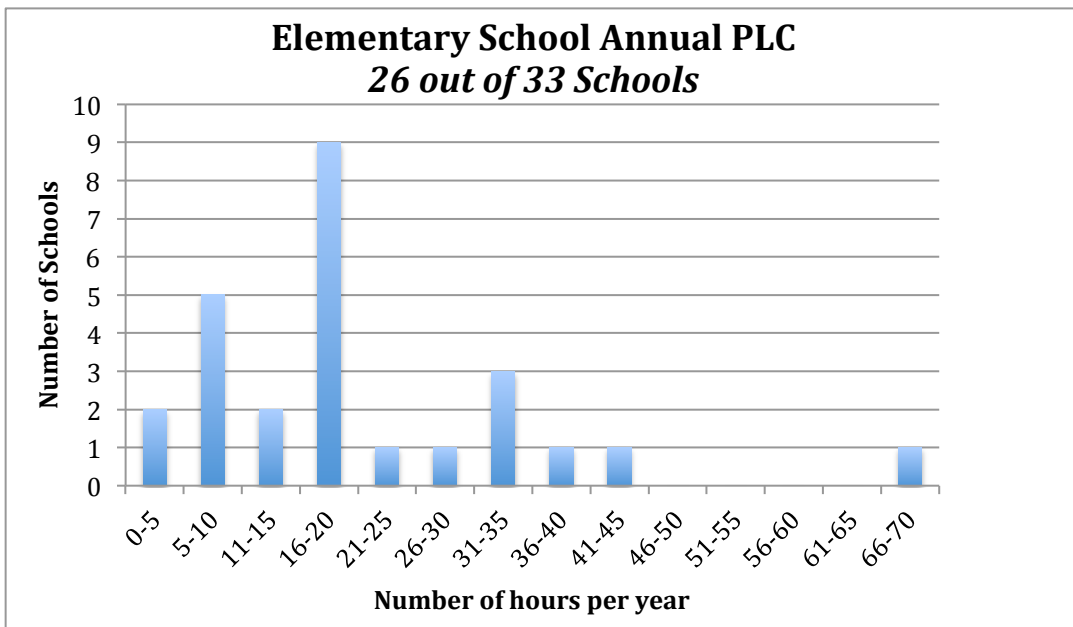
A PLC in schools and other organizations is demonstrated by the staff – from all assignments as administrators and teachers, and from all grade levels and departments (in schools), and from all levels of the organization...coming together to study collegially and work collaboratively. They are continuously learning together and applying what they have learned to their work. The major emphasis is on collective learning independently. The PLC is not just about collaboration; it is collaborating to learn together about a topic the community deems important.

Our work this year with principals and assistant principals has been to refine and clarify the purpose of a 5-stage PLC. The importance of this work lies in the consistency and effectiveness of our staff to engage, study, learn and apply newly acquired knowledge and skills and evaluate these outcomes. The intent of this work is to ensure consistent and effective practices at all 51 schools for development and learning of our students in preparation for college and career.

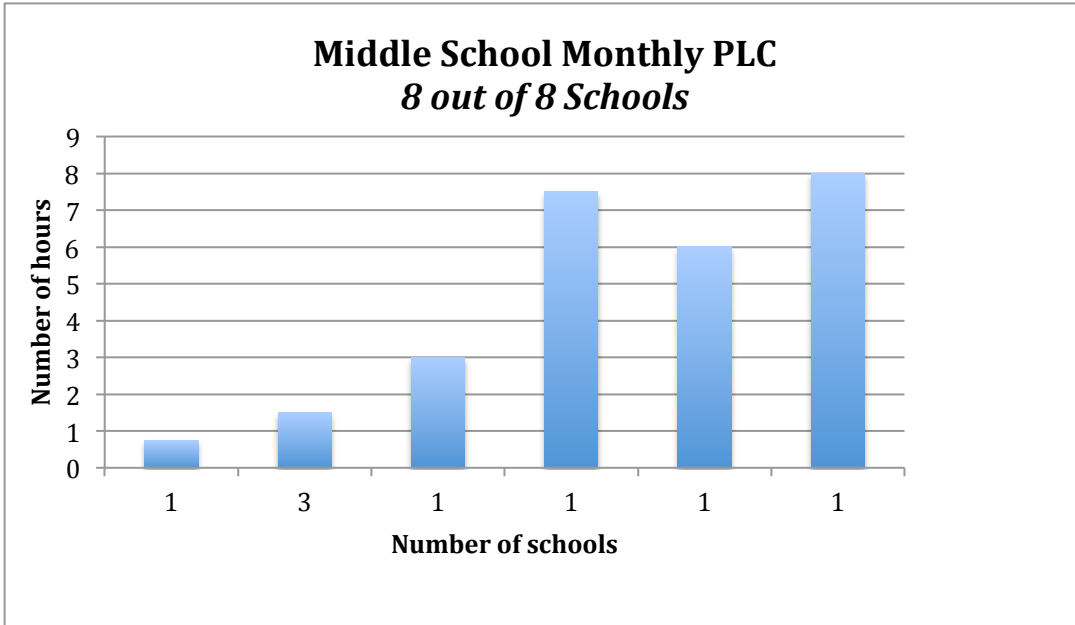
The “Elementary Monthly PLC” graph identifies the number of schools that have been able to schedule monthly PLC time. Of the 33 elementary schools, 11 have embedded PLC time in their schedules. As exemplified below, 3 elementary schools have one hour a month, 1 school has ninety minutes, 4 have two hours, etc.



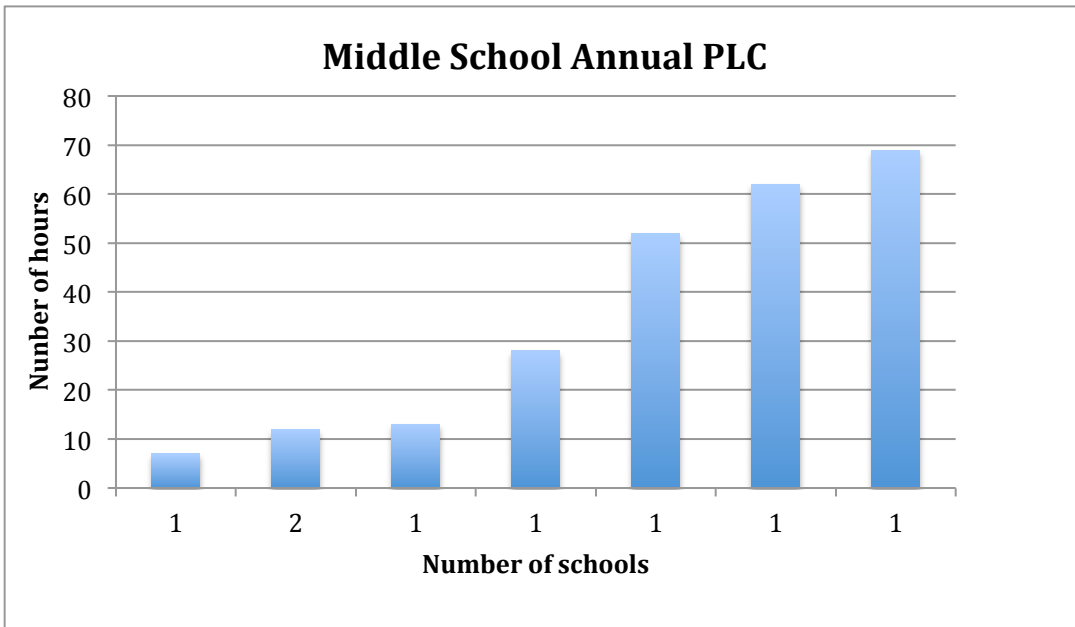
Of our 33 elementary schools, 26 have identified time for PLCs throughout the year as articulated in the “Elementary Annual PLC” graph. 2 schools have identified up to five hours for PLCs, 5 schools have embedded up to ten hours of PLC time and a variety of schedules have been developed as exemplified. One school, on the far right of the graph, is reporting up to seventy hours of embedded PLC time. PLCs are implemented utilizing a variety of resources at the school level. Each of the 26 elementary schools create time with the following resources: 9 schools utilize Title I funding, 9 schools utilize Specialists (PE, Music, Library), 2 schools utilize a combination of Title I funding and Specialists, 5 schools utilize staff meetings, and 1 school utilizes subs. 7 elementary schools have not been able to implement PLCs.



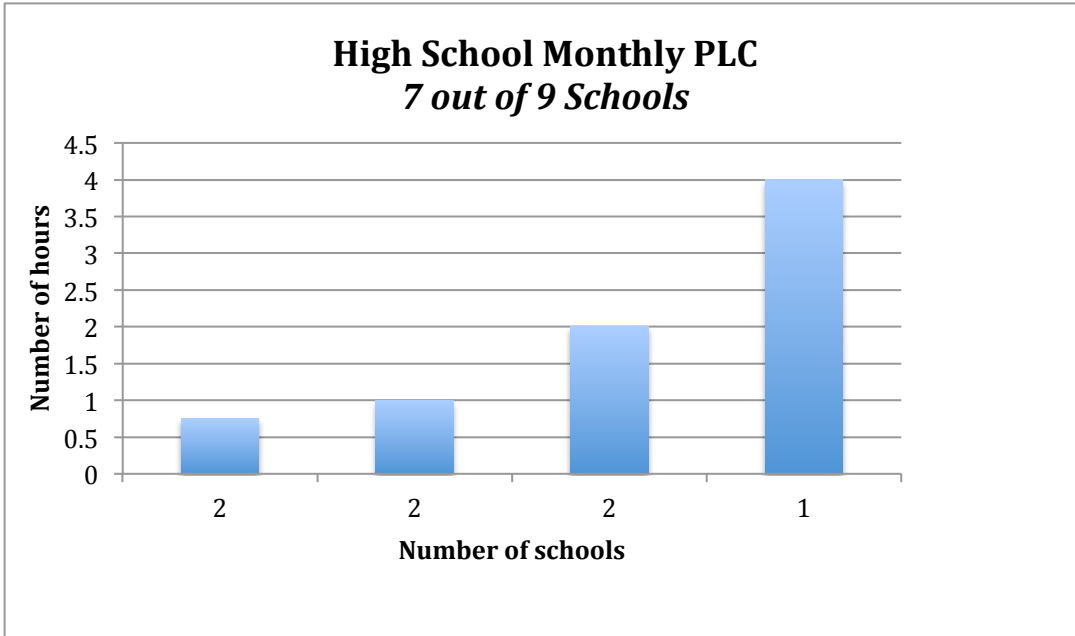
The “Middle School Monthly PLC” graph demonstrates the level of implementation of all 8 of our comprehensive middle schools. These schools vary in time commitments from 45 minutes to eight hours per month. 6 of the schools support these PLCs through electives and 2 schools commit staff meeting time to PLCs.



Annually, middle schools are able to commit between eight hours and nearly seventy hours of PLC time for staff as noted in the “Middle School Annual PLC” graph.



The “High School Monthly PLC” graph demonstrates the implementation of PLCs at 7 out of 9 high schools and option programs. These schools vary in support from 45 minutes to four hours monthly. Support for these PLCs vary throughout the District: 2 schools utilize grant funding, 2 schools utilize subs, 1 school embeds PLCs during electives, 1 school utilizes staff meetings, and 1 school has implemented PLCs through an MOU with BEA.



Annually, 7 of our high schools have been able to commit between seven and thirty six hours of PLC time.

