Coahoma County School District

Professional Learning Plan

2016-2017

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Professional Learning Plan

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Professional Learning Goals
2016-2017

Mississippi Board of Education 5-Year Strategic Plan 2016-2020

Vision: To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission: To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

Goals:

I.   All Students Proficient and Showing Growth in All Assessed Areas
II.   Every Student Graduates from High School and is Ready for College and Career
III.   Every Child Has Access to a High-Quality Early Childhood Program
IV.   Every School Has Effective Teachers and Leaders
V.   Every Community Effectively Using a World-Class Data System to Improve Student Outcomes

Coahoma County School Districts 5-Year Strategic Plan 2015-2019

Mission: The mission of Coahoma County School District is to provide a high quality education to each child in a safe and caring environment in order to produce contributing citizens who will be able to excel in a global society.

The following SMART Goals are a part of the 2015-2019 Strategic Improvement Plan for Coahoma County School District:

I.   To increasing the number of students scoring proficient and above on statewide assessments
II.   To train the highest qualified educators who focus on academic excellence
III.   To recruit and retain a high quality and highly qualified teaching staff
IV.   To increase graduation rate to 82% by the end of the 2016-2017 school year

The focus and goals for professional learning for the district are based on the mission of the district, SMART Goals outlined in the strategic plan, and the comprehensive needs assessment conducted in the spring and summer of 2016. Data from the following sources were used to determine the focus and needs for professional learning for the 2016-2017 school year: surveys from parents, teachers, students, and community members, analysis of behavioral and attendance data, professional learning session evaluations completed by staff members, summaries of state test results, technology inventories, results of programs and interventions conducted throughout the school year, and parental involvement evaluations. In addition Coahoma County School District Professional Learning Plan is aligned with the *Learning Forward Standards for Professional Learning* in the following ways:

Fostering and Sustaining Learning Communities
Teacher, Principal, and Administrator Leadership Development
Allocation of Funds to Provide Resources
Data Analysis to Identify Learning Priorities and Effectiveness of Instruction
Promote Various Designs for Learning
Ongoing Support and Continuous Follow-Up on Professional Learning
Professional Learning Focused on Educator Practice that Increase Student Achievement

This plan is in effect from July 1, 2016, through June 30, 2017. The plan will be revised using the results of data analysis and the Comprehensive Needs Assessment conducted by the district in the Spring of 2016.

The following priorities for professional learning for 2016-2017 are established:
  I. Effective implementation of Mississippi College and Career Readiness Standards (CCRS) in grades K-12
  II. Improvement of instructional practices through professional learning centered around the Mississippi Educator Professional Growth System: Teacher Growth Rubric, Planning Units of Instruction, Effective Reading Instruction Across the Curriculum, and Improvement of Data Analysis Skills in professional learning communities (PLCs)
  III. Effective writing, thinking, and reading instruction across the curriculum
  IV. Effective use of technology for instruction

Research based activities which will address the priorities of the professional learning plan will include
  a) District and school workshops and training sessions
  b) Out of district workshops and training sessions
  c) Conferences
  d) Job embedded learning
  e) Problem Based Learning
  f) Peer Observation and Peer Coaching Direct Observation or Video View
  g) Lesson Studies
  h) Professional Reading
  i) Modeling
  j) Reflection
  k) Dialogue in PLC meetings
  l) New Teacher Workshops
  m) Data Analysis during PLC meetings
  n) On-line instructional video viewing during PLC meetings

I. In order to effectively implement the CCRS, the following topics will be included in professional learning activities:

a) Learning the College and Career Readiness Standards
b) Building a CCRS Resource Notebook
c) Effective instructional Practices with Writing, Thinking, and Reading Across the Curriculum (Including effective note taking and summarization writing skills)
d) Increasing Instruction and Assessment Rigor to Reflect CCRS Student Performance Expectations
e) Higher Level Questioning Techniques
f) Effective strategies for increasing vocabulary and improving comprehension
g) Response to Interventions (RTI) for Bottom 25 Percentile

II. In order to improve instructional practices, the following topics will be included:
a) Understanding the Mississippi Educator Professional Growth System: Teacher Growth Rubric
b) Increasing Student Engagement
c) Strategies for Direct Explicit Instruction
d) Effective Use of Instructional Technologies
e) Instructional Coaching and Effective Feedback System
f) Effective Instructional Planning
g) Socratic Questioning Techniques
h) Full Implementation of Positive Behavior Intervention System (PBIS)

III. In order to improve data analysis in the professional learning communities, the following topics will be included:

a.) Using Data to Set and Monitor Goals for Student Achievement
b.) Understanding the New Statewide Accountability Model
c.) Building an Effective Progress Monitoring System
    1.) Classroom Assessments
    2.) Benchmark Testing
    3.) STAR Progress Monitoring Assessments
    4.) Case 21 Assessments (Biology, U.S. History, and 5th and 8th Grade Science)
    5.) Apex Learning Assessments

IV. In order to implement effective writing, thinking, and reading instruction across the curriculum the following will be included in professional learning activities:

a.) Best Literacy Practices for Reading and Writing Instruction Across the Curriculum
b.) Effectively using STAR assessment to asses and improve reading levels
c.) Effectively using Sonday Systems Let's Play Learn and Sonday System 2 to improve reading in grades Pre-K-4th

V. In order to implement effective use of technology in instruction the following will be in included in professional learning activities:

    a.) Effective use of Chromebooks in instruction
    b.) Effective use of the Promethean Board in instruction
    c.) Effective use of the ENO Board in instruction
    d.) SMART Board and Notebook Software Level 1 training
    e.) SMART Board and Notebook Software Level 2 training

Additional topics and activities will be added to the ones listed above based upon the results of progress monitoring and ongoing need assessments.

STANDARDS FOR PROFESSIONAL LEARNING

LEARNING COMMUNITIES:
Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Core Elements:
- Engage in continuous improvement
- Develop collective responsibility
- Create alignment and accountability

Professional Learning Actions	Evidence
Engaging in Continuous Improvement: ☐ District models and fosters grade level/subject area PLC (Professional Learning Community) meetings in schools ☐ District provides structures for fostering broader district-wide PLC's (collegial learning for teachers and principals) ☐ Frequent, consistent, and purposeful PLC meetings ☐ Protocol for PLC's established, shared and followed ☐ Agendas developed and used to focus work on student learning ☐ PLC's working collaboratively towards meeting school-wide and district strategic goals ☐ District provides training for administrators and teachers on effectively leading PLC sessions	☐ Expectations for PLC(Professional Learning Community) development communicated verbally and in writing ☐ Sign-In Sheets, Agendas, and Minutes from district-wide PLC meetings ☐ Protocol for PLC meetings developed collectively and disseminated electronically and on paper ☐ School-wide and district strategic goals listed on agendas ☐ Sign-In Sheets, Agendas, Minutes, and handouts from trainings; SMART Goals and vision placed on meeting agendas.
Developing Collective Responsibility: ☐ Collective responsibility from administrators, faculty, and staff for achieving success of all students and the collective vision ☐ Culture of trust, openness, and sharing fostered throughout the district through the promotion of Co-teaching and Peer Observation ☐ Learning communities use reflection and data to refine practice	☐ Teachers on grade level teams share students and provide instruction according to instructional strengths (student sign-in sheets, lesson plans, list of students ☐ Teachers receive professional learning on conducting peer observations ☐ Teachers receive professional learning on co-teaching and conducting peer observation ☐ SMART Goals and vision placed on meeting agendas

LEADERSHIP:
Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity for learning and leading, advocate for professional learning, and fosters professional learning through support systems.

Core Elements:

- Develop capacity for learning and leading
- Advocate for professional learning
- Create support systems and structures

Professional Learning Actions	Evidence
Develop Capacity for Learning and Leading: ☐ Teachers are given leadership roles ☐ Faculty assist with planning and implementing high quality professional learning ☐ Administrators participate in professional learning with staff	☐ Teacher leaders designated on teacher rosters ☐ Teacher presenters and facilitators listed on sign-in sheets, agendas, and minutes from district-wide PLC meetings ☐ Teacher Professional Learning Team consisting of teachers representing each school help plan, develop, and implement professional learning ☐ Administrators serve as facilitators in district-wide PL (professional learning) sessions
Advocate for Professional Learning: ☐ Teachers articulate the benefits and intended outcomes of PL (professional learning) on teacher practice ☐ Administrators model instructional leadership, continuous improvement, and PL	☐ Teacher presenters and facilitators listed on sign-in sheets, agendas, and minutes from district-wide PLC meetings ☐ Administrators serve as facilitators in district-wide professional learning sessions as listed on sign-in sheets, agendas, and minutes from district-wide PLC meetings
Create support systems and structures: ☐ Administrators create a culture that supports continuous improvement through team learning ☐ Equitable time and resources allocated to support learning goal achievement ☐ Policies and procedures implemented to ensure effective professional learning	☐ Registration forms and agendas from professional learning sessions ☐ Administrators ensure equal time for teachers to learn, apply, and reflect on new skills and strategies in grade level teams as noted on PL schedules and agendas ☐ Copies of policies, procedures, Professional Learning Plan, sign-in sheets, agendas, and minutes, PL evaluations ☐ Administrators work with teachers to develop Individual Professional Learning Plans (Mississippi Educator Professional Growth System: Teacher Growth Rubric, process) ☐ Copies of PL schedules and agendas

RESOURCES:
Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Core Elements:

- Prioritize human, fiscal, material, technology, and time resources
- Monitor resources
- Coordinate resources

Professional Learning Actions	Evidence
Prioritize human, fiscal, material, technology, and time resources: ☐ Resources applied to support SMART Goals in strategic plan for student and educator learning ☐ Resources allocated for job-embedded PL (professional learning) in the school ☐ Structure for PL during the school day provided for in school schedule ☐ District utilizes expertise of teachers, administrators, and staff in PL ☐ Resources allocated for technology to support student learning	☐ District Strategic Plan, district and school budgets, expenditure reports, service agreements, packing slips, invoices, sign-in sheets, agendas, and minutes from district-wide PLC meetings; School-wide plans/(MCAPS) Plan ☐ Professional Learning Calendar, school calendar, school schedules ☐ Sign-in sheets, agendas, and minutes from school and district-wide PL sessions ☐ Computer equipment and tech devices purchased, budget and expenditure reports, packing slips, and invoices; School-wide plans/(MCAPS) Plan ☐ Learning reports from software purchased to support student learning
Monitor Resources: ☐ Process in place to track and monitor resources ☐ Inequities in learning needs and opportunities to learn addressed in decision-making process	☐ Process for requisitions and purchase orders; expenditures monitored for allowableness and remaining within budget limits; user reports; documents from fixed assets inventories ☐ Results of Comprehensive Needs Assessment (data analysis); sign-in sheets, agendas, and minutes from district and federal budget planning meetings; review of all school's School-wide plans/(MCAPS) Plan
Create support systems and structures: ☐ All sources of funding coordinated and aligned to school/district learning goals ☐ Responsibility for allocation of resources shared among all educators	☐ District Strategic Plan, school's district and federal budgets (MCAPS) Plan ☐ Comprehensive Needs Assessment process; survey results from administrators, faculty, and staff ☐ Fixed Asset policy followed

DATA:

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Core Elements:

- Analyze student, educator, and system data
- Asses progress
- Evaluate professional learning

Professional Learning Actions	Evidence
Analyze student, educator, and system data: ☐ Teachers and administrators analyze student data to identify adult learning priorities at the classroom, school, and district levels ☐ Teachers/teams analyze student data to make decisions about student progress and instructional shifts needed to increase student learning ☐ Planners consider educator preparation, work performance, perceptions along with student data to set goals for educator learning ☐ School and district leaders collect and analyze data to determine changes in policies, procedures, resource allocation etc., needed to support team, school and district PL	☐ Results of Comprehensive Needs Assessment (data analysis); sign-in sheets, agendas, and minutes from district and federal budget planning meetings; review of all school's School-wide plans/(MCAPS) Plan
Assess Progress: ☐ Teachers/teams use student data to assess the effectiveness of the application of new learning ☐ School leaders using data to monitor implementation of PL and its effects on educator practice and student learning ☐ Educators frequently collect and use data to make ongoing adjustments to increase results for students, educators, schools, and district	☐ Data review schedule, sign-in sheets, agenda, and minutes from PLC meetings focused on data analysis ☐ Lesson plans, teacher made assessment results, STAR reports benchmark assessment results, state assessment results ☐ District Calendar, school board agenda and minutes listing school assessment reports

Evaluate Professional Learning:	
☐ Educators developing a theory of change and a framework to evaluate professional learning ☐ Educators working together collecting data to determine changes in educator knowledge, skills, and dispositions, changes in classroom practice and changes in student learning ☐ Educators working together to evaluate their learning designs, their collaboration, learning and results, and the design, content and duration of professional learning	☐ Completed evaluations of PL, teacher and administrator PL surveys ☐ Data review schedule, sign-in sheets, agenda, and minutes from PLC meetings focused on data analysis, learning designs, and instructional shifts; teacher observations, peer observations, Action Research Results, (Mississippi Educator Professional Growth System: Teacher Growth Rubric, process)

LEARNING DESIGNS:
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Core Elements:
- Apply learning theories, research, and models
- Select learning designs
- Promote active engagement

Professional Learning Actions	Evidence
Apply Learning Theories and Research Models: ☐ School and district plans focus on team and whole-school learning ☐ Most professional learning occurs as part of the workday ☐ Technology enhances and extends opportunities for PL	☐ Results of Comprehensive Needs Assessment (data analysis); sign-in sheets, agendas, and minutes from district and federal budget planning meetings; review of all school's School-wide plans/(MCAPS) Plan ☐ District and School Learning Forward Plans, School-wide Plans ☐ Master schedule, PLC and team meeting schedules ☐ Webinars, email communications on available PL opportunities, PowerPoint Presentations, utilizing videos, for PL, MS SOARS
Select Learning Designs: ☐ Educator and student outcomes determine best designs for delivery of professional learning ☐ Adult learners engaging in using the processes they will use with students ☐ Providing multiple practices of the new learning with feedback and coaching ☐ Professional Learning Plan includes more than one way to learn or have support for learning new practices	☐ Educator evaluations, data revealing increase in student learning; observations student learning data ☐ Interviews with teachers and administrators ☐ Sign-in sheets, agendas, and minutes from district and school PL sessions ☐ Videos of PL sessions and teacher instruction ☐ Instructional Management Plan, District and School Learning Forward Plans, and School-wide Plans

Promote Active Engagement:	☐ Sign-in sheets, agendas, and minutes from district and school PL sessions Videos of PL sessions and teacher instruction
☐ Learners actively engaged with other learners and the content during the learning process ☐ Active learning processes may include writing, dialogue and discussion, demonstrations, inquiry, reflection, practice with feedback, coaching, modeling, problem solving, and constructing knowledge collaboratively ☐ Educators working in teams to collaboratively construct, analyze, evaluate, and synthesize knowledge and practices	☐ Video taping of PL sessions and teacher instruction ☐ Master schedule, PLC and team meeting schedules

IMPLEMENTATION:
Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning

Core Elements:
- Apply change research
- Sustain Implementation
- Provide Feedback

Professional Learning Actions	Evidence
Apply Change Research: ☐ Educators committing to long-term change by setting SMART Goals and maintaining high expectations for implementation with fidelity ☐ School and district leaders providing and aligning resources to initiate and sustain implementation ☐ Leaders modeling outstanding practices and maintaining a sustained focus on SMART Goals and strategies for achieving them ☐ Leaders creating and maintaining a culture of support opportunities	☐ Results of Comprehensive Needs Assessment (data analysis); sign-in sheets, agendas, and minutes from district and federal budget planning meetings; review of all school's School-wide plans/(MCAPS) Plan ☐ District Strategic Plan, School Learning Forward Plans, and School-wide Plans ☐ Master schedule, PLC and team meeting schedules ☐ Webinars, email communications on available PL opportunities, PowerPoint Presentations, utilizing videos, for PL, MS SOARS ☐ Interviews with teachers and administrators ☐ Sign-in sheets, agendas, and minutes from district and school PL sessions ☐ Video taping of PL sessions
Sustain Implementation: ☐ Professional learning producing changes in educator practice and student learning when it sustains implementation over time ☐ Three to five years of ongoing implementation support focusing on deepening understanding and addressing problems associated with the new practice ☐ Ongoing implementation support taking many forms but occurring at the implementation site ☐ School or district coaches providing extended learning opportunities	☐ District and School Learning Forward Plans, School-wide Plans. Instructional Management Plan ☐ Results of Comprehensive Needs Assessment (data analysis) ☐ Videos of PL sessions and teacher instruction ☐ Interviews with teachers and administrators ☐ Mississippi Educator Professional Growth System: Teacher Growth Rubric and MPES process

Constructive Feedback:

- Educators providing specific information to assess practice in relationship to established expectations and to adjust practice to achieve those expectations
- Learners engaging in reflection and providing constructive feedback on his/her own or others' practices
- Feedback is focused, objective, relevant, valid, and purposeful
- Giving and receiving feedback require skillfulness in clear, nonjudgmental communication based on evidence, commitment to continuous improvement, and trusting relationships

- Mississippi Educator Professional Growth System: Teacher Growth Rubric and MPES processes
- Administrator provide feedback on lesson plans
- Results of STAR and benchmark assessments
- Results of Peer Teacher Observations
- Sign-In sheets, agenda, and minutes from PL sessions on Peer Teacher Observations
- Statement of Instructional Reflection required on lesson plans
- Video tapings of trust building and team building exercises
- Administrator, teacher, and staff PL evaluation forms

OUTCOMES:
Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Core Elements:
- Meet performance standards
- Address Learning Outcomes
- Build Coherence

Professional Learning Actions	Evidence
Meet Performance Standards: ☐ Professional learning goals aligned to educator performance standards and student learning goals ☐ Professional learning driven by what teachers need to know and be able to do in order to provide effective learning for every student ☐ Learning goals based on analysis of educator and student data ☐ Specific expectations for administrator, teacher and student performance delineated	☐ District Strategic Plan, School Learning Forward Plans, School-wide Plans, and Instructional Management Plan ☐ Results of Comprehensive Needs Assessment (data analysis plans/(MCAPS) Plan ☐ Mississippi Educator Professional Growth System: Teacher Growth Rubric and MPES processes ☐ Interviews with teachers, administrators, and staff
Address Learning Outcomes: ☐ Educator learning focused on student learning outcomes ☐ Professional learning focused on proven effective strategies and practices to be implemented in classroom ☐ Educator learning goals based on how to improve learning and growth of ALL students	☐ District Strategic Plan, School Learning Forward Plans, School-wide Plans, and Instructional Management Plan ☐ Results of Comprehensive Needs Assessment (data analysis)
Build Coherence: ☐ Learning outcomes and pedagogy aligned with educator performance standards and student learning goals ☐ Professional learning built on earlier professional learning/what educators have already learned ☐ Learning followed up with later, more advanced work to assure that learning leads to practice	☐ District and School Learning Forward Plans, School-wide Plans. Instructional Management Plan ☐ Results of Comprehensive Needs Assessment (data analysis) ☐ Mississippi Educator Professional Growth System: Teacher Growth Rubric and MPES processes

Professional Development Calendar
Coahoma County School District
2016-2017

July

CCRS Curriculum PLC Focuses: Unit Planning)

10-15	-MASS Summer Alliance
20-22	-New Teacher Orientation
21-22	-District Summer Professional Learning
12/17	-Advanced Placement Summer Institute
13/17	- MASS Alliance Summer Institute
21	-MS Educator Evaluation Training

August

CCRS Foundation and Curriculum Planning/ELL

1	-OnCourse Training Lesson Planning Webinar (Admin.)
2-4	-District-Wide Professional Development (Unit Planning)
5	-Building Level Professional Development
5	-Go Math AGA Training (High School Math Teachers)
10	-Go To Webinar: Schoolwide Planning
12-13	-CCSD Administrator's Retreat
16	-Federal Programs Training (School-Wide Plans/Monitoring)
17	-CPR Heart Saver Training
23	-OnCourse Lesson Planning Training: CCJSHS
23	-School Nurse Regional Training
25	-CPR Instructor Training
26	-Counseling Conference: Brain-Based Therapy
26	-D.S.U Supervising Teacher Training
26	-Reaching the Highest Level of Professional Learning Conf.
29	-Mastery Connect/Think Central Workshop
29-30	-LETRS: Phase II Training
30	-Mastery Connect/Think Central/Oncourse Workshop
30	-Creating CASE 21 Assessments in Mastery Connect: Friars Point and Sherard

31   -Apex Learning Functionality and Best Practices Webinar

September:

PLC Focuses: 1.) STAR Reading and Math Goal Setting and Analysis
                      2.) Developing RTI Plans for At-Risk Population

7   -Federal Programs Training (Schoolwide Plans/Monitoring)

7   -Go To Webinar: Introduction to Schoolwide Planning

7-8   -DTC Training

8   -Ethics Workshop

10   -MDE Profession Growth Training for Teachers

12-13   -LETRS Training: Phase I

14-15   -20th Annual DuBard Symposium: Dyslexia and Related
                  Disorders

19   -The Engaging Classroom

22   -Federal Programs Training (Schoolwide Plans/Monitoring)

23   -ACT Workshop

23   -New Mississippi Educator Professional Growth System:
                  Teacher Growth Rubric and MPES Principal Training

24   - New Mississippi Educator Professional Growth System:
                  Teacher Growth Rubric Teacher Training

26   -LETRS Phase Training

27   - New Mississippi Educator Professional Growth System:
                  Teacher Growth Rubric and MPES Principal Training
                  Follow-Up

26-27   -Reaching the Highest Standards of Professional Learning

28   -Choices Training

29   -Project Fit

30   -BRI-Neuhaus Principal Literacy Training

October

PLC Focuses: 1.) Benchmark Goal Setting and Analysis

6-7   -MS Council of Teachers of Mathematics

12   -Federal Programs Training (Schoolwide Plans/Monitoring)

16-19	-MASA Fall 2016 Conference: Lead Like a Champion
18-21	-CA User's Conference
22	-Apex Learning Teacher Web Training (Jr. / Sr. H.S.)
26	-LETRS: Phase I training
28	-Choices ICAP Training
30	-Making the Most of Classroom Assistants
30	-Teacher Improvement Professional Development Plans Due

November

PLC Focuses:	1.)
3-6	-MCA Counselor's Conference
5	-MSIS New User's Conference
3	-Regional Homeless Liaison Training
8-10	-E-Rate Road Show
13	-Regional Business Administrators Training

December

3	-Dyslexia/Lexiles: Making the Puzzle Pieces Fit for Literacy
05/06	-CCSS Math and Science Workshop
6-8	-MS Reading Association Annual Conference

January

PLC Focuses:
1.) Benchmark Goal Setting and Analysis
2.) RTI Evaluation and Updates and Student Progress Monitoring based upon Benchmark Testing, STAR Testing, and 2nd 9 Week Grades
3.) Mississippi Educator Professional Growth System: Teacher Growth Rubric

| 3 | -District-Wide Professional Development |