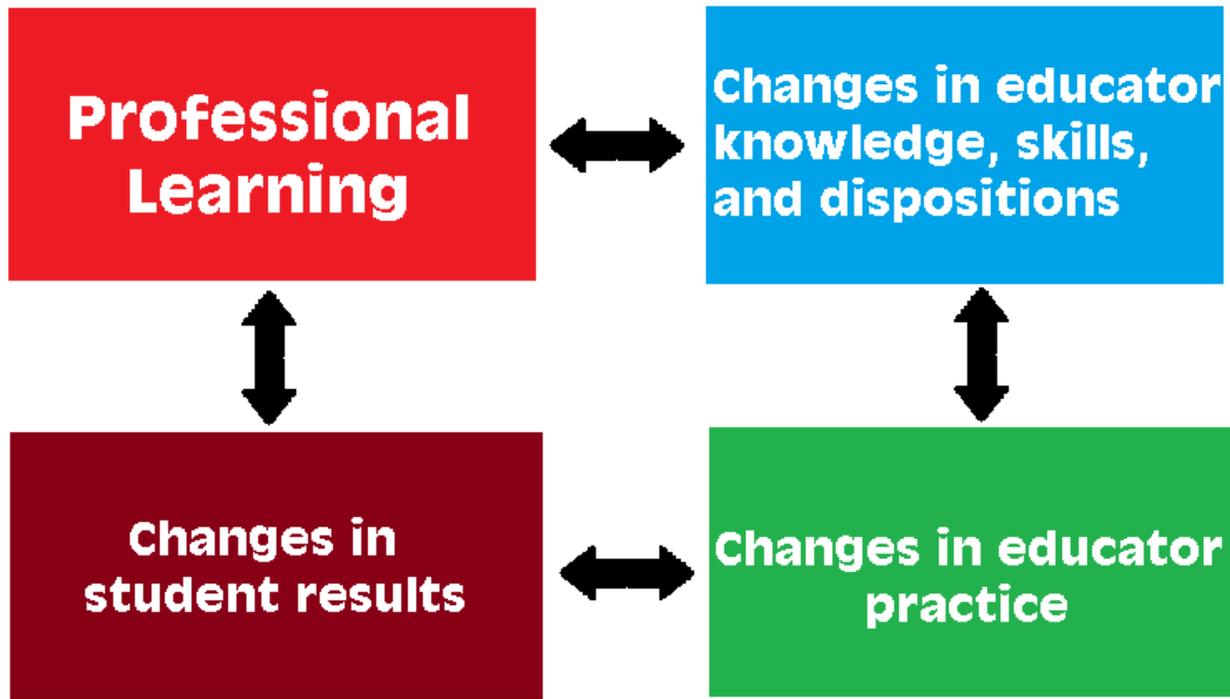




WALTHALL
COUNTY SCHOOL DISTRICT
Teachers teaching. Students learning. Schools improving.

2020-2021

Professional Learning Plan



WCSD Professional Learning Plan

Approved:

Wade L. Carney
Superintendent

Date

J. Bradley Brumfield
Assistant Superintendent / Curriculum,
Instruction, Assessment, & Professional Learning

Date

Andy Brock
Assistant Superintendent /
Federal Programs Director

Date

Julie Etheridge
Special Services Supervisor

Date

Bobbie Lewis
School Board President

Date

Table of Contents

District Vision	5
Teachers teaching. Students learning. Schools improving.	5
District Mission	5
Professional Learning.....	6
Purpose for the standards:.....	7
<i>Development</i>	7
<i>Prerequisites</i>	7
WCSD Vision and Mission for Professional Learning	8
Standards for Professional Learning	8
Learning Communities	9
Leadership	9
Resources	10
Data	11
Learning Designs	12
Implementation.....	12
Outcomes	13
Reflection on Previous PL Opportunities	15
Focus on Standards	15
External Providers	15
Literacy Based Promotion Act.....	16
Professional Learning Communities.....	16
In-District and MDE-provided PL.....	17
PL Resources	17
District Profile	18

Demographics.....	18
College and Career Readiness 11 th Grade ACT Scores	18
Pupil Progression	18
State Accountability Information.....	19
Needs Assessment	20
Student Achievement.....	20
Curriculum and Instruction	26
Professional Development	27
Teacher Evaluation Data	29
<i>Professional Growth System</i>	29
Student and Professional Learning Goals	30
Ongoing Assessment and Evaluation of the PLP.....	30
Professional Development Goals & Activities.....	32
Notes for Revision(s):.....	34

District Vision

Teachers teaching. Students learning. Schools improving.

District Mission

Create a productive school culture for change that increases teacher effectiveness, improves student proficiency, and builds public confidence.

Professional Learning

The term “professional learning” means a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement. –Learning Forward

WCSD promotes the tenets of life-long learning for all of its employees. WCSD encourages and expects all employees to engage in professional learning opportunities and develop themselves accordingly by keeping current with trends, research, and best practices in their respective fields. The district will facilitate seven professional learning days throughout the year based on district-identified needs and/or goals. All staff members are expected to attend. Ongoing professional learning will be embedded, school-based, and differentiated with respect to the topics relevant to instruction, or other specific areas, identified through a variety needs assessments, formative teacher observations, peer observations, self-assessments, etc.

WCSD will implement a professional learning program aligned with the Learning Forward Standards for Professional Learning and adopts the following beliefs regarding the link between professional learning and student learning as put forth by Learning Forward.

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators’ knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.



Reading this diagram in a clockwise fashion illustrates how the items are linked. Reading in a counterclockwise way indicates how to plan.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.

Purpose for the standards:

- The standards serve as indicators that guide the learning, facilitation, implementation, and evaluation of professional learning.
- Professional standards state the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions to help students perform at high levels.

Development

The development of the standards is based on three underlying assumptions:

- *Educator learning*: By making learning the focus, those who are responsible for professional learning will concentrate their efforts on ensuring that learning for educators leads to learning for ALL students, not just some. For too long, practices associated with professional learning have treated educators as individual, passive recipients of information, and school systems have expected little or no change in practice.
- *Educator effectiveness*: When professional learning incorporates the indicators of effectiveness defined in its standards, educator effectiveness and student learning increase. Increased educator effectiveness makes possible a shift from current reality to the preferred outcomes of enhanced student learning results — a goal to which all educators subscribe
- *Student and educator excellence*: The Standards for Professional Learning have as their core purpose to increase the effectiveness and equity of education for all students regardless of their circumstance or postal code. Additionally, the standards describe a set of expectations for effective professional learning to ensure equity and excellence in educator learning.

Prerequisites

There are several prerequisites for effective professional learning. These prerequisites reside where professional learning intersects with professional ethics. The prerequisites are:

- *Educators' commitment to students, all students, is the foundation of effective professional learning.* Committed educators understand that they must engage in

continuous improvement to know enough and be skilled enough to meet the learning needs of all students. As professionals, they seek to deepen their knowledge and expand their portfolio of skills and practices.

- *Each educator involved in professional learning comes to the experience ready to learn.* Professional learning is a partnership among professionals who engage with one another to access or construct knowledge, skills, practices, and dispositions; however, it cannot be effective if educators resist learning.
- *Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.* This cannot happen unless educators listen to one another, respect one another's experiences and perspectives, hold their students' best interests at the forefront, trust that their colleagues share a common vision and goals, and are honest about their abilities, practices, challenges, and results.
- *Like all learners, educators learn in different ways and at different rates.* Because some educators have different learning needs than others, professional learning must engage each educator in timely, high-quality learning that meets his or her particular learning needs.

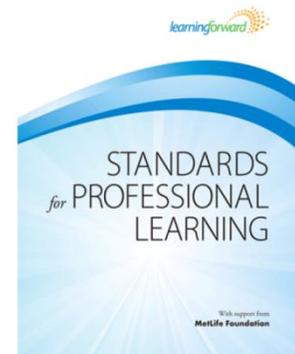
WCSD Vision and Mission for Professional Learning

Vision: Excellent teaching and learning every day.

Mission: WCSD seeks to make professional learning NOT be an additional “thing” that educators have to do, but instead serve as the means through which educators get things done.

Standards for Professional Learning

Learning Communities
Leadership
Resources
Data
Learning Designs
Implementation
Outcomes



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.

Professional learning within communities requires continuous improvement, promotes collective responsibility, and supports alignment of individual, team, school, and school system goals. Learning communities convene regularly and frequently during the workday to engage in collaborative professional learning to strengthen their practice and increase student results. Learning community members are accountable to one another to achieve the shared goals of the school and school system and work in transparent, authentic settings that support their improvement.

Core Elements:

Engage in continuous improvement
Develop collective responsibility
Create alignment and accountability



The following are indicators for this standard:

- School and district leaders create policies and organizational structures that support implementation of collegial learning.
- Learning teams meeting regularly and frequently using agendas and protocols that focus teamwork on learning for all students.
- **All** educators participate in professional learning communities that align collaborative work with school improvement goals and focus on continuous improvement.
- Learning communities share collective responsibility for all students in the school or district.
- Learning community members exchange feedback about their practice with one another, visiting each other's classrooms or work settings, and sharing resources.
- Learning teams develop and employ norms of collaboration and relational trust.
- Team members and faculties hold themselves collectively accountable for student results.
- Leaders create policies and provide support aligned with an explicit vision and goals for successful learning communities.

Leadership

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Leaders throughout the pre-K-12 education community recognize effective professional learning as a key strategy for supporting significant school and school system improvements to increase results for all students. Whether they lead from classrooms, schools, school systems, technical assistance agencies, professional associations, universities, or public agencies, leaders develop their own and others' capacity to learn and lead professional learning, advocate for it, provide support systems, and distribute leadership and responsibility for its effectiveness and results.

Core Elements:

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



The following are indicators for this standard:

- Teachers serve in variety of leadership roles.
- Faculty is involved in planning and implementing professional learning.
- Administrators participate in professional learning with staff.
- Administrators model instructional leadership and continuous improvement.
- The school culture supports continuous improvement through team learning.
- Resources (money, materials and time) are equitably utilized to accomplish learning goals.

Resources

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

Effective professional learning requires human, fiscal, material, technology, and time resources to achieve student's learning goals. How resources are allocated for professional learning can overcome inequities and achieve results for educators and students. The availability and allocation of resources for professional learning affect its quality and results. Understanding the resources associated with professional learning and actively and accurately tracking them facilitates better decisions about and increased quality and results of professional learning.

Core Elements:

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

The following are indicators for this standard:



- Resources are targeted to small number of high priority goals for student and educator learning.
- School schedule allows for professional learning time during the school day.
- Resources are allocated for technology to support student and educator learning.
- The uses of resources are tracked and monitored.
- Multiple sources of funding are coordinated and aligned to stated learning goals
- Teachers and administrators responsibility for allocation of resources.

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.

Data from multiple sources enrich decisions about professional learning that leads to increased results for every student. Multiple sources include both quantitative and qualitative data, such as common formative and summative assessments, performance assessments, observations, work samples, performance metrics, portfolios, and self-reports. The use of multiple sources of data offers a balanced and more comprehensive analysis of student, educator, and system performance than any single type or source of data can.

Core Elements:

Analyze student, educator, and system data
 Assess progress
 Evaluate professional learning



The following are indicators for this standard:

- 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 adjustments needed to increase student learning.
- Teachers/teams use student data to assess the effectiveness of the application of their new learning to make ongoing adjustments to increase student results.
- School leaders use data to monitor implementation of professional learning and its effects on educator practice and student learning.
- Educators develop a theory of change and a framework to evaluate professional learning.
- Educators work together to evaluate their learning designs, collaboration, learning and results, and the design, content and duration of professional learning.

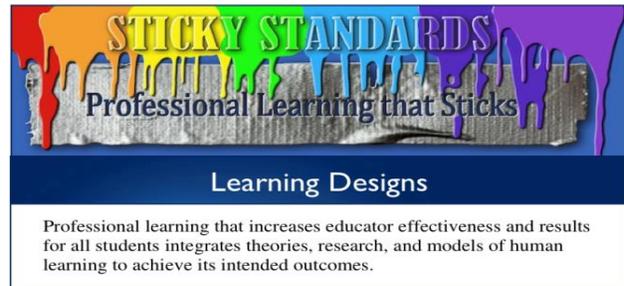
Learning Designs

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

Integrating theories, research, and models of human learning into the planning and design of professional learning contributes to its effectiveness. Several factors influence decisions about learning designs, including the goals of the learning, characteristics of the learners, their comfort with the learning process and one another, their familiarity with the content, the magnitude of the expected change, educators' work environment, and resources available to support learning. The design of professional learning affects its quality and effectiveness.

Core Elements:

Apply learning theories, research, and models
Select learning designs
Promote active engagement



The following are indicators for this standard:

- School and district plans focus on team and whole-school learning.
- Most professional learning occurs as part of the workday.
- Adult learners engage in using the processes they will use with students.
- School and district plans provide multiple practices of the new learning with feedback and coaching.
- Learners are actively engaged with other learners and the content during the learning process.
- Educators work in teams to collaboratively construct, analyze, evaluate, and synthesize knowledge and practices.

Implementation

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

The primary goals for professional learning are changes in educator practice and increases in student learning. This is a process that occurs over time and requires support for implementation to embed the new learning into practices. Those responsible for professional learning apply findings from change process research to support long-term change in practice by extending learning over time. They integrate a variety of supports for individuals, teams, and schools. Finally, they integrate constructive feedback and reflection to support continuous improvement in practice that allows educators to move along a continuum from novice to expert through application of their professional learning.

Core Elements:

Apply change research
Sustain implementation
Provide constructive feedback



The following are indicators for this standard:

- Educators commit to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity.
- School and district leaders provide and align resources to initiate and sustain implementation.
- Leaders model outstanding practices and maintain a sustained focus on the goals and strategies for achieving them.
- Schools and districts provide three to five years of ongoing implementation support focusing on deepening understanding and addressing problems associated with the new practice.
- Educators provide specific information to assess practice in relationship to established expectations and to adjust practice to achieve those expectations.
- Learners engage in reflection and provide constructive feedback on his/her own or others' practices.

Outcomes

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

For all students to learn, educators and professional learning must be held to high standards. Professional learning that increases results for all students addresses the learning outcomes and performance expectations education systems designate for students and educators. When the content of professional learning integrates student curriculum and educator performance standards, the link between educator learning and student learning becomes explicit, increasing the likelihood that professional learning contributes to increased student learning. When systems increase the stakes for students by demanding high, equitable outcomes, the stakes for professional learning increase as well.

Core Elements:

Meet performance standards
Address learning outcomes
Build coherence



The following are indicators for this standard:

- Educator learning is focused on student learning outcomes.
- Professional learning is driven by what teachers need to know and be able to do in order to provide effective learning for all students.
- Learning goals are based on analysis of educator and student data.
- Professional learning is focused on proven effective classroom strategies and practices.
- Learning outcomes are aligned with educator performance standards and student learning goals.
- All professional learning includes appropriate follow up.

Reflection on Previous PL Opportunities

Focus on Standards

Nine years ago WCSD began an effort to gear up for a change in standards as we shifted from the Mississippi Curriculum Frameworks to the Common Core State Standards (CCSS) for ELA and Math. In the summer of 2011, WCSD participated in the beginning stages of the MDE's implementation plan. Administrators and key staff members at each grade level have attended each of the MDE's regional training sessions related to the revised standards. Additionally, beginning with the lower grades and preceding upward, WCSD partnered with an external provider to assist in facilitating focused training sessions with core groups of teachers from each grade span (K-2, 3-5, 6-8) and representing all applicable schools. Through these trainings, teachers contributed to the development of district pacing guides aligned to the new standards and planning documents correlated to district pacing. Then, in the 2015-16 school year, we shifted into new, revised standards known as the Mississippi College and Career Readiness Standards (MS-CCRS). These standards are fundamentally the same as the previous CCSS, however a new statewide assessment program began in the spring of 2016; the Mississippi Assessment Program. As we continue our professional learning efforts related to the state standards we make improvements, modifications, and focus professional learning/growth in the areas of English and Math in grades K-HS.

More recently, WCSD began implementing the MS-CCRS for Science and, in the 2018-19 school year, implemented a new science curriculum in grades 3-Biology I. This new curriculum is constructivist in nature and provides an instructional cycle based on the framework of the 5 E's. Based in Gagne's Instructional Events, science teachers will FACILITATE learning through Engaging, Exploring, Explaining, Elaborating, and Evaluating. Professional learning for the 2018-19 school year focused on effective instruction with the new curriculum, and support for teachers will continue in the 2020-21 school year.

Additionally, in the 2019-20 school year WCSD implemented a new math curriculum in grades K-HS. Eureka Math, a Common Core-aligned curriculum published by the non-profit Great Minds Inc., equates mathematical concepts to stories, with the aim of developing conceptual understanding. Like Common Core, it encourages students to use various mental strategies to solve problems, and to focus on the process instead of the answer.

WCSD invested much effort into teacher professional development for this curriculum, which was somewhat interrupted in the spring of 2020 by emergency school closures. We will continue PD on this new curriculum this school year.

External Providers

WCSD has regularly utilized one or more external providers to provide teacher coaching for instructional effectiveness. Teacher coaches assisted individual teachers in establishing and maintaining high expectations for learning and maximizing the time available for instruction.

Coaches co-taught and modeled the use of research-based instructional strategies and assisted teachers in successfully implementing these strategies in their classrooms in order to increase student engagement and promote higher-level learning for all students. An external provider also provided principals and teachers with data coaching, specifically how to analyze and make use of available student data related to instructional objectives to drive whole-group instruction, adjust for differentiation, and to support performance-level small-group instruction. In the 2016-17 school year WCSD tightened further its focus on evaluating the effectiveness of external partners and ourselves inasmuch as to the extent we implement suggestions provided by the provider. We implemented requirements such as daily email of work reports and monthly progress meetings with a representative of the provider in order to more closely monitor progress. Where external partners are utilized, the referenced practices will continue in the 2020-2021 school year.

Literacy Based Promotion Act

In 2013-2014 a concentrated effort focused training and support for teachers of grades K-3. The Literacy Based Promotion Act requires that all third grade students read “on grade level” by the end of third grade beginning in the 2014-15 school year. A state-assigned Literacy Coach provided specific supports to teachers of grades K-3 at three of WCSD’s elementary schools over the past two years. All K-3 teachers in WCSD were trained in *Language Essentials for Teachers of Reading and Spelling* (LETRS), a foundational and strategy-providing approach to teaching reading in the early grades that focuses on the skills that children must develop in order to become successful readers. WCSD has maintained this effort by ensuring that all new K-3 are trained in LETRS, or at the very least in LETRS strategies, and that returning teachers continue their professional learning related to literacy and teaching reading. In the 2017-18 school-year, all K-3 teachers received training in Brainspring’s Phonics First, a multisensory, systematic, structured, sequential, phonics-based, direct-instruction approach to teaching beginning, at-risk, struggling, learning-disabled, dyslexic and ELL readers. Training and support for new staff occurred in the 2018-19 school year and will continue to reinforce with veteran staff and train new staff in the 2020-2021 school year.

In 2018-19, a state-assigned Literacy Coach continued to supported teachers at Tylertown Primary and Tylertown Lower Elementary on a LIMITED basis which included site visits/learning walks once per term. Additionally, a district literacy coach provided support to, primarily K-3, teachers to implement best strategies and focus efforts and resources addressing each of the five components of reading.

Professional Learning Communities

WCSD educators formed professional learning communities among themselves at each school site and across the district. These groups meet vertically and/or horizontally by grade-level and/or subject/role on a routine basis to learn from one another and to participate in learning opportunities as a team. Topics and focuses of these learning meetings are directly related to

the needs of students/stakeholders served. WCSD educators will continue to grow, improve, and increase the effectiveness in which its educators facilitate professional learning communities as we move forward through the 2020-2021 school year.

In-District and MDE-provided PL

WCSD has regularly utilized in-district human resources, such as teachers, interventionists, school and district administrators, etc. to facilitate professional learning opportunities on topics pertinent to educators and aligned to the district's learning needs. Additionally, the district brought in MDE personnel to provide focused professional learning through utilization of the professional development coordinators and the regional service delivery model. Feedback from these sessions were very positive, impacts were seen in classroom practice, and follow-up sessions proposed for the 2020-2021 school year.

PL Resources

Above other material resources, the allocation of time is a priority for effective professional learning to occur in our schools. It is the one resource we all need, but no one can afford. To address the issue of "time", WCSD may utilize paraprofessionals and/or substitute teachers to fill-in for regular teachers in general and/or special education classes in order to "buy" time and enable these teachers to plan or learn together as a team/professional learning community. WCSD will also utilize common planning time when possible to allow teachers who teach the same students or who teach the same grade level, or same subject, to collaborate with each other, share information, and plan for instruction. External providers may provide instructional/data/leadership coaching on a consultative basis throughout the year and/or when needed.

In addition to embedded professional learning time, WCSD will set aside days through the year that are focused on professional learning. These days may be school- or district- directed based on identified needs, respectively. School and/or district personnel may facilitate these professional learning days or educational consultants may assist when needed to offer focused professional learning opportunities/consulting for which they have expertise.

In some cases, school/district personnel may attend focused professional learning opportunities out-of-district. WCSD personnel regularly participate in training opportunities offered by agencies such as the Mississippi Department of Education (MDE), the Southern-Regional Educational Service Agency (S-RESA), as well as other providers. WCSD expects personnel to take interest in educational initiatives at the state and/or federal level and actively seek learning opportunities that keep them well informed on the latest trends in research and best practices. Additionally, WCSD is currently investigating funding resources needed to begin building a professional learning library at each school that educators will utilize as part of their embedded professional learning communities.

District Profile

Name of District: Walthall County School District
 Address: 814 Morse Ave. Tylertown, MS 39667
 District Code: 7400
 Superintendent: Wade L. Carney

Demographics

Student Demographics (Enrollment) (Totals for All Schools)																
Year	School Enrollment	Female	Male	Asian	Black	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Native Hawaiian/Pacific Islander
2015-16	1979	945	1034	2	1247	38	5	652	34	1680	280	0	0	0	0	
2016-17	1941	926	1015	2	1218	38	6	636	40	1734	242	31	0	0	9	
2017-18	1864	879	985	2	1153	36	3	633	36	1618	198	29	0	0	2	

District Data		
Year	Student ADA	# of Teacher Absences
2015-16	1875.41	1110
2016-17	1839.47	983.2
2017-18	1764.61	1125.1

College and Career Readiness 11th Grade ACT Scores

College and Career Readiness 11th Grade ACT Scores (All Schools)						
Year	Composite	English	Math	Reading	Science	
2015-16	15.8	14.4	16.1	15.4	16.8	
2016-17	16.7	16.4	16.4	16.6	16.8	
2017-18	16.8	15.9	16.7	17.3	16.9	
2018-19	15.2	13.7	15.6	15.5	15.6	

Pupil Progression

Student Promotion Data (% Promoted) (All Schools)									
Year	K	1	2	3	4	5	6	7	8
2015-16	97.0%	98.0%	94.0%	96.0%	100.0%	94.0%	92.0%	90.0%	96.0%
2016-17	96.0%	92.0%	88.0%	97.0%	99.0%	94.0%	97.0%	86.0%	94.0%
2017-18	92.0%	96.0%	99.0%	95.0%	100.0%	99.0%	96.0%	84.0%	95.0%
2018-19	94.2%	91.6%	≥95%	86.9%	≥95%	≥95%	≥95%	92.1%	80.6%

Teacher Experience

	Total Number	Percent	Low Poverty Number	Low Poverty Percent	High Poverty Number	High Poverty Percent
Experienced Teachers	99.5	80.3%			99.5	80.3%
Provisional Teachers	13.0	10.5%			13.0	10.5%
In-Field Teachers	119.1	96.2%			119.1	96.2%

State Accountability Information

School Year	Grade	Points	Reading Proficiency	Reading Growth All	Reading Growth Low 25%	Math Proficiency	Math Growth All	Math Growth Low 25%	Science Proficiency	US History Proficiency	Graduation Rate	Acceleration	College & Career Readiness
2018-19	D	504	30.7	50.4	51.4	27.1	52.1	59	46.6	33.6	68.2	64.1	34.7
2017-18	D	499	28.5	53.3	63	23.2	44.6	50	46.6	39	75.7	54.5	30.5
2016-17	D	519	24.7	58.3	66.5	18.4	55.4	69.1	22.2	21.3	72.6	58.3	19.4
2015-16	D	515	21	62.3	77.2	16	53.4	67.9	18.6	23.6	166.8	14.3	24.8
2014-15	D	423	21.7	43.4	58.1	16.6	44.1	61.9	19.0	23.7	134.2	NA	NA
2013-14*	C	487	45.1	57.9	56.0	47.9	59.3	47.1	20.3	25.6	128	NA	NA

*2013-14 w/ Waiver is C (same as 2012-13)

School Year	Accountability Status	QDI	Growth Status	ELA Growth	Math Growth	Graduation Rate
2012-13	C	128	Met	Not Met	Not Met	79.7
2011-12	F – Low Performing	117	Not Met	Not Met	Not Met	81.2
2010-11	Low Performing	125	Not Met	Not Met	Not Met	80.1
2009-10	At Risk of Failing	122	Not Met	Met	Met	76.6

Walthall County School District Third Grade Reading Assessment							
	2016		2017		2018		2019
	PASS	FAIL	PASS	FAIL	PASS	FAIL	INITIAL PASS [▲]
WCSD	87.2%	12.8%	90.6%	9.4%	93.8%	6.2%	64.7%
DEXTER ATTENDANCE CENTER	>=95%	<=5%	*		*	*	*
SALEM ATTENDANCE CENTER	84.4%	15.6%	90.0%	10.0%	≥ 95.0%	≤ 5.0%	84.8%
TYLERTOWN ELEMENTARY * ■	86.7%	13.3%	90.3%	9.7%	91.1%	8.9%	58.3%

▲ Required scoring level raised to Level 3. Two additional attempts can be made before retention.
 * Denotes Literacy Support Schools; ■ Denotes SSIP Schools

Needs Assessment

In the spring of 2020 WCSD conducted a Needs Assessment across the district using an online survey tool. This survey tool focused on five dimensions:

1. Federal Programs
2. Curriculum and Instruction
3. Parent, Family, and Community Engagement
4. School Climate and Culture
5. Professional Development

While development of this plans draws data from more than one of the domains, the majority of focus is on the domains of Curriculum and Instruction and professional development.

Student Achievement

In addition to state assessments, WCSD determines the success of children meeting Mississippi's student academic achievement standards and monitors progress toward meeting these standards by utilizing formative assessments, or assessments for learning, using a screener in reading and math to monitor progress for grades K-12 (or through highest grade level in which students are enrolled in state-tested HS courses) a minimum of three times per year. Kindergarten through 3rd grade students are progress-monitored monthly using the early literacy, reading, and math progress monitor. The district also provides science "testlets" for grades 5, 8, and Biology I through AIM Science Assessments, available through our EZ Assessment program.

The following data is extracted from Curriculum Associate's i-Ready Diagnostic for Reading and Math. The data shown compares results of the district's second diagnostic to that of the first diagnostic. Overall reading results show that, over the course of the school year, an additional 18% of students moved into the "on or above grade level" category or "Tier 1" group, while both the "one grade level below" and "two or more grade levels below" groups decreased from beginning of year to end of year. The same transition in to "Tier1" or "on or above grade level" is seen in math, with an additional 19% moving into the "one or above grade level" category

and reductions in the other two. The second diagnostic is used in comparison to the first, because many students did not assess with the final diagnostic due to emergency district-wide school closures in spring 2020. Use the following key to interpret the reports on the following pages.

KEY

-  *On or Above Grade Level*
-  *One Grade Level Below*
-  *Two or More Grade Levels Below*

*Results are based on the
Standard view.*

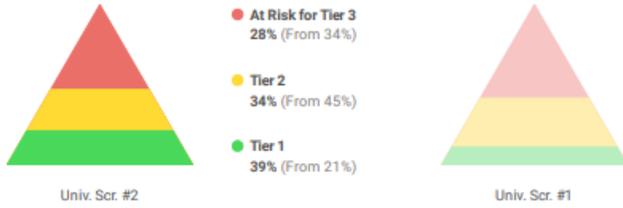
Reading/ELA

School	All Schools
Subject	Reading
Academic Year	2019 - 2020
Diagnostic	Univ. Scr. #2
Prior Diagnostic	Univ. Scr. #1
Placement Definition	Standard View

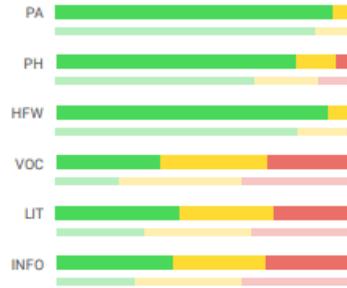
Criterion Referenced

Students Assessed/Total: 1,423/1,762

Overall Placement



Placement By Domain



Switch Table View		Show Results By	
Placement Summary		Grade	
Showing 13 of 13			
Grade		Overall Grade-Level Placement	Students Assessed/Total
Grade K	Univ. Scr. #2	69% 31%	120/133
	Univ. Scr. #1	5% 95%	
Grade 1	Univ. Scr. #2	28% 69% 2%	137/149
	Univ. Scr. #1	7% 88% 5%	
Grade 2	Univ. Scr. #2	44% 50% 7%	119/128
	Univ. Scr. #1	14% 72% 13%	

Grade	Overall Grade-Level Placement			Students Assessed/Total
Grade 3	Univ. Scr. #2	70%	23% 8%	151/158
	Univ. Scr. #1	46%	35% 19%	
Grade 4	Univ. Scr. #2	43%	46% 11%	111/119
	Univ. Scr. #1	30%	50% 21%	
Grade 5	Univ. Scr. #2	40%	34% 26%	136/146
	Univ. Scr. #1	29%	36% 35%	
Grade 6	Univ. Scr. #2	26%	35% 39%	137/147
	Univ. Scr. #1	15%	31% 54%	
Grade 7	Univ. Scr. #2	26%	16% 58%	144/162
	Univ. Scr. #1	19%	23% 58%	
Grade 8	Univ. Scr. #2	36%	22% 43%	160/168
	Univ. Scr. #1	25%	23% 53%	
Grade 9	Univ. Scr. #2	19%	29% 52%	90/100
	Univ. Scr. #1	23%	29% 48%	

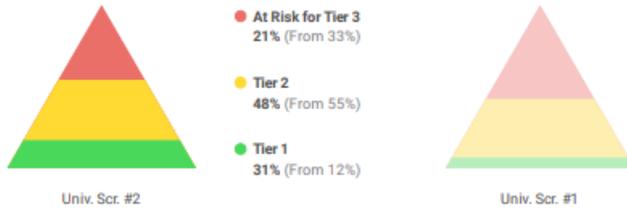
Mathematics

School	All Schools
Subject	Math
Academic Year	2019 - 2020
Diagnostic	Univ. Scr. #2
Prior Diagnostic	Univ. Scr. #1
Placement Definition	Standard View

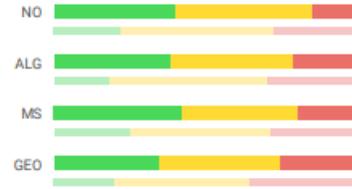
Criterion Referenced

Students Assessed/Total: 1,293/1,720

Overall Placement



Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 13 of 13

Grade		Overall Grade-Level Placement	Students Assessed/Total
Grade K	Univ. Scr. #2	47% 53%	120/133
	Univ. Scr. #1	7% 93%	
Grade 1	Univ. Scr. #2	17% 79% 4%	136/149
	Univ. Scr. #1	2% 87% 11%	
Grade 2	Univ. Scr. #2	24% 70% 7%	119/128
	Univ. Scr. #1	6% 71% 23%	
Grade 3	Univ. Scr. #2	45% 50% 5%	151/158
	Univ. Scr. #1	15% 62% 23%	

Grade	Overall Grade-Level Placement			Students Assessed/Total	
Grade 4	Univ. Scr. #2	35%	50%	15%	110/119
	Univ. Scr. #1	10%	54%	36%	
Grade 5	Univ. Scr. #2	32%	46%	22%	136/146
	Univ. Scr. #1	18%	46%	36%	
Grade 6	Univ. Scr. #2	28%	40%	32%	134/147
	Univ. Scr. #1	14%	37%	49%	
Grade 7	Univ. Scr. #2	28%	38%	35%	141/162
	Univ. Scr. #1	21%	41%	38%	
Grade 8	Univ. Scr. #2	28%	35%	37%	157/168
	Univ. Scr. #1	15%	36%	49%	
Grade 9	Univ. Scr. #2	49%	17%	34%	35/101
	Univ. Scr. #1	23%	17%	60%	
Grade 10	Univ. Scr. #2	4%	16%	80%	50/118
	Univ. Scr. #1	12%		88%	



Curriculum and Instruction

WCSD' Instructional Management System describes the instructional model, strategies, activities, and other efforts that the district takes to achieve instructional success. The document outlines the district's efforts to strategically link curriculum, instruction, and assessment. Therefore, some integrated goals of the document are to a) describe the district's curriculum (competencies, objectives, standards, etc.), b) depict the district's instructional model, c) explain how various data sources are used to make data-based decisions, d) illustrate a differentiated professional learning model for teachers, and e) outline related roles and responsibilities of various stakeholders.

As described in the district Instructional Management System, district and school leaders will ensure through teacher observation/evaluation that all educators are aligning their instructional objectives and curricular resources to the applicable standards. All educators will utilize the district pacing guides/units that are reviewed/revised annually, for planning their classroom lesson. A URL to the intra-district site is where pacing guides are maintained in the Instructional Management System.

All educators will utilize instructional resources that align to the content area and standards. Educators differentiated instruction through content, process, product, and learning environment to better meet the needs of all learners. Grade/subject-level teams and/or school-level leadership teams may aid in planning effective interventions for at-risk students.

Educators will assess students academically (formatively and summatively) and behaviorally on a sequential and on-going basis. Formative academic assessments will be conducted through teacher observations, pre-tests, quizzes, student self-assessments, and computer-assisted adaptive. Formative behavioral assessments will be conducted through teacher observations, student self-assessments and research-supported instruments (e.g., Student Risk Screening Scale (SRSS) and Student Internalizing Behavior Scale (SIBS)).

John Hattie, in his book *Visible Learning: A Synthesis of Over 800 Meta-analyses Relating to Achievement*, quantified a common measure to clarify what makes an impact on student learning and achievement. The measure he used is effect size. According to Hattie (2009), an effect size of 0.2 or less indicates a low effect on student achievement, an effect size of 0.4 indicates a medium effect on student achievement, and an effect size of 0.6 or larger indicates a high effect on student achievement. According to the updated effect sizes providing formative evaluation had an effect size of 0.68 and classroom behavior had an effect size of 0.63. This research clearly indicates that the processes outlined meets the criteria of having a high effect size.

When students receive support at the secondary and/or tertiary tiers of the instructional model, teachers will adhere to set procedures for progress monitoring. Educators will utilize available software programs and/or online programs proven to effectively monitor student progress and growth relative to the State Standards.

Professional Development

WCSD promotes the tenets of life-long learning for all employees. WCSD encourages and expects all employees to engage in professional learning opportunities and develop themselves accordingly by keeping current with trends, research, and best practices in their respective fields. In addition to job-embedded, ongoing professional learning, the district will facilitate professional learning days throughout the year based on district-identified needs and/or goals. All staff members are expected to attend. Ongoing professional learning will be embedded, school-based, and differentiated with respect to the topics relevant to instruction, or other specific areas, identified through a variety needs assessments, formative teacher observations, peer observations, self-assessments, etc. Schedules/itineraries that includes PL topics, presenters, agenda, and other backup information for professional learning sessions are kept on file at the WCSD Central Office.

Scheduled Professional Learning Days

Rank	Topic	District/School
8/3/20	PL Day #1	District/School
8/4/20	PL Day #2	District/School
8/5/20	PL Day #3	District/School
10/21/20	PL Day #4	District/School
1/15/21	PL Day #5	District/School
2/12/21	PL Day #6	District/School
5/27/21	PL Day #7	School

WCSD will implement a professional learning program aligned with the Learning Forward Standards for Professional Learning, 2011 and adopts the following beliefs regarding the link between professional learning and student learning as put forth by Learning Forward. (Previously identified on p. 6 of this document but restated for coherence here.)

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

The district's professional learning opportunities for staff are in good-faith alignment with Learning Forward's Standards for Professional Learning which are, in and of themselves, evidence-based standards, but in particular are supported by the research associated with the learning designs standard. WCSD's professional learning designs are supported by evidence of effectiveness. Research on effective learning designs, in particular, effective adult-learning scenarios, inform best practices of the learning designs standard. In the book *Powerful Designs*

for Professional Learning (2004), Lois Brown Easton identifies many effective learning designs distilled from the research/literature and categorizes them by the purpose for which a system would implement and/or utilize a particular design. More recently, the process map available in Reach the Highest Standard in Professional Learning: Learning Designs (2015) by Drago-Severson, Roy, and Frank indicates the purpose and characteristics of many professional learning designs.

Our district plan for professional learning also addresses the alignment between the PL opportunities provided to educators and the standards for PL through consideration of the interconnectivity of the standards. Learning Communities, Leadership, Resources, Data, Learning Designs, and Implementation, Outcomes, when ALL are addressed, work together to create an effective professional learning system.

Characteristics of our PL plan include: 1) alignment to best-practice instructional strategies to the Mississippi College- and Career-Ready Standards, 2) training on analyzing assessment data for student progress monitoring and the RTI process, 3) provide technology integration training in the classroom, 4) classroom management and procedure, 5) training for small/flexible grouping strategies (i.e., differentiated instruction), 6) provide consultants for principals and teachers in observing, evaluating and implementing best practice instructional strategies in the classroom, and 7) support for implementation of new curricula/tools.

The district and each school have a Leadership Team that provides input into the professional development plan. Professional development participation is monitored and evaluated through the use of participant evaluation and feedback forms. Changes in practice as a result of professional learning is measured through pre- and post- teacher observations/evaluation and through reviewing continuous short-cycle data such as reading and math progress-monitoring data, longer-cycle data from universal screening, as well as lagging data such as state assessment results.

Professional learning topics, according to the spring 2020 teacher survey, teachers ranked the following as their Top 10 needs.

Rank	Topic
1	Classroom Management
2	My specific content area
3	Differentiated Instruction
4	Using technology to enhance instruction
5	Developing quality assessments
6	Reading for at risk students
7	MS College and Career Readiness Standards
8	Depth of Knowledge
9	Interpreting and Analyzing Data
10	Writing Strategies

Teacher Evaluation Data

Professional Growth System

The following data is aggregated from the Professional Growth System Rubric. According to this district-wide data, the following standards are where the greatest opportunities for improvement exist.

Standard	% Unsatisfactory or Emerging	% of teachers rated at Unsatisfactory	% of teachers rated at Emerging
4. The teacher provides multiple ways for students to make meaning of content.	11.7%	2.5% Does not move or moves few students to deeper understanding of content through various techniques including <ul style="list-style-type: none"> ● a variety of explanations and multiple representations of concepts ● extended productive discussion ● effective questioning to support students' attainment of the learning goals ● making connections to other content across disciplines ● independently connecting lesson 	9.2% Moves most students to deeper understanding of content through various techniques including <ul style="list-style-type: none"> ● a variety of explanations and multiple representations of concepts ● extended productive discussion ● effective questioning to support students' attainment of the learning goals ● making connections to other content across disciplines ● independently connecting lesson content to real-world application
9. The teacher establishes and maintains effective communication with families/guardians.	10.1%	4.2% <ul style="list-style-type: none"> ● Rarely or never communicates with families/ guardians 	5.9% <ul style="list-style-type: none"> ● Communicates with families/ guardians reactively concerning student academic progress and development, and outreach is mostly for intervention or corrective reasons
2. Lessons have high levels of learning for all students.	10.1%	1.7% Provide assignments and activities that contain the following components: <ul style="list-style-type: none"> ● no scaffolding that builds student understanding ● little or no evidence that the teacher knows each student's level ● little or no differentiation based on students' abilities and learning styles ● little or no evidence of student-centered learning ● few connections to students' prior experiences or learning 	8.4% Provide assignments and activities that contain the following components: <ul style="list-style-type: none"> ● minimal scaffolding that builds student understanding ● limited evidence that the teacher knows each student's level and/or tracks each student's progress toward mastery ● some differentiation based on students' abilities and learning styles ● limited student-centered learning ● adequate connections to students' prior experiences or learning

Student and Professional Learning Goals

Student Learning Goal	Professional Learning Goals	
	Position Type	
Increase student percent proficiency in ELA to 45.1%. Increase student percent proficiency in Math to 44.1%. Increase student percent proficiency in Science by 5%. Increase growth on state assessments in Reading ALL, Math ALL, Reading LP, and Math LP by 5% in the 2020-21 school year.	Teachers	-Increase teacher confidence and effectiveness related to classroom management. -Provide teachers with content-specific PD support for traditional and virtual/online instructional modes. -Increase teacher instructional effectiveness in ELA, Math, and Science (both via traditional and virtual/online instructional models) -Build capacity for teachers to utilize available technology to enhance instruction both face-to-face and virtually.
	District and School Administration	-Support teachers through providing feedback in a semi-virtual and virtual teaching environment.

2018-19 Results
(NO RESULTS FOR 19-20 DUE TO CLOSURE)

Reading – WCSD increased ELA growth of the LP group by 7.4%, but decreased by 2.9% in the ALL group.

Math – WCSD increased Math growth of the LP group by 9%, but decreased by 11.6% in the ALL group.

Science – Proficiency in Science declined by 10%.

OUTCOMES

OUTCOMES: PROFESSIONAL LEARNING THAT INCREASES EDUCATOR EFFECTIVENESS AND RESULTS FOR ALL STUDENTS ALIGNS ITS OUTCOMES WITH EDUCATOR PERFORMANCE AND STUDENT CURRICULUM STANDARDS.

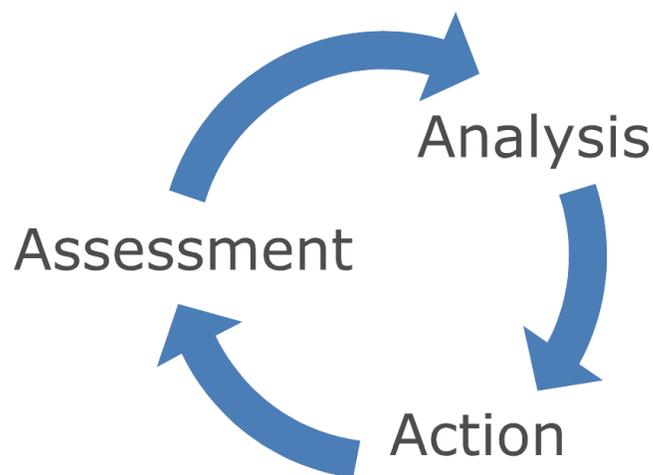
Ongoing Assessment and Evaluation of the PLP

The WCSD will collect and review multiple pieces of data to support evaluation of the district’s professional learning plan. WCSD will utilize the student results from formative and summative

assessments to determine how teachers' knowledge, skills, or behaviors impacted student learning.

Additionally, participants of professional learning opportunities conducted in-district will complete feedback forms following completion of the activities. Central office administrators, building level administrators and all school-level teams analyze the participant feedback forms. Analysis of this feedback will occur in a timely manner to ensure that future professional learning activities include the specified recommendations for improvement.

Finally, WCSD will deliver an assessment survey to all certified teachers in the spring of 2020 to ascertain the effectiveness of the professional learning plan implemented throughout the year and to gain insight into professional learning needs for the following year. Teams at both the school and district level will review the surveys and analyze results. That data will be used to further refine the district professional learning plan. Schools will also use the evaluation forms to enhance their school-level professional learning programs and drive the professional learning communities.



Professional Development Goals & Activities

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence	LF PL Std(s)*
1	-Increase teacher confidence and effectiveness related to classroom management.	All Teachers	Survey data, observation evidence	O, LC, I, L
2	-Provide teachers with content-specific PD support for traditional and virtual/online instructional modes.	All Teachers	Survey data	LC, L
3	-Increase teacher instructional effectiveness in ELA, Math, and Science (both via traditional and virtual/online instructional models)	ELA, Math, Sci, and SS Teachers	Survey data, observation evidence	O, LC, I, L
4	-Build capacity for teachers to utilize available technology to enhance instruction both face-to-face and virtually.	All Teachers	Survey data, observation evidence	R, I, O
5	-Support teachers through providing feedback in a semi-virtual and virtual teaching environment.	Administrators	Group Reflection, observation evidence	L, LD, O

*LC= Learning Communities, L= Leadership, R=Resources, D=Data, LD=Learning Designs, I=Implementation, O=Outcomes



2: Professional Learning Activities

PL Goal No	Initial Activities (see attached PL Schedules)	Date MM/YY	Follow-up Activities (amended as appropriate)	Date MM/YY
1	Peer Observations Teacher Mentoring/Coaching PLCs	Aug-> Aug-> Aug->	Ongoing Events scheduled Aug-May in Teacher Mentoring Plan Regular and ongoing through May	
2	Instructional Coaching PLCs	Aug-> Aug->	Ongoing Regular and ongoing through May	
3	Instructional Coaching Literacy Coaching	Aug-> Aug->	Ongoing Ongoing	
4	Technology Coaching Technology Support for Google Classroom and Zoom Great Minds Eureka Math In Sync and Equip BrainPOP Training Study Island Cohort Training	July-> Aug 4 th Sept. October Sept.->	Ongoing coaching	
5	Administrators participate in <i>Implementing the Feedback Process as Professional Learning</i> virtual conference	Sept - Nov	Ongoing for three months... Book Study / DLT Discussion	

