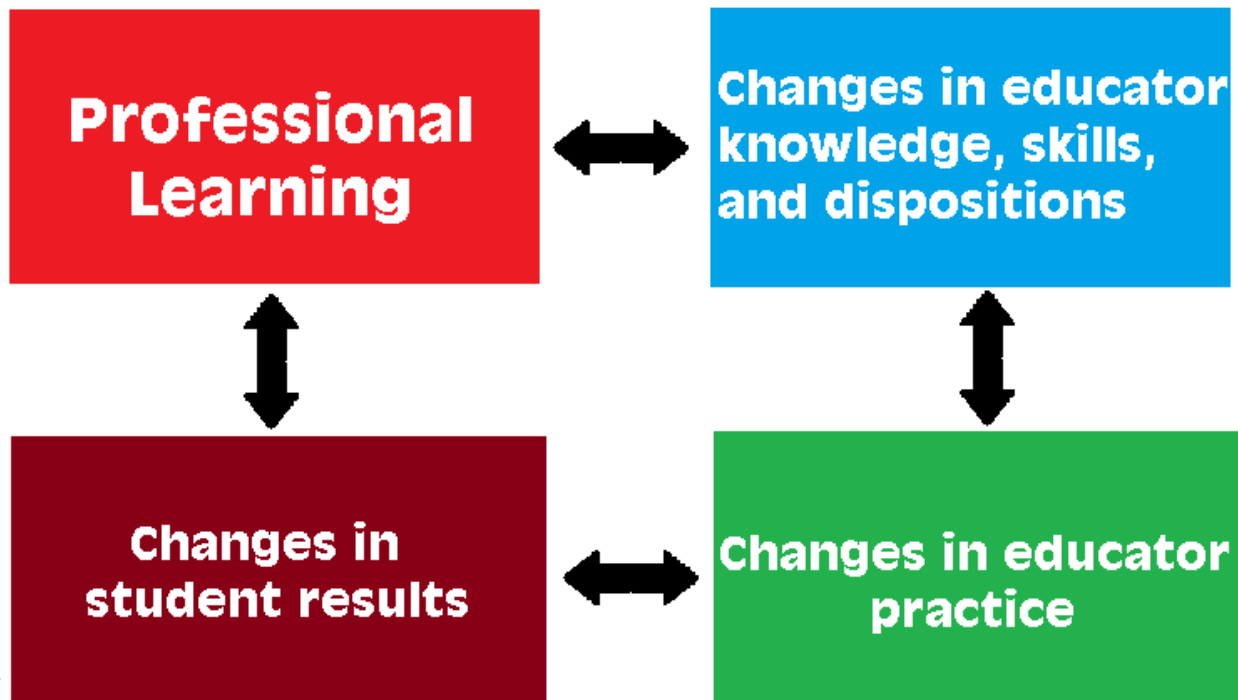**WALTHALL**
COUNTY SCHOOL DISTRICT
Teachers teaching. Students learning. Schools improving.

2023-24

Professional Learning Plan

_____   _____
J. Bradley Brumfield   Date
Superintendent

_____   _____
Michelle Stinson   Date
Assistant Superintendent /
Curriculum, Instruction, & Professional Learning

_____   _____
Kim Brumfield   Date
Special Services Supervisor

_____   _____
Vanessa Boyd   Date
Federal Programs

_____   _____
Deloris Breland   Date
School Board President

Table of Contents

District Vision

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

District Mission

Teachers teaching. Students learning. Schools improving.

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 of 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 high-quality, 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.

standards.learningforward.org
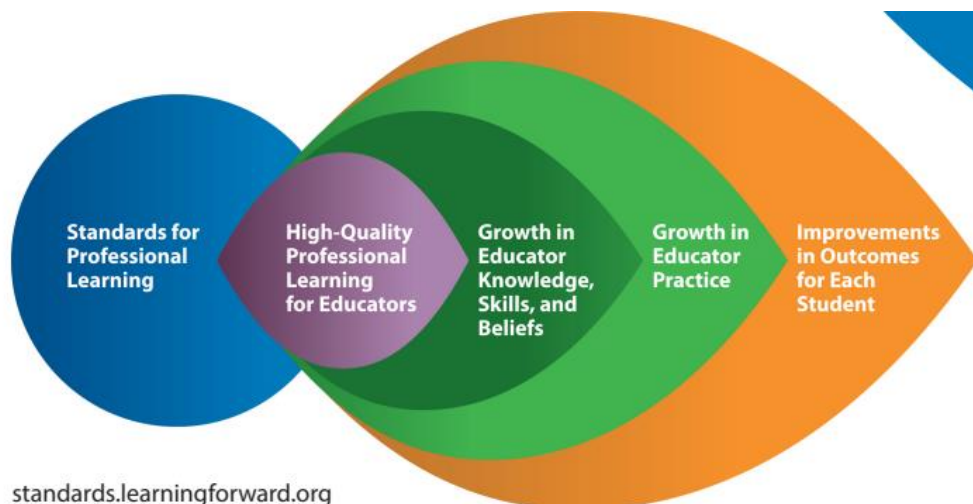
WCSD Vision and Mission for Professional Learning

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

Professional learning results in equitable and excellent outcomes for all students when educators ...

EQUITY PRACTICES
... understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.

CURRICULUM, ASSESSMENT, AND INSTRUCTION
... prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.

PROFESSIONAL EXPERTISE
... apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

Professional learning results in equitable and excellent outcomes for all students when educators ...

EQUITY DRIVERS
... prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

EVIDENCE
... create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.

LEARNING DESIGNS
... set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.

IMPLEMENTATION
... understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

Professional learning results in equitable and excellent outcomes for all students when educators ...

EQUITY FOUNDATIONS
... establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.

CULTURE OF COLLABORATIVE INQUIRY
... engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

LEADERSHIP
... establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.

RESOURCES
... allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

Reflection on Previous PL Opportunities

Focus on High Quality Instructional Materials and Professional Learning

In the 2018-19 school year WCSD began implementing the revised MS-CCRS for Science and implemented a new science curriculum in grades 3-Biology I. This new curriculum, STEMcopes, 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. In the 21-22 SY the district added a local instructional science coach tasked with focusing on supporting teachers' implementation of science curriculum and overall delivery of science content standards. From Spring 2021 to Spring 2022, science proficiency increased from 29.7% to 32.6% proficient. The district experienced an increase in proficiency again in Spring 2023, having 39.1% proficient. We will continue to track that data, as it is included as one of our student outcome goals.

Similarly, in the 2019-20 SY, WCSD implemented a new Math curriculum with national evidence of effectiveness. 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. Focused professional learning with their publisher occurred during the 19-20 and 20-21 school years. We also provided external coaching for teachers implementing the new curriculum. In the 2021-22 SY the district added a local instructional math coach tasked with focusing on supporting teachers' implementation of the math curriculum and overall delivery of math content standards. From Spring 2021 to Spring 2022, math proficiency increased from 22.4% to 30% proficient. The district experienced an increase in proficiency again in Spring 2023, having 35.5% proficient. We will continue to track that data, as it is included as one of our student outcome goals.

Additionally, in the previous school year (2022-23), WCSD implemented a completely new Reading/English Language Arts curriculum in grades K-HS. With 2021 reading proficiency at 23.4%, the district saw an increase to 29.7%. The district experienced an increase in proficiency again in Spring 2023, having 32.1% proficient. While this is positive, we seek to accelerate this growth. External coaching supports for ELA were utilized in prior years, while in the 2021-22 and 2022-23 school year, most of the coaching came from our in-district literacy coach. With sustained local coaching support and further professional learning on understanding our new curriculum, we are looking forward to continued improved outcomes.

Professional Learning Communities

WCSD educators form 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 2023-2024 school year.

In-District and Externally-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 regularly brings in external resources to provide focused professional learning through utilization of partnerships with external partners and MDE professional development coordinators via the regional service delivery model. Feedback from these sessions is typically positive, with considerations for improvement and continuance considered.

Researchers such as Killion, Harrison, Bryan and Clifton (2012), in *Coaching Matters*, put forward that of the designs for professional learning, coaching is one of the best for supporting implantation of new practices and is an ESSENTIAL component of professional learning. Drago,-Severson, Roy, and Frank (2015) summarize the most effective learning designs along with their purpose and characteristics. Coaching is shown to meet the following needs:

- Building content or instructional knowledge
- Reinforcing knowledge of critical attributes
- Developing skills
- Supporting planning
- Supporting implementation
- Focusing on standards, curriculum, and assessments

Previously mentioned, in the 2021-2022 school year, WCSD mobilized resources to provide local, active, intentional support for classroom teachers as they learn new and improve upon their classroom practices. WCSD continues to employ an instructional coaching team to support teachers in the following areas:

-ELA/Reading / Family Engagement   -Math / Technology Integration
-Science & Social Studies   -Special Education
-English Learners / Community Engagement   -Behavior / MTSS

Coaching provides teachers with differentiated support as it includes multiple strategies for success such as demonstration/modeling, co-planning, and co-teaching. The coach and teacher will engage in feedback to build teacher skill and proficiency in teaching. Coaches will debrief with school leaders daily when coaching occurs to review progress, strengths, potential weaknesses, and to address any immediate changes of practice that are needed. Coaches will also meet with the professional development coordinator regularly in their own learning community to share/review observations, data, progress, and to plan for any systemic professional development needs.

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. Internal coaches and/or 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 throughout 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: Dr. J. Bradley Brumfield

Demographics

WALTHALL COUNTY SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP

		2019	2020	2021	2022	2023
ALL	ALL	1819	1812	1677	1689	1684
GENDER	FEMALE	884	889	844	851	858
	MALE	935	923	833	838	826
RACE	ASIAN	*	*	*	*	*
	BLACK OR AFRICAN AMERICAN	1122	1102	1046	1048	1054
	HISPANIC OR LATINO	32	36	37	33	33
	TWO OR MORE RACES	45	52	44	46	48
	WHITE	612	613	538	553	538

Figure 2: District Enrollment by Demographic Group

College and Career Readiness 11th Grade ACT Scores

Location	Score	Data Type	2018	2019	2020	2021	2022
Walthall Co.	Composite	Number	16.8	15.6	16.3	16.2	15.9
	English	Number	15.9	15.5	15.7	15.8	14.1
	Math	Number	16.7	15.6	16.9	16.3	16.0
	Reading	Number	17.3	15.2	16.1	15.7	16.1
	Science	Number	16.9	13.7	15.0	14.3	16.8

Literacy Based Promotion Act

Spring 2022 Third Grade Retention Summary		
School	Total Number of 3rd Grade Students	Number of 3rd Students Retained due to Literacy Based Promotion Act
Dexter	5	0
Salem	26	2
TPS	99	1

Personnel

DISTRICT CLASSROOM TEACHERS AND PER PUPIL RATIO

Year	Elementary Teachers	Secondary Teachers	Total	Per Pupil Ratio
2022	65.7	65.1	131	11.9
2021	66.0	68.0	134	11.9
2020	65.5	66.7	132	12.9
2019	61.9	66.7	129	13.3
2018	65.0	63.7	129	13.8

■ TOTAL ■ ELEMENTARY TEACHERS ■ SECONDARY TEACHERS

(MDE, 2018, 2019, 2020, 2021, 2022, *Superintendent's Annual Report*)

DISTRICT TEACHING STAFF EXPERIENCE BY PERCENTAGE OF TEACHERS

	2018	2019	2020	2021	2022
TEACHING IN FIELD	96.5%	96.2%	96.5%	98.1%	97.3%
EXPERIENCED TEACHERS	91.6%	80.3%	82.0%	78.4%	74.1%
INEXPERIENCED TEACHERS (<4 YRS. NOT PROVISIONAL)	5.9%	9.2%	9.1%	17.3%	21.5%
PROVISIONAL TEACHERS	2.5%	10.5%	8.9%	4.3%	4.4%

(MDE, 2018, 2019, 2020, 2021, 2022, Mississippi Succeeds Report Card)

School Accountability Grade Components

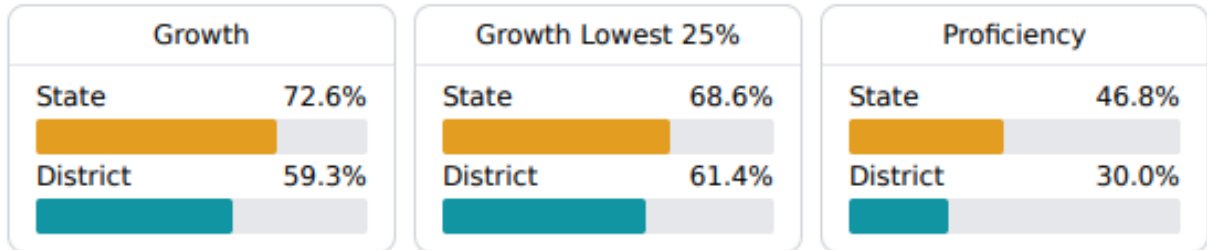Mississippi's accountability system assigns "A" through "F" letter grades for schools and districts. Grades are based on student achievement, student growth, student participation in testing, and other academic measures. COVID - 19 pandemic disruptions continue to be reflected in 2021 - 2022 accountability data, particularly growth data.

Math

Measurements of student performance on the statewide math assessment.

Growth		Growth Lowest 25%		Proficiency	
State	72.6%	State	68.6%	State	46.8%
District	59.3%	District	61.4%	District	30.0%

English

Measurements of student performance on the statewide English language arts (ELA) assessment.

Growth		Proficiency		Growth Lowest 25%	
State	62.1%	State	41.9%	State	56.6%
District	56.3%	District	29.7%	District	51.9%
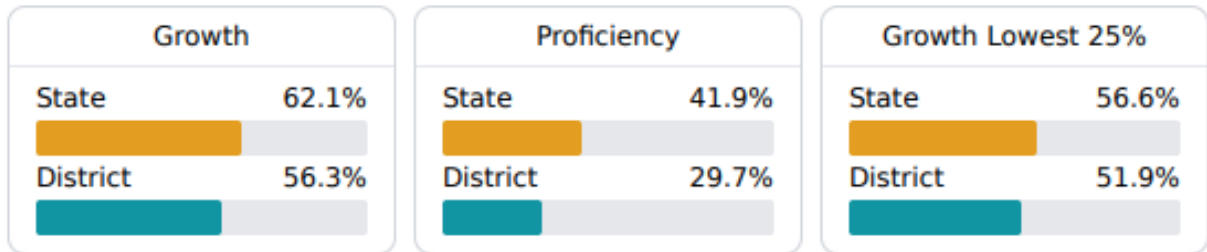
Other Measures

Other measurements of student performance that factor into the accountability grade.

US History Proficiency		Science Proficiency		College & Career Readiness	
State	69.4%	State	55.5%	State	42.9%
District	58.2%	District	32.6%	District	30.3%

Acceleration		Graduation Rate		English Learners	
State	73.2%	State	88.4%	State	14.8%
District	77.8%	District	84.2%	District	31.8%
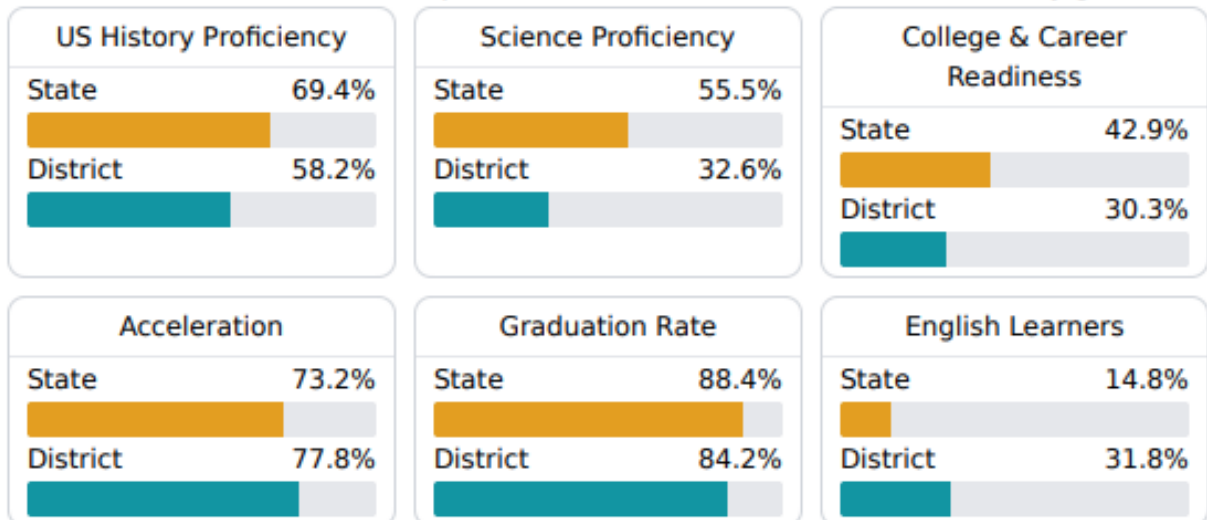
Needs Assessment

In the spring of 2023 WCSD conducted a Needs Assessment across the district using an online survey tool. This survey tool focused on eight dimensions:
1. Federal Programs
2. Curriculum and Instruction
3. Parent, Family, and Community Engagement
4. School Climate and Culture
5. Technology
6. Pre-school and Kindergarten
7. COVID-19 and Distance Learning
8. Professional Development

While development of this plan 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 Associates' i-Ready Diagnostic for Reading and Math. The data shown compares results of the district's third diagnostic to that of the first diagnostic. Overall reading results show that, over the course of the school year, an additional 23% 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 into "Tier1" or "on or above grade level" is seen in math, with an additional 29% moving into the "one or above grade level" category and reductions in the other two.

Reading/ELA

Diagnostic Results ▾

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

Results are based on the Standard view.

Subject
Reading ▾

School
All Schools ▾

Academic Year
2022 - 2023 ▾

Diagnostic
Univ. Scr. #3 ▾
03/02/23 - 03/31/23

Prior Diagnostic
Univ. Scr. #1 ▾
08/08/22 - 09/02/22

Criterion Referenced

| 3-Level Placement | **Enhanced** 5-Level Placement | Projected Proficiency |

Overall Placement
Students Assessed/Total: **998/1,661**
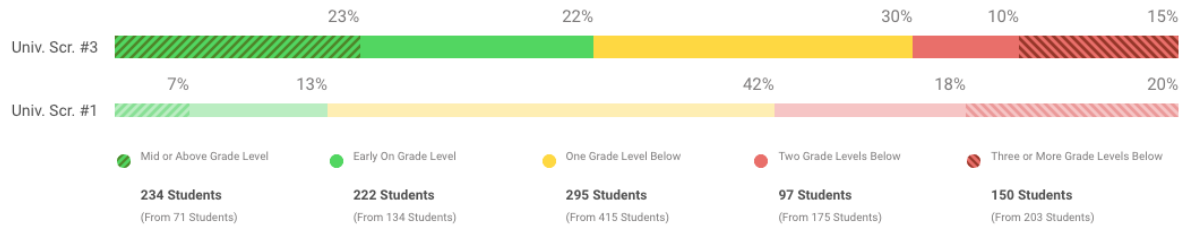
	23%	22%	30%	10%	15%
Univ. Scr. #3					
	7% 13%		42%	18%	20%
Univ. Scr. #1					

⊘ Mid or Above Grade Level   ● Early On Grade Level   ● One Grade Level Below   ● Two Grade Levels Below   ⊘ Three or More Grade Levels Below

234 Students (From 71 Students)   **222 Students** (From 134 Students)   **295 Students** (From 415 Students)   **97 Students** (From 175 Students)   **150 Students** (From 203 Students)

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

▼ **Placement by Domain**

Phonological Awareness *(PA)*

Phonics *(PH)*

High-Frequency Words *(HFW)*

Vocabulary *(VOC)*

Comprehension: Overall *(COMP)*

Literature *(LIT)*

Informational Text *(INFO)*
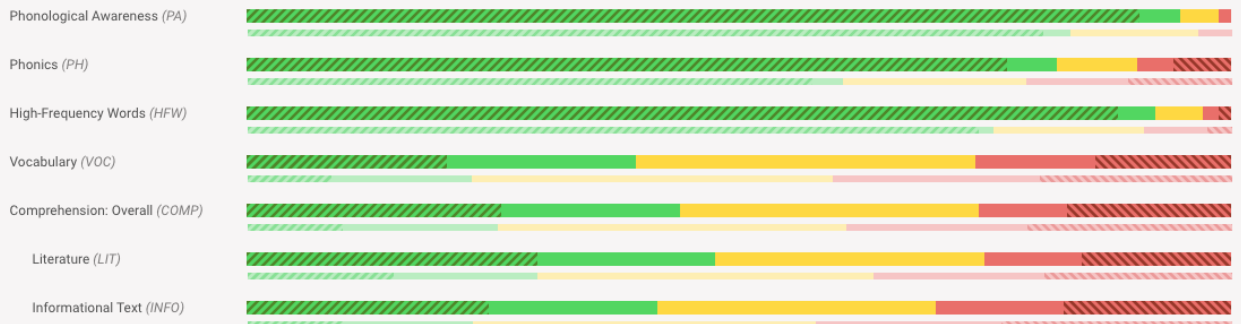
Multi		Overall Grade-Level Placement	◉	●	●	●	⊘	Students Assessed/Total
Grade K	Univ. Scr. #3		56%	32%	12%	0%	0%	84/145
	Univ. Scr. #1		1%	6%	93%	0%	0%	
Grade 1	Univ. Scr. #3		28%	23%	43%	6%	0%	90/141
	Univ. Scr. #1		1%	2%	86%	11%	0%	
Grade 2	Univ. Scr. #3		19%	23%	45%	13%	0%	78/120
	Univ. Scr. #1		5%	9%	45%	41%	0%	
Grade 3	Univ. Scr. #3		28%	36%	24%	9%	2%	127/131
	Univ. Scr. #1		6%	23%	32%	31%	9%	
Grade 4	Univ. Scr. #3		21%	18%	50%	3%	8%	119/128
	Univ. Scr. #1		7%	12%	53%	13%	15%	
Grade 5	Univ. Scr. #3		12%	18%	34%	28%	8%	107/112
	Univ. Scr. #1		8%	14%	31%	29%	18%	
Grade 6	Univ. Scr. #3		22%	15%	29%	11%	23%	145/153
	Univ. Scr. #1		14%	10%	22%	16%	39%	
Grade 7	Univ. Scr. #3		17%	19%	17%	6%	41%	112/126
	Univ. Scr. #1		12%	17%	27%	12%	33%	
Grade 8	Univ. Scr. #3		17%	20%	19%	10%	34%	129/138
	Univ. Scr. #1		6%	22%	20%	9%	43%	

Mathematics

Diagnostic Results ▾

● On or Above Grade Level

● One Grade Level Below

● Two or More Grade Levels Below

Results are based on the Standard view.

Subject: Math ▾

School: All Schools ▾

Academic Year: 2022 - 2023 ▾

Diagnostic: Univ. Scr. #3 ▾
03/02/23 - 03/31/23

Prior Diagnostic: Univ. Scr. #1 ▾
08/08/22 - 09/02/22

Criterion Referenced

| 3-Level Placement | **Enhanced** 5-Level Placement | Projected Proficiency |

Overall Placement
Students Assessed/Total: **984/1,654**
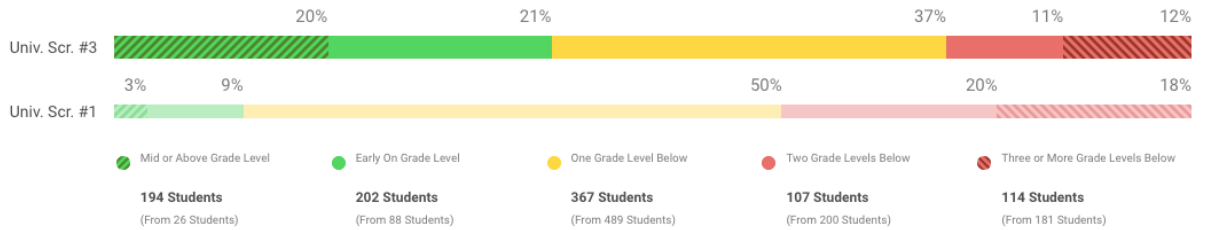
Univ. Scr. #3: 20% | 21% | 37% | 11% | 12%

Univ. Scr. #1: 3% | 9% | 50% | 20% | 18%

● Mid or Above Grade Level — **194 Students** (From 26 Students)
● Early On Grade Level — **202 Students** (From 88 Students)
● One Grade Level Below — **367 Students** (From 489 Students)
● Two Grade Levels Below — **107 Students** (From 200 Students)
● Three or More Grade Levels Below — **114 Students** (From 181 Students)

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

▼ **Placement by Domain**

Number and Operations *(NO)*

Algebra and Algebraic Thinking *(ALG)*

Measurement and Data *(MS)*

Geometry *(GEO)*
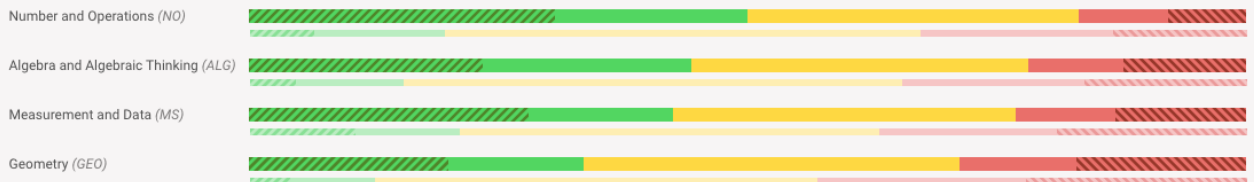
Multi	Overall Grade-Level Placement		◕	●	●	●	⊘	Students Assessed/Total
Grade K	Univ. Scr. #3		34%	27%	40%	0%	0%	83/145
	Univ. Scr. #1		0%	5%	95%	0%	0%	
Grade 1	Univ. Scr. #3		14%	21%	61%	5%	0%	87/141
	Univ. Scr. #1		0%	1%	74%	25%	0%	
Grade 2	Univ. Scr. #3		17%	26%	45%	13%	0%	78/120
	Univ. Scr. #1		0%	1%	58%	41%	0%	
Grade 3	Univ. Scr. #3		26%	23%	40%	7%	4%	125/131
	Univ. Scr. #1		0%	3%	53%	36%	8%	
Grade 4	Univ. Scr. #3		12%	28%	41%	13%	6%	119/128
	Univ. Scr. #1		2%	7%	48%	24%	19%	
Grade 5	Univ. Scr. #3		15%	18%	39%	15%	13%	106/112
	Univ. Scr. #1		6%	10%	38%	19%	27%	
Grade 6	Univ. Scr. #3		26%	16%	28%	15%	14%	142/153
	Univ. Scr. #1		4%	19%	33%	19%	25%	
Grade 7	Univ. Scr. #3		12%	20%	27%	14%	28%	111/126
	Univ. Scr. #1		6%	16%	40%	7%	31%	
Grade 8	Univ. Scr. #3		23%	13%	28%	12%	25%	128/138
	Univ. Scr. #1		5%	11%	37%	13%	34%	

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 meet 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 of needs assessments, formative teacher observations, peer observations, self-assessments, etc. Schedules/itineraries that include 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
8/1/23	PL Day #1	District/School
8/2/23	PL Day #2	District/School
8/3/23	PL Day #3	District/School
10/18/23	PL Day #4	District/School
1/12/24	PL Day #5	District/School
2/16/24	PL Day #6	District/School
5/24/24	PL Day #7	School

WCSD will implement a professional learning program aligned with the Learning Forward Standards for Professional Learning, 2022 and adopts the following beliefs regarding the link between professional learning and student learning as put forth by Learning Forward. (Previously identified on p. 5 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. Rigorous content for each learner, transformational processes, and conditions for success, 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 coaching 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.

In the Spring 2023 needs assessment survey, teachers were asked to rank various professional learning topics based on their needs. Results are shown in the image below:

Professional Development

Rank your top ten choices for professional development topics.

Topic	Rank
Classroom Management	#1
Staff/Student Mental Health and Wellbeing	#2
Differentiated Instruction	#3
My specific content area	#4
Reading for at risk students	#5
Conflict resolution	#6
Writing strategies	#7
Using technology to enhance instruction	#8
Successful inclusion strategies	#9
Teaching and understanding students in poverty	#10
Developing quality assessments	#11
Interpreting and analyzing student data	#12
Depth of Knowledge	#13
Mississippi College and Career Readiness Standards	#14
Response to Intervention (RTI/MTSS)	#15
Culture sensitivity	#16
English Learners (ELs)	#17
Teaching and understanding homeless students	#18

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	Average	Lowest Rating Areas
1. Lessons are aligned to standards and represent a coherent sequence of learning.	3.27	
2. Lessons have high levels of learning for all students	3.0	X
3. The teacher assists students in taking responsibility for learning and monitors student learning.	3.16	X
4. The teacher provides multiple ways for students to make meaning of content.	3.15	X
5. The teacher manages a learning-focused classroom community	3.18	
6. The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.	3.18	
7. The teacher creates and maintains a classroom of respect for all students.	3.19	
8. The teacher engages in professional learning.	3.27	
9. The teacher establishes and maintains effective communication with families/guardians.	3.25	

Student and Professional Learning Goals

WCSD establishes the following professional learning goals for the 2023-2024 school year.

Student and Professional Learning Goals		
Student Learning Goal	**Professional Learning Goals**	
	Position Type	
Achieve a student proficiency level of 40% or greater in both ELA and Math in all grades. Achieve a student proficiency level of 60% or greater in Grades 5 and 8 Science and Biology. Achieve a student proficiency level of 60% or greater in US History. Increase growth on state assessments in Reading ALL, Math ALL, Reading LP, and Math LP by 5 percentage points each.	Teachers	
	District and School Administration	-Increase teacher confidence and effectiveness related to classroom management. -Increase teacher instructional effectiveness in ELA, Math, and Science -Provide teachers with content-specific PD support for traditional and virtual/online instructional modes. -Build capacity for teachers to utilize available technology to enhance and assess the effectiveness of instruction through data analysis. -Support teachers through providing feedback in a traditional, semi-virtual, and/or virtual teaching environment. -Improve effectiveness of instructional leaders through focused book studies.

2022-23 Results

Final Accountability Results showed the following results:

Increase student percent proficiency in ELA from 29.7% to 35% **33.6 NOT MET**
Increase student percent proficiency in Math from 30% to 35% **37.2 MET**
Increase student percent proficiency in Science from 32.6% to 37.6% **42.6 MET**
Increase student percent proficiency in US History from 58.2% to 60% **66.1 MET**
Increase growth on state assessments in Reading ALL, Math ALL, Reading LP, and Math LP by 5 percentage points each. Reading ALL **NOT MET**, Math ALL **MET**, Reading LP **NOT MET**, and Math LP **NOT MET**

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 2024 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	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, PGS Data	RC, TP, CS
2	**Increase teacher instructional effectiveness in ELA, Math, and Science**	All Teachers	Survey data, PGS Data	RC, TP, CS
3	**Provide teachers with content-specific PD support for traditional and virtual/online instructional modes.**	Instructional Leaders, All Teachers	Survey data, PGS Data	RC, TP, CS
4	**Build capacity for teachers to utilize available technology to enhance and assess the effectiveness of instruction through data analysis.**	All Teachers and Instructional Leaders	Survey data, observation evidence, PGS Data	RC, TP, CS
5	**Support teachers through providing feedback in a traditional, semi-virtual and/or virtual teaching environment.**	Instructional Leaders	Group Reflection, observation evidence , PGS Data	RC, TP, CS
6	**Improve effectiveness of instructional leaders through focused book studies.** **Books may include ONE or more of the following: A) "What Great Principals Do Differently: 20 Things That Matter Most," B) "The Servant: A Simple Story about the True Essence of Leadership," C) "Culturize," D) "Leading in a Culture of Change"**	Instructional Leaders	Group Reflection, observation evidence , PGS Data	RC, TP, CS

*RC = Rigorous Content for each Learner, TP = Transformational Processes, CS = Conditions for Success

2: Professional Learning Activities <mark>(Updates in Progress and Ongoing)</mark>

PL Goal	Goals	Identified Group	Activities	Date MM/YY	Aligns to LF PL Std(s)
1	-Increase teacher confidence and effectiveness related to classroom management.	All Teachers	"Still Standing" with Dwight Owens	Aug.	
			"Educator Code of Ethics Training" with New Teachers	Aug.	
			Curriculum Planning and Design	Aug.->	
			Understanding My View/My Perspectives for Effective Lesson Planning	Aug.->	
			Peer Observations	Aug.->	
			Teacher Mentoring	Aug.->	
			Instructional Coaching	Aug.->	
			PLCs	Aug.->	
			Behavior/Instructional Coaching	Aug.->	
			STOIC/CHAMPS/Classroom Management	Oct.,Feb.>	
			School-wide Positive Behavior Interventions & Supports	Aug.->	
2	Increase teacher instructional effectiveness in ELA, Math, and Science	All Teachers	Instructional Coaching	Aug.->	
			PLCs	Aug.->	
			Technology Coaching	Aug.->	
			Literacy Coaching	Aug.->	
			Math Coaching	Aug.->	
			Science/SS Coaching	Aug.->	
			SpEd/IEP Coaching	Aug.->	
			Math Pacing PD	Aug.	
			EL Coaching	Oct.	
			Literacy Walk	Oct.	
			Math Walk	Oct.	
			Science Walk	Oct.	
			ELL Walk	Oct.	
			MTSS Training(s)	Aug.,Oct.,Feb.-	
			I-Ready Training(s)	Oct.->	
			Peer Observations	Aug.->	
			"BICS/CALP" – EL Training	Feb.	
			ELA Curriculum Implementation PD	Aug.	
			ELS: Pathways to Proficiency	Aug.	

			"Creating ELS Assessments"	Aug.	
3	**Provide teachers with content-specific PD support for traditional and virtual/online instructional modes.**	ELA, Math, Sci, and SS Teachers	Instructional Coaching: Literacy Coaching Math Coaching Science Coaching SpEd/IEP Coaching EL Coaching Behavior Coaching Literacy Walk Math Walk Science Walk ELL Walk I-Ready Training "BICS/CALP" – EL Training Peer Observations	Aug. Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Oct. Feb. Aug.->	
4	**Build capacity for teachers to utilize available technology to enhance and assess the effectiveness of instruction through data analysis.**	All Teachers	Technology Coaching SPED: Using Progress Monitoring Data to Guide Decision Making I-Ready Training "FERPA Training" "Security and Privacy Awareness Training" Departmental/Technology Updates ELS: Pathways to Proficiency "Cybersecurity Training"	Aug. Aug.-> Aug. Aug. Aug. Aug.,Oct.,Feb-> Aug.-Oct.-> Aug., Oct. Aug.	
5	**Support teachers through providing feedback in a traditional, semi-virtual and/or virtual teaching environment.**		Instructional Coaching: Literacy Coaching Math Coaching Science Coaching SpEd/IEP Coaching	Aug. Aug.-> Aug.-> Aug.-> Aug.->	

			EL Coaching	Aug.->	
			Behavior Coaching	Aug.->	
			Literacy Walk	Aug.->	
			Math Walk	Aug.->	
			Science Walk	Aug.->	
			ELL Walk	Aug.->	
			I-Ready Training	Oct.	
			"BICS/CALP" – EL Training	Feb.	
			Peer Observations	Aug.->	
6	**Improve effectiveness of instructional leaders through focused book studies.** **Books may include ONE or more of the following:** **A) "What Great Principals Do Differently: 20 Things That Matter Most," B) "The Servant: A Simple Story about the True Essence of Leadership," C) "Culturize," D) "Leading in a Culture of Change"**		Book Study	Ongoing	

Professional Learning Calendar 2023-2024: Beginning of the Year (Days 1-3)	
Date	**Event**
August 1, 2023 *(1.0 CEUs Available for 8/1-8/2)* **Register at S-RESA EVENT ID: 8731** *(1.0 CEUs Available for 8/1-8/2)* **All certified and non-certified staff report to the Walthall County Events Center for Day 1.** **Location:** 29 MS-48 Tylertown, MS 39667	**Sign-in / Employee Networking / General Assembly** Employee Networking 7:45 am – 8:00 am General Session Prayer/ Welcome / New Staff Intros/Department Updates 8:00 am – 9:00 am Superintendent's Address 9:00 am - 10:00 am Door Prizes/Break 10:00 am - 10:15 am Guest Speaker: Dwight Owens 10:15 am - 12:00 pm *~ Lunch 12:00 pm – 1:00 pm ~* *Lunch is provided today courtesy of Allred Stolarski Architects* Guest Speaker: Dwight Owens 1:00 pm - 3:00 pm
August 2, 2023 **All certified and non-certified staff report to the assigned session location for Day 2.**	**Sign-in / Professional Learning Sessions** Sign-in / Employee Networking 7:45 am – 8:00 am Morning Professional Learning Sessions for Teachers and Assistants 8:00 am – 11:00 am *~ Lunch (on your own) 11:00 am – 12:00 pm ~* Afternoon Professional Learning Sessions for Teachers and Assistants 12:00 pm – 3:00 pm

Professional Learning Calendar 2023-2024: Beginning of the Year (Days 1-3)	
August 3, 2023 **All <u>certified and non-certified</u> staff report to the assigned session location if applicable or their assigned school.**	**Sign-in / Employee Networking** 7:45 am – 8:00 am at local sites **Computer Science Training** K-6 Computer Science Training 8:00 am – 12:00 pm *~ Lunch (on your own) 11:30 am – 12:30 pm ~*

August 2, 2023

MORNING SESSIONS: 8:00-11:00

Time	Title	Who?	Facilitator/Session Description	Location	PL Std.
AM SESSIONS: ALL STAFF WILL SIGN-IN AT THEIR ASSIGNED SESSIONS. SESSIONS WILL BE ASSIGNED BY THE SCHOOL PRINCIPAL.					
7:45 – 8:00	Employee Networking	All Staff	**Morning Session Facilitator**	All session locations	
8:00 – 3:00 **(ALL DAY)**	Special Education: Back-to-School	All SPED Teachers and SPED Assistants Must Attend	**Noleen Clark - MDE** **Kim Brumfield, M. Ed.** **-WCSD Director of Special Services** The participants, which include all Special Education teachers, will examine, discuss, and analyze current SPP/APR results, explore available resources, and discuss other housekeeping matters for the 2023/2024 school year. IEP development procedures will be reviewed including Educational Benefit and Least Restrictive Environment.	TES Library	RC, TP, CS

8:00 – 11:00	ELA K - 5	All K – 5 ELA Teachers Must Attend	**Lisa McDonald, M. Ed.** **-Bailey Education Group** This professional development session will provide teachers with strategies and knowledge to utilize the new SAVVAS ELA program. We will go over the way the program is organized, how to utilize the digital resources, and view a model lesson. **Objective:** In preparing ELA teachers for the upcoming 2023-24 school year, the teachers will explore the use of the "My View/My Perspectives" SAVVAS Reading Program. This session is specific to grade levels K – 5.	TPS Library	RC, TP, CS

8:00 – 11:00 Bring a device: (laptop, tablet, etc.)	Curriculum and Lesson Design	Any Eligible Employee	**Michelle Stinson, Ed.S.** **-Assistant Superintendent, Director of Curriculum & Instruction** **Dawn Seals** **-Instructional Coach; District Test Coordinator** In preparing lessons for the 2023-2024 school year, teachers will review the WCSD district calendar, test calendar, pacing guide, and scaffolding documents. Teachers will explore ELS pathways to proficiency and gain insight on how to utilize this resource most effectively for planning classroom instruction that is conducive to increasing student proficiency and maximizing growth potential.	Multipurpose Bldg. (Boardroom)	RC, TP, CS

8:00 – 11:00	Effective MTSS Practices	Interventionists, MTSS Team Members, Principals *Participants are expected to bring a device (laptop, iPad, etc.)*	**Shannon Wilson, PsyD - WCSD Behavior Coach/MTSS Coordinator** This session will give a brief overview of the MTSS process, with a focus on Tier II classroom interventions. We will discuss varying intervention models, schedules, and more. Participants will collaborative in activities designed to help develop their own Tier II classroom intervention menus.	Coaching Building – THS Campus (Old Alternative School Building)	CS
8:00 – 11:00 (Bring a device: laptop, tablet, etc.)	Digital Resources	Any Eligible Employee	**Lorraine Jenkins -WCSD Instructional Coach** WCSD offers numerous digital resources available for teachers to use to enhance classroom instruction. During this session, the teachers will explore various digital resource options and collaborate with each other on the most effective use of these resources for student engagement and progress monitoring.	CTC (Vo-Tech) Computer Lab	RC
8:00 – 11:00	School Safety	Any Eligible Employee	**Joel Lofton, Ph.D. -Law and Public Safety Instructor** In this session, participants will discuss their campus demographic and how it may affect/impact response outcomes in a high-stress situation. Following this discussion, participants will make suggestions for changes/improvements to the district safety plan as well as individual school safety plans. In addition, participants will be equipped with several additional resources to enhance procedure development, identify facility improvements, and enhance their role as a safety liaison within their respective schools.	Law and Public Safety Classroom (Old KG Bldg. at TPS)	CS

LUNCH
11:00 am – 12:00 pm

PM SESSIONS: ALL STAFF WILL SIGN-IN AT THEIR ASSIGNED SESSIONS. SESSIONS WILL BE ASSIGNED BY THE SCHOOL PRINCIPAL.

AFTERNOON SESSIONS: 12:00 – 3:00

12:00 – 3:00	ELA 6-12	All 6 – 12 ELA Teachers Must Attend	**Lisa McDonald, M.Ed. -Bailey Education Group** This professional development session will provide teachers with strategies and knowledge to utilize the new SAVVAS ELA program. We will go over the way the program is organized, how to utilize the digital resources, and view a model lesson. **Objective:** In preparing ELA teachers for the upcoming 2023-24 school year, the teachers will explore the use of the "My View/My Perspectives" SAVVAS Reading Program. This session is specific to grade levels 6 – 12.	TPS Library	RC, TP, CS
12:00 - 3:00	Building Parent and Community Engagement	Any eligible employee	**Robin Duncan, M.Ed. -WCSD Community/Parent Engagement Coordinator** During this session, teachers will discuss the importance and benefits of community/parent engagement for student success. Teachers will discuss potential community/parent engagement opportunities for the first semester and begin planning for upcoming activities.	Coaching Bldg. (THS Campus)	CS

| 12:00 – 3:00 Choose one session A and one session B from this category. **(Do not repeat the same session).** | Mental Health: Self-Care for Teachers/Staff | Any Eligible Employee | **Session A Choices** **12:00-1:15** **(Session 1A) Warriors United Jiu Jitsu** **710 Beulah Avenue, Tylertown, MS** Learn to relieve stress while improving physical fitness and developing new friendships with Warrior United Jiu Jitsu. During this session, participants will receive an introduction to Jiu Jitsu and kickboxing.

(Session 2A) Cardio World **720 Beulah Avenue, Tylertown, MS** Exercise is a research-proven strategy to relieve stress and increase natural endorphins in the body. Visit Cardio World to experience all they have to offer. While there, try out the various pieces of exercise equipment and determine if Cardio World is the right place for you to start and/or end the day while improving your overall physical and mental health.

(Session 3A) Higher Good Yoga **312 Tyler Avenue, Tylertown, MS** Yoga encourages mental and physical relaxation, which helps reduce stress and anxiety. The physical postures promote flexibility, relieve tension, and alleviate pain.

(Session 4A) The BlueBird Cottage Art Studio – Painting **TPS Cafeteria** Creating art is a great way to take your mind off the stressors in your life. When you create, you engage a different part of your brain, and you can get caught up in what you are creating. Even spending as little as 45 minutes on art will allow you to clear your head and allow you to approach problems from a fresher perspective. **($25.00 per person for supplies); Limit to 30 people per session.**

(Session 5A) Classroom Preparation **Individual School Site** Research suggests that being prepared for stressful events (such as the first day of school) helps to prevent or reduce the amount of stress one experiences. Spend the next hours and fifteen minutes preparing for day one, whether it be decorating your classroom, making copies, or a helpful to-do list. Proper planning is essential to success.

(Session 6A) Book Study **Multipurpose Bldg: Board Room** Enhance your professional expertise and reduce stress at the same time by working with fellow educators to select a book for a shared book study experience over the first quarter. | At Location listed under session name. | CS |

				Session B Choices **1:45-3:00**		
				(Session 1B) Warriors United Jiu Jitsu **710 Beulah Avenue, Tylertown, MS** Learn to relieve stress while improving physical fitness and developing new friendships with Warrior United Jiu Jitsu. During this session, participants will receive an introduction to Jiu Jitsu and kickboxing.		
				(Session 2B) Cardio World **720 Beulah Avenue, Tylertown, MS** Exercise is a research-proven strategy to relieve stress and increase natural endorphins in the body. Visit Cardio World to experience all they have to offer. While there, try out the various pieces of exercise equipment and determine if Cardio World is the right place for you to start and/or end the day while improving your overall physical and mental health.		
				(Session 3B) Higher Good Yoga **312 Tyler Avenue, Tylertown, MS** Yoga encourages mental and physical relaxation, which helps reduce stress and anxiety. The physical postures promote flexibility, relieve tension, and alleviate pain.		
				(Session 4B) The BlueBird Cottage Art Studio – Painting **TPS Cafeteria** Creating art is a great way to take your mind off the stressors in your life. When you create, you engage a different part of your brain, and you can get caught up in what you are creating. Even spending as little as 45 minutes on art will allow you to clear your head and allow you to approach problems from a fresher perspective. **($25.00 per person for supplies); Limit to 30 people per session.**		
				(Session 5B) Classroom Preparation **Individual School Site** Research suggests that being prepared for stressful events (such as the first day of school) helps to prevent or reduce the amount of stress one experiences. Spend the next hours and fifteen minutes preparing for day one, whether it be decorating your classroom, making copies, or a helpful to-do list. Proper planning is essential to success.		
				(Session 6B) Book Study **Multipurpose Bldg: Board Room** Enhance your professional expertise and		

			reduce stress at the same time by working with fellow educators to select a book for a shared book study experience over the first quarter.		

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<table>
<tr><td colspan="6" align="center"><mark>August 3, 2023</mark></td></tr>
<tr><td colspan="6" align="center">SESSION(S) ARE AT THE DESIGNATED SITE AND ONLINE: ALL STAFF SHALL SIGN-IN AT THEIR SCHOOL SITE AND DESIGNATED SESSION.</td></tr>
<tr><td colspan="6" align="center">ON-SITE SCHEDULED SESSIONS</td></tr>
<tr><td>Time</td><td>Title</td><td>Who?</td><td>Facilitator/Session Description</td><td>Location</td><td>PL Std.</td></tr>
<tr><td>8:00 – 12:00

0.4 CEU's
SRESA EVENT ID:
8733</td><td>K-6 Computer Science Training</td><td>K-6 grade teachers and assistants are required to attend.</td><td>Amanda Taylor, M.S.
Shelley Thompson, M.Ed.
-MSU, Center for Cyber Education

In this session, teachers will review the computer science standards for grades K-6 and participate in model lesson activities which can be used to meet standard requirements.</td><td>TPS Library</td><td>RC, TP</td></tr>
<tr><td colspan="6" align="center">ONLINE: THESE ARE MANDATORY TRAINING!! SEE DUE DATES!!</td></tr>
</table>

Time	Title	Who?	Facilitator/Session Description	Location	PL Std.
Flexible 1.5 hrs	FERPA Training **DUE: 9/1/23**	All K-12 Staff Required to Complete	**Crystal Granger** **-WCSD Technology Coordinator** FERPA for K-12 - Identify who is impacted by FERPA, discuss types of information that are protected, and detail what must be documented when a FEFPA request is made.	ONLINE Links posted on district website	Training
Flexible 1.5 hrs	Security and Privacy Awareness Training **DUE 9/1/23**	All K-12 Staff Required to Complete	**Crystal Granger** **-WCSD Technology Coordinator** Learn how to identify and avoid the most common cybersecurity threats and explore the importance of data privacy and protecting personally identifiable information.	ONLINE Links posted on district website	Training
Flexible 1.5 hrs	Suicide Prevention **DUE 10/1/23**	All K-12 Staff Required to Complete	**Crystal Granger** **-WCSD Technology Coordinator** Required for all staff.	ONLINE Links posted on district website	Training

Notes for Revision/Future Planning

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

Professional Development

Professional Learning Calendar 2023-2024: Day 4	
Date	**Event**
October 18, 2023 (Day 4) *EVENT ID: 9026* *0.5 CEU's available*	**Professional Learning Concurrent Sessions for Administrators & Teachers** **Professional Learning Sessions for the day:** **Morning Sessions (8:00am-12:00am)** Professional Learning Communities Campus Emergency Managers Training Major Clarity School Test Coordinator Training Special Education: Progress Monitoring & ESY The Power of Positivity **Lunch (12:00pm-2:00pm)** **Afternoon Session (2:00pm-3:00pm)** District-Wide Celebration for B-Rating Achievement Speaker: Dr. Bradley Brumfield, Superintendent **"Beginning A Trend of Excellence"** Fall Professional Development Day Walthall County School District

October 18, 2023

SIGN-IN SHEETS POSTED AT EACH SESSION. PLEASE ALWAYS BE SURE TO SIGN IN AT EACH SESSION.

		AM SESSIONS			
Time	**Title**	**Who?**	**Facilitator/Session Description**	**Location**	**PL Std.**
8:00-12:00	Campus Emergency Managers Training for Threat Assessment and Improvement Team	All campus administrators and school safety team members	**Dr. Joel Lofton, Safety Director** This training will provide both the basic and necessary refresher training required by campus emergency response teams to complete the mandated yearly campus threat assessments. Support documents will be provided as will networking suggestions to facilitate the timely and proper completion of the instrument.	Multipurpose Boardroom	CS
8:00-12:00	Test Security Training	All STC's and employees who will assist STC during testing.	**Dawn Seal, District Test Coordinator** This training will provide STC's with an overview of all test security policies and procedures from the Mississippi Department of Education (MDE). These policies and procedures will prepare STC's to conduct school level test security meetings with employees at their individual schools. Topics to be covered include: ● Roles and Responsibilities ● Recent Updates and Reminders ● Student Assessment (ACT, ACT WorkKeys, ELPT, K-3 Assessments, MAAP, MAAP-A, NAEP ● Test Security ● Test Security Audits ● Accommodations	Multipurpose Conference Room	CS
8:00-12:00	Major Clarity & Poster Maker	By Assignment ONLY: You will receive a separate email if you are to attend this session.	**Andrea Bridgeman, CTE Counselor** **Crystal Granger, Technology Coordinator** All 7 th -12 th grade students in Mississippi now have MDE Supported access to Major Clarity for managing career and college readiness goals, including Individual Success Plans (ISPs). Major Clarity is a web-based service designed to assist students in college and career planning. It is a comprehensive website that students can use to help in making decisions about careers, colleges, scholarships, and goals.	CTC Health Sciences Classroom	RC, TP
8:00-12:00	Professional Learning Communities	Any Employee	**Robin Duncan, PLC Facilitator** **WCSD Community & Family Engagement Coordinator**	Locations listed to the	RC, TP, CS

			The purpose of this session is to allow teachers the opportunity to meet in district-wide grade-level bands as a professional learning community (PLC) to discuss classroom management, student data, and an opportunity for instructional planning as a grade-level team. Grade-level bands will be assigned as K-2, 3-5, 6-8, and 9-12. K-2: TPS - Humbarger's classroom 3-5: TPS - Mark's classroom 6-8: TES - Byron Bullock's classroom 9-12: TES - Library (Mr. Rod Martin will present from 8:00 - 8:30 about utilizing ACT Start-ups (bellringers) each day provided through Jumpstart ACT.) CTC: CTC Center	left by grade-level band.	
8:00-12:00	Progress Monitoring	All Special Education Employees	**Amy Carley, IEP Instructional Coach** **Joy Stringer, Special Education Case Manager** The participants will review procedures for editing and submitting their Teacher-By-Teacher list according to district requirements, begin an extensive look at their 1st term progress monitoring in order to make informed and effective decisions to drive further instruction, and will review requirements for Extended School Year, making preparations for the Regression/Recoupment breaks of Thanksgiving and Christmas break.	TPS Library	RC, TP, CS
8:00-12:00	The Power of Positivity: Creating a Positive Classroom Climate and Culture	Any Employee	**Dr. Shannon Wilson, Behavior Coach/Interventionist** In this session, we will review recent research on the impact of positive climate and culture on student success. In addition, we will discuss practical ways to improve your classroom and school to achieve an inviting place for both you and your students. This session is applicable to teachers of any grade level or subject area.	Coaching Building THS Campus	TP, CS

Lunch "FIESTA" Style
It's a Celebration!!
El Parrillero Mexican Grill
Tylertown, MS 39667

12:00-2:00
"BYOM: Bring your own Money"

PM SESSIONS					
Time	**Title**	**Who?**	**Facilitator/Session Description**	**Location**	**PL Std.**
2:00-3:00	Embracing a Trend of Excellence	All Employees	**Dr. Bradley Brumfield, Superintendent** Dr. Brumfield will challenge faculty to embrace a trend of excellence in the WCSD, continuing to build on our 23-24 SY theme, Rise Up!		RC, TP, CS

WALTHALL
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Professional Development

Professional Learning Calendar 2023-2024: Day 5	
Date	Event
January 12, 2024 (Day 5)	**Professional Learning Concurrent Sessions for Administrators & Teachers** **Professional Learning Sessions for the day:** **Morning Sessions (8:00am-11:00am)** Developing Young Writers MTSS Tier II: Academic Intervention Best Practices Pulse: CTE Accreditation Requirements Data Dive WCSD Digital Resources **Lunch (11:00pm-12:00pm)** **Afternoon Sessions (12:00pm-3:00pm)** The Struggle is Real MTSS Tier II: Behavior Intervention Best Practices Pulse: CTE Accreditation Requirements Data Dive WCSD Digital Resources **PLEASE SIGN THE SIGN-IN AT ALL LOCATIONS!!** **S-RESA EVENT ID# 9176 (O.6 CEU)**

January 12, 2024

SIGN-IN SHEETS POSTED AT EACH SESSION. PLEASE ALWAYS BE SURE TO SIGN IN AT EACH SESSION.

			AM SESSIONS		
Time	**Title**	**Who?**	**Facilitator/Session Description**	**Location**	**PL Std.**
8:00 - 11:00	Developing Young Writers	ALL K-2 Teachers **(Please bring your laptop)**	**Melanie Watkins, MDE** In this session, participants will learn why writing presents a challenge for many students, examine the components necessary for skilled writing, and practice with strategies to enhance sentence-level work. Participants will explore different types of writing instruction and practice creating a coherent paragraph using a four-square writing template. Participants will: ● Examine the foundational and composition skills necessary for writing. ● Explore strategies to help students build sentences. ● Distinguish between the different types of writing instruction. ● Implement four-square writing to help students create a coherent paragraph.	Multipurpose Boardroom	RC, TP, CS
8:00 - 11:00	MTSS Tier II: Academic Intervention Best Practices	Any Employee	**Dr. Shannon Wilson, MTSS Coordinator Behavior Coach/Interventionist** This session will focus on providing teachers, interventionists, and principals with a clear understanding of the difference between Tier I differentiation and Tier II interventions for academics.	Coach's Bldg. THS Campus	RC, TP, CS
8:00 - 3:00 *(ALL DAY)*	PULSE - CTE Accreditation Requirements	CTE Employees	**Dr. Joel Lofton, Interim CTE Director Andrea Bridgeman, CTE Counselor** During this session, participants will review requirements of the MDE required PULSE software systems for CTE Accreditation. Participants will gather evidence for PULSE submission and outline any additional needed evidence for 100% completion.	CTC Health Sciences Classroom	CS

Time	Title	Who?	Facilitator/Session Description	Location	
8:00 - 11:00	Data Dive	As assigned in session description	**Michelle Stinson, Assistant Superintendent** During this session, principals will lead a data-dive with selected teacher groups. Participants will: ● Identify projected proficiencies for their grade/subject area. ● Develop student groups for small group and whole group remediation. ● Develop a plan to reach or exceed goals. **Nickalaya Chapman, Principal TPS** **3rd grade teachers only will attend this session in the TPS Library **Felicia Prince, Principal TES** **All TES teachers should attend this session in the TES Library, or as assigned by the principal. **Jeremy Harrell, Principal THS** **All tested area teachers should attend this meeting in the THS Library, or as assigned by the principal. **Jackie Boone, Principal Dexter** **All 3rd-8th grade tested area teachers should attend this session in the Dexter Library, or as assigned by principal. **Jason Frazier, Principal Salem** **All 3rd-11th grade tested area teachers should attend this session in the Salem Library, or as assigned by principal.	As denoted in session description.	RC, TP, CS
8:00 - 11:00	WCSD Digital Resources	Any Employee **(Please bring your laptop and questions for help)**	**Crystal Granger, Technology Coordinator** **Dawn Seal, Instructional Coach** WCSD offers numerous digital resources available for teachers to use to enhance classroom instruction. During this 3-hour session, teachers will explore various digital resource options (i.e. EasyBridge, HOMER, Imagine Math, MajorClarity, News ELA, Paper, i-Ready, ELS) and collaborate with each other on the most effective use of these resources for student engagement and enrichment/remediation.	A-Wing - Sandford's room	CS
<td colspan="6" align="center">**PM SESSIONS**</td>
Time	**Title**	**Who?**	**Facilitator/Session Description**	**Location**	
12:00 - 3:00	The Struggle is Real	ALL 3-5 teachers **(Please bring your laptop)**	**Melanie Watkins, MDE** This session will equip teachers with strategies for building decoding skills through syllabication and teaching morphological knowledge. Participants will explore the importance of morphology to reading comprehension, learn how to explicitly	Multipurpose Boardroom	RC, TP, CS

			teach morphological knowledge, and practice strategies to enhance morphology instruction. Teachers will learn why many adolescents struggle with reading, analyze how the Simple View of Reading and Acarboroguh's Reading Rope support the Science of REading, and apply the rules of syllabication to help students decode unknown words. Participants will: ● Define morphology and explain its importance. ● Examine and use strategies to enhance morphology instruction. ● Examine the reasons that students struggle with reading. ● Analyze the Simple View of Reading and Scarborough's Reading Rope. ● Identify syllables and practice syllabication steps to decode unknown words.		
12:00 - 3:00	MTSS Tier II: Behavior Intervention Best Practices	Any Employee	**Dr. Shannon Wilson, MTSS Coordinator Behavior Coach/Interventionist** This session will focus on providing teachers, interventionists, and principals with a clear understanding of the difference between Tier I differentiation and Tier II interventions for behavior.	Coach's Bldg. THS Campus	RC, TP, CS
12:00 - 3:00	Data Dive	As Assigned in Session Description	**Michelle Stinson, Assistant Superintendent** During this session, principals will lead a data-dive with selected teacher groups. Participants will: ● Identify projected proficiencies for their grade/subject area. ● Develop student groups for small group and whole group remediation. ● Develop a plan to reach or exceed goals. **Nickalaya Chapman, Principal TPS** **K-2 grade teachers only will attend this session in the TPS Library, or as assigned by the principal. **Jackie Boone, Principal Dexter** **All K-2 grade teachers should attend this session in the Dexter Library, or as assigned by the principal. **Jason Frazier, Principal Salem** **All K-2 grade teachers should attend this session in the Salem Library, or as assigned by the principal.	As denoted in session description	RC, TP, CS

| 12:00 - 3:00 | WCSD Digital Resources | Any Employee **(Please bring your laptop and questions for help)** | **Crystal Granger, Technology Coordinator** **Dawn Seal, Instructional Coach**

 WCSD offers numerous digital resources available for teachers to use to enhance classroom instruction. During this 3-hour session, teachers will explore various digital resource options (i.e. EasyBridge, HOMER, Imagine Math, MajorClarity, News ELA, Paper, i-Ready, ELS) and collaborate with each other on the most effective use of these resources for student engagement and enrichment/remediation. | A-Wing - Sandford's room | CS |

Professional Learning Calendar 2023-2024: Day 6	
Date	**Event**
February 16, 2024 *(Day 6)* *SRESA ID#: 9270*	**Professional Learning Concurrent Sessions for Administrators & Teachers** **8:00am-3:00pm at various sites** **Professional Learning Sessions for the day:** **Morning-only (8:00am-11:00am)** Using ELS to Impact Student Achievement in Grades 2-6 Special Education Training Pulse Training (Full Day) Teachers of English Language Learners Knowledge Matters Podcast WCSD Athletic Updates (Full Day) **Afternoon-only (12:00pm-3:00pm)** Using ELS to Impact Student Achievement in Grades 7-12 Teaching Students with Autism Pulse Training (Full Day) Teachers of English Language Learners Knowledge Matters Podcast WCSD Athletic Updates (Full Day) **EVENT ID# 9270**

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Time	Title	Who?	Facilitator/Session Description	Location	PL Std.
8:00-11:00	Using ELS to Impact Student Achievement in Grades 2-6	2-6 Teachers	**Dr. Dee Dee Randall, Assistant Superintendent Simpson County School District** Pathways to Proficiency is designed to provide educators with next-step instructional ideas and content. It offers resources for teaching, learning, and assessment, such as standards-based information, next-step instruction, and targeted student measures. This professional development is designed to support teachers in understanding and utilizing the resources available via Pathways to Proficiency.	TPS Library	RC, TP, CS
8:00-11:00	Special Education Training	Special Education Staff	**Amy Carley, IEP Coach** Participants will review procedures for completing Extended Year School requirements and decision making according to state requirements, begin an extensive look at the upcoming IEP season with regards to writing annual IEPs and holding annual IEP meetings, and will review procedures and deadlines for completing the 23-24 school year according to district and state requirements.	MultiPurpose Boardroom	RC, TP, CS
8:00-11:00	Teachers of English Language Learners **(Bring your student LSP folders)**	Any Employee	**Lorraine Jenkins, EL Coach** During this session, teachers of English Language Learners will review strategies for making content accessible to not only ELL students, but all learners. Strategies will include the Picture Word Inductive Model used for teaching sentence structure and content simultaneously as well as QSSSA, a method used for engaging students in academic conversation.	Coaches Building (THS)	RC, TP, CS
8:00-11:00	Knowledge Matters Podcast (Episodes 1-3)	Any Employee	**Dawn Seal, Instructional Coach** Listen to the Knowledge Matters Podcast episodes 1-3 then discuss the important role that background	THS - A wing Bergeron's Classroom	RC, TP, CS

Time	Title	Who?	Facilitator/Session Description	Location	PL Std.
			knowledge plays in comprehension. This session will provide a great opportunity for colleagues to network and share ideas centering around literacy. Episode 1: "Kids were bored to death" Episode 2: "A simple way of looking at a complex problem" Episode 3: "That cloud looks like an anvil"		
8:00-11:00 (Full Day)	Pulse	All CTE Employees	**Joel Lofton, Vocational and Technology Director** This session will require CTE employees to review previously submitted PULSE documents and work on submission of remaining documents as required by MDE.	CTE Building A-100 (Health Sciences room)	CS
8:00-11:00 (Full Day)	WCSD Athletic Updates **Bring your laptop.**	Athletic Coaches	**Chris McCallum, Activities Director** During this session, athletic employees will review dragonfly requirements for coaches and athletes, review MHSAA handbook updates and policies, and student eligibility. Employees will discuss proposed athletic calendars for the 24-25 SY, policies for requesting purchase orders, expectations for coaches during the remainder of the current year and for upcoming school year. Athletic coaches will discuss the requirement of planning camp/mini-season for students grades 3-6 for his/her sport.	Salem Library	CS
PM SESSIONS					
Time	Title	Who?	Facilitator/Session Description	Location	PL Std.
12:00-3:00	Using ELS to Impact Student Achievement in Grades 7-12		**Dr. Dee Dee Randall, Assistant Superintendent Simpson County School District** Pathways to Proficiency is designed to provide educators with next-step instructional ideas and content. It offers resources for teaching, learning, and assessment, such as standards-based information, next-step instruction, and targeted student measures. This professional development is designed to support teachers in understanding and utilizing the resources available via Pathways to Proficiency.	TPS Library	RC, TP, CS

12:00-3:00	Teaching Students with Autism	Any Employee	**Denise Harrison, MDE** This training will provide participants with specific strategies for working with students with Autism (AU). Participants will examine strategies for teaching students with autism which include classroom setup, management, behavior, and instruction.	MultiPurpose Boardroom	RC, TP, CS
12:00-3:00	Knowledge Matters Podcast (Episodes 4-6)		**Dawn Seal, Instructional Coach** Listen to the Knowledge Matters Podcast episodes 4-6 then discuss the important role that background knowledge plays in comprehension. This session will provide a great opportunity for colleagues to network and share ideas centering around literacy. Episode 4: "Now they had something to write about" Episode 5: "Everything was in silos" Episode 6: "Think what a better society we'll have"	THS - A wing Bergeron's Classroom	RC, TP, CS
12:00-3:00 (Full Day)	Pulse Training	All CTE employees	**Joel Lofton, Vocational and Technology Director** This session will require CTE employees to review previously submitted PULSE documents and work on submission of remaining documents as required by MDE.	CTE Building A-100 (Health Sciences room)	CS
12:00-3:00	Teachers of English Language Learners **(Bring your student LSP folders)**	Any Employee	**Lorraine Jenkins, EL Coach** During this session, teachers of English Language Learners will review strategies for making content accessible to not only ELL students, but all learners. Strategies will include the Picture Word Inductive Model used for teaching sentence structure and content simultaneously as well as QSSSA, a method used for engaging students in academic conversation.	Coaches Building (THS)	RC, TP, CS
12:00-3:00 (Full Day)	WCSD Athletic Updates	Athletic Coaches	**Chris McCallum, Activities Director** During this session, athletic employees will review dragonfly requirements for coaches and athletes, review MHSAA handbook updates and policies, and student eligibility. Employees will discuss proposed athletic calendars for the 24-25 SY, policies for requesting purchase orders, expectations for coaches during the remainder of the current year and for upcoming school year. Athletic coaches will discuss the requirement of planning camp/mini-season for students grades 3-6 for his/her sport.	Salem Library	CS