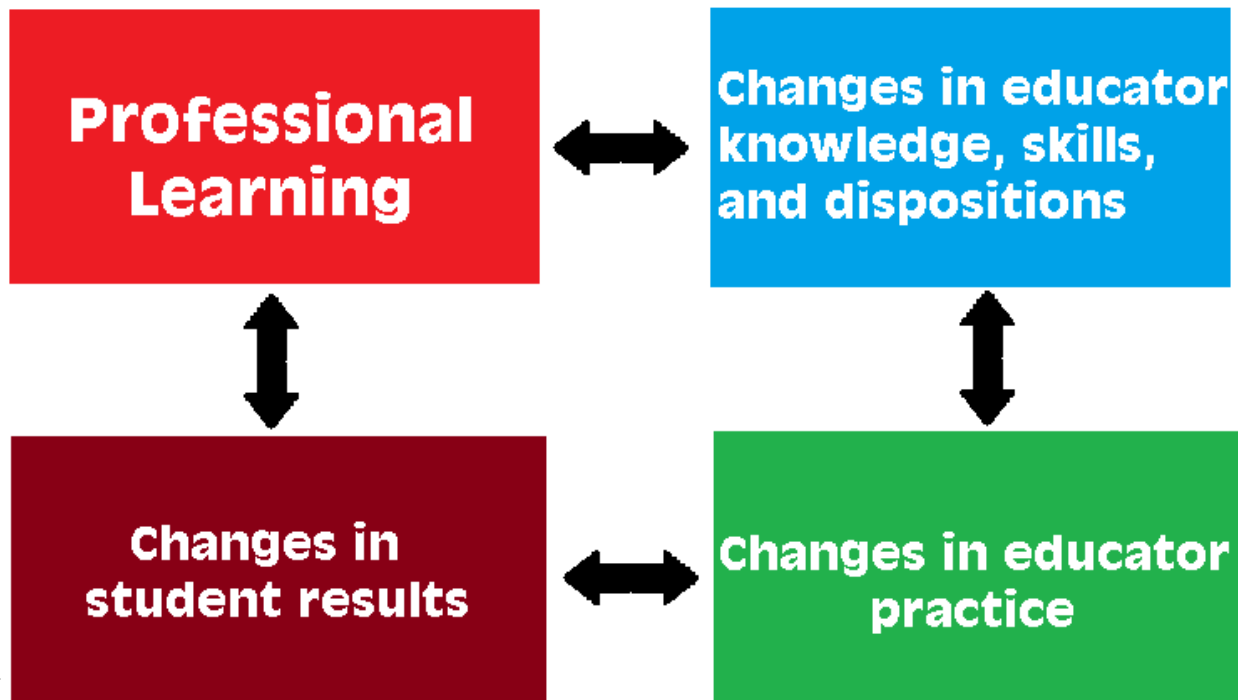




WALTHALL
COUNTY SCHOOL DISTRICT
Teachers teaching. Students learning. Schools improving.

2022-23

Professional Learning Plan



J. Bradley Brumfield
Superintendent

Date

Andy Brock
Assistant Superintendent /
Federal Programs Director

Date

Julie Etheridge
Special Services Supervisor

Date

Linda Metz
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
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 High Quality Instructional Materials and Professional Learning	15
Professional Learning Communities	15
In-District and Externally-provided PL	16
PL Resources	17
District Profile	17
Demographics	18
College and Career Readiness 11 th Grade ACT Scores	18
Personnel	19
State Accountability Information	20
Needs Assessment	22
Student Achievement	22
Reading/ELA	23
Mathematics	25
Curriculum and Instruction	29
Professional Development	30
Scheduled Professional Learning Days	30

Teacher Evaluation Data	32
<i>Professional Growth System</i>	32
Student and Professional Learning Goals	33
Ongoing Assessment and Evaluation of the PLP	34
Professional Development Goals & Activities	35
1: Professional Learning (PL) Goals	35
2: Professional Learning Activities	36
Notes for Revision(s):	47

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.

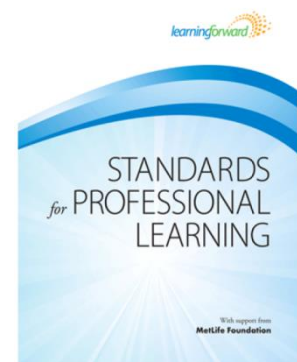
WCSD Vision and Mission for Professional Learning

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.

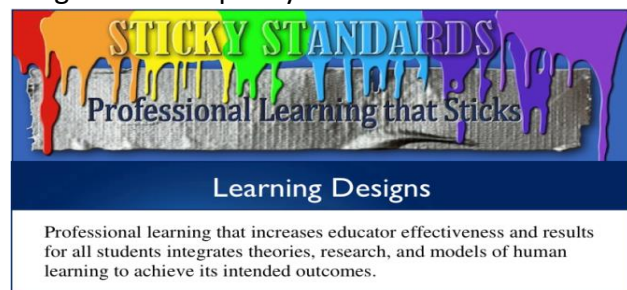
Core Elements:

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 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, STEMscopes, 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 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. 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. We will continue to track that data, as it is included as one of our student outcome goals.

Additionally, this school year (2022-23), WCSD is implementing 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%. 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 school year, most of the coaching came from our in-district literacy coach. With sustained local coaching support and new curriculum, we are looking forward to improved outcomes in Spring 2023.

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 2022-2023 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 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:	Dr. J. Bradley Brumfield

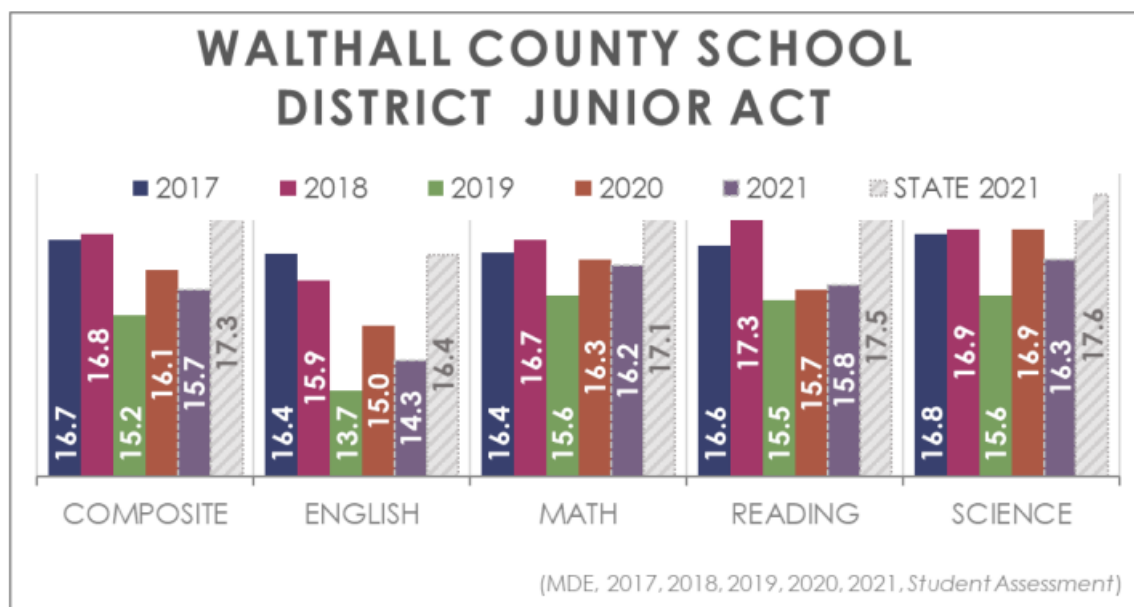
Demographics

WALTHALL COUNTY SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP					
	2018	2019	2020	2021	2022
ALL	1864	1819	1812	1677	1689
FEMALE	879	884	889	844	851
MALE	985	935	923	833	838
ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*	*	*
ASIAN	*	*	*	*	*
BLACK OR AFRICAN AMERICAN	1152	1122	1102	1046	1048
HISPANIC OR LATINO	36	32	36	37	33
NATIVE HAWAIIAN OR PACIFIC ISLANDER	*	*	*	*	NA
TWO OR MORE RACES	36	45	52	44	46
WHITE	634	612	613	538	553

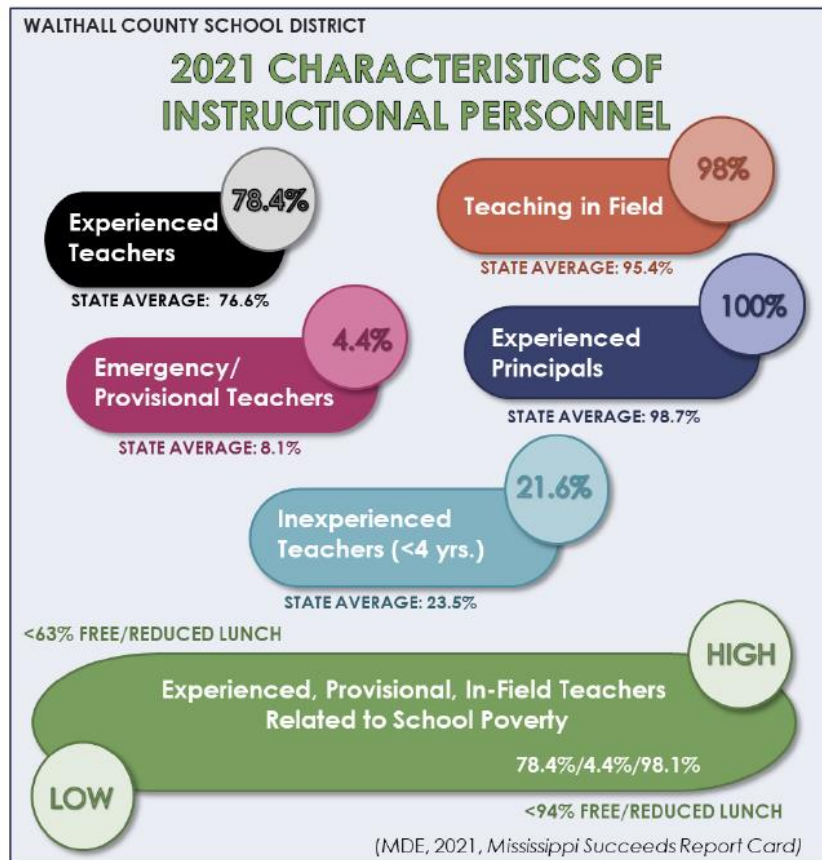
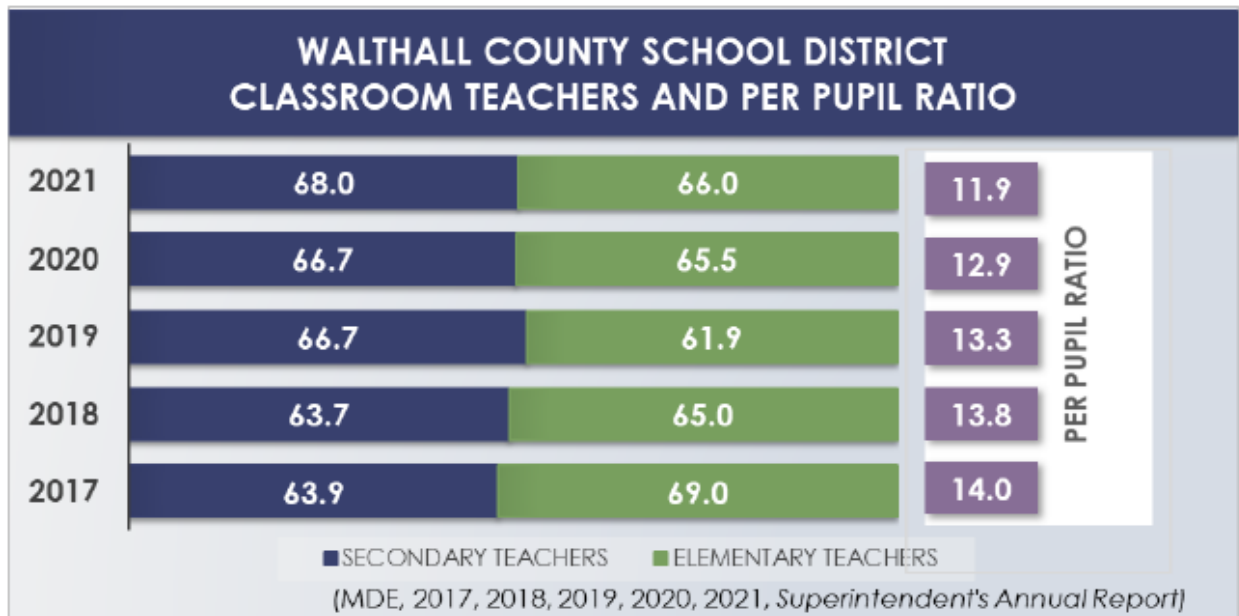
(MDE, 2018, 2019, 2020, 2021, 2022, Enrollment)

College and Career Readiness 11th Grade ACT Scores

ACT



Personnel



State Accountability Information

ACCOUNTABILITY				
	2018		2019	2021
RATING	D	→	D	→ D
POINTS	499	↑	504	● NA

ELA/READING				
	2018		2019	2021
PROFICIENCY	28.5%	↑	30.7%	↓ 23.4%
STATE	39.8%		41.8%	35.0%
GROWTH ALL STUDENTS	53.3%	↓	50.4%	● NA
STATE	60.6%		58.8%	NA
GROWTH LOW 25%	63.0%	↓	51.4%	● NA
STATE	61.4%		56.2%	NA

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

ACCOUNTABILITY				
MATH				
	2018		2019	2021
PROFICIENCY	23.2%	↑	27.1%	↓ 22.4%
STATE	43.2%		39.8%	41.8%
GROWTH ALL STUDENTS	44.6%	↑	52.1%	● NA
STATE	NA		NA	NA
GROWTH LOW 25%	50.0%	↑	59.0%	● NA
STATE	NA		NA	NA

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

ACCOUNTABILITY				
PROFICIENCY				
	2018		2019	2021
SCIENCE	46.6%	↓	33.3%	↓ 29.7%
STATE	64.5%		56.2%	49.6%
U. S. HISTORY	39.0%	↓	33.6%	↓ 29.9%
STATE	53.9%		55.7%	47.8%
ENGLISH LEARNERS	14.3%	↑	16.7%	● NA
STATE	71.4%		NA	NA

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

ACCOUNTABILITY				
OTHER				
	2018		2019	2021
GRADUATION RATE	75.7%	↓	68.2%	↑ 81.2%
STATE	83.0%		84.0%	87.7%
ACCELERATION	54.5%	↑	64.1%	↑ 72.4%
STATE	58.2%		65.9%	65.7%
COLLEGE/ CAREER READINESS	30.5%	↑	34.7%	↓ 23.4%
STATE	38.1%		37.4%	34.3%

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

Third Grade Retention Summary		
School	Total Number of 3rd Grade Students	Number of 3rd Students Retained due to Literacy Based Promotion Act
Dexter	9	0
Salem	41	6
TPS	88	13

Needs Assessment

In the spring of 2022 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 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 third diagnostic to that of the first diagnostic. Overall reading results show that, over the course of the school year, an additional 29% 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 32% moving into the "one or above grade level" category and reductions in the other two.

Reading/ELA

● On or Above Grade Level

● One Grade Level Below

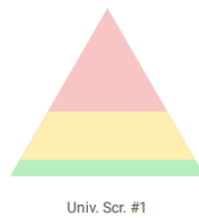
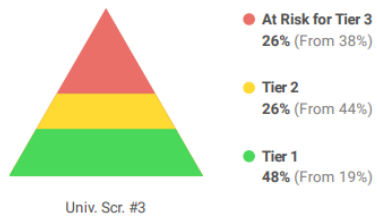
● Two or More Grade Levels Below

School All Schools
Subject Reading
Academic Year 2021 - 2022
Diagnostic Univ. Scr. #3
Prior Diagnostic Univ. Scr. #1
Placement Definition Standard View

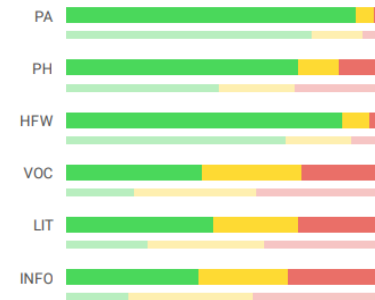
Results are based on the Standard view.

Students Assessed/Total: 956/1,646

Overall Placement



Placement By Domain



Grade	Overall Grade-Level Placement		Students Assessed/Total
Grade K	Univ. Scr. #3	80% 20%	122/139
	Univ. Scr. #1	13% 87%	
Grade 1	Univ. Scr. #3	58% 42% 1%	106/114
	Univ. Scr. #1	8% 82% 9%	
Grade 2	Univ. Scr. #3	51% 41% 9%	116/129
	Univ. Scr. #1	11% 53% 36%	

Grade	Overall Grade-Level Placement			Students Assessed/Total
Grade 3	Univ. Scr. #3	<div><div>55%</div><div>27%</div><div>18%</div></div>		130/139
	Univ. Scr. #1	<div><div>24%</div><div>28%</div><div>48%</div></div>		
Grade 4	Univ. Scr. #3	<div><div>38%</div><div>40%</div><div>22%</div></div>		81/113
	Univ. Scr. #1	<div><div>21%</div><div>41%</div><div>38%</div></div>		
Grade 5	Univ. Scr. #3	<div><div>44%</div><div>14%</div><div>42%</div></div>		73/152
	Univ. Scr. #1	<div><div>23%</div><div>30%</div><div>47%</div></div>		
Grade 6	Univ. Scr. #3	<div><div>48%</div><div>20%</div><div>32%</div></div>		88/120
	Univ. Scr. #1	<div><div>26%</div><div>28%</div><div>45%</div></div>		
Grade 7	Univ. Scr. #3	<div><div>28%</div><div>19%</div><div>53%</div></div>		130/150
	Univ. Scr. #1	<div><div>25%</div><div>23%</div><div>52%</div></div>		
Grade 8	Univ. Scr. #3	<div><div>24%</div><div>16%</div><div>61%</div></div>		109/131
	Univ. Scr. #1	<div><div>19%</div><div>14%</div><div>67%</div></div>		

Mathematics

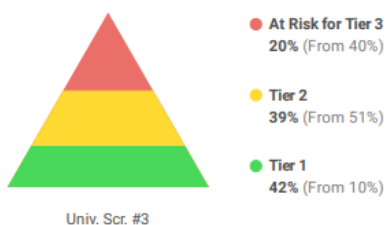
School All Schools
 Subject Math
 Academic Year 2021 - 2022
 Diagnostic Univ. Scr. #3
 Prior Diagnostic Univ. Scr. #1
 Placement Definition Standard View

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

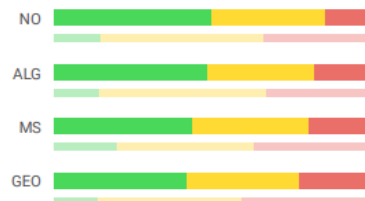
Results are based on the Standard view.

Students Assessed/Total: 859/1,642

Overall Placement



Placement By Domain



Grade	Overall Grade-Level Placement		Students Assessed/Total
Grade K	Univ. Scr. #3	63% 37%	118/139
	Univ. Scr. #1	5% 95%	
Grade 1	Univ. Scr. #3	46% 53% 1%	106/114
	Univ. Scr. #1	4% 77% 19%	
Grade 2	Univ. Scr. #3	36% 54% 10%	115/129
	Univ. Scr. #1	4% 46% 50%	
Grade 3	Univ. Scr. #3	40% 52% 8%	130/139
	Univ. Scr. #1	2% 40% 58%	

Grade	Overall Grade-Level Placement			Students Assessed/Total
Grade 4	Univ. Scr. #3	45%	47% 8%	38/113
	Univ. Scr. #1	24%	50% 26%	
Grade 5	Univ. Scr. #3	43%	38% 19%	47/152
	Univ. Scr. #1	19%	51% 30%	
Grade 6	Univ. Scr. #3	58%	20% 22%	83/120
	Univ. Scr. #1	14%	40% 46%	
Grade 7	Univ. Scr. #3	32%	21% 47%	116/150
	Univ. Scr. #1	22%	28% 50%	
Grade 8	Univ. Scr. #3	21%	24% 55%	105/131
	Univ. Scr. #1	10%	26% 65%	

The following graphics are used to compare student progress in the 2021-2022 school year to that in the 2020-2021 school year.

2020-2021 i-Ready Reading

Progress Toward Growth

TYPICAL

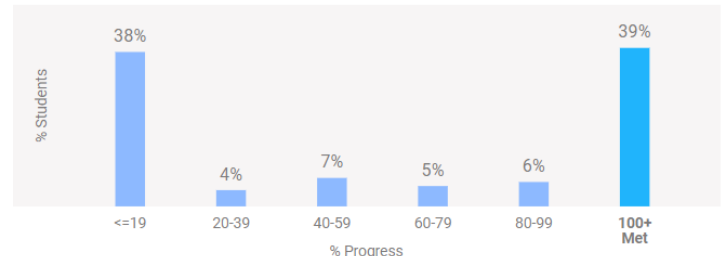
The average growth of students at each grade and placement level

STRETCH

The growth recommended to put below-grade students on a path to proficiency and on-grade students on a path to advanced proficiency levels

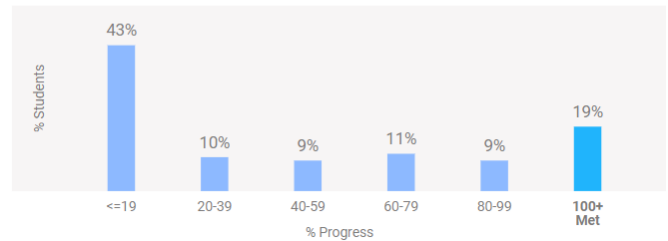
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



2021-2022 i-Ready Reading

Progress Toward Growth

TYPICAL

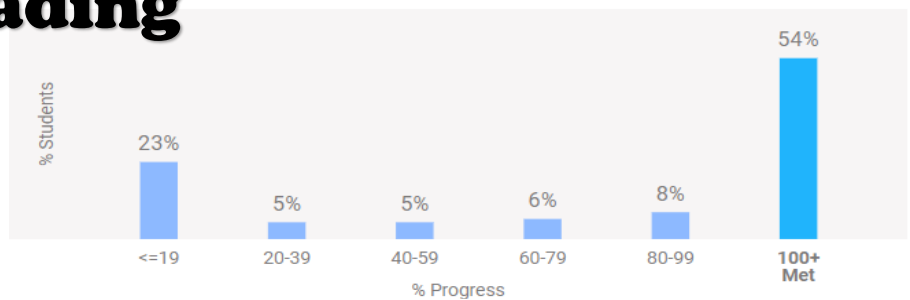
The average growth of students at each grade and placement level

STRETCH

The growth recommended to put below-grade students on a path to proficiency and on-grade students on a path to advanced proficiency levels

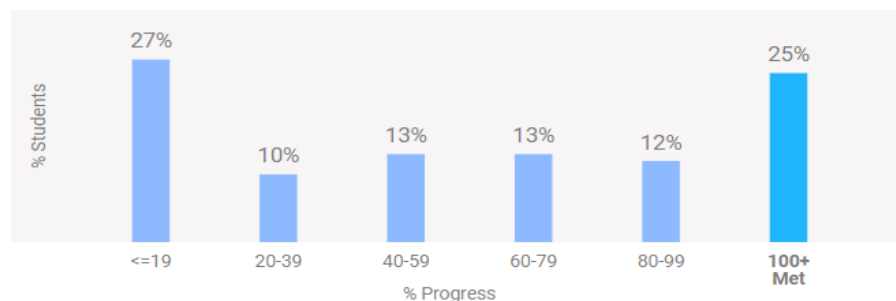
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



2020-2021 i-Ready Math

Progress Toward Growth

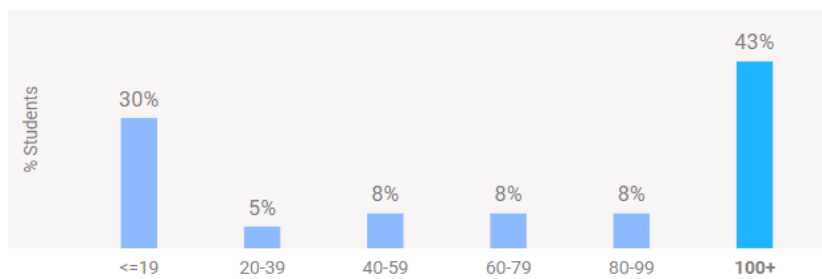


The average growth of students at each grade and placement level

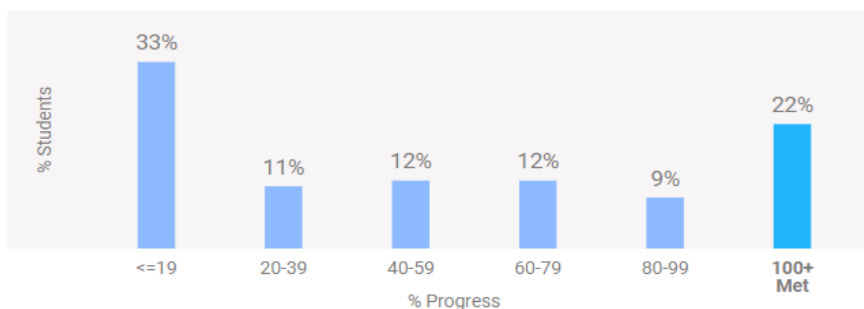


The growth recommended to put below-grade students on a path to proficiency and on-grade students on a path to advanced proficiency levels

Distribution of Progress to Annual
Typical Growth



Distribution of Progress to Annual
Stretch Growth®



2021-2022 i-Ready Math

Progress Toward Growth

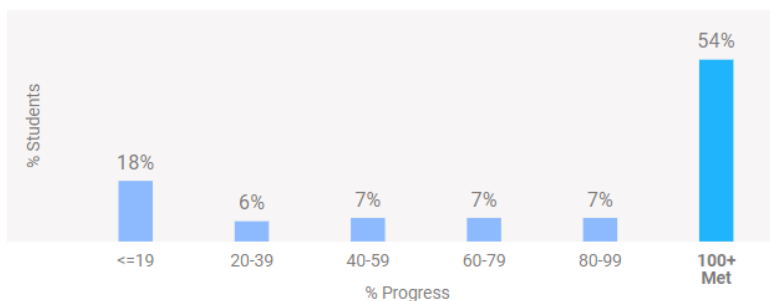


The average growth of students at each grade and placement level

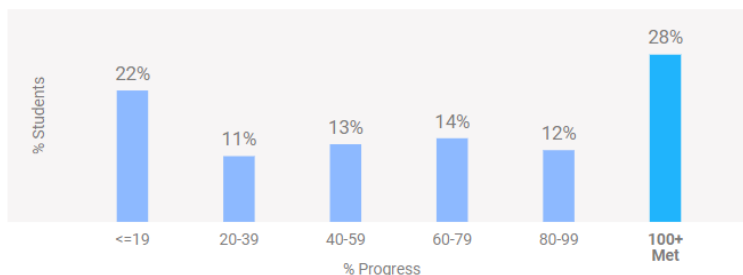


The growth recommended to put below-grade students on a path to proficiency and on-grade students on a path to advanced proficiency levels

Distribution of Progress to Annual
Typical Growth



Distribution of Progress to Annual
Stretch Growth®



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
8/1/22	PL Day #1	District/School
8/2/22	PL Day #2	District/School
8/3/22	PL Day #3	District/School
10/19/22	PL Day #4	District/School
1/13/23	PL Day #5	District/School
2/17/23	PL Day #6	District/School
5/26/23	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 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.

Professional learning topics, according to the spring 2022 teacher survey, teachers ranked the following as their Top 10 needs.

Rank	Topic
1	Classroom Management
2	Differentiated Instruction
3	Reading for at risk students
4	My specific content area
5	Interpreting and Analyzing Student Data
6	Depth of Knowledge
7	Using Technology to Enhance Instruction
8	Writing Strategies
9	Response to Intervention (RTI/MTSS)
10	Conflict Resolution

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.	3.28	
2. Lessons have high levels of learning for all students	3.09	X
3. The teacher assists students in taking responsibility for learning and monitors student learning.	3.14	X
4. The teacher provides multiple ways for students to make meaning of content.	3.13	X
5. The teacher manages a learning-focused classroom community	3.21	
6. The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.	3.27	
7. The teacher creates and maintains a classroom of respect for all students.	3.23	
8. The teacher engages in professional learning.	3.27	
9. The teacher establishes and maintains effective communication with families/guardians.	3.29	

Student and Professional Learning Goals

Student Learning Goal	Professional Learning Goals	
	Position Type	
<p>Increase student percent proficiency in ELA from 29.7% to 35%</p> <p>Increase student percent proficiency in Math from 30% to 35%</p> <p>Increase student percent proficiency in Science from 32.6% to 37.6%</p> <p>Increase student percent proficiency in US History from 58.2% to 60%</p> <p>Increase growth on state assessments in Reading ALL, Math ALL, Reading LP, and Math LP by 5 percentage points each.</p>	Teachers	
	District and School Administration	<p>-Increase teacher confidence and effectiveness related to classroom management.</p> <p>-Increasing effective questioning, deepened and extended classroom discussions, opportunities for students to make connections to real-world and personal goals, and providing students' opportunities for instructional choice.</p> <p>-Provide teachers with content-specific PD that supports opportunities for differentiation and reading/writing across the curriculum.</p> <p>-Build capacity for teachers to utilize available technology to enhance and assess the effectiveness of instruction through data analysis.</p>

2021-22 Results

No results here because accountability was frozen for the 21 SY.

OUTCOMES

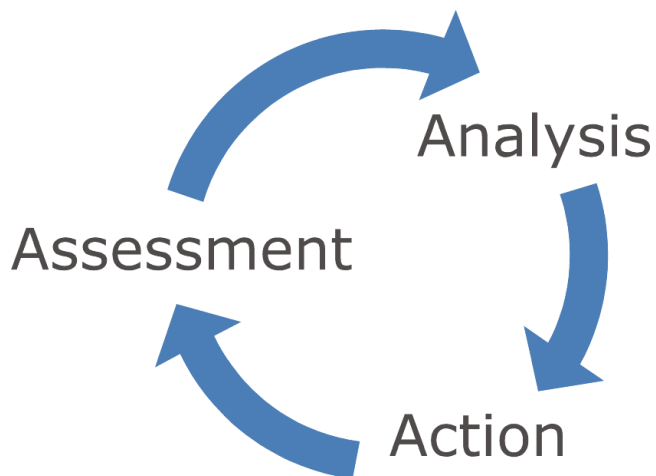
OUTCOMES: PROFESSIONAL LEARNING THAT INCREASES EDUCATOR EFFECTIVENESS AND RESULTS FOR ALL STUDENTS ALIGNS ITS OUTCOMES WITH EDUCATOR PERFORMANCE AND STUDENT CURRICULUM STANDARDS.

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 2023 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.



learning communities
leadership
resources
data
learning designs
implementation
outcomes

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	O, LC, I, LD
2	-Provide teachers with content-specific PD that supports opportunities for differentiation and reading across the curriculum.	All Teachers	Survey data, PGS Data	LC, L, R, LD
3	-Increasing effective questioning, deepened and extended classroom discussions, opportunities for students to make connections to real-world and personal goals, and providing students' opportunities for instructional choice.	All Teachers	Survey data, observation evidence, PGS Data	O, LC, I, L, LD
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	R, I, O, LD
5	Improve effectiveness of instructional leaders through focused book study. "What Great Principals Do Differently: 20 Things That Matter Most"	Instructional Leaders	Group Reflection, observation evidence , PGS Data	LC, 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	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	"The Principal Story" with Dr. Tresa Dunbar "Educator Code of Ethics Training" with New Teachers Peer Observations Teacher Mentoring Instructional Coaching PLCs Behavior/Instructional Coaching STOIC/CHAMPS - Classroom Management School-wide Positive Behavior Interventions & Supports Campus Critical Care Training Suicide Prevention Training Dyslexia Training Restraint/Seclusion	Aug. Aug. Aug. Aug.-> Aug.-> Aug.-> Aug.-> Aug.,Oct., Feb.> Aug.Oct.-> Oct. Aug.- Dec. 22 Aug.->Feb. Oct.-Feb.	Outcomes Learning Communities Implementation Leadership Learning Designs Data
2	-Provide teachers with content-specific PD that supports opportunities for differentiation and reading/writing across the curriculum.	All Teachers	Instructional Coaching PLCs Technology Coaching Literacy Coaching Math Coaching Science/SS Coaching SpEd/IEP Coaching Math Pacing PD EL Coaching Literacy Walk Math Walk Science Walk ELL Walk MTSS Training(s) I-Ready Training(s)	Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug. Oct. Oct. Oct. Oct. Oct. Oct. Aug.,Oct.,Feb.- Oct.->	Learning Communities Leadership Learning Designs Data

			Peer Observations “BICS/CALP” – EL Training ELA Curriculum Implementation PD MDE Supplemental Resources Rollout ELS: Pathways to Proficiency “Creating ELS Assessments” BrainPOP PD Workshop PAPER Data & Implementation Workshop NewsELA Workshop Imagine Math as a Supplemental Tool PD “Social Studies PLC” On-going Computer Science PD	Aug.-> Oct. Aug. Aug., Oct.. Aug. Aug. Oct. Oct. Oct. Oct.-Feb. Oct. Oct.	
3	-Increasing effective questioning, deepened and extended classroom discussions, opportunities for students to make connections to real-world and personal goals, and providing students’ opportunities for instructional choice.	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 “Integrating Technology: Lessons Learned from the Covid Year” MDE Supplemental Resource Rollout “Accessible Learning in a Digital World” Peer Observations	Aug. Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Oct. Oct. Oct. Aug., Oct.-> Aug.,Oct.,Feb-> Aug.->	Outcomes Learning Communities Implementation Leadership Learning Designs Data

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 MDE Supplemental Resource Rollout ELS: Pathways to Proficiency "Cybersecurity Training" BrainPOP Training PAPER: Online Tutoring PD	Aug. Aug.-> Sept.-Oct..-> Aug. Aug. Aug.,Oct.,Feb-> Aug.-Oct.-> Aug., Oct. Aug. Oct. Aug.	Resources Implementation Outcomes Learning Designs
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Learning Forward Standards

Indicators

Learning Communities	Leadership	Resources	Data	Learning Designs	Implementation	Outcomes
<p>School and district leaders create policies and organizational structures that support implementation of collegial learning.</p> <p>Learning teams meet regularly and frequently using agendas and protocols that focus teamwork on learning for all students.</p> <p>All educators participate in professional learning communities that align collaborative work with school improvement goals and focus on continuous improvement.</p> <p>Learning communities share collective responsibility for all students in the school or district.</p> <p>Learning community members exchange feedback about their practice with one another, visiting each other's classrooms or work settings, and sharing resources.</p> <p>Learning teams develop and employ norms of collaboration and relational trust.</p> <p>Team members and faculties hold themselves collectively accountable for student results.</p> <p>Leaders create policies and provide support aligned with an explicit vision and goals for successful learning communities.</p>	<p>Teachers serve in variety of leadership roles.</p> <p>Faculty are involved in planning and implementing professional learning.</p> <p>Administrators participate in professional learning with staff.</p> <p>Administrators model instructional leadership and continuous improvement.</p> <p>The school culture supports continuous improvement through team learning.</p> <p>Resources (money, materials and time) are equitably utilized to accomplish learning goals</p>	<p>Resources are targeted to small number of high priority goals for student and educator learning.</p> <p>School schedule allows for professional learning time during the school day.</p> <p>Resources are allocated for technology to support student and educator learning.</p> <p>The uses of resources are tracked and monitored.</p> <p>Multiple sources of funding are coordinated and aligned to stated learning goals</p> <p>Teachers' and administrators' responsibility for allocation of resources</p>	<p>Teachers and administrators analyze student data to identify adult learning priorities at the classroom, school, and district levels.</p> <p>Teachers/ teams analyze student data to make decisions about student progress and adjustments needed to increase student learning.</p> <p>Teachers/teams use student data to assess the effectiveness of the application of their new learning to make ongoing adjustments to increase student results.</p> <p>School leaders use data to monitor implementation of professional learning and its effects on educator practice and student learning.</p> <p>Educators develop a theory of change and a framework to evaluate professional learning.</p> <p>Educators work together to evaluate their learning designs, collaboration, learning and results, and the design, content and duration of professional learning</p>	<p>School and district plans focus on team and whole-school learning.</p> <p>Most professional learning occurs as part of the workday.</p> <p>Adult learners engage in using the processes they will use with students.</p> <p>School and district plans provide multiple practices of the new learning with feedback and coaching.</p> <p>Learners are actively engaged with other learners and the content during the learning process.</p> <p>Educators work in teams to collaboratively construct, analyze, evaluate, and synthesize knowledge and practices</p>	<p>Educators commit to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity.</p> <p>School and district leaders provide and align resources to initiate and sustain implementation.</p> <p>Leaders model outstanding practices and maintain a sustained focus on the goals and strategies for achieving them.</p> <p>Schools and districts provide three to five years of ongoing implementation support focusing on deepening understanding and addressing problems associated with the new practice.</p> <p>Educators provide specific information to assess practice in relationship to established expectations and to adjust practice to achieve those expectations.</p> <p>Learners engage in reflection and provide constructive feedback on his/her own or others' practices</p>	<p>Educator learning is focused on student learning outcomes.</p> <p>Professional learning is driven by what teachers need to know and be able to do in order to provide effective learning for all students.</p> <p>Learning goals are based on analysis of educator and student data.</p> <p>Professional learning is focused on proven effective classroom strategies and practices.</p> <p>Learning outcomes are aligned with educator performance standards and student learning goals.</p> <p>All professional learning includes appropriate follow up</p>

*SEE FOLLOWING PAGES FOR DISTRICT-FACILITATED PL

August 2, 2022

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	LC
8:00 – 3:00 (ALL DAY)	Special Education: Back-to-School	All SPED Teachers and SPED Assistants	Julie Etheridge, M. Ed. -WCSD Director of Special Services <p>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 2021/2022 school year. IEP development procedures will be reviewed including Educational Benefit and Least Restrictive Environment.</p>	TES Library	D, L, LD I
8:00 – 11:00	ELA K - 2	All K – 2 ELA Teachers	Jackie Boone, M.Ed. -WCSD Literacy Coach <p>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.</p> <p>Objective:</p> <p>In preparing ELA teachers for the upcoming 2022-23 school year, the teachers will explore the use of the “My View/My Perspectives” SAVVAS Reading Program.</p> <p>This session is specific to grade levels K – 2.</p>	TPS Library	

8:00 – 11:00	ELA 3 - 5	All 3 – 5 ELA Teachers	<p>Jackie Boone, M.Ed. -WCSO Literacy Coach</p> <p>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.</p> <p>Objective:</p> <p>In preparing ELA teachers for the upcoming 2022-23 school year, the teachers will explore the use of the “My View/My Perspectives” SAVVAS Reading Program.</p> <p>This session is specific to grade levels 3 – 5.</p>	TPS Rm 5 3rd Grade Hall	
8:00 – 11:00	ELA 6 - 12	All 6 – 12 ELA Teachers	<p>Jackie Boone, M.Ed. -WCSO Literacy Coach Lorraine Jenkins, MATL - WCSO EL Teacher Coach/Interventionist</p> <p>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.</p> <p>Objective:</p> <p>In preparing ELA teachers for the upcoming 2022-23 school year, the teachers will explore the use of the “My View/My Perspectives” SAVVAS Reading Program.</p> <p>This session is specific to grade levels 6 – 12.</p>	TPS Rm 6 3rd Grade Hall	

8:00 – 11:00	Math Pacing and Intro to Imagine Learning	ALL 6 – 8 Math Teachers	Crystal Granger, M.Ed. -WCSD Math Coach In preparing students for the 2023 MAAP Math test, the teachers will use the following resources to revise the district pacing guides: MDE Standards MAAP Math Blueprint WCSD Pacing Guides Eureka Math’s Suggested pacing guides Eureka Math’s Omission & Consolidation Guide The teachers will work in grade levels to plan and create a pacing guide in order to improve overall instruction.	TPS Rm 7 3 rd Grade Hall	
8:00 – 11:00	Supplemental Resources Rollout	Teachers Interventionist Librarians <i>Participants are expected to bring a device (laptop, iPad, etc.)</i>	Shannon Wilson, PsyD - WCSD Behavior Coach/Interventionist Dawn Seal, M.Ed. -WCSD Science Coach WCSD will offer several new supplemental programs/resources for the teachers and students during the 2022- 2023 school year. During this session, the teachers will receive a brief overview of what these programs/resources are and they will explore the new programs/resources through CLEVER. <ul style="list-style-type: none"> ● EasyBridge ● Gale ● HOMER ● Imagine Math ● MajorClarity ● NewsELA ● News-O-Matic ● Paper Objective: The participants will actively explore each of the new programs/resources that can be found in CLEVER during the 2022-2023 school year.	Coaching Building – THS Campus (Old Alternative School Building)	

8:00 – 11:00	Two-factor Authentication and Ransomware / Cybersecurity	Any Eligible Employee	Beth Cowart, MS -WCSD Technology Coordinator and CTC Director This session will discuss and help you set up two-factor authentication for SAM Spectra and Google email along with learning what Ransomware is, how it works, and how to avoid it. Two-factor authentication is an extra layer of protection used to ensure the security of online accounts beyond just a username and password. Ransomware is one of the rising stars of the malware world. Take a few minutes to get the facts about two factor authentication and Ransomware/Cybersecurity.	CTC (Vo-Tech) Computer Lab	
8:00 – 11:00	Civilian Response to Active Shooter Events Training	Any Eligible Employee	Joel Lofton, Ph.D. -Law and Public Safety Instructor Participants will review the Tragedy at Uvalde, TX, learn the expected/trained response, discuss findings of the review panel and identify actions that can be taken to minimize loss within their own classroom/workspace. Participants will participate in an interactive, multi-media driven discussion of human factors impacting response to active threats and will be able to identify responder priorities upon completion of the discussion. Participants will be equipped with several additional resources to enhance additional safety enhancing procedure development, identify facility improvements and to enhance their role in safety.	Law and Public Safety Classroom (Old KG Bldg. at TPS)	
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	MTSS Training	MTSS teams, Admins and K-6 Teachers	<p>Shannon Wilson, PsyD - WCSD Behavior Coach/Interventionist</p> <p>This 3-hour MTSS session is geared towards teachers, interventionists, and administrators on their school's TST and/or MTSS team who want to have a better understanding of the MTSS process. We will cover state and district requirements, procedures, processes as well as intervention materials adopted by WCSD for use with MTSS.</p>	Multi Purpose Bldg. Board Room	
12:00 – 3:00	Supplemental Resources Rollout	Teachers Interventionist Librarians	<p>Dawn Seal, M.Ed. - WCSD Science Coach Jackie Boone, M.Ed. - WCSD Literacy Coach</p> <p>WCSD will offer several new supplemental programs/resources for the teachers and students during the 2022-2023 school year. During this session, the teachers will receive a brief overview of what these programs/resources are and they will explore the new programs/resources through CLEVER.</p> <ul style="list-style-type: none"> • EasyBridge • Gale • HOMER • Imagine Math • MajorClarity • NewsELA • News-O-Matic • Paper <p>Objective: The participants will actively explore each of the new programs/resources that can be found in CLEVER during the 2022-2023 school year.</p>	Coaching Building – THS Campus (Old Alternative School Building)	
12:00 – 3:00	Math Pacing and Intro to Imagine Learning	ALL K – 5 Math Teachers	<p>Crystal Granger, M.Ed. - WCSD Math Coach</p> <p>In preparing students for the 2023 MAAP Math test, the teachers will use the following resources to revise the district pacing guides: MDE Standards MAAP Math Blueprint WCSD Pacing Guides Eureka Math's Suggested pacing guides Eureka Math's Omission & Consolidation Guide</p> <p>The teachers will work in grade levels to plan and create a pacing guide in order to improve overall instruction.</p>	TPS Rm 7 3 rd Grade Hall	

12:00 – 3:00	Two-factor Authentication and Ransomware /Cybersecurity	Any Eligible Employee	<p>Beth Cowart, MS -WCSD Technology Coordinator and CTC Director</p> <p>This session will discuss and help you set up two-factor authentication for SAM Spectra and Google email along with learning what Ransomware is, how it works, and how to avoid it. Two-factor authentication is an extra layer of</p> <p>protection used to ensure the security of online accounts beyond just a username and password. Ransomware is one of the rising stars of the malware world. Take a few minutes to get the facts about two factor authentication and Ransomware/Cybersecurity.</p>	CTC (Vo-Tech) Computer Lab	
12:00 – 3:00	Civilian Response to Active Shooter Events Training	Any Eligible Employee	<p>Joel Lofton, Ph.D. -Law and Public Safety Instructor</p> <p>Participants will review the Tragedy at Uvalde, TX, learn the expected/trained response, discuss findings of the review panel and identify actions that can be taken to minimize loss within their own classroom/workspace. Participants will participate in an interactive, multi-media driven discussion of human factors impacting response to active threats and will be able to identify responder priorities upon completion of the discussion. Participants will be equipped with several additional resources to enhance additional safety enhancing procedure development, identify facility improvements and to enhance their role in safety.</p>	Law and Public Safety Classroom (Old KG Bldg. at TPS)	

August 3, 2022

SESSION(S) ARE AT THE LOCAL SCHOOL SITE AND ONLINE: ALL STAFF SHALL SIGN-IN AT THEIR SCHOOL SITE.

Morning Session at School Site

Time	Title	Who?	Facilitator/Session Description	Location	PL Std.
8:30 – 10:30	ELS – Pathways to Proficiency	All teachers	Dawn Seal, M.Ed. -WCSD Science Coach Lorraine Jenkins, MATL - WCSD EL Teacher Coach/Interventionist This professional learning opportunity will provide teachers with the strategies and knowledge to utilize the ELS Pathways to Proficiency program. Pathways to proficiency is designed to provide educators with next step instructional ideas and content to enhance their classroom instruction.	Zoom	

ONLINE: 10:30-3:00

Time	Title	Who?	Facilitator/Session Description	Location	PL Std.
Flexible 1.5 hrs.	FERPA Training	All K-12 Staff Required to Complete	Beth Cowart, MS -WCSD Technology Coordinator and CTC Director 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 FERPA request is made.	ONLINE Links posted on district website	
Flexible 1.5 hrs.	Security and Privacy Awareness Training	All K-12 Staff Required to Complete	Beth Cowart, MS -WCSD Technology Coordinator and CTC Director 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	

LUNCH
Designated by the Principal

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.