

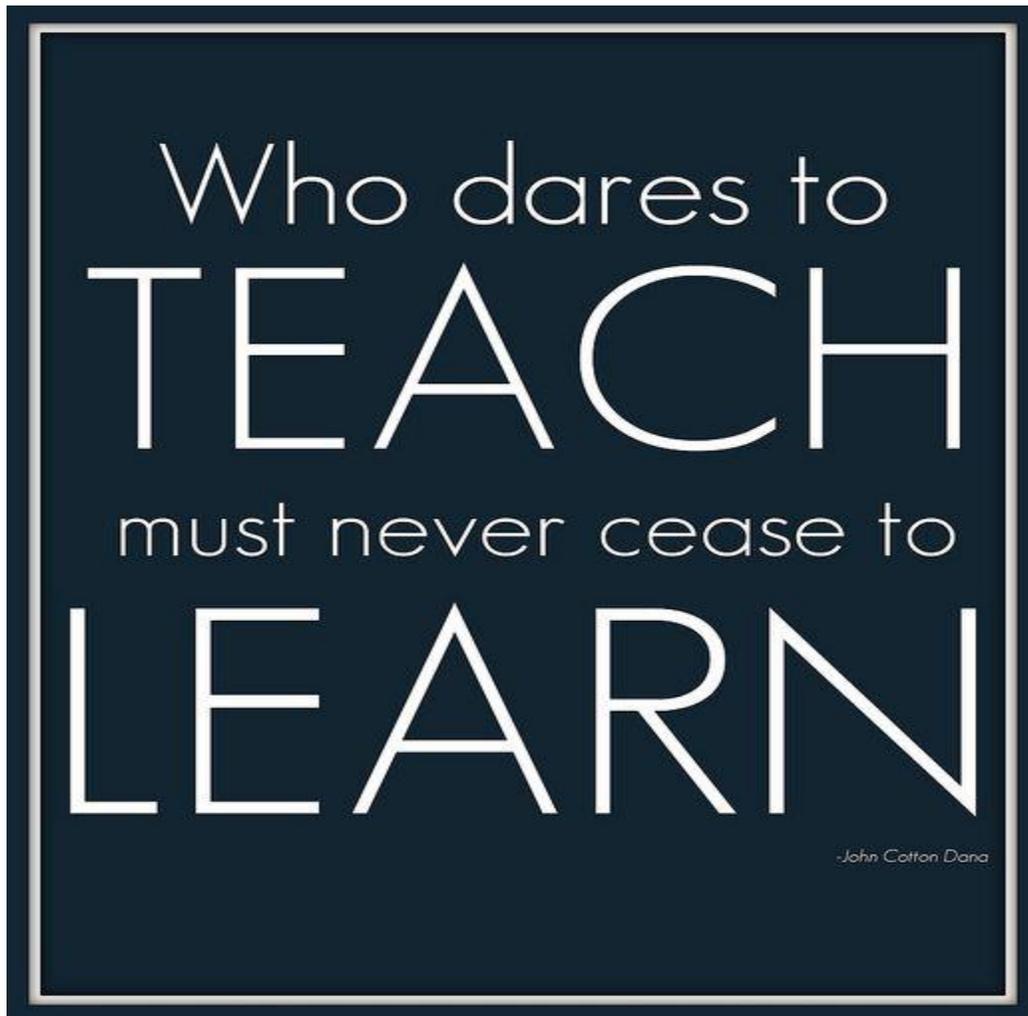
HUMPHREYS COUNTY SCHOOL DISTRICT

Elliot Wheeler, Superintendent

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Professional Development Plan 2018-2019

“The object of teaching a child is to enable him to get along without his teacher.”
~Elbert Hubbard

District Profile: 2018-2019

Name of District:	Humphreys County School District	
Address:	401 Fourth Street Belzoni, MS 39038	
Superintendent:	Mr. Elliot Wheeler	
District Admin.:	Dr. Angel Meek, Federal Programs Director Miss Kathleen Turner, Curriculum Director Mrs. Marquita Robertson, Special Education Director Mr. Louis James, Human Resource Director	
Type of District:	K-12	
Number of Schools	5	
Names of School and Grades	Ida Greene Elementary (K-2)	Mrs. Kandice Jernigan, Principal
	O.M. McNair Elementary (3-5)	Mrs. Nicole Dobbins, Principal Mrs. Ora Smith, Assistant Principal
	HCJH (6-8)	Mr. LaMarlon Wilson, Principal Mrs. Patricia Flowers, Assistant Principal
	HCHS (9-12)	Mrs. Emma Cornwall, Principal Mr. Robert Moore, Assistant Principal
	T. C. Randle Career Tech. Alternative School	Mrs. Barbara Noorwood, Director Mr. Tim Ginn, Director

What We Do

District Mission

All students will enter society with the knowledge, skills, and character necessary to be successful in college and/or careers beyond graduation.

Where We Want to Be

Vision

To inspire our community of learners to achieve success with excellence in instruction and through exemplary leadership

What We Believe In

Values

- All children can learn given time and opportunities
- All people have intrinsic value
- All people should behave in a fair and ethical manner
- Family involvement is the most powerful influence on children
- Honesty is essential for building trust
- Students, parents, visitors, and employees are responsible and accountable for their actions

What We Want to Accomplish

Goals

- Increase the percentage of students who demonstrate proficiency on state and national assessments.
- Establish crisis management and safety plans which promote a safe and orderly climate conducive to learning through state compliance.
- Recruit and retain highly qualified teachers and administrators
- Increase the level of performance classification of all certified staff as measured by evaluation instruments.
- Increase the levels of staff, students, parents, and community engagement in the educational process as measured by the federal programs survey.
- Manage the district's fiscal resources in a responsible and effective manner aligned with a balanced budget, financial and instructional audits.

Professional Development Planning

Committee:

The professional development plan was developed through the collaboration of a professional development team composed of teachers from each school's professional development team, administrators, parents and community persons. After reviewing the district's report card, state benchmarks for student performance, longitudinal data, various surveys, state guidelines for professional development, and adopted District goals, the committee developed a mission statement, belief statements, and goals. This plan was designed to adhere to the mission, beliefs and goals developed by the committee.

Mission Statement:

The mission of the Humphreys County School District's Professional Development Program is to improve and sustain the professional growth of district employees through strategically planned learning opportunities that continue to support the goals of our institution. These opportunities will in turn:

- *Promote more effective teaching and learning*
- *Facilitate improved student achievement*
- *Build a culture of collegiality among staff*

Belief Statements:

We believe that effective professional development improves instruction and

- *is research-based*
- *is planned, continuous and sustained*
- *requires commitment of district resources such as*
 - *funding*
 - *time for planning and implementation*
- *uses staff experience and expertise*
- *addresses specific needs identified by data*
- *is linked to district, state and national standards*
- *encourages innovation and reflection*
- *infuses the use of technology in the curriculum*
- *is directly linked to what teachers do in their classrooms*
- *provides ongoing classroom assistance in implementing new skills*
- *promotes life-long learning among staff members*
- *involves collaboration and support of colleagues and administrators*
- *utilizes resources provided by colleges and universities*
- *is assessed for effectiveness and efficacy*

****NOTE: Please see the HCSD Teacher Induction Plan for goals, objectives, and strategies specific to beginning teachers.****

The purpose of the Professional Development Plan of the Humphreys County School District is to foster continuous improvement of student learning and academic performance. We strive to fulfill this purpose by increasing instructional capacity at the district, school, and individual level. The desired outcomes for our plan fall into three categories: Organizational Improvement, Individual Staff Growth, and Improved Student Learning. This plan is designed to utilize a myriad of professional development options including, but not limited to: Mississippi Department of Education, Delta Area Association for Improvement of Schools, Institutes of Higher Learning, regional consortia, state agencies, and collegial collaboration. This plan further encourages all staff members to participate in activities aimed at supporting our desired outcomes. Our plan is based upon the Standards For Professional Learning and the Principles of Excellence in Professional Development established by the Mississippi Department of Education, see Appendix A. Examples of the types of activities supported by this plan are listed in Appendix B.

Goals:

1. By 2020, All HCSD staff will improve the development of student literacy skills across all grade levels in all areas of the curriculum, as evidenced by a 25% student proficiency on state assessments.
2. By 2020, all HCSD Staff will demonstrate the incorporation of effective teaching strategies aligned to the Mississippi College and Career Readiness Standards with the appropriate levels of rigor by receiving a 3 on the MISSISSIPPI EDUCATOR & ADMINISTRATOR PROFESSIONAL GROWTH SYSTEM.
3. By 2020, All HCSD staff will integrate technology into the curriculum and daily lesson plans.
4. By 2020, the HCSD will develop teacher leader capacity of staff members
5. By 2020, the HCSD will decrease the number of office referrals and out of school suspensions by 20%, with the implementation of a research-based behavior model.

Major Professional Development Focuses 2014-2019	
2014-2015	Tier I instruction/CCSS
2015-2016	Tier II Intervention/Cooperative Learning
2016-2017	Cooperative Learning
2017-2018	Incorporating technology and Math Practices
2018-2019	Project-Based Learning/Authentic Learning

We began to focus our professional development during the 2014-2015 school year on the foundations of quality tier I instruction (i.e. planning for instruction, alignment of curriculum, assessments and instruction, and CCSS). For the 2015-2017 school years, we continued Tier I development. We began the process district wide to encourage student engagement through cooperative learning. Each school received training and support to incorporate cooperative learning into daily instruction. In addition to cooperative learning, professional development on specific intervention strategies was targeted based on the needs of each school. We have used and will use the learning forward standards in implementing our 2018-2019 professional development plan, as we focus on improving

the curriculum for ELA, Math, and Science by restructuring how and what we do. Also, we have adopted a behavior model to enhance schools' climate through improved relational and conflict management skills throughout the HCSD.

Our K-2 and third grade staff are currently working with an external provider, Saxon Phonics on a phonic/phonemic awareness program to supplement vocabulary instruction. We are expecting our students to leave grades K-3 with a stronger background in phonics. In addition, we began Reciprocal Teaching Training (K-5) during the 2014-2015 school year. During the 2015-2016 school year, staff across the district was trained on cooperative learning. Follow up training was done throughout the academic year through PLCs, scheduled professional development days, and during focused faculty meetings. Because of the number of new staff across the district, Reciprocal Teaching will be provided in the 2018 HCSD Professional Development Institute. This particular teaching strategy is an effective reading intervention strategy. With reciprocal teaching, our assistant teachers will work with small groups on the appropriate text to ensure our students are able to comprehend text. We will continue this training, as we will use this intervention strategy across the district. Project-based learning strategies will be implemented through science as teachers are trained on the new curriculum. PBL training will be included in the 2018 summer training. Follow up on training will be done throughout the 2018-2019 school year.

Guiding Practices:

The 2018-2019 Professional Development Plan for the Humphreys County School District is guided by the Standards for Professional Learning. Each professional development activity has been aligned to the standards and corresponding outcomes to assist the district in advancing the professional capacity of all district staff members.

Professional Learning Standards	Outcomes
1. 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.
2. Resources	Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
3. 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.
4. Outcomes	Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
5. Leadership	Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocates, and create support systems for professional learning.
6. 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.
7. 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.

Source: <https://learningforward.org/standards-for-professional-learning>

All staff members inclusive of administrators, teachers and paraprofessionals will adhere to the District Professional Development Policy. The staff will be given an opportunity to select professional development activities (on and off campus) and the district will assign specific staff development based on individual needs. All activities will be selected to enable staff to develop the expertise in content and the methodology necessary to improve student achievement. The District will stress the importance of rigorous continuous professional development and not one shot sessions. The plan includes in-service programs, curriculum planning and development committees, training for and implementation of new programs and instructional methods, Professional Development/Superintendent Conference days, professional conferences, district release time activities, department and faculty meetings, peer-coaching, consultants and professional growth plans. Activities located within the HCSD Professional Development Plan are matched to researched based professional development strategies (Appendix A). With the full implementation of the plan, all staff members will experience professional development activities each year that will enable them to address the needs of children. In addition, the training for the statewide assessments will provide additional staff development for specific segments of the teaching population.

The District Professional Development Committee has referenced numerous research studies to insure that the plan will reflect proven characteristics of effective professional development. It is our intent to focus professional development on strategies that research has shown to be essential to increasing student learning, advancing teaching pedagogy and improving the school learning environment. The plan has been designed to facilitate teacher/administrator growth in identifying the necessary knowledge, skills, and dispositions to be successful. This includes individual needs for each teacher as well as comprehensive needs to address system processes.

Scheduled professional development such as the summer institute will encompass activities at the district, school level, and individual levels. We have strategically reserved dates throughout the year to provide on-going training to implement and sustain advances in process, procedure and pedagogy. These dates are outlined below and included in all staff handbooks as a part of the district calendar. Each school in the district also has included days at their individual school for pre-service training for their staff in the month of July.

Professional Development Faculty/Staff Work Day Schedule

June 15-29, 2018	8:00 a.m. --- 3:00 p.m.	Professional Development
July 2-29, 2018	8:00a.m. ---- 3:00 p.m.	Professional Development
July 30- 31, 2018	8:00 a.m. — 3:00 p.m.	New Teacher Induction
August 2-3, 2018	8:00 a.m. --- 3:30 p.m.	Professional Development

October 12, 2018	9:00 a.m. -- 6:00 p.m.	Parent/Teacher Conference
January 4, 2019	8:00 a.m. --- 3:30 p.m.	Professional Development
January 18, 2019	10:00 a.m. -- 6:00 p.m.	Parent/Teacher Conference
March 22, 2019	10:00 a.m. -- 6:00 p.m.	Parent/Teacher Conference

Early Dismissal for Students

December 21, 2018	1:00 p.m. — 3:30 p.m.	Professional Development
May 24, 2019	1:00 p.m. --- 3:30 p.m.	Professional Development

District Resources:

In pursuit of the goals of this professional development plan, the district will use and funds from the following sources:

- *Title I, II, and IV*
- *Homeless*
- *Rural and Low Income*
- *At-Risk*
- *Local Funds*
- *Priority School Funds*

The district will use the services MDE, administrative staff, coordinators, department chairs, lead teachers, content area specialists and teachers to help implement the plan.

Humphreys County Demographics

	Humphreys County	Mississippi
Population, 2014 estimate	8,741	2,994,079
Population, 2010 (April 1) estimates base	9,375	2,968,103
Population, percent change - April 1, 2010 to July 1, 2014	-6.8%	0.9%
Population, 2010	9,375	2,967,297
Persons under 5 years, percent, 2014	7.4%	6.5%
Persons under 18 years, percent, 2014	27.4%	24.4%
Persons 65 years and over, percent, 2014	14.2%	14.3%
White alone, percent, 2014 (a)	23.5%	59.7%
Black or African American alone, percent, 2014 (a)	75.0%	37.5%
Hispanic or Latino, percent, 2014 (b)	2.5%	3.0%
White alone, not Hispanic or Latino, percent, 2014	22.0%	57.3%
Living in same house 1 year & over, percent, 2009-2013	88.9%	85.8%

Language other than English spoken at home, pct age 5+, 2009-2013	0.8%	3.9%
High school graduate or higher, percent of persons age 25+, 2009-2013	64.1%	81.5%
Bachelor's degree or higher, percent of persons age 25+, 2009-2013	10.9%	20.1%
Housing units, 2014	3,832	1,294,721
Homeownership rate, 2009-2013	54.3%	69.4%
Housing units in multi-unit structures, percent, 2009-2013	11.7%	13.9%
Median value of owner-occupied housing units, 2009-2013	\$63,000	\$99,900
Households, 2009-2013	3,107	1,088,073
Persons per household, 2009-2013	2.95	2.65
Per capita money income in past 12 months (2013 dollars), 2009-2013	\$12,874	\$20,618
Median household income, 2009-2013	\$23,600	\$39,031
Persons below poverty level, percent, 2009-2013	44.9%	22.7%

The Humphreys County School District has four schools in the district, which serves all students in grades K-12. Ida Greene Elementary School (K-2) had a student population of 370. There were a total of 276 students (74.6%), who received free/reduced lunch at the school last year. O.M. McNair (3-5), had a total of 475 students in grades 3-5. (75.8%) or 360 of the students received free/reduced lunch last year. Humphreys County Jr. High School (6-8) had a student population of 338 students, 73% or 248 received free/reduced lunch last school term. There were 454 students at our 9-12 school, Humphreys County High School. 52% or 236 of the students received free/reduced lunch last year.

The poverty criteria that will be utilized to identify students eligible for services will be the percentage of students who receive free or reduced lunches under the National School Lunch Program. These percentages will be based on data obtained from food service applications as of April 2nd. To obtain this information, each student who enrolls in the district is required to complete an application for the lunch program. Students from households receiving benefits such as TANF and other specified need-based assistance are automatically qualified for free lunch. Other students' applications are processed based on household income and family size to determine their lunch status.

Needs/Data Analysis

In order to acquire a thorough picture of the strengths and weaknesses of our school community and to identify the needs of our students, a needs assessment was conducted. The plan is specifically aligned with the needs of this school district and its clients. Professional Development will be tailored to meet the specific needs of the District as delineated in the various data used by the committee in the development of this document. The data include but are not limited to the following:

- *State Assessment Data*
- *Teacher Surveys*
- *Student Surveys*
- *Parent Surveys*
- *Community Questionnaire*
- *District Assessment Data*
- *Professional Development Evaluation Data*
- *Teacher Evaluation Data*
- *Teachers' Professional Growth Plans*
- *Progress Monitoring Data (i-Ready)*
- *STAR Assessments*

The past three years, the district has had both a priority and a focus school. Based on the accountability model for the past three years, OM McNair was designated as a priority school; Humphreys County Junior High School was labeled as a focused school; Humphreys County High School met their AMO for the 12-13 and the 13-14 school year, however AMO was not met in 14-15 or 15-16. In 2018, O.M. McNair, Ida Greene Elementary School, and Humphreys County Junior High School have been identified as "Priority" schools, based on the current student achievement model.

A lack of consistent focus on the following has contributed to low student achievement: professional development, formulation of professional learning communities, student interventions, effective progress monitoring, reviewing and analyzing the data.

Based on the summary data, various key components have been identified as challenges:

- *Reading comprehension
- *Fluency
- *Vocabulary
- *Ineffective tier 1 instruction
- *Instructional Planning
- *Low teacher retention
- *Ineffective RTI/MTSS processes

Based on 2017-2018 student assessment data, the Humphreys County School District did not meet academic growth expectations in mathematics or reading/language arts as measured by MAAP and SATP2. District-wide, less than 40% of students scored proficient or above on state assessments and less than 10% of students scored advanced. These numbers were particularly low in elementary reading (grades 4-5) and middle school mathematics (grades 5-7). At the high school level, the number of students scoring below proficient in Biology I and U. S. History exceeded 60% while the number scoring below proficient exceeded 50%. Student achievement data on other assessments, such as ACT scores, indicates that students are performing below standard.

After a thorough analysis of universal screener data during the 2016-2017 school years, we determined that our students were approximately 1.5 years (Star Assessment results) behind their national peers. We found that our students reading ability suffers from a lack of reading fundamentals. We have identified our primary weakness to be phonics/phonemic awareness.

The District Leadership team reviewed student work samples and diagnostic reading data and found that our students' inability to decode words negatively affects their vocabulary acquisition and reading comprehension rates. This is evident from kindergarten through the eleventh grade. Our students come to us in kindergarten well below the MKAS score for kindergarten readiness. While in the district, these students make gains, but their gains are not enough to keep up with other students across the state. Our students begin and continue to lag behind their peers as evident in our analysis of data.

Certified Classroom Teacher Characteristics

	Certified Teachers	One to Three Years of Experience		Four to Ten Years of Experience		Eleven to Twenty Years of Experience		Over Twenty Years of Experience	
		#	%	#	%	#	%	#	%
2012-2013	106	30	28	26	25	25	24	25	24
2013-2014	106	22	21	26	25	24	23	30	28
2014-2015	102	30	29	28	27	21	21	22	22
2016-2017	100	40	40	28	28	21	21	11	11
2017-2018	98	43	43	29	29	18	18	10	10

2018-2019 Progress Monitoring

School	USA Test Prep	STAR	Benchmark Assessments (2X)	i-Ready	Teacher Created Formative/Summative Assessments	District Assessments (3X)
Ida Greene Elementary		X	X	X	X	X
O.M. McNair Elementary School	X Science	X	X	X	X	X
HCJH		X	X	X	X	X
HCHS	X	X	X		X	X

Professional Development Committee:

Elliot Wheeler, Chairperson
Kathleen Turner, Co-Chair
LaMarlon Wilson
Ora Smith
Barbara Norwood
Kandice Jernigan
Cheryl Williams
Louis James
Nicole Dobbins

Shawana Lee
Tracy Jamison
Yolanda Taylor
Jessica Jackson-Clayborne
Lashun Baymon

Implementation Plan

Goal 1: By 2020, All HCSD staff will improve the development of student literacy skills across all grade levels in all areas of the curriculum, as evidenced by a 25% student proficiency on state assessments.

Learning Forward Standard	Objectives	Strategies/Activities	Person(s) Responsible	Time Frame	Performance Measure	Evidence of PD
1, 3, 5, 6, 7	1. Increase state writing assessment scores in grades 4 and 7	<ul style="list-style-type: none"> Provide training on state ELA framework, Cooperative Learning, Writing Across the Curriculum, Phonics and Phonemic Awareness, Reciprocal Teaching (Coaching/Mentoring), Technology 	Federal Programs Director Principals Contracted Consultants	<ul style="list-style-type: none"> Summer 2018 Professional Development days 2018 	<ul style="list-style-type: none"> Students Scoring ≥ 3 on District Writing Assessment Reading Board Projects at all grade levels Formative assessment data 	<ul style="list-style-type: none"> Sign in sheets, agendas and minutes Evidence of training sessions in lesson planning Observation of implementation of topics Consultant reports
1, 3, 5, 6, 7	2. Increase state writing assessment scores in English II	<ul style="list-style-type: none"> Attend SATP2/MAAP training (Workshops) Provide training on Using Rubrics (Coaching/Mentoring) 	Federal Programs Director High School Principal Contracted Consultants	<ul style="list-style-type: none"> Summer 2018 	<ul style="list-style-type: none"> Initial pass rate $\geq 95\%$ # of students scores ≥ 3 	<ul style="list-style-type: none"> SATP2/MAAP training Consultant reports
1, 3, 5, 6, 7	3. Promote reading/writing across the curriculum in all grade levels	<ul style="list-style-type: none"> Provide training for teachers to incorporate reading / writing into all content areas. (Coaching/Mentoring) Have teachers employ classroom strategies to <ul style="list-style-type: none"> Require students to 	Federal Programs Director Principals Literacy Coaches District Interventionist	<ul style="list-style-type: none"> Monthly PLCs 	<ul style="list-style-type: none"> Lesson plans Classroom observations Student work samples STAR Assessment Printouts 	<ul style="list-style-type: none"> A Wealth of Literacy Strategies for ELL Students Utilized in All Thinking Maps A Collection of Articles for Additional Literacy

		<ul style="list-style-type: none"> support and give explanations for their work • Support literacy skills, especially for at-risk, ELL, and migrant students. • Implement reading intervention strategies (Reciprocal Teaching) • Promote the use of accelerated reader to increase the reading levels of all students (Coaching/Mentoring and Study Groups) 	Teachers		<ul style="list-style-type: none"> Mississippi Educator & Admin. Professional Growth System observations 	<ul style="list-style-type: none"> Strategies for ELL Students • Close Reading Strategies • Reciprocal Teaching Reading comprehension Strategy • Implementation of Cooperative Learning Strategies
1, 3, 5, 6, 7	4. Provide training in a variety of areas (vocabulary, visual thinking, comprehension) to increase the quality of classroom instruction	<ul style="list-style-type: none"> • Provide training on research based instructional strategies (Coaching/Mentoring and Study Groups) • Model / Demonstrate classroom strategies for teachers (Coaching/Mentoring and Study Groups) • Provide training on MCCRS (Coaching/Mentoring and Study Groups) 	Principals Literacy Coaches Academic Consultants	<ul style="list-style-type: none"> • Weekly Consultant visits and classroom modeling 	<ul style="list-style-type: none"> • Teacher Observations • Lesson Plans • Workshop Evaluations • Teacher Feedback (Follow-up sheets) 	<ul style="list-style-type: none"> • A Wealth of Literacy Strategies for ELL Students • Thinking Maps • Close Reading Strategies • Reciprocal Teaching Reading comprehension Strategy • Literacy Based Promotion Act

Goal 2: *By 2020, all HCSD Staff will demonstrate the incorporation of effective teaching strategies aligned to the Mississippi College and Career Readiness Standards with the appropriate levels of rigor by receiving a 3 on the Mississippi Educator and Administrator Professional Growth Rubric.*

Learning Forward Standard	Objectives	Strategies	Person(s) Responsible	Time Frame	Performance Measure	Evidence of PD
1, 3, 5, 6, 7	1. The staff will better identify the impact of curriculum and instruction on state assessments.	Provide training on the following: <ul style="list-style-type: none"> increase awareness of state standards. instructional interventions class / formative assessments that mirror state tests Analyze universal screener data (Coaching/Mentoring, Institutes and Study Groups) 	Federal Programs Director Curriculum Director Principals Teachers	▪ Quarterly	<ul style="list-style-type: none"> Teacher Observations Samples of Classroom Assessments Teacher Feedback Correlation between class grades and test scores student growth according to screener data 	<ul style="list-style-type: none"> Rigor and Relevance : Developing Higher Order Thinking Supporting Student Growth Through Formative Assessment
1, 3, 5, 6, 7	2. Effectively implement Mississippi College and Career Readiness Standards	<ul style="list-style-type: none"> Provide training for teachers struggling with rigor and relevance Attend training sessions on Mississippi Standards Conduct Faculty study on research based practices (ALPs) Develop PLC in each school (Action Research, Coaching/Mentoring, Institutes and Study Groups) 	Federal Programs Director Principals Teachers	▪ Monthly PLCs	<ul style="list-style-type: none"> Teacher Observations Lesson Plans Samples of Class Assessments Sign-in sheets Agendas 	▪ PLC agendas and sign in sheets
1, 3, 5, 6, 7	3. Develop vertical and horizontal curriculum	<ul style="list-style-type: none"> Teachers will plan scope and sequence for content / grade level (Coaching/Mentoring, 	Federal Programs Director Principals	▪ Monthly PLCs	<ul style="list-style-type: none"> Sign- In Sheets Minutes/Meeting District Pacing Guides 	<ul style="list-style-type: none"> Co-Teaching Incorporating Literacy in Non-ELA classrooms

	articulation for all content areas	<ul style="list-style-type: none"> Institutes and Study Groups) Have inter-school meetings to coordinate transition between grades (Network) Teachers will integrate all subjects (Coaching/Mentoring, Institutes and Study Groups) 	Teachers		<ul style="list-style-type: none"> Scope & Sequence Lesson Plans 	
1, 3, 5, 6, 7	4. Teachers will develop assessments which prepare students for activities requiring greater levels or rigor, similar to state assessments.	<ul style="list-style-type: none"> All teachers will incorporate performance based activities in classroom assessments. Teachers will utilize test blueprints, performance level descriptors, and sample items from the MS State assessment to develop appropriate content. Teachers will also use ELS/CASE Assessments to develop classroom assessments (Coaching/Mentoring, Institutes and Study Groups) 	Federal Programs Director. Principals Teachers	<ul style="list-style-type: none"> Monthly PLCs 	<ul style="list-style-type: none"> Lesson Plans Teacher Observations 	<ul style="list-style-type: none"> Supporting Student Growth Through Formative Assessment (Cooperative Learning)
1, 2, 3, 5, 6, 7	Teachers/teams and administrators: <ul style="list-style-type: none"> analyze student data to identify learning priorities at 	<ul style="list-style-type: none"> Data Planning and Training Meeting Growth: Intervention Strategies for the Low 25% Supporting Student Growth Through 	Teachers Principals Curriculum Director Lead Teachers Literacy Coaches	<ul style="list-style-type: none"> Monthly PLCs 	<ul style="list-style-type: none"> Copies of data analysis used in developing Professional Learning Plans Professional Learning Plan Assessment data 	Supporting Student Growth Through the use of data to promote positive student outcomes.

- the classroom, school, and district levels.
- analyze student data to make decisions about student progress and adjustments needed to increase student learning.
 - use student data to assess the effectiveness of the application of new learning to make ongoing adjustments to increase student results.

- School leaders:
- use data to monitor implementation of

Formative Assessment (Coaching/Mentoring, and Study Groups)

- for students and professional learning
- Framework
 - Interview with administrator and teachers
 - Interview with lead teacher and literacy coach
 - Data team meeting minutes, agenda, and sign-in sheets
 - Student work samples

professional learning and its effects on educator practice and student learning.

- develop a theory of change and a framework to evaluate professional learning.
- work together to evaluate learning designs, their collaboration, learning and results, and the design, content and duration of professional learning.

Goal 3: *By 2020, All HCSD staff will integrate technology into the curriculum and daily lesson plans.*

Learning Forward Standard	Objectives	Strategies/Activities	Person(s) Responsibility	Time Frame	Performance Measure	Evidence of PD
1, 3, 5, 6, 7	1. Teachers will increase use of equipment and software that may be used as instructional tools for direct instruction, remediation, or intervention for students who struggle, migrant, ELL, at-risk or homeless students.	Training will be set up for equipment and software, for example: <ul style="list-style-type: none"> • Whiteboards • Promethean Boards • Response systems • i-Ready • MyOwn • Guided Math • Daily Five Library • Writing Without Tears • Accelerated Reader • STAR • Google Doc • Computer labs (Coaching/Mentoring, Institutes and Study Groups) 	Principals District Interventionist Teachers	<ul style="list-style-type: none"> • August 2018 - May 2019 	<ul style="list-style-type: none"> • Lesson Plans • Teacher Observations • Student Intervention Plans 	<ul style="list-style-type: none"> • Use of Technology in the classrooms • Evidence of Technology application in lesson plans
1, 3, 5, 6, 7	2. Teachers will increase use of software and applications that will increase	Training will be set up for applications such as <ul style="list-style-type: none"> • EZ Lesson Planner • EZ Assessment • EZ Evaluation • Google Apps 	Federal Programs Director Curriculum Director Principals Teachers	<ul style="list-style-type: none"> • July 2018 - May 2019 	<ul style="list-style-type: none"> • Electronic Gradebook • Online Assessments • Formative Test Data Analysis 	<ul style="list-style-type: none"> • Full usage of ELS package

	teacher / administrators efficiency and productivity.	<ul style="list-style-type: none"> • SAM Spectrum Gradebook • Microsoft Office (Coaching/Mentoring, Institutes and Study Groups) 			<ul style="list-style-type: none"> • Electronic Lesson Plans • Electronic Evaluation • Lesson / Assignments using MS Office 	
2	3. Develop a cadre of advance staff users that can effectively train other staff members.	School / District staff will participate in train-the-trainer workshops on instructional and productivity applications and train other staff members. (Coaching/Mentoring, Institutes and Study Groups)	Principals Lead Teachers Technology Staff	<ul style="list-style-type: none"> • August 2018-May 2019 	<ul style="list-style-type: none"> • Technology Sessions • Session Evaluations • Classroom Observation 	<ul style="list-style-type: none"> • Full usage of ELS package

Goal 4: *By 2020, the HCSD will develop teacher leader capacity of staff members*

Learning Forward Standard	Objectives	Strategies	Person(s) Responsibility	Performance Measure	Evidence of PD
2	To encourage the teachers of HCSD to participate in distributed school leadership.	Teachers: <ul style="list-style-type: none"> ▪ serve in variety of leadership roles. • are involved in planning and implementing professional learning. (Action Research, Coaching/Mentoring, Sabbaticals and Study 	Superintendent Principals	<ul style="list-style-type: none"> • List of committee assignments • Sign-in sheets from planning meetings/team meetings • Budget • School Schedule 	<ul style="list-style-type: none"> • Data Planning and Training • <i>Mississippi Educator and Administrator Professional Growth System</i> Best practices

Groups)
Administrator
engagement with
professional learning
with staff. (Action
Research,
(Coaching/Mentoring,
Sabbaticals and Study
Groups)

The school culture
supports continuous
improvement through
team learning. (Action
Research,
(Coaching/Mentoring,
Sabbaticals and Study
Groups)

Provide Resources
(money, materials and
time) are equitably
utilized to accomplish
learning goals. (Action
Research,
(Coaching/Mentoring,
Sabbaticals and Study
Groups)

Goal 5: *By 2020, the HCSD will decrease the number of office referrals and out of school suspensions by 20%, with the implementation of a research-based behavior model.*

Learning Forward Standard	Objectives	Strategies	Person(s) Responsibility	Performance Measure	Evidence of PD
1, 3, 5, 6, 7	1. To provide teachers of HCSD alternate ways as outlined in Capturing Kids Hearts and PBIS to address negative behavior and improve the school/district culture.	Teachers: Explain the EXCEL Model to students Model expected behavior using the 4 Questions: <ol style="list-style-type: none"> 1) What are you doing? 2) What are you supposed to be doing? 3) Are you doing it? 4) What are you going to do about it? 	Principal Teachers	<ul style="list-style-type: none"> • Student Individualized Intervention Plans • Data tracking forms on behavior 	<ul style="list-style-type: none"> • Decrease in office referrals • Better relationships between teacher/student/teacher • Increase in test scores • Decrease in out of school suspensions • Attendance rate increase
1, 3, 5, 6, 7	2. To effectively implement processes of Capturing Kids' Heart.	Teachers will attend training on CKH. Teachers will role play steps in the EXCEL model. Teachers will create social contracts for their classroom. Teacher will use PLCs to review the effectiveness of the process.	Principal Teachers Federal Programs Director Curriculum Director	<ul style="list-style-type: none"> ▪ Teacher Observations ▪ Observation of Classroom Social Contracts ▪ Teacher Feedback ▪ Correlation between class grades and behavior • Training evaluation 	<ul style="list-style-type: none"> • PLC agendas, minutes, and sign in sheets ▪ Evidence of training in establishing rituals and routines ▪ Observation of implementation of EXCEL model • Results from walk-through observations

Professional Development Evaluation

A special staff meeting will be conducted at the close of the 2018-2019 school year to evaluate the professional development plan and the strategies/ activities conducted during the course of the school year. Committee members will determine whether the goals set for the year were met, as evidenced by the performance measure, and discuss the reasons they were or were not met. A new committee will be established to begin the process of conducting the annual needs assessment to determine professional development needs for the 2019-2020 school year.

While this plan is based on current test data and district goals, the proposed activities/strategies are described in terms of levels of mastery. This plan includes important pedagogical and technological topics that will address the needs determined by a review of 2018 student assessment data.

The plan includes the following documents to be completed during the year to enhance the professional development plan for the next school year:

- Professional Development Evaluation Form
- Personal Professional Development Plan
- Professional Development Application
- Professional Development Follow-up

Adoption:

This plan was submitted and adopted by the Humphreys County School Board. The administrative team, staff and faculty will implement this professional development plan for the 2018-2019 school year. Additional strategies and activities may be added based on need and availability of funds.

Superintendent of Education

August 14, 2018

Date

HUMPHREYS COUNTY SCHOOL DISTRICT

Professional Development Plan 2018–2019

APPENDIX A

PRINCIPLES OF EXCELLENCE IN PROFESSIONAL DEVELOPMENT

Professional development programs must be based on the following principles:

- Professional development is based on a shared vision and goals for improving student performance derived through a strategic planning process.
- Professional development advances individual growth and organizational improvement.
- Professional development involves institutional collaboration.
- Professional development provides for networking and collegiality.
- Professional development models constructivist teaching that builds knowledge through exploring, debating, questioning, and reflecting.
- Professional development provides time and follow-up necessary for change in practice.
- Professional development is site-based and school-initiated.
- Professional development has an evaluation component that focuses on improvement in teaching practice and in student results.
- Professional development is ongoing and job-embedded.
- Professional development enhances knowledge of subject matter, teaching and learning, and child development.
- Professional development is supported by resources of time, money, and personnel.
- Professional development addresses the diversity of all learners.
- Professional development acknowledges the Standards for Professional Learning.
- Development published by the National Staff Development Council.
- Professional development encourages individuals to generate, articulate, and disseminate knowledge based on their classroom experiences and action research.
- Professional development allows stakeholders to develop and strengthen leadership skills.

HUMPHREYS COUNTY SCHOOL DISTRICT

Professional Development Plan 2018–2019

APPENDIX B

PROFESSIONAL DEVELOPMENT ACTIVITIES

Action Research is a disciplined process that involves educators in actively solving real problems in teaching and learning. It includes collecting and analyzing data to diagnose problems, researching potential solutions, acting on selected approaches and assessing and sharing the results. There are many types of action research including that which is conducted by an individual or small group of educators to improve practice or action research which is undertaken by an entire faculty to improve school-wide performance.

Apprenticeships/Internships provide opportunities for educators to work and learn while gaining practical on-the-job experience under the direct supervision of an experienced expert practitioner. Examples include business/industry internships in which educators work with local business to gain greater understanding of the demands of the current workplace in relation to curriculum and instruction.

Coaching/Mentoring is a peer-to-peer interaction aimed at improving performance. Partners select each other and work on problems voluntarily. The primary purpose is support, not evaluation; thus peers are more appropriate partners in this professional growth experience.

College/University Courses provide opportunities to expand content knowledge and acquire advanced degrees. The content and format of courses for educators are expected to reflect the principles of excellence. Educators may apply courses in their content area (e.g., mathematics, science, special education, etc.) or in a job/skill related area (e.g., technology, methodology, learning styles, etc.) to the renewal of their license.

National Board Certification through its application process requires teachers to document their practices, reflect on their strengths and weaknesses, and demonstrate specific knowledge and skill in relation to standards established by the National Board of Professional Teaching Standards. This experience provides excellent professional development for teachers, and the standards provide an outstanding guide for planning professional development opportunities.

Networks are groups of educators who share a common experience, concern or interest. They generally focus on specific subject matter and seek to deepen content knowledge and enhance professional practice. Networks provide powerful learning opportunities because they engage people in collective work on authentic issues. They allow educators to get beyond their own classrooms and schools and consider different perspectives and possibilities.

Partnerships are collaboratives in which each partner complements the other in achieving what neither can achieve alone. There are many rights and responsibilities depending on each partner's willingness

to collaborate and to give up a measure of independence. Partners enter into a formal agreement to engage in a specified activity together.

Sabbaticals are periods of leave (of varying lengths) granted to educators to pursue job-related experiences that provide new insights and enhance knowledge and skills. In addition, they break the cycle of continued performance of the same job over a period of time. Examples include travel, research, studies of other educational systems, etc.

Seminars/Institutes are intensive learning experiences that typically serve the purpose of substantive content and professional renewal. They may present new ways of thinking about school topics or alternate methods of engaging students in learning. Whatever the emphasis, it is the intensity of study that most characterizes the seminar/ institute as a professional development option. They offer focused, continuous investigation of topics or themes that cannot be explored in occasional workshops.

Study Groups are small collaborative groups organized and sustained by participating educators who seek to learn about a topic of common interest. Study groups may be organized within individual schools, districts, or beyond. Such groups provide a time and structure where educators can discuss educational issues, where learning is ongoing and where norms of professional collaboration can exist.

Workshops are brief intensive educational training programs that involve relatively small groups of educators in participatory problem-solving. The most effective training programs include exploration of theory, trials of new skills with feedback and reflection, as well as coaching and other forms of support within the workplace.

HUMPHREYS COUNTY SCHOOL DISTRICT

Professional Development Plan 2018–2019

APPENDIX C

Humphreys County School District Professional Development Application

Please send this form to the Superintendent
A copy of this form will be sent back to you upon approval.

School: _____ **Date:** _____ **School Year:** _____

School Improvement Goal:

Proposed P.D. to meet Goal

Objective:

Anticipated Products and Measurable Outcomes:

Timelines:

Persons Involved:

Location of Activity:

Explain Cost Analysis (Salaries/Stipends):

Cost of salaries/stipends: \$

Explain Contractual Services:

Cost of contractual services: \$ _____

Explain Travel Expenses:

Cost of travel expenses: \$ _____

Explain Other Costs (Specify):

Other costs: \$ _____

Activities to be Implemented:

Describe How The Impact of These Activities Will Be Evaluated:

TOTAL AMOUNT REQUESTED FOR THIS PROJECT (add subtotals above): \$ _____

Principal Signature: _____ Date: _____

<i>This section is for central office use only</i>	
FUNDING SOURCE	AMOUNT
Title I	\$ _____
Title II	\$ _____
Title IV	\$ _____
Title VI	\$ _____
Priority Funds/1003a	\$ _____
	\$ _____
	\$ _____
	\$ _____
TOTAL	\$ _____
_____ Approved as is	_____ Approved with modifications
Program Coordinator: _____	Date _____
Business Manager: _____	Date _____
Superintendent: _____	Date _____