

HUMPHREYS COUNTY SCHOOL DISTRICT

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“Children First, Transforming Lives in an Era of Accountability”

Professional Development Plan 2014-2017

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HUMPHREYS COUNTY DISTRICT PROFILE: 2015-2016

Name of District:	Humphreys County School District	
Address:	401 Fourth Street Belzoni, MS 39038	
Superintendent:	Elliot Wheeler	
District Admin.:	Barbara Williams, Assistant Superintendent and Special Education Director Jeffery Blackmon, Federal Programs Director and Professional Development Coordinator	
Type of District:	K-12	
Number of Schools	5	
Names of School and Grades	Ida Greene Elementary (K-2) O.M. McNair Elementary (3-5) H. C. Junior High (6-8) H. C. High School (9-12) T. C. Randle Career Tech.	Geneva Benson, Principal LaKymba Longstreet, Principal Arnesser Moore, , Principal Kathleen Turner, Principal Robert Moore, Asst. Principal Jimmie Hurst, 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.

PROFESSIONAL DEVELOPMENT PLANNING

The purpose of the 2014- 2017 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 staff member 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 Learning Forward Standards (see page 8)

This professional development plan was developed through the collaboration of a professional development team composed of teachers from each school's professional development team, administrators, school board members and parent 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 HCS D Teacher Induction Plan for goals, objectives, and strategies specific to beginning teachers.****

PROFESSIONAL DEVELOPMENT COMMITTEE:

Committee Member	Position	Committee Member	Position
Elliot Wheeler, Chairperson	Superintendent	Jimmy Hurst	Vocational Director
Barbra Williams	Assistant Superintendent	Kathleen Turner	Principal
Jeffery Blackmon, Co-Chair	Federal Programs	Lakymba Longstreet	Principal
Arnesser Tate-Moore	Principal	Sandra Robinson	Lead Teacher
Geneva Benson	Principal	Ora Smith	SIG Coordinator
Cheryl Williams	Lead Teacher	Lashunda Baymon	Teacher
Tracy Jamison	Lead Teacher	Shawana Lee	Teacher
Dorothy Wiman	Teacher	Louis James	Human Resources/Testing Coordinator
Robert Moore	Assistant Principal	Timothy Ginn	Administrator

GOALS:

1. ***By 2017, All HCSD staff will improve the academic outcomes for students across all grade levels in all areas of the curriculum, as evidenced by a 25% student proficiency on state assessments.***
2. ***By 2017, 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 MSTAR Evaluation.***
3. ***By 2017, All HCSD staff will integrate technology into the curriculum and daily lesson plans.***
4. ***By 2017, the HCSD will further develop capacity of staff members in the school district and provide access to career advancement opportunities.***

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. The ***Mississippi Writing Project*** and the ***Onward to Excellence Network*** are examples of current networks in Mississippi.

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.

ADULT LEARNING THEORY FRAMEWORK FOR HCSD

The HCSD school district has chosen the Gradual Release Model as our adult learning theory to encourage professional transformation of school effectiveness. This model is also the instructional model all teachers in the HCSD are expected to use on a daily basis. The basic structures of: I do, We Do, and You Do are the same for both teaching and professional learning. This model is also appropriate for our district because we utilize consultants to provide coaching and mentoring services to both teachers and administrators.

LEARNING FORWARD STANDARDS

Professional learning that increases educator effectiveness and results for all students ...	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. 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.	3. Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
4. 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.	5. 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.	6. 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	7. Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

MAJOR 2014-2017 PROFESSIONAL DEVELOPMENT FOCUSES AND INITIATIVES

Year	Focus	Initiatives
2014-2015	Tier I instruction/CCSS	CCSS Planning/Reciprocal Teaching, Technology Integration
2015-2016	Tier II Intervention/Cooperative Learning	CCSS Planning/Reciprocal Teaching, Technology Integration, Thinking Maps, Cooperative Learning, AP certification, RTI/TST

2016-2017	Project Based Learning/Authentic Learning	CCSS Planning/Reciprocal Teaching, Technology Integration, Thinking Maps, Cooperative Learning, Project Based Learning, AP certification. RTI/TST
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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 2015-2016 school year, we intend to continue this work, but we are moving to cooperative learning district wide. Each school will receive training and support to incorporate cooperative learning into daily instruction. In addition to cooperative learning, professional development on specific intervention strategies will be targeted based on the needs of each school, as we provide training for RTI/TST. We have used and will use the learning forward standard in implementing our 2015-2016 professional development plan.

Our K-2 Staff is currently working with an external provider to identify a phonic/phonemic awareness program to supplement vocabulary instruction. We are expecting our students to leave grades K-2 with a stronger background in phonics. The program of choice will be scientifically based. In addition, we began Reciprocal Teaching Training (K-5) during the 2014 school year. 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 in grade K-5. Thinking Maps was chosen by the Jr. High School as a school wide initiative to provide a common tool across the curriculum for all grades. The Humphreys County High School is committed to incorporating reading throughout its curriculum. It is also the focus of HCHS to increase the number of AP certified teachers.

GUIDING PRACTICES:

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. 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 (July 21-29, 2015) 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

Date	Time	Purpose
Monday, August 3, 2015	8:00 AM – 3:30 PM	Orientation for new teachers
Thursday, August 6, 2015	8:00 AM – 3:30 PM	First day for faculty
Thursday, August 6, 2015	8:00 AM – 3:30 PM	Staff Development
Friday, October 16, 2015	10:00 AM – 6:00 PM	Parent Teacher Conference
Monday, October 19, 2015	8:00 AM – 3:30 PM	Staff Development
Wednesday, January 6, 2016	8:00 AM – 3:30 PM	Staff Development
Saturday, January 9, 2016	10:00 AM - 6:00 PM	Parent Teacher Conference
Monday, March 28, 2016	10:00 AM - 6:00 PM	Parent Teacher Conference
Thursday, May 26, 2016	8:00 AM – 3:30 PM	Staff Development

DISTRICT RESOURCES:

In pursuing the goals of this professional development plan, the district will use and draw upon money from the following sources:

- *Title I, II, and VI*
- *Homeless*

- *Rural and Low Income*
- *At-Risk*
- *Local Funds*
- *Priority School Funds*
- *Focused School Funds*
- *SIG Grant*

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

2014-2015 SUMMATIVE NEEDS ASSESSMENT AND 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*
- *STAR Assessments*

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%

Humphreys County is located in the Mississippi Delta, and faces the same concerns as other areas of the Mississippi Delta. Extreme poverty in this area is reflected in the income level of the adults in this community. 44.9 percent of the residents in this county are below the poverty level, as compared to only 22.7 percent of the Mississippi population living in poverty. 75 percent of the residents are African American and the majority of the students are African American.

HUMPHREYS COUNTY SCHOOL DISTRICT'S DEMOGRAPHICS

Subgroup	2013-2014		2014-2015	
	#	%	#	%
Female	855	48.6	858	49
Male	904	51.4	891	51
Black	1709	97.2	1704	99.3
Hispanic	23	1.3	20	1.2
White	24	1.4	22	1.3

The Humphreys County School District has four schools in the district, which serves students in grades K-12. Ida Greene Elementary School (K-2) has a student population of 526. There is a total of 435 students (82.70%), who would have received free/reduced lunch at the school last year. O.M. McNair (3-5), our SIG school has a total of 391 students in grades 3-5. In our district, 78.77% or 308 of the students would have received free/reduced lunch last year. Humphreys County Jr. High School (6-8) has 403 students, 309 of the students would have received free/reduced lunch last school term. There are 442 students at our 9-12 school, Humphreys County High School. 68.55% or 303 of the students would have 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 1st. 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.

2014 -2015 FEDERAL PROGRAMS PROFESSIONAL DEVELOPMENT SURVEY ANALYSIS

According to the 2014-2015 Federal Programs Teacher Survey, the teachers in the HCS D would like additional professional development in the following areas: classroom management, differentiated instruction, rigor and relevance, RTI/TST, and task analysis. 84.8 percent of the certified teacher completing the survey felt the professional development they received last year could be incorporated into their instructional practices. 80 percent of the teachers in the district thought the district provided professional development to support their instructional needs. 79.2 percent of the teachers felt there were sufficient resources which allowed them to take advantage of professional development activities.

FORMATIVE AND ASSESSMENT DATA ANALYSIS

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 11-12 and the 12-13 school year, however AMO was not met in 13-14.

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 and school culture.

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

Based on 2012-2014 student assessment data, the Humphreys County School District did not meet academic growth expectations in mathematics or reading/language arts as measured by MCT2 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 2014-2015 school year, we determined that our students were approximately 1.5 years 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

The HCSD has had a consistent number of certified staff members employed in the district. The district experienced a high turnover in the most experienced of teachers in 2013-2014. This led to an increase of 8 new teachers to the district in 2014-2015. Our three year data analysis shows that our largest percentage of teachers have been teachers with little to no

experience. This has impacted: the culture of schools, school discipline, student academic performance, and the perception of the schools within the district.

2015-2016 PROGRESS MONITORING

School	USA Test Prep	STAR	Benchmark Assessments (2X)	Classworks	My Virtual Reading Coach	Teacher Created Formative/Summative Assessments	District Assessments (3X)
Ida Greene Elementary		X	X	X	X	X	X
O.M. McNair Elementary School	X Science	X	X	X	X	X	X
HCJH		X	X	X		X	X
HCHS	X	X	X	X	X	X	X

Each school in the HCSD will progress monitor all students to ensure students are making adequate progress towards school/district goals. The chart above indicates the assessment and monitoring tools used at each of the schools. Progress monitoring will be completed three times this year using STAR for all students in grades K-11. The district will provide benchmark assessments to ascertain students' mastery of the Mississippi College and Career Readiness Standards.

IMPLEMENTATION PLAN

GOAL 1

By 2017, All HCSD staff will improve the academic outcomes for students across all grade levels in all areas of the curriculum, as evidenced by a 25% student proficiency on state assessments.

Learning Forward Standards	Objectives	Strategies/Activities	Person(s) Responsible	Time Frame	Performance Measure	Evidence of PD
1, 3, 5, 6, 7	1. To increase STAR reading proficiency of all students by 25% from the 2015 baseline	<ul style="list-style-type: none"> Provide training on state ELA framework, Cooperative Learning, Writing Across the Curriculum, Thinking Maps, Phonics and Phonemic Awareness, Reciprocal Teaching (<i>coaching, study groups, institutes, and networking</i>) 	Fed. Programs Coord. Principals	<ul style="list-style-type: none"> Summer 2016 Professional Development days 2016 	<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 ACT and SATP scores	<ul style="list-style-type: none"> Attend SATP and ACT training (<i>coaching, institutes and networking</i>) Provide training on Using Rubrics (<i>coaching, institutes</i>) 	Fed. Programs Coord. High School Principal	<ul style="list-style-type: none"> Summer 2016 	<ul style="list-style-type: none"> Initial pass rate $\geq 95\%$ # of students scores ≥ 3 	<ul style="list-style-type: none"> SATP2 training Consultant reports

		<i>and networking)</i>				
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 (<i>coaching, institutes and networking</i>) • Have teachers employ classroom strategies to <ul style="list-style-type: none"> • Require students to 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 	<p>Fed. Programs Coord.</p> <p>Principals</p> <p>Literacy Coaches</p> <p>Teachers</p>	<ul style="list-style-type: none"> ▪ Monthly PLCs 	<ul style="list-style-type: none"> ▪ Lesson plans ▪ Classroom observations ▪ Student work samples ▪ STAR Assessment Printouts ▪ MSTAR observations 	<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 Strategies for ELL Students ▪ Close Reading Strategies ▪ Reciprocal Teaching Reading comprehension Strategy ▪ Implementation of Cooperative Learning Strategies

		<i>(coaching, institutes and networking)</i>				
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 <i>(coaching, institutes and networking)</i> • Model / Demonstrate classroom strategies for teachers <i>(coaching, institutes and networking)</i> • Provide training on Common Core State Standards <i>(coaching, institutes and networking)</i> 	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 2017, 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 MSTAR Evaluation.

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 <i>(coaching, institutes and networking)</i>	Fed. Programs Coord. Principals Teachers	<ul style="list-style-type: none"> ▪ 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 Webb's DOK and transition to Common Core State	<ul style="list-style-type: none"> ▪ Provide training for teachers struggling with rigor and relevance <i>(coaching, study groups, institutes)</i>	Fed. Programs Coord. Curriculum Coord. Principals	<ul style="list-style-type: none"> ▪ Monthly PLCs 	<ul style="list-style-type: none"> ▪ Teacher Observations ▪ Lesson Plans ▪ Samples of Class Assessments 	<ul style="list-style-type: none"> ▪ PLC agendas and sign in sheets

	Standards	<i>and networking)</i> <ul style="list-style-type: none"> Attend training sessions on Mississippi Standards (<i>coaching, institutes and networking)</i> Conduct Faculty study on research based practices (<i>Action Research)</i> Develop PLCs in each school (<i>coaching, institutes and networking)</i> 	Teachers		<ul style="list-style-type: none"> Sign-in sheets Agendas 	
1, 3, 5, 6, 7	3. Develop vertical and horizontal curriculum articulation for all content areas	<ul style="list-style-type: none"> Teachers will plan scope and sequence for content / grade level (<i>coaching, institutes and networking)</i> Have inter-school meetings to coordinate transition between grades(<i>coaching, institutes and networking)</i> Teachers will 	Fed. Programs Coord. Principals Teachers	<ul style="list-style-type: none"> Monthly PLCs 	<ul style="list-style-type: none"> Sign- In Sheets Minutes/Meeting Instructional Management Plan Scope & Sequence Lesson Plans 	<ul style="list-style-type: none"> Co-Teaching Incorporating Literacy in Non-ELA classrooms

		integrate all subjects(<i>coaching, institutes and networking</i>)				
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 (<i>coaching, institutes and networking</i>) ▪ Teachers will utilize test blueprints, performance level descriptors, and sample items from the MS State assessment to develop appropriate content (<i>workshops, coaching, institutes and networking</i>) ▪ Teachers will also use ELS Assessment to develop classroom assessments (<i>coaching, institutes and</i> 	Fed. Programs Coord. 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)

		<i>networking)</i>				
1, 2, 3, 5, 6, 7	<p>Teachers/teams and administrators:</p> <ul style="list-style-type: none"> ▪ analyze student data to identify learning priorities at 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 	<p>Teachers</p> <p>Principals</p> <p>Lead Teachers</p> <p>Literacy Coaches</p>	<ul style="list-style-type: none"> ▪ Copies of data analysis used in developing Professional Learning Plans ▪ Professional Learning Plan ▪ Assessment data for students and professional learning ▪ Framework ▪ Interview with administrator and teachers ▪ Interview with lead teacher and literacy coach ▪ Data team meeting 	<ul style="list-style-type: none"> ▪ Data Planning and Training ▪ Meeting Growth: Intervention Strategies for the Low 25% ▪ Supporting Student Growth Through Formative Assessment 	Monthly PLCs	<p>Teachers</p> <p>Principals</p> <p>Lead Teachers</p> <p>Literacy Coaches</p>

	<p>adjustments to increase student results.</p> <p>School leaders:</p> <ul style="list-style-type: none"> ▪ use data to monitor implementation of 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, 		<p>minutes, agenda, and sign-in sheets</p> <ul style="list-style-type: none"> ▪ Student work samples 			
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	content and duration of professional learning.					
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GOAL 3:

By 2017, All HCS D 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 • Classworks • Compass Learning • My Reading Coach (MindPlay) • Accelerated Reader • STAR 	Principals District Interventionist Teachers	<ul style="list-style-type: none"> • January - May 2016 	<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

		<ul style="list-style-type: none"> Computer labs <p><i>(coaching, institutes and networking)</i></p>				
1, 3, 5, 6, 7	2. Teachers will increase use of software and applications that will increase teacher / admin efficiency and productivity.	<p>Training will be set up for applications such as</p> <ul style="list-style-type: none"> EZ Lesson Planner EZ Assessment EZ Evaluation SAM7 / Gradebook Microsoft Office <p><i>(coaching, institutes and networking)</i></p>	<p>Fed. Programs Coord.</p> <p>Curriculum Coord.</p> <p>Principals</p> <p>Teachers</p>	<ul style="list-style-type: none"> January - May 2017 	<ul style="list-style-type: none"> Electronic Grade Book Online Assessments Formative Test Data Analysis Electronic Lesson Plans Electronic Evaluation Lesson / Assignments using MS Office 	<ul style="list-style-type: none"> Full usage of ELS package
2	3. Develop a cadre of advance staff users that can effectively train other staff members.	<p>School / District staff will participate in train-the-trainer workshops on instructional and productivity applications and train other staff members</p> <p><i>(coaching, partnerships, sabbaticals, study groups, institutes and</i></p>	<p>Principals</p> <p>Lead Teachers</p> <p>Technology Staff</p>	<ul style="list-style-type: none"> November/December 2016 	<ul style="list-style-type: none"> Technology Sessions Session Evaluations Classroom Observation 	<ul style="list-style-type: none"> Full usage of ELS package

		networking)				
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GOAL 4:

By 2017, the HCSD will further develop capacity of staff members in the school district and provide access to career advancement opportunities.

Learning Forward Standard	Objectives	Strategies	Person(s) Responsibility	Time Line	Performance Measure	Evidence of PD
2	To encourage the teachers of HCSD to participate in distributed school leadership.	<p>Encourage teachers to serve in variety of leadership roles.</p> <ul style="list-style-type: none"> Involve teachers in planning and implementing professional learning (<i>coaching, institutes and networking</i>) Encourage administrator engagement with professional learning with staff (<i>coaching, institutes and networking</i>) Use weekly staff meetings to improve school culture to support continuous improvement through team learning (<i>coaching, study groups, institutes and networking</i>) Provide Resources (money, 	<p>Fed. Programs Coord.</p> <p>Principals</p> <p>Teachers</p>	<ul style="list-style-type: none"> Monthly 	<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 M-STAR Best practices

		materials and time) are equitably utilized to accomplish learning goals (<i>coaching, institutes and networking</i>)				
	To provide professional development opportunities to all paraprofessional staff in the district	<ul style="list-style-type: none"> Continue the HCSA Teacher Academy monthly sessions for paraprofessionals 	Federal Programs Coord. Principals	<ul style="list-style-type: none"> Monthly 	<ul style="list-style-type: none"> Number of staff members who pass PRAXIS I 	<ul style="list-style-type: none"> sign in sheets
	To increase leadership capacity of school leaders	<ul style="list-style-type: none"> Provide NISL training to all principals Provide principals with leadership coaches 	Superintendent	<ul style="list-style-type: none"> According to NISL Schedule 	<ul style="list-style-type: none"> NISL ALP Project 	<ul style="list-style-type: none"> pictures from presentations
	To increase the number of AP/NBC teachers in the district	<ul style="list-style-type: none"> Allow staff members to participate in AP certification Programs Encourage teachers to apply for NBC program. 	Federal Program Coord. High School Principal	<ul style="list-style-type: none"> January 2016- July 2016 	<ul style="list-style-type: none"> increase in the number of AP and NBC teachers 	<ul style="list-style-type: none"> increase in both AP and NBC teachers

PROFESSIONAL DEVELOPMENT EVALUATION

A special staff meeting will be conducted at the close of the 2015-2016 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 2016-2017 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 2015 student assessment data. This plan will be reviewed and evaluated after student assessment data for the 2016 testing year is available.

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 2015-2016 school year. Additional strategies and activities may be added based on need and availability of funds.

Superintendent of Education

Date

Evaluation Questions	Data/Evidence Needed	Data Collection Method	Data Analysis Method	Timeline	Person Responsible
1. Are teachers implementing district/school professional development initiatives?	Teacher Self Assessments	ELS	Analysis of beginning and end of Year Assessments	August 2015 and May 2016	Principals
	Consultant Reports	Consultant Reports are emailed	Narratives contained in Reports	Bi-weekly	Principals
	Principal Observations	Observations are recorded in ELS	Summary of ELS observations	Monthly	Principals
2. Has MSTAR scores increased as compared to 2014-2015 scores in Domain 1 and 2	MSTAR Reports	MSTAR summary evaluations	Evaluation reports are in ELS	April 2016	Principals
3. How frequently are teachers integrating technology into lessons?	Lesson Plans	Lesson Plans are in ELS	Number of Plans for each teacher which include integration	Monthly	Principals
	Observations	MSTAR Walkthroughs	Observations are recorded in ELS	Monthly	Principals
4. Has MPES scores for principals increased from 2014-2015?	MPES Scores for 2016	Superintendent's Evaluation	Comparative Analysis	April 2016	Superintendent

5. How many teachers were developed through the HCSD Teacher Academy?	Number who pass Praxis	2015-2016 Praxis Scores	Count	As staff members take the Praxis	Federal Program Coord.
6. Has student achievement met the 2015-2016 goals based on STAR Assessments?	STAR Growth Gains	2015-2016 Star Data	Determine the % of students who meet the District/School Goals	As Assessments are Administered	Principals
7. Have we retained at least 90 percent of the new 2015-2016 teachers, not including the 2nd year TFA staff?	Number of Staff members who sign contracts for 2016-2017	Number of returning new staff members	Count	May 2016	Human Resource

O.M. MC NAIR PROFESSIONAL DEVELOPMENT PLAN

P.D.	Event	Location	Date
Summer Institute Saxon Phonics Brenda Ruthven	PD		July 2015
Institute Team Building Kagan Structures Sandi Garrett			
Cooperative Learning (CORE)			
Data Analysis	PLC		
Intervention, Data, Title One, ELT, Drop-out Prevention Plans	PLC	Library	August 2015
	PLC	SIG Room	
Lesson Planning (3 rd Grade)			
Intervention Training	PD	Library	
	PLC	SIG Room	
Data Analysis			
MS Career and College Readiness Standards	PD	Library	

Behavior Screener (PBIS)	PD	Library	September 2015
Literacy Plan	PLC	Conference Room	
Data Analysis		SIG Room	
Phonics Training (3 rd Grade Teachers and Rebecca Guillory)	PD	Library	
Code of Ethics	PD	Library	
MS College and Career Standards	PD		
Classworks Training	PD	Lab #1	Oct. 6, 2015
CORE-Cooperative Learning Structures	PLC	Conference Room	October 7, 2015
MSTAR	PD/PLC	Library/SIG Room	
Data Analysis	PLC	SIG Room	
Training on Promethean Boards	PD	Lab	
Classroom Management	PLC	SIG Room	
Differentiated Instruction	PLC	SIG Room	

Rigor and Relevance	PD	Library	
Alternative Discipline Strategies	PD	Library	
Team Building	PD	Staff Retreat	
Extended Learning Time Planning			
Creating Assessments			
PLC Training			
RTI/TST			
Extended Learning Time			
Cooperative Learning	PD/PLC	Conference Room	November
Data Analysis	PLC	SIG Room	
Parental Support	PLC		
Book Study	PLC		
Common Core Strategies	PD		
Differentiated Instruction	PLC		
Alternative Discipline Strategies	PD		
Role of Student Support Services in Student Achievement	PD		
Instructional Strategies			

Cooperative Learning	PD/PLC		December
Data Analysis	PLC		
3 rd -5 th Grades Informational Text: Strategies for Reading Non-fiction Texts	PLC/PD		
Unit Planning			
Instructional Strategies			
Data Analysis	PLC	SIG Room	January
MSTAR	PD		
Extended Learning Time	PLC		
Classroom Management	PLC		
Creating Assessment	PD		
Making Connections	PD		
Data Analysis	PLC	SIG Room	February
Team Building	PD	Library	
Using Informational Texts in the Classroom			
Designing Formative Assessments			
Parental Support			

Data Analysis Alternative Discipline Strategies Team Building Student Engagement Instructional Strategies	PLC	SIG Room Library	March
Data Analysis M-STAR Technology Training	PLC PD PD	SIG Room Library	April
End of Year Assessment Test Taking Strategies Classroom Management	PLC	SIG Room Library	May
These topics may change and other topics may be added. Locations may change			

