



# Philadelphia Public School District

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## 2016-17 Professional Learning Plan for Philadelphia Public School District (***Board Approved on September 13, 2016***)

Realizing that professional learning is an ongoing process of individual and collective examination of instructional practices, professional learning plans for the Philadelphia Public School District are developed and implemented at the school level. As explained in the *Mississippi Standards for Professional Learning: Guidelines*, “individual educators and communities of educators [should be empowered] to make complex decisions, identify and solve problems, and connect theory, practice and student learning.” Using a variety of methods including, but not limited to, student, teacher and parent surveys, data analysis, and teacher/administrator observations, each school determines its individual needs and plans professional development activities accordingly. The activities are monitored at the district level in order to ensure that the Mississippi Standards for Professional Learning are being met.

The Professional Learning Plans for each school in the Philadelphia Public School District follows.

**PHILADELPHIA ELEMENTARY SCHOOL  
PROFESSIONAL LEARNING PLAN  
2016-2017**

**NEEDS ASSESMENT:** (1.) The analysis of a variety of student assessments, including i-Ready, STAR, and classroom to improve instruction along all grade levels. (2.) The analysis of teacher and administrator surveys. The needs assessment showed that we are having problems with phonics-specific comprehension, as well as, basic grade level vocabulary that are necessary for effective understanding when reading and becoming fluent in the standards. Additionally, data analysis is vital to inform instruction. The addition of several new programs this year necessitates further training in analysis and cross-comparisons of several program specific components.

- GOALS:**
- (1.) To learn and utilize effective instructional techniques for teaching phonics to improve student learning.
  - (2.) To improve instructional effectiveness through learning and using specific academic vocabulary.
  - (3.) To analyze data and apply analysis into planning and instruction to improve student learning.

Actions/Strategies/ Activities	Evidence of Success	Who is Responsible	Timeline	Standard/ Core Element
<b>Teacher Goal: To learn and utilize effective instructional techniques for teaching phonics to improve student learning.</b>				
1. Through 15+ hours of off or on-site professional development, teachers and assistants will learn best practices of early childhood instruction.	Improved student performance on MKAS, classroom assessment and student behavior.	<ul style="list-style-type: none"> <li>• MDE Trainings, RESA trainings</li> </ul>	Ongoing from August 2016 – May 2017	<ul style="list-style-type: none"> <li>• Learning Communities</li> <li>• Resources</li> <li>• Data</li> <li>• Implementation</li> <li>• Outcomes</li> </ul>
2. Through in-service training and peer coaching, teachers will learn effective ways to teach phonics.  PLCs will be led by staff members, coaching conducted by instructional coach and/or principal, workshops led by staff	Improved student performance on classroom ELA assessments, i-Ready Reading assessments, and Star assessment.	<ul style="list-style-type: none"> <li>• MDE Reading Coach</li> <li>• Grade Level Teachers in PLC's and grade group meetings</li> <li>• Principal and District Administrators</li> </ul>	Ongoing from August 2016 – May 2017	<ul style="list-style-type: none"> <li>• Learning Communities</li> <li>• Leadership (Administration/Lead Teachers)</li> <li>• Resources</li> <li>• Data</li> <li>• Implementation</li> <li>• Outcomes</li> </ul>

members, contracted trainers, or principal/district administrator.				
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**Teacher Goal: To improve instructional effectiveness through learning and using specific academic vocabulary.**

<p><b>3. Through in-service training and peer coaching, teachers will learn how to utilize specific academic vocabulary instruction.</b></p> <p>PLCs will be led by staff members, coaching conducted by instructional coach and/or principal, workshops led by staff members, contracted trainers, or principal/district administrator.</p> <p>A school wide committee will be formed to compile a comprehensive list that is scaffolded.</p>	<p><b>Improved student performance on classroom ELA assessments, i-Ready Reading assessments, and Star assessment.</b></p>	<ul style="list-style-type: none"> <li>• MDE Reading Coach</li> <li>• Grade Level Teachers in PLC's and grade group meetings</li> <li>• Inclusion Teachers</li> <li>• Assistant Teachers</li> <li>• Principal and District Administrators</li> </ul>	<p><b>Ongoing from August 2016 – May 2017</b></p>	<ul style="list-style-type: none"> <li>• Learning Communities</li> <li>• Leadership (Administration/Lead Teachers)</li> <li>• Resources</li> <li>• Data</li> <li>• Implementation</li> <li>• Outcomes</li> </ul>
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**Teacher Goal: To analyze data and apply analysis into planning and instruction to improve student learning.**

<p><b>4. Through in-service training and peer coaching, teachers will learn how to analyze and apply data. Staff members, contracted trainers, and principal/district administrators will lead PLC's.</b></p>	<p><b>Increase in student growth monitoring. Improvement in classroom assessments, and benchmark assessments.</b></p>	<ul style="list-style-type: none"> <li>*Classroom</li> <li>*Grade level PLC's with teachers</li> <li>*Administrators</li> <li>*Grade level teams</li> </ul>	<p><b>Ongoing from August 2016– May 2017</b></p>	<ul style="list-style-type: none"> <li>• Learning Communities</li> <li>• Leadership (Administration/Lead Teachers)</li> <li>• Resources</li> <li>• Data</li> <li>• Implementation</li> <li>• Outcomes</li> </ul>
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**Professional Learning Plan  
Philadelphia Middle School / Philadelphia Public School District  
2016-2017**

**Teacher Goal: Increase teacher effectiveness by improving student engagement during instruction**

Actions/Strategies/ Activities	Evidence of Success	Who is Responsible?	Timeline	Standard/Core Element
<p><b>On site training for increasing Student Engagement:</b> PLC led by staff members, coaching conducted by the instructional coach and / or principal, workshops led by staff members, trainers, or principal / district administrator on:</p> <ul style="list-style-type: none"> <li>• Questioning Techniques (H.O.T.)</li> <li>• Cooperative Learning-Kagan Strategies</li> <li>• Book Studies –<i>The Writing Thief &amp; Harry Wong First Days of School</i></li> </ul>	<ul style="list-style-type: none"> <li>• Increase in performance on Formative, Benchmark Assessment &amp; Weekly Quizzes/Tests Results</li> </ul>	<p><b>Ongoing support provided by:</b></p> <ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Inclusion Teacher</li> <li>• Principal &amp; District Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing from August 2016 – May 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Community</li> <li>• Resources</li> <li>• Learning Designs</li> <li>• Data</li> <li>• Outcomes</li> <li>• Implementation</li> <li>• Leadership</li> </ul>

**Teacher Goal: To analyze and apply data into planning and instruction to improve student learning**

Actions/Strategies/ Activities	Evidence of Success	Who is Responsible?	Timeline	Standard/Core Element
<p><b>On site training for analyzing and applying data using:</b></p> <p>PLC led by staff members and workshop led by trainers, district administrator(s), and /or principal on:</p> <ul style="list-style-type: none"> <li>• Data Analysis                             <ul style="list-style-type: none"> <li>- I-Ready</li> <li>- Benchmark</li> <li>- Weekly Assessments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Gradual increase in student growth monitoring</li> <li>• Continuous improvement in student work samples</li> </ul>	<p><b>Ongoing support provided by:</b></p> <ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Inclusion Teacher</li> <li>• Administrator</li> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing from August 2016 – May 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Community</li> <li>• Resources</li> <li>• Learning Designs</li> <li>• Data</li> <li>• Outcomes</li> <li>• Implementation</li> <li>• Leadership</li> </ul>

**Teacher Goal: To improve classroom management to create a positive learning community**

Actions/Strategies/ Activities	Evidence of Success	Who is Responsible?	Timeline	Standard/Core Element
<p><b>On site training for strategies to improve classroom management:</b></p> <p>PLC led by staff members and workshops led by district administrator(s), and /or principal on:</p> <ul style="list-style-type: none"> <li>• Communicate clear goals, expectations, &amp; objectives</li> <li>• Establish routines &amp; procedures                             <ul style="list-style-type: none"> <li>-Bell ringer</li> <li>-Verbal / non-verbal communication</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in number of office referrals</li> <li>• Increase in student attendance</li> <li>• Increase student academic performance</li> </ul>	<p><b>Ongoing support provided by:</b></p> <ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Inclusion Teacher</li> <li>• Administrator</li> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing from August 2016 – May 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Community</li> <li>• Resources</li> <li>• Learning Designs</li> <li>• Data</li> <li>• Outcomes</li> <li>• Implementation</li> <li>• Leadership</li> </ul>

# Philadelphia High School Professional Learning Plan 2016-2017

**Needs Assessment: Classroom observations show inconsistency in instructional rigor and methodologies. Data shows teachers need more technological training to increase/improve the use of technology for instruction as well as instructional support/tool. (STI, Learning Earnings, Kahoot!, Eno Board, etc.)**

**Goals: (1.) Increase instructional rigor and effectiveness through the implementation of an instruction model (Madeline Hunter)  
(2) All high school teachers will demonstrate proficiency with the available classroom technology.  
(3) Teachers will learn and implement the components of Positive Behavioral Intervention and Supports.**

Actions/Strategies/Activities	Evidence of Success	Who is Responsible	Timeline	Standard/Core Element
<b>Teacher Goal: Increase instructional rigor and effectiveness through the implementation of an instruction model (Madeline Hunter).</b>				
<ul style="list-style-type: none"> <li>- On site training for Madeline Hunter teaching model.               <ul style="list-style-type: none"> <li>• School will bring in presenter to lead professional learning.</li> </ul> </li> <li>- Use of monthly PLC's led by staff/administration to further remediate, enrich, and refine use of teaching model.</li> <li>- Peer observations/feedback (2 per 9 weeks) to promote team camaraderie and further refine use of teaching model.</li> <li>- Teachers will observe the process in a high performing school.</li> </ul>	<ul style="list-style-type: none"> <li>- Administrative team observes the teaching model in use via walk-through, formative, and summative evaluations.</li> <li>- Reduction of office referrals.</li> <li>- Increase in student engagement and performance.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers are responsible for implementation within classroom.</li> <li>- Administrators are responsible for training, classroom observations, and ongoing support for teachers as needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Initial training August 1<sup>st</sup>-5<sup>th</sup></li> <li>- Yearlong through use of observation (administrative and peer) and PLC's.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Communities</li> <li>• Leadership</li> <li>• Resources</li> <li>• Data</li> <li>• Implementation</li> <li>• Outcomes</li> </ul>
<b>Teacher Goal: All high school teachers will demonstrate proficiency with the available classroom technology.</b>				
<ul style="list-style-type: none"> <li>All teachers are trained to effectively use classroom technology.               <ul style="list-style-type: none"> <li>• STI consultant will work with teachers in small groups to improve understanding of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teachers demonstrate effective use of classroom technology (Chalkable, Eno Boards, Apple</li> </ul>	<ul style="list-style-type: none"> <li>Technology Department/ Administration</li> </ul>	<ul style="list-style-type: none"> <li>Aug 1st- Aug 5th and as needed throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources</li> <li>• Leadership</li> <li>• Implementation</li> <li>• Learning Communities</li> </ul>

<p>Chalkable, STI and Learning Earnings.</p> <ul style="list-style-type: none"> <li>Selected teachers will be asked to demonstrate a new way to use technology in the classroom at monthly PLC meetings.</li> <li>Continuous availability by TECH department for ongoing training.</li> </ul>	<p>products, STI) as both part of the class and support of the classroom through classroom evaluations.</p>			
<p align="center"><b>Teacher Goal: Through in-service training by the assistant high school principal or other trained presenter, teachers will learn and implement the components of Positive Behavioral Intervention and Supports.</b></p>				
<p>Through in-service training by the assistant high school principal or other trained presenter, teachers will learn and implement the components of Positive Behavioral Intervention and Supports.</p> <ul style="list-style-type: none"> <li>Create PBIS Team composed of staff and administrators in order to determine rewards system and goals</li> <li>Implement Learning Earnings program and school store</li> <li>Use of rewards (as approved by administration) for academic and behavioral success/improvement <ul style="list-style-type: none"> <li>Assess and reward students in 9 week intervals</li> </ul> </li> </ul>	<p>Reduction of student referrals and increased academic achievement as evidenced by growth as measured by classroom assessments.</p>	<p>Assistant principal/designated presenter is responsible for training teachers.</p> <p>All staff is responsible for implementation of the PBIS model.</p>	<ul style="list-style-type: none"> <li>- Initial training August 1<sup>st</sup>-5<sup>th</sup></li> <li>- On-going evaluation of program throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Learning Communities</li> <li>Leadership</li> <li>Resources</li> <li>Data</li> <li>Implementation</li> <li>Outcomes</li> </ul>