Sunflower County Consolidated School District
Professional Development Plan 2019-2020

Strategic Plan Goals

GOAL 1

Ensure all students show academic and social growth each school year.

GOAL 2

Provide every school with effective teachers and leaders.

GOAL 3

Establish positive and engaging relationships with stakeholders from each of the various communities in which we serve.

GOAL 4

Provide safe, secure facilities and a safe transportation system.

GOAL 5

Operate a financially stable school district.

Vision/Mission/Core Beliefs
Our Vision
To become a model district that attracts and retains highly qualified staff that graduate college, career, and community ready young adults.

Our Mission
Empowering Staff, Engaging Communities, and Educating Students

Our Core Beliefs
- A safe and orderly climate is important to the teaching and learning process. (Safety)
- Building positive relationships is critical to school success. (Relationship Building)
- All children can and will learn academic and social skills necessary to advance in society. (All Children Will Learn)
- High expectations will be held for students, teachers, and staff. (High Expectations)
- The schools, students, parents, and community members should be partners in the educational process for our children. (Partners in Education)
- Administrators, staff, and faculty are committed to lifelong learning. (Lifelong Learning)

Strategic Priorities Overview

Sunflower County Consolidated School District will adhere to **Learning Forward Standards** for implementing its 2019-2020 Professional Development Plan. Learning Forward (formerly the National Staff Development Council), defines professional development as "a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement" (2008). Sunflower County Consolidated School District supports the integral connection between educator professional development and improved student achievement by ensuring that educators acquire and maintain the knowledge and skills necessary to increase student performance outcomes. A needs assessment is used to identify critical needs of teachers, paraprofessionals and administrators. Surveys, analysis of assessment, attendance and discipline data, input from teachers, administrators and support staff are used to identify overall professional development needs. The goals and objectives are based on identified needs for academic/instructional based programs.

Standards and Impact

Standard One-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.

Core Elements	Action/strategies/Activities	Timelines	Evidence
Engage in continuous improvement	● Job-embedded professional development sessions are held at district and building levels according to the instructional focus identified from the needs assessment	● TBD, according to the specific needs of the school and/or district ● At least 1-2 times per week ● Monthly	● Proposals, Purchase Orders, Verification of Services Forms & Work Reports ● Announcements, Calendars, Sign-In Sheets, Agendas & Minutes ● School-level PD/Team Meeting calendars.
	● Sessions are conducted during grade-level Data PLC's and Team Meetings on lesson planning, formal assessments, classroom management, problem solving and evidence-based instructional	● Monthly Data PLC's. ● Bi-weekly grade-band PLC's and/or Team Meetings.	

	strategies for increasing student achievement. ● Targeted professional development in ELA/Writing will be provided. ● Building-level Data PLC's and Team Meetings will be conducted at each school, with targeted grade bands. ● Ongoing professional development will also be provided on the new K-12 Science program by Houghton Mifflin Harcourt	● Once per 9-week period.	
Develop collective responsibility	● All new teachers are provided with a mentor teacher as an accountability partner. ● All subjects incorporate reading acquisition. ● Administrators and teachers continue to monitor PLC implementation to determine the effectiveness of instruction. ● Librarians will be charged with assisting in ELA instruction. ● Non-tested areas will be included in District Benchmark assessments.	● Weekly/Monthly check-ins ● Daily ● Weekly ● Daily ● Per 9-week period	● Mentor Assignment List, Lesson Plans, School Activity Calendar ● Announcements, Calendars, Sign-In Sheets, Agendas & Minutes ● Benchmark assessment data

Create alignment and accountability	• Teachers serve on other committees within the school that address other non-instructional areas. • Faculty meet as a whole to set goals, assess, reflect and adjust according to current data sources	• At least 1-2 times per month (PLC)	• Announcements, Calendars, Sign-In Sheets, Agendas & Minutes

Standard Two-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.

Core Elements	Actions/Strategies/Activities	Timelines	Evidence
Develop capacity for learning and leading.	• Administrators ensure an equitable distribution of resources to accomplish district and school goals • Administrators and teachers attend workshops and conferences throughout the year to further their educational knowledge • All District leaders, including District administrators, Principals, Assistant Principals, and Academic Coaches participated in a district-led, three-day Leadership Retreat. • Administrators and Academic Coaches participated in a district-led	• At least two times per month • Throughout the school year • July 9-12, 2019 (District Leadership Retreat and Principals' Academy) • Academic Coaches' ongoing PD conducted monthly throughout school year.	• District Technical Assistance Log, School Level Budgets and Plan • Travel Request Forms, Purchase Orders, Professional Development Feedback Forms • Sign-in Sheets, Agendas, and Minutes • Powerpoint presentations

	Principals' Academy. ● Targeted professional development was provided to all building-level academic coaches in the district.		
Advocate for professional learning	● Administrators at the district and local level establish policies and organizational structures that support ongoing professional learning and continuous improvement ● Attention to the principal's role for monitoring instruction for effectiveness of instruction.	● Monthly/Biweekly	District Technical Assistance Log, School Level Budgets and Plans ● Travel Request Forms, Purchase Orders, Professional Development Feedback Forms ● Announcements, Calendars, Sign-In Sheets, Agendas & Minutes ● Teacher Evaluation & Schedules of one-on one meetings District Technical Assistance Log, School Level Budgets and Plans
Create support systems and structures	● Distributed leadership will enable teachers to develop and use their talents as members or chairs of various committees ● Administrators make certain that employees' contracts, calendars,	● Monthly /Bi-Weekly	● Announcements, Calendars, Sign-In Sheets, Agendas & Minutes

	and daily schedules provide adequate time for learning and collaboration as part of the work day through common grade/department level planning times		

Standard Three-Resources: Professional learning that increases educator effectiveness and results for all students; requires prioritizing, monitoring and coordinating resources for educator learning.

Core Elements	Actions/Strategies/Activities	Timelines	Evidence
Prioritize human, fiscal, materials, technology and time resources	• Academic Coaches at each building will provide support to teachers. • Substitutes are funded to cover classes while teachers attend professional development sessions or workshops	• Daily/Weekly/Bi-weekly Monthly/Quarterly	• Travel Request Forms, Purchase Orders, Professional Development Feedback Forms, Schedules indicating intervention, & Daily/Weekly reports of Academic Coaches
Monitor resources	• District utilizes external consultants to assist schools and teachers in planning and evaluations • Increased Vocabulary/Writing awareness materials • Increased Science materials for teachers	• Weekly/Biweekly Monthly/Quarterly	• Proposals, Purchase Orders, Verification of Of services Forms & Work Reports • Announcements, Calendars, Sign-In Sheets, Agendas & Minutes

Coordinate resources	• District supports technology development for teachers through professional development sessions • Support the continuation & assist in providing materials (iREADY & Edmentum) • Differentiation of instruction	• Weekly/Biweekly Monthly/ Quarterly	• Announcements, Calendars, Sign-In Sheets, Agendas & Minutes • Lesson Plans

Standard Four-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.

Core Elements	Actions/Strategies /Activities	Timelines	Evidence
Analyze student, educator and systems data	• Data analysis in faculty, grade/department, administrative meetings to determine strengths/weaknesses as school • Grade/department (horizontal and vertical) meetings for data analysis to determine strengths/weaknesses of specific students	• Bi-Weekly/Monthly/ Quarterly	• Review of Data Document, Instructional Practices, Principal's Plan of action, Data Displays, and Data Walls
Assess progress	• Teacher study of data to determine differentiated activities for classroom use • Implement various forms of assessment screening and progress monitoring of students in order to provide proper information for	• Weekly/Bi-Weekly/Month/ Quarterly	• Lesson Plans, Data Reports, Instructional Practices, and Data Displays

	instructional decisions during grade/department meetings.		
Evaluate professional learning	● Common district benchmark tests to monitor progress and sustain continuous student improvement ● Provide a method to measure academic progress ● Administrative level meetings to determine strengths/weaknesses of teachers and next steps for continued growth	● Quarterly	● Review of Data Reports, Instructional Practices, Principal's Plan of action Review, Data Displays, and Data Walls

Standard Five-Learning Design: Professional learning that increases educator effectiveness and results for all students; integrates theories, research, and models of human learning to achieve its intended outcomes.

Core Elements	Actions/Strategies /Activities	Timelines	Evidence
Apply learning theories, research and models	● District and school evaluation of teacher observations to determine needs of individual teachers for future professional development ● Grade/department teams create professional learning communities to research and evaluate research-based practices ● Professional journals and books	● (1) Formal Evaluation each semester and (3) Teacher Growth Rubric walk-throughs each semester (each teacher)	● Observation Reports, Travel Request Forms, Purchase Orders, Professional Development Feedback Forms

	are available for teacher review ● The use of interactive white boards will allow learning processes such as discussion, writing demonstrations, & practice with feedback and group problem solving ● Differentiate reading instruction based on individual student needs		
Select learning designs	● Academic Coaches will serve as support for all teachers. ● Skillful veteran teachers will serve as mentors and coaches for their peers ● Teamwork among teachers and administrators in designing lessons, critiquing student work, and analyzing various types of data will be done during grade/department meetings ● District-wide collaborative meetings will be held to standardize practices throughout the district	● Weekly/Bi-Weekly/monthly/Quarterly	● Announcements, Calendars, Sign-In Sheets, Agendas & Minutes

	● MTSS process will be used collaboratively to critique student work, analyze data and make data driven decisions directed towards improving the quality of individual student work.		
Promote active engagement	● Administration views lesson plans and conducts observations to determine student acquisition of skills arrived at by success of teacher implementation in the classroom ● Teachers may take online courses to acquire new teaching strategies ● Support provided by external consultants, academic coaches, and mentors to help alleviate feelings of fear, anxiety, and anger associated with change ● Central office employees, coaches, and external consultants will serve as mentors for beginning administrators	● Weekly /Bi-Weekly/monthly/Quarterly	● Announcements, Calendars, Sign-In Sheets, Agendas, Minutes, Work Reports, & Feedback Forms

	● Teams and/or individuals who receive training on various topics will develop and present professional development sessions to faculties.		

Standard Six-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.

Core Elements	Actions/Strategies/Activities	Timelines	Evidence
Apply change research	● Professional development sessions to encourage teachers to use knowledge of their students' interests and backgrounds to assist them in planning meaningful lesson ● Professional development sessions to equip teachers with ways of providing various types of instruction based on individual differences	● Weekly/Bi-Weekly/monthly/ Quarterly	● Proposals, Purchase Orders, Verification of Services Forms & Work Reports ● Announcements, Calendars, Sign-In Sheets, Agendas & Minutes ● Lesson Plans or Instructional Practices
Sustain implementation	● Professional development sessions which help teachers deepen their knowledge of classroom management to facilitate student success ● Training will be provided to increase fundamental technological skills that	● Weekly Bi-Weekly/monthly/ Quarterly	● Proposals, Purchase Orders, Verification of Services Forms, Work Reports, Announcements, Calendars, Sign-In Sheets, Agendas & Minutes ● Lesson Plans or Instructional Practices

	increase teacher productivity		
Provide constructive feedback	● Teachers who are found to be deficient in content knowledge will be provided training to increase limited skills ● Coaching will be provided in language arts and mathematics on standards ● Central office and principals will make professional development of teachers a high priority by visiting classrooms regularly to observe instruction and by engaging in frequent conversations individually and collectively about instruction and student learning	● Weekly Bi-Weekly/monthly/ Quarterly	● Proposals, Purchase Orders, Verification of Services Forms, Work Reports, Announcements, Calendars, Sign-In Sheets, Agendas & Minutes ● Lesson Plans or Instructional Practices

Standard Seven-Outcomes: Professional learning that increases educator effectiveness and results for all students; aligns its outcomes with educator performance and student curriculum standards.

Core Elements	Actions/Strategies/Activities	Timelines	Evidence
Meet performance standards	● Teacher effectiveness and performance aligns with outcomes of teacher and student performance through the implementation of Mississippi Teacher Growth Rubric (TGR), Teacher Appraisal to assist in providing district-wide consistency in	● 1 Formal Evaluation each semester and a minimum of 10 TGR informal evaluations/ walk-throughs each year (each teacher)	● Observation Reports, Travel Request Forms, Purchase Orders, Professional Development Feedback Form

	expectations of teacher performance		
Address learning outcomes	● The School District Teacher Orientation Program will support new teachers to reach the desired outcomes of the school district ● Training is provided to assist teachers in effective teaching of all students	● Monthly (school level), Monthly (district level)	● Calendar of events/Agendas/ Minutes/Sign – In-sheets
Build coherence	● Teachers will participate in parent conferences to discuss strengths and weaknesses of students ● PTO/Open House events with follow-up events will be held at all schools throughout the year to foster school, home, & community relationships	● At least once per nine weeks	● Calendar of Event/Agenda/ Minutes/Sign-in sheets/ Compilation of Newsletters/ Sample student reports on file/photos

Three major areas have been identified by the district for the 2019-2020 school year. These three areas include English/Language Arts (ELA), Special Education/LPS students, and Writing. These areas will be the primary focus for many of our district and school-level professional development sessions. All formats for professional development will be directed towards these goals. Follow up sessions throughout the year will monitor progression towards the district.

The following items must be provided for ALL professional development sessions:
- Sign-in Sheets
- Agendas
- Minutes
- Evaluations
- Materials created or provided (Handouts, PowerPoint, etc.)
- Verification of Service Forms to be completed by the Principal/Designee (Only if the meeting/professional development required external providers)

Out-of-District Professional Development
All employees must comply with the Sunflower County Consolidated School District Travel Guidelines. All employees must complete the SCCSD Professional Development Feedback Form prior to receiving reimbursement for travel.