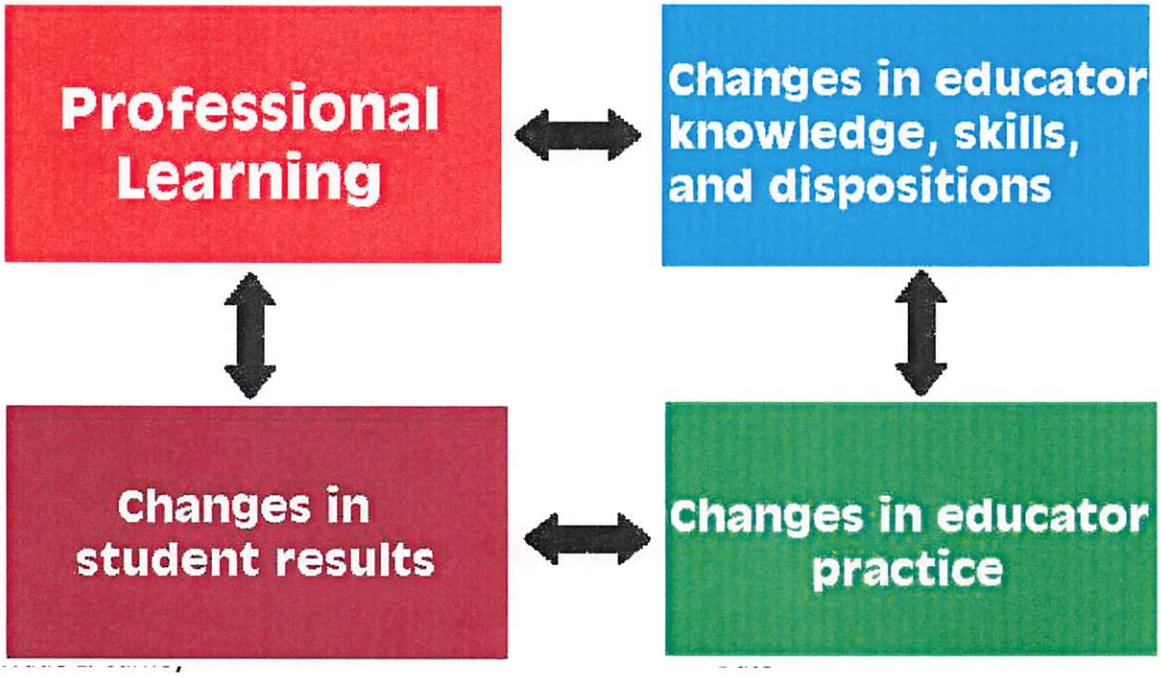
APPROVED
8.20.2024

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

2024-25

Professional Learning Plan



J. Bradley Brumfield
Superintendent

Date

Michelle Stinson
Assistant Superintendent /
Curriculum, Instruction, & Professional Learning

Date

Kim Brumfield
Special Services Supervisor

Date

Vanessa Boyd
Federal Programs

Date

Bobbie Lewis
School Board President

Date

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District Vision

Create a productive school culture for change that increases teacher effectiveness, improves student proficiency, and builds public confidence.

District Mission

Teachers teaching. Students learning. Schools improving.

Professional Learning

The term "professional learning" means a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. –Learning Forward

WCSD promotes the tenets of life-long learning for all of its employees. WCSD encourages and expects all employees to engage in professional learning opportunities and develop themselves accordingly by keeping current with trends, research, and best practices in their respective fields. The district will facilitate seven professional learning days throughout the year based on district-identified needs and/or goals. All staff members are expected to attend. Ongoing professional learning will be embedded, school-based, and differentiated with respect to the topics relevant to instruction, or other specific areas, identified through a variety of needs assessments, formative teacher observations, peer observations, self-assessments, etc.

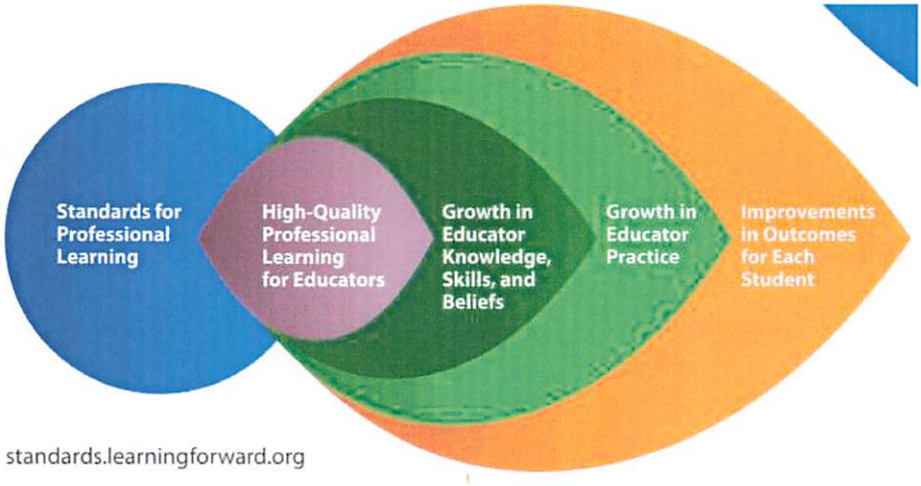
WCSD will implement a professional learning program aligned with the Learning Forward Standards for Professional Learning and adopts the following beliefs regarding the link between professional learning and student learning as put forth by Learning Forward.

1. When professional learning is high-quality, it has greater potential to change what educators know, are able to do, and believe.

2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.

3. When educator practice improves, students have a greater likelihood of achieving results.

4. When student results improve, the cycle repeats for continuous improvement.



WCSD Vision and Mission for Professional Learning

Vision: Excellent teaching and learning every day.

Mission: WCSD seeks to make professional learning NOT be an additional "thing" that educators have to do, but instead serve as the means through which educators get things done.

Standards for Professional Learning

RIGOROUS CONTENT FOR EACH LEARNER

Professional learning results in equitable and excellent outcomes for all students when educators ...

EQUITY PRACTICES
... understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.

CURRICULUM, ASSESSMENT, AND INSTRUCTION
... prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.

PROFESSIONAL EXPERTISE
... apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

TRANSFORMATIONAL PROCESSES

Professional learning results in equitable and excellent outcomes for all students when educators ...

EQUITY DRIVERS
... prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

EVIDENCE
... create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.

LEARNING DESIGNS
... set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.

IMPLEMENTATION
... understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

CONDITIONS FOR SUCCESS

Professional learning results in equitable and excellent outcomes for all students when educators ...

EQUITY FOUNDATIONS
... establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.

CULTURE OF COLLABORATIVE INQUIRY
... engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

LEADERSHIP
... establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.

RESOURCES
... allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

Reflection on Previous PL Opportunities

Focus on High Quality Instructional Materials and Professional Learning

In the 2018-19 school year WCSD began implementing the revised MS-CCRS for Science and implemented a new science curriculum in grades 3-Biology I. This new curriculum, STEMcopes, is constructivist in nature and provides an instructional cycle based on the framework of the 5 E's. Based in Gagne's Instructional Events, science teachers will FACILITATE learning through Engaging, Exploring, Explaining, Elaborating, and Evaluating. Professional learning for the 2018-19 school year focused on effective instruction with the new curriculum. In the 21-22 SY the district added a local instructional science coach tasked with focusing on supporting teachers' implementation of science curriculum and overall delivery of science content standards. From Spring 2021 to Spring 2022, science proficiency increased from 29.7% to 32.6% proficient. The district experienced an increase in proficiency again in Spring 2023, having 39.1% proficient. We will continue to track that data, as it is included as one of our student outcome goals.

Similarly, in the 2019-20 SY, WCSD implemented a new Math curriculum with national evidence of effectiveness. Eureka Math, a Common Core-aligned curriculum published by the non-profit Great Minds Inc., equates mathematical concepts to stories, with the aim of developing conceptual understanding. Like Common Core, it encourages students to use various mental strategies to solve problems, and to focus on the process instead of the answer. Focused professional learning with their publisher occurred during the 19-20 and 20-21 school years. We also provided external coaching for teachers implementing the new curriculum. In the 2021-22 SY the district added a local instructional math coach tasked with focusing on supporting teachers' implementation of the math curriculum and overall delivery of math content standards. From Spring 2021 to Spring 2022, math proficiency increased from 22.4% to 30% proficient. The district experienced an increase in proficiency again in Spring 2023, having 35.5% proficient. We will continue to track that data, as it is included as one of our student outcome goals.

Additionally, in the previous school year (2022-23), WCSD implemented a completely new Reading/English Language Arts curriculum in grades K-HS. With 2021 reading proficiency at 23.4%, the district saw an increase to 29.7%. The district experienced an increase in proficiency again in Spring 2023, having 32.1% proficient. While this is positive, we seek to accelerate this growth. External coaching supports for ELA were utilized in prior years, while in the 2021-22 and 2022-23 school year, most of the coaching came from our in-district literacy coach. With sustained local coaching support and further professional learning on understanding our new curriculum, we are looking forward to continued improved outcomes.

Professional Learning Communities

WCSD educators form professional learning communities among themselves at each school site and across the district. These groups meet vertically and/or horizontally by grade-level and/or

subject/role on a routine basis to learn from one another and to participate in learning opportunities as a team. Topics and focuses of these learning meetings are directly related to the needs of students/stakeholders served. WCSD educators will continue to grow, improve, and increase the effectiveness in which its educators facilitate professional learning communities as we move forward through the 2023-2024 school year.

In-District and Externally-provided PL

WCSD has regularly utilized in-district human resources, such as teachers, interventionists, school and district administrators, etc. to facilitate professional learning opportunities on topics pertinent to educators and aligned to the district's learning needs. Additionally, the district regularly brings in external resources to provide focused professional learning through utilization of partnerships with external partners and MDE professional development coordinators via the regional service delivery model. Feedback from these sessions is typically positive, with considerations for improvement and continuance considered.

Researchers such as Killion, Harrison, Bryan and Clifton (2012), in *Coaching Matters*, put forward that of the designs for professional learning, coaching is one of the best for supporting implantation of new practices and is an ESSENTIAL component of professional learning. Drago,-Severson, Roy, and Frank (2015) summarize the most effective learning designs along with their purpose and characteristics. Coaching is shown to meet the following needs:

- Building content or instructional knowledge
- Reinforcing knowledge of critical attributes
- Developing skills
- Supporting planning
- Supporting implementation
- Focusing on standards, curriculum, and assessments

Previously mentioned, in the 2021-2022 school year, WCSD mobilized resources to provide local, active, intentional support for classroom teachers as they learn new and improve upon their classroom practices. WCSD continues to employ an instructional coaching team to support teachers in the following areas:

-ELA/Reading / Family Engagement -Math / Technology Integration
-Science & Social Studies -Special Education
-English Learners / Community Engagement -Behavior / MTSS

Coaching provides teachers with differentiated support as it includes multiple strategies for success such as demonstration/modeling, co-planning, and co-teaching. The coach and teacher will engage in feedback to build teacher skill and proficiency in teaching. Coaches will debrief with school leaders daily when coaching occurs to review progress, strengths, potential weaknesses, and to address any immediate changes of practice that are needed. Coaches will also meet with the professional development coordinator regularly in their own learning

community to share/review observations, data, progress, and to plan for any systemic professional development needs.

PL Resources

Above other material resources, the allocation of time is a priority for effective professional learning to occur in our schools. It is the one resource we all need, but no one can afford. To address the issue of "time", WCSD may utilize paraprofessionals and/or substitute teachers to fill-in for regular teachers in general and/or special education classes in order to "buy" time and enable these teachers to plan or learn together as a team/professional learning community. WCSD will also utilize common planning time when possible to allow teachers who teach the same students or who teach the same grade level, or same subject, to collaborate with each other, share information, and plan for instruction. Internal coaches and/or external providers may provide instructional/data/leadership coaching on a consultative basis throughout the year and/or when needed.

In addition to embedded professional learning time, WCSD will set aside days throughout the year that are focused on professional learning. These days may be school- or district- directed based on identified needs, respectively. School and/or district personnel may facilitate these professional learning days or educational consultants may assist when needed to offer focused professional learning opportunities/consulting for which they have expertise.

In some cases, school/district personnel may attend focused professional learning opportunities out-of-district. WCSD personnel regularly participate in training opportunities offered by agencies such as the Mississippi Department of Education (MDE), the Southern-Regional Educational Service Agency (S-RESA), as well as other providers. WCSD expects personnel to take interest in educational initiatives at the state and/or federal level and actively seek learning opportunities that keep them well informed on the latest trends in research and best practices. Additionally, WCSD is currently investigating funding resources needed to begin building a professional learning library at each school that educators will utilize as part of their embedded professional learning communities.

District Profile

Name of District:	Walthall County School District
Address:	814 Morse Ave. Tylertown, MS 39667
District Code:	7400
Superintendent:	Dr. J. Bradley Brumfield

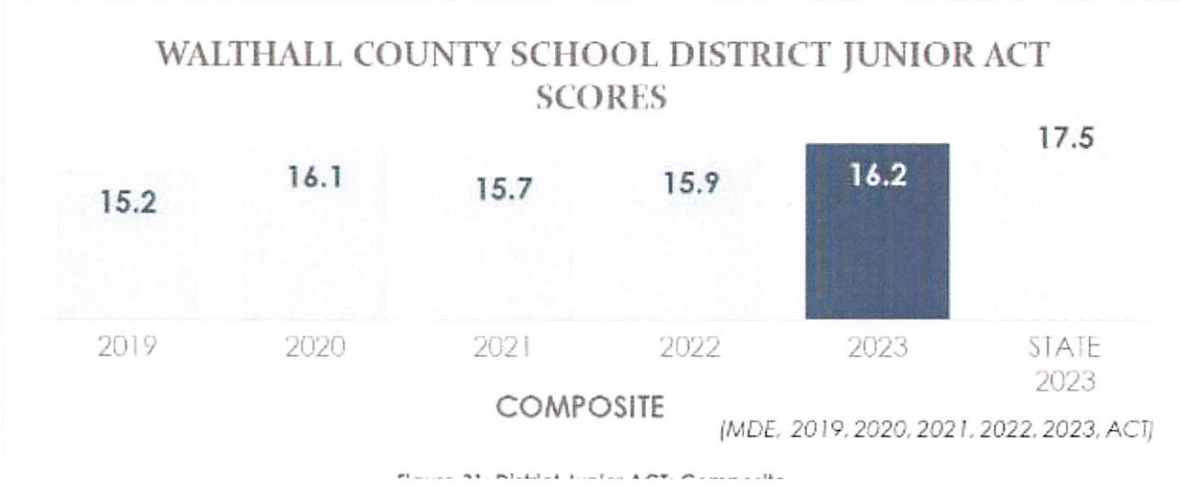
Demographics

WALTHALL COUNTY SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP

		2020	2021	2022	2023	2024	TREND
ALL	ALL	1812	1677	1689	1684	1722	
GENDER	FEMALE	889	844	851	858	882	
	MALE	923	833	838	826	840	
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*	*	*	
	ASIAN	*	*	*	*	*	
	BLACK OR AFRICAN AMERICAN	1102	1046	1048	1054	1072	
	HISPANIC OR LATINO	*	*	33	33	30	
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	*	*	*	*	*	
	TWO OR MORE RACES	52	44	46	48	59	
	WHITE	613	538	553	538	548	

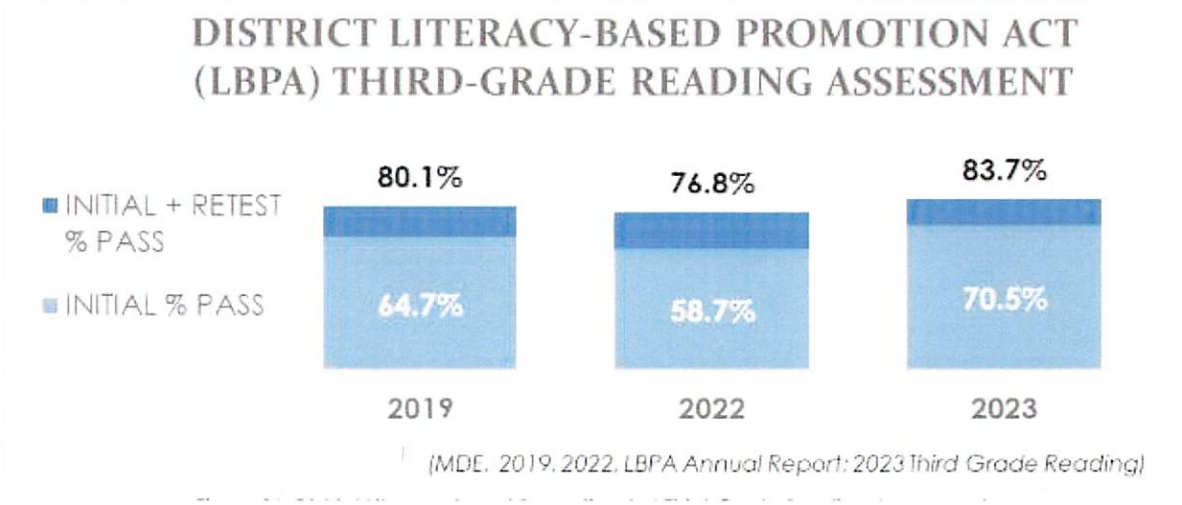
(MDE, 2020, 2021, 2022, 2023, 2024, Enrollment)

College and Career Readiness 11th Grade ACT Scores



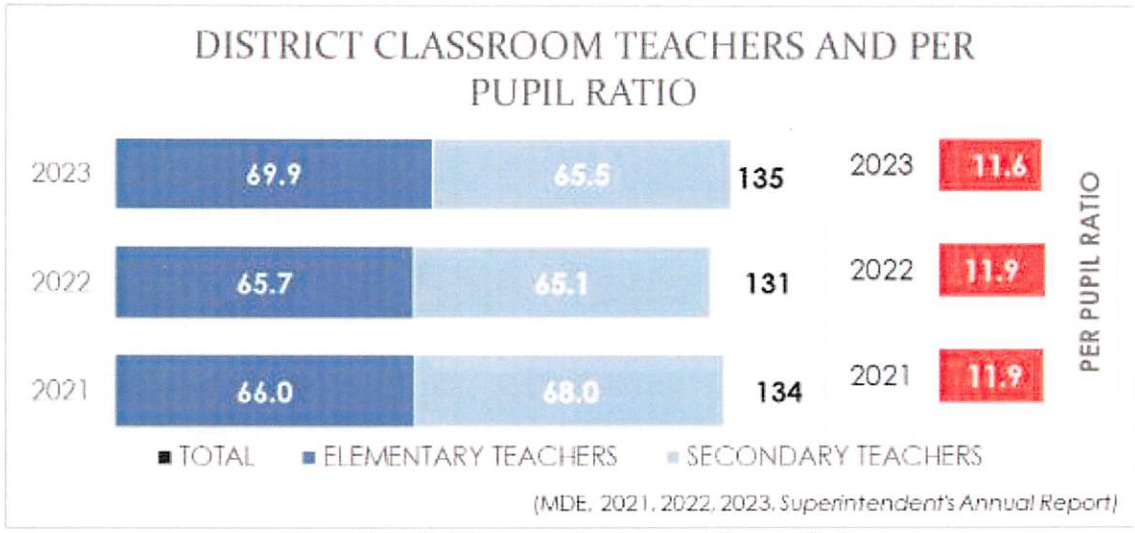
(MDE, 2019, 2020, 2021, 2022, 2023, ACT)

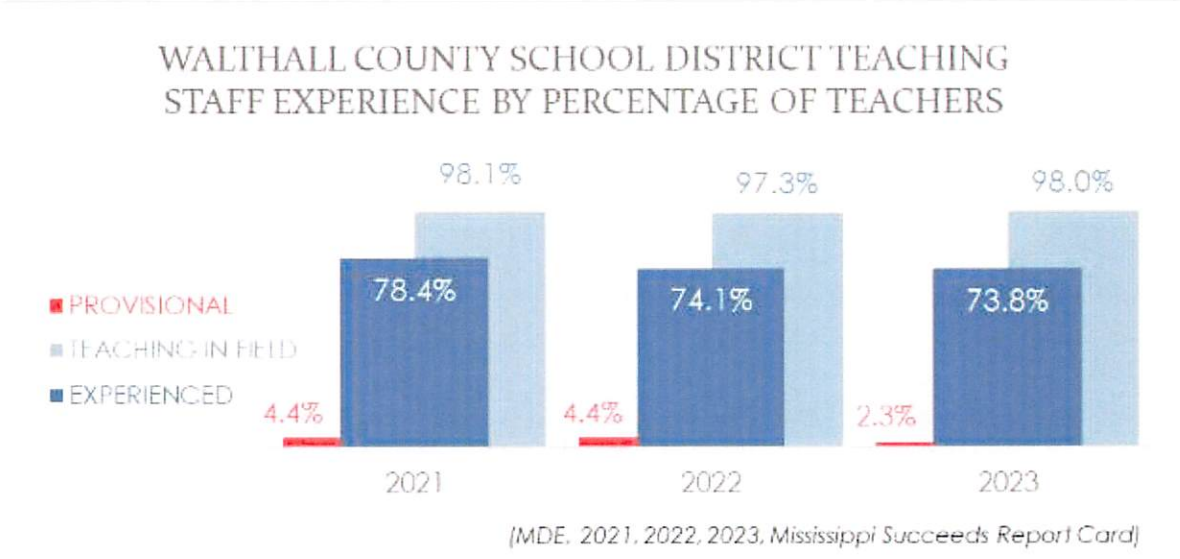
Literacy Based Promotion Act



(MDE, 2019, 2022, LBPA Annual Report: 2023 Third Grade Reading)

Personnel


DISTRICT CLASSROOM TEACHERS AND PER PUPIL RATIO
2023
69.9
65.5
135
2022
65.7
65.1
131
2021
66.0
68.0
134
2023
11.6
2022
11.9
2021
11.9
PER PUPIL RATIO
TOTAL
ELEMENTARY TEACHERS
SECONDARY TEACHERS
(MDE, 2021, 2022, 2023, Superintendent's Annual Report)


WALTHALL COUNTY SCHOOL DISTRICT TEACHING STAFF EXPERIENCE BY PERCENTAGE OF TEACHERS
98.1%
97.3%
98.0%
PROVISIONAL
TEACHING IN FIELD
EXPERIENCED
78.4%
74.1%
73.8%
4.4%
4.4%
2.3%
2021
2022
2023
(MDE, 2021, 2022, 2023, Mississippi Succeeds Report Card)

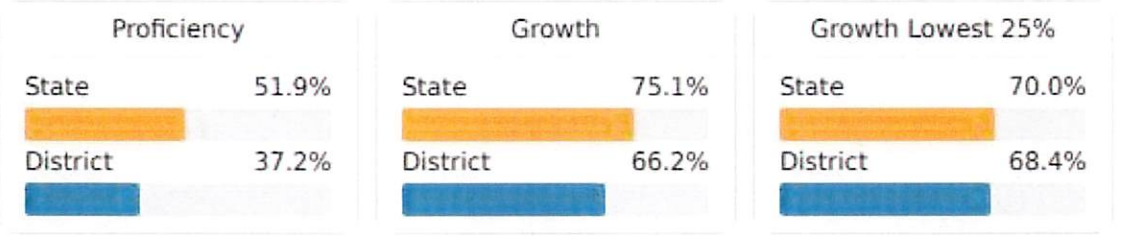
State Accountability Information

School Accountability Grade Components

Mississippi's accountability system assigns "A" through "F" letter grades for schools and districts. Grades are based on student achievement, student growth, student participation in testing, and other academic measures.

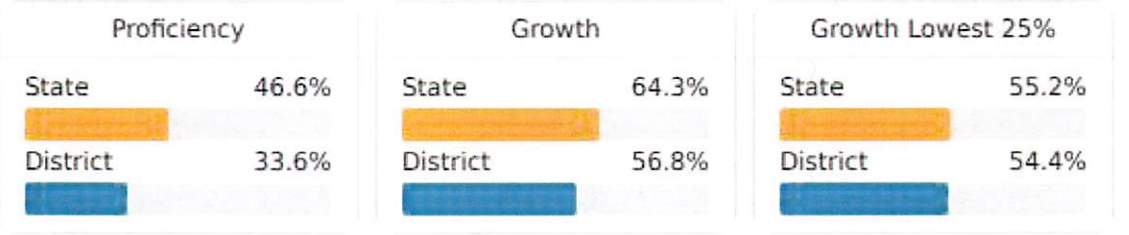
Math

Measurements of student performance on the statewide math assessment.



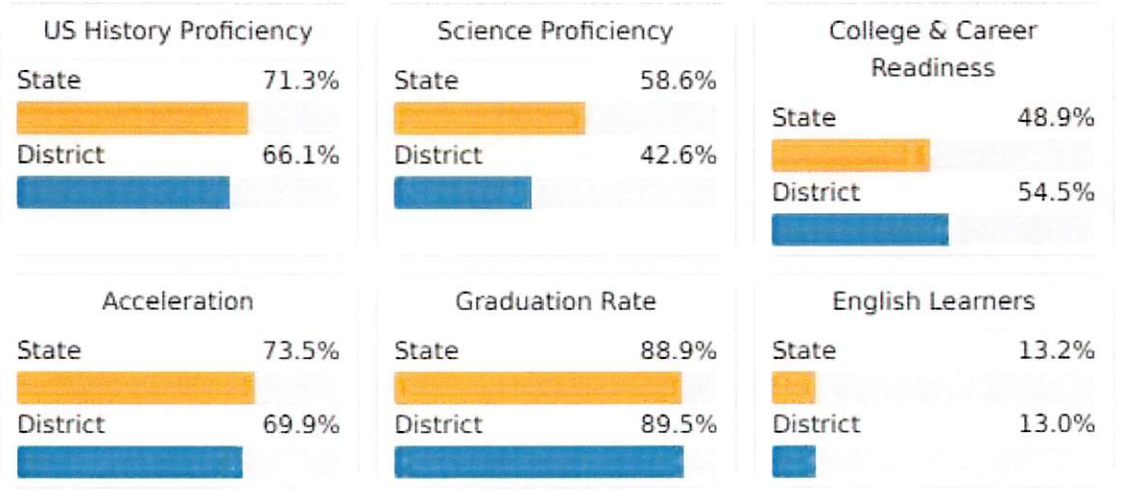
English

Measurements of student performance on the statewide English language arts (ELA) assessment.



Other Measures

Other measurements of student performance that factor into the accountability grade.



Needs Assessment

In the spring of 2024 WCSD conducted a Needs Assessment across the district using an online survey tool. This survey tool focused on seven dimensions:

1. Federal Programs
2. Curriculum and Instruction
3. Parent, Family, and Community Engagement
4. School Climate and Culture
5. Technology
6. Preschool and Kindergarten
7. Professional Development

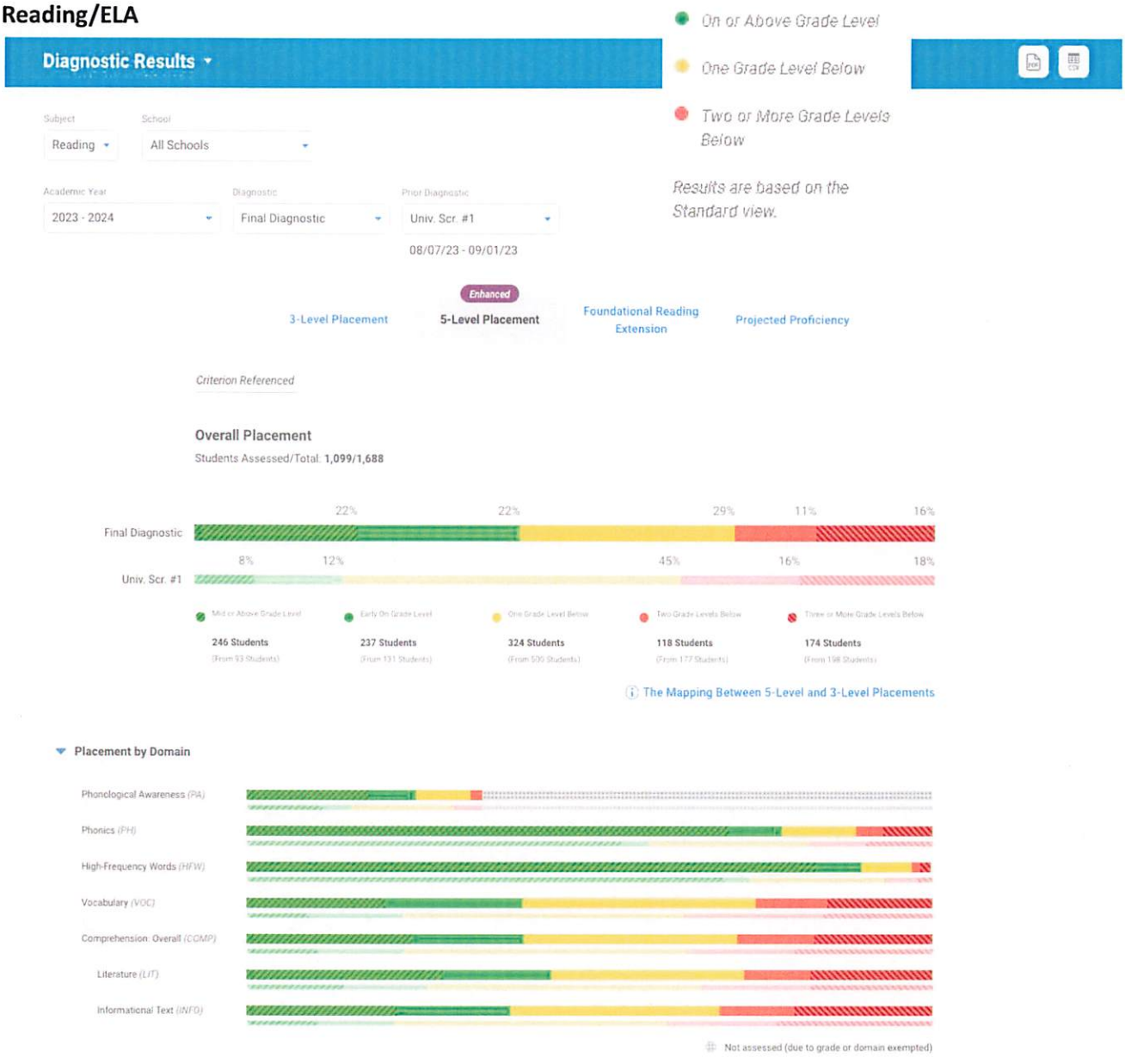
While development of this plan draws data from more than one of the domains, the majority of focus is on the domains of Curriculum and Instruction and professional development.

Student Achievement

In addition to state assessments, WCSD determines the success of children meeting Mississippi's student academic achievement standards and monitors progress toward meeting these standards by utilizing formative assessments, or assessments for learning, using a screener in reading and math to monitor progress for grades K-12 (or through highest grade level in which students are enrolled in state-tested HS courses) a minimum of three times per year. Kindergarten through 3rd grade students are progress-monitored monthly using the early literacy, reading, and math progress monitor. The district also provides science "testlets" for grades 5, 8, and Biology I through AIM Science Assessments, available through our EZ Assessment program.

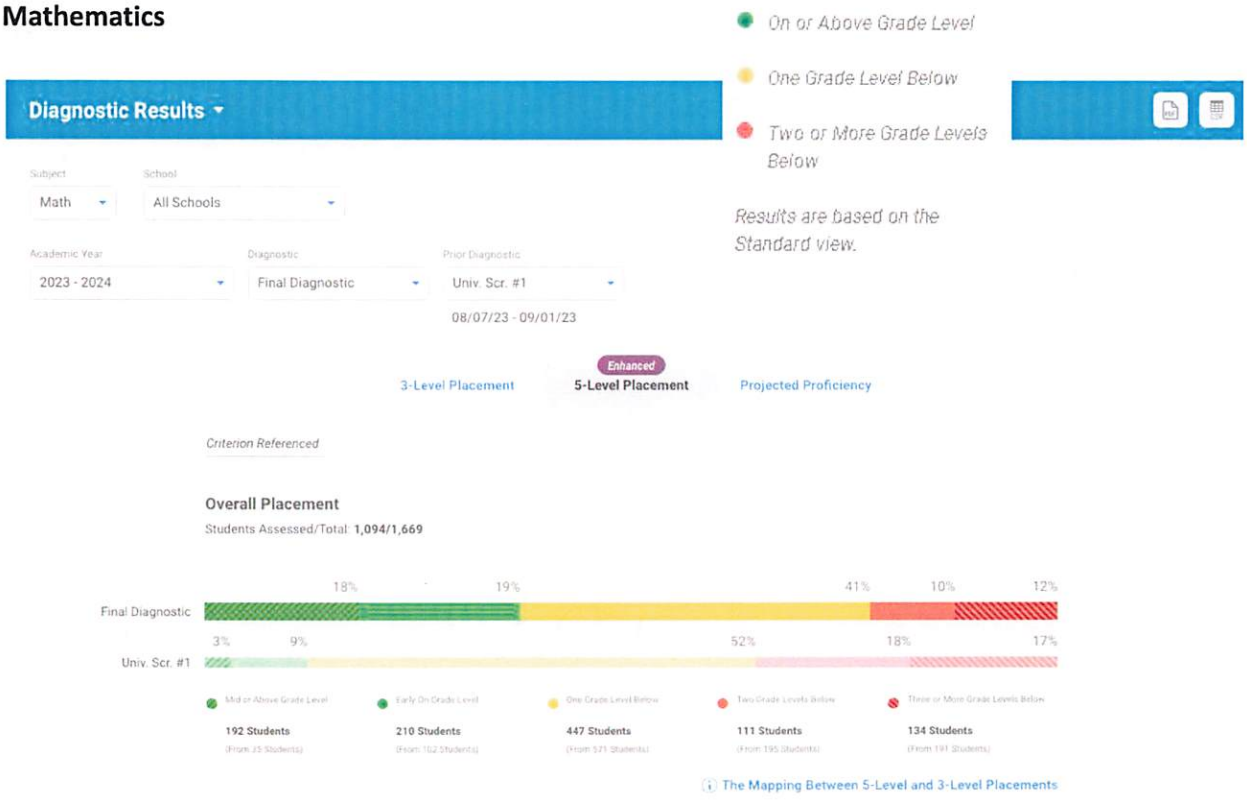
The following data is extracted from Curriculum Associates' i-Ready Diagnostic for Reading and Math. The data shown compares results of the district's third diagnostic to that of the first diagnostic. Overall reading results show that, over the course of the school year, an additional 24% of students moved into the "on or above grade level" category or "Tier 1" group, while both the "one grade level below" and "two or more grade levels below" groups decreased from beginning of year to end of year. The same transition into "Tier1" or "on or above grade level" is seen in math, with an additional 25% moving into the "one or above grade level" category and reductions in the other two.

Reading/ELA


Diagnostic Results
On or Above Grade Level
One Grade Level Below
Two or More Grade Levels Below
Results are based on the Standard view.
Subject
Reading
School
All Schools
Academic Year
2023 - 2024
Diagnostic
Final Diagnostic
Prior Diagnostic
Univ. Scr. #1
08/07/23 - 09/01/23
Enhanced
3-Level Placement
5-Level Placement
Foundational Reading Extension
Projected Proficiency
Criterion Referenced
Overall Placement
Students Assessed/Total: 1,099/1,688
Final Diagnostic
22%
22%
29%
11%
16%
Univ. Scr. #1
8%
12%
45%
16%
18%
246 Students
237 Students
324 Students
118 Students
174 Students
The Mapping Between 5-Level and 3-Level Placements
Placement by Domain
Phonological Awareness (PA)
Phonics (PH)
High-Frequency Words (HFW)
Vocabulary (VOC)
Comprehension: Overall (COMP)
Literature (LIT)
Informational Text (INFO)
Not assessed (due to grade or domain exempted)

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	Final Diagnostic		37%	39%	24%	0%	0%	122/151
	Univ. Scr. #1		1%	5%	94%	0%	0%	
Grade 1	Final Diagnostic		33%	27%	37%	3%	0%	124/131
	Univ. Scr. #1		6%	8%	78%	8%	0%	
Grade 2	Final Diagnostic		27%	26%	37%	11%	0%	131/142
	Univ. Scr. #1		4%	11%	60%	24%	0%	
Grade 3	Final Diagnostic		33%	26%	25%	12%	4%	106/110
	Univ. Scr. #1		13%	25%	28%	25%	8%	
Grade 4	Final Diagnostic		18%	13%	47%	9%	13%	125/134
	Univ. Scr. #1		14%	8%	51%	14%	13%	
Grade 5	Final Diagnostic		6%	20%	36%	24%	15%	117/126
	Univ. Scr. #1		4%	9%	34%	33%	19%	
Grade 6	Final Diagnostic		14%	13%	23%	17%	32%	105/110
	Univ. Scr. #1		11%	10%	26%	16%	37%	
Grade 7	Final Diagnostic		17%	15%	19%	12%	38%	149/161
	Univ. Scr. #1		11%	16%	20%	14%	39%	
Grade 8	Final Diagnostic		17%	16%	19%	10%	38%	118/127
	Univ. Scr. #1		14%	15%	15%	11%	45%	

Mathematics



Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	Final Diagnostic		27%	19%	54%	0%	0%	122/151
	Univ. Scr. #1		2%	7%	90%	0%	0%	
Grade 1	Final Diagnostic		17%	24%	54%	5%	0%	124/131
	Univ. Scr. #1		1%	2%	82%	15%	0%	
Grade 2	Final Diagnostic		20%	16%	53%	11%	0%	131/142
	Univ. Scr. #1		2%	3%	56%	39%	0%	
Grade 3	Final Diagnostic		18%	24%	42%	12%	4%	106/110
	Univ. Scr. #1		0%	7%	59%	24%	10%	
Grade 4	Final Diagnostic		15%	22%	34%	14%	15%	125/134
	Univ. Scr. #1		2%	8%	51%	18%	20%	
Grade 5	Final Diagnostic		10%	19%	39%	19%	12%	114/126
	Univ. Scr. #1		3%	11%	38%	25%	25%	
Grade 6	Final Diagnostic		22%	21%	28%	10%	20%	105/110
	Univ. Scr. #1		5%	14%	39%	12%	30%	
Grade 7	Final Diagnostic		17%	14%	30%	12%	27%	148/161
	Univ. Scr. #1		9%	19%	26%	16%	31%	
Grade 8	Final Diagnostic		13%	16%	32%	9%	29%	117/127
	Univ. Scr. #1		4%	12%	31%	12%	41%	

Curriculum and Instruction

WCSD' Instructional Management System describes the instructional model, strategies, activities, and other efforts that the district takes to achieve instructional success. The document outlines the district's efforts to strategically link curriculum, instruction, and assessment. Therefore, some integrated goals of the document are to a) describe the district's curriculum (competencies, objectives, standards, etc.), b) depict the district's instructional model, c) explain how various data sources are used to make data-based decisions, d) illustrate a differentiated professional learning model for teachers, and e) outline related roles and responsibilities of various stakeholders.

As described in the district Instructional Management System, district and school leaders will ensure through teacher observation/evaluation that all educators are aligning their instructional objectives and curricular resources to the applicable standards. All educators will utilize the district pacing guides/units that are reviewed/revised annually, for planning their classroom lesson. A URL to the intra-district site is where pacing guides are maintained in the Instructional Management System.

All educators will utilize instructional resources that align to the content area and standards. Educators differentiated instruction through content, process, product, and learning environment to better meet the needs of all learners. Grade/subject-level teams and/or school-level leadership teams may aid in planning effective interventions for at-risk students.

Educators will assess students academically (formatively and summatively) and behaviorally on a sequential and on-going basis. Formative academic assessments will be conducted through teacher observations, pre-tests, quizzes, student self-assessments, and computer-assisted adaptive. Formative behavioral assessments will be conducted through teacher observations, student self-assessments and research-supported instruments (e.g., Student Risk Screening Scale (SRSS) and Student Internalizing Behavior Scale (SIBS)).

John Hattie, in his book Visible Learning: A Synthesis of Over 800 Meta-analyses Relating to Achievement, quantified a common measure to clarify what makes an impact on student learning and achievement. The measure he used is effect size. According to Hattie (2009), an effect size of 0.2 or less indicates a low effect on student achievement, an effect size of 0.4 indicates a medium effect on student achievement, and an effect size of 0.6 or larger indicates a high effect on student achievement. According to the updated effect sizes providing formative evaluation had an effect size of 0.68 and classroom behavior had an effect size of 0.63. This research clearly indicates that the processes outlined meet the criteria of having a high effect size.

When students receive support at the secondary and/or tertiary tiers of the instructional model, teachers will adhere to set procedures for progress monitoring. Educators will utilize available software programs and/or online programs proven to effectively monitor student progress and growth relative to the State Standards.

Professional Development

WCSD promotes the tenets of life-long learning for all employees. WCSD encourages and expects all employees to engage in professional learning opportunities and develop themselves accordingly by keeping current with trends, research, and best practices in their respective fields. In addition to job-embedded, ongoing professional learning, the district will facilitate professional learning days throughout the year based on district-identified needs and/or goals. All staff members are expected to attend. Ongoing professional learning will be embedded, school-based, and differentiated with respect to the topics relevant to instruction, or other specific areas, identified through a variety of needs assessments, formative teacher observations, peer observations, self-assessments, etc. Schedules/itineraries that include PL topics, presenters, agenda, and other backup information for professional learning sessions are kept on file at the WCSD Central Office.

Scheduled Professional Learning Days

Rank	Topic	District/School
7/31/24	PL Day #1	District
8/1/24	PL Day #2	District
8/2/24	PL Day #3	District
8/5/24	PL Day #4	District/School
1/6/25	PL Day #5	District/School
2/17/25	PL Day #6	District
5/23/25	PL Day #7	School

WCSD will implement a professional learning program aligned with the Learning Forward Standards for Professional Learning, 2022 and adopt the following beliefs regarding the link between professional learning and student learning as put forth by Learning Forward. (Previously identified on p. 5 of this document but restated for coherence here.)

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

The district's professional learning opportunities for staff are in good-faith alignment with Learning Forward's Standards for Professional Learning which are, in and of themselves, evidence-based standards, but in particular, are supported by the research associated with the learning designs standard. WCSD's professional learning designs are supported by evidence of effectiveness. Research on effective learning designs, in particular, effective adult-learning scenarios, inform best practices of the learning designs standard. In the book Powerful Designs for Professional Learning (2004), Lois Brown Easton identifies many effective learning designs distilled from the research/literature and categorizes them by the purpose for which a system would implement and/or utilize a particular design. More recently, the process map available in Reach the Highest Standard in Professional Learning: Learning Designs (2015) by Drago-Severson, Roy, and Frank indicates the purpose and characteristics of many professional learning designs.

Our district plan for professional learning also addresses the alignment between the PL opportunities provided to educators and the standards for PL through consideration of the interconnectivity of the standards. Rigorous content for each learner, transformational processes, and conditions for success, when ALL are addressed, work together to create an effective professional learning system.

Characteristics of our PL plan include: 1) alignment to best-practice instructional strategies to the Mississippi College- and Career-Ready Standards, 2) training on analyzing assessment data for student progress monitoring and the RTI process, 3) provide technology integration training in the classroom, 4) classroom management and procedure, 5) training for small/flexible grouping strategies (i.e., differentiated instruction), 6) provide coaching for principals and teachers in observing, evaluating and implementing best practice instructional strategies in the classroom, and 7) support for implementation of new curricula/tools.

The district and each school have a Leadership Team that provides input into the professional development plan. Professional development participation is monitored and evaluated through the use of participant evaluation and feedback forms. Changes in practice as a result of professional learning is measured through pre- and post- teacher observations/evaluation and through reviewing continuous short-cycle data such as reading and math progress-monitoring data, longer-cycle data from universal screening, as well as lagging data such as state assessment results.

In the Spring 2024 needs assessment survey, teachers were asked to rank various professional learning topics based on their needs. Results are shown in the image below:

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

	Rank
My specific content area	#1
Staff/Student Mental Health and Wellbeing	#2
Classroom Management	#3
Differentiated Instruction	#4
Writing strategies	#5
Reading for at risk students	#6
Conflict resolution	#7
Using technology to enhance instruction	#8
Mississippi College and Career Readiness Standards	#9
Successful inclusion strategies	#10
Depth of Knowledge	#11
Developing quality assessments	#12
Interpreting and analyzing student data	#13
English Learners (ELs)	#14
Response to Intervention (RTI/MTSS)	#15
Teaching and understanding students in poverty	#16
Culture sensitivity	#17
Teaching and understanding homeless students	#18

Teacher Evaluation Data

Professional Growth System

The following data is aggregated from the Professional Growth System Rubric. According to this district-wide data, the following standards are where the greatest opportunities for improvement exist.

Standard	Average	Lowest Rating Areas
1. Lessons are aligned to standards and represent a coherent sequence of learning.	3.39	
2. Lessons have high levels of learning for all students	3	X
3. The teacher assists students in taking responsibility for learning and monitors student learning.	3.25	
4. The teacher provides multiple ways for students to make meaning of content.	3.09	X

5. The teacher manages a learning-focused classroom community	3.27	
6. The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.	3.28	
7. The teacher creates and maintains a classroom of respect for all students.	3.39	
8. The teacher engages in professional learning.	3.32	
9. The teacher establishes and maintains effective communication with families/guardians.	3.11	X

Student and Professional Learning Goals

WCSD establishes the following professional learning goals for the 2024-2025 school year.

Student and Professional Learning Goals

Student Learning Goal	Professional Learning Goals	
	Position Type	
Achieve a student proficiency level of 40% or greater in both ELA and Math in all grades. Achieve a student proficiency level of 60% or greater in Grades 5 and 8 Science and Biology. Achieve a student proficiency level of 70% or greater in US History. Increase growth on state assessments in Reading ALL, Math ALL, Reading LP, and Math LP by 5 percentage points each.	Teachers	
	District and School Administration	**-Build teacher capacity in data analysis and usage of data for instructional planning** **-Increase teacher instructional effectiveness in ELA, Math, and Science** **-Provide teachers with content-specific PD support** **-Support teachers through effective feedback processes** **-Improve effectiveness of instructional leaders through focused leadership team meetings and book studies.**

Ongoing Assessment and Evaluation of the PLP

The WCSD will collect and review multiple pieces of data to support evaluation of the district's professional learning plan. WCSD will utilize the student results from formative and summative assessments to determine how teachers' knowledge, skills, or behaviors impacted student learning.

Additionally, participants of professional learning opportunities conducted in-district will complete feedback forms following completion of the activities. Central office administrators, building level administrators and all school-level teams analyze the participant feedback forms. Analysis of this feedback will occur in a timely manner to ensure that future professional learning activities include the specified recommendations for improvement.

Finally, WCSD will deliver an assessment survey to all certified teachers in the spring of 2024 to ascertain the effectiveness of the professional learning plan implemented throughout the year and to gain insight into professional learning needs for the following year. Teams at both the school and district level will review the surveys and analyze results. That data will be used to further refine the district professional learning plan. Schools will also use the evaluation forms to enhance their school-level professional learning programs and drive the professional learning communities.

Professional Development Goals & Activities

1: Professional Learning (PL) Goals

PL Goal	Goals	Identified Group	Rationale/Sources of Evidence	LF PL Std(s)*
1	**Build teacher capacity in data analysis and usage of data for instructional planning**	All Teachers	Survey data, observation evidence, PGS Data	RC, TP, CS
2	**Increase teacher instructional effectiveness in ELA, Math, and Science**	All Teachers	Survey data, observation evidence, PGS Data	RC, TP, CS
3	**Provide teachers with content-specific PD support**	Instructional Leaders, All Teachers	Survey data, PGS Data	RC, TP, CS
4	**-Support teachers through effective feedback processes**	Instructional Leaders	Group Reflection, observation evidence , PGS Data	RC, TP, CS
5	**Improve effectiveness of instructional leaders through focused leadership team meetings and book studies.**	Instructional Leaders	Group Reflection, observation evidence , PGS Data	RC, TP, CS

*RC = Rigorous Content for each Learner, TP = Transformational Processes, CS = Conditions for Success

Activities (Updates in Progress and Ongoing)

PL Goal	Goals	Identified Group	Activities	Date MM/YY	Aligns to LF PL Std(s)
1	**Build teacher capacity in data analysis and usage of data for instructional planning**	All Teachers	Instructional Coaching PLCs Technology Coaching Literacy Coaching Math Coaching Science/SS Coaching SpEd/IEP Coaching Math Pacing PD EL Coaching Literacy Walk Math Walk Science Walk ELL Walk MTSS Training(s) I-Ready Training(s) Peer Observations	Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug. Oct. Oct. Oct. Oct. Oct. Aug.,Oct.,Feb.- Oct.-> Aug.->	
2	**Increase teacher instructional effectiveness in ELA, Math, and Science**	All Teachers	Instructional Coaching PLCs Technology Coaching Literacy Coaching Math Coaching Science/SS Coaching SpEd/IEP Coaching Math Pacing PD EL Coaching Literacy Walk Math Walk Science Walk	Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug.-> Aug. Oct. Oct. Oct. Oct.	

			ELL Walk MTSS Training(s) I-Ready Training(s) Peer Observations "BICS/CALP" – EL Training ELA Curriculum Implementation PD ELS: Pathways to Proficiency "Creating ELS Assessments"	Oct. Aug.,Oct.,Feb.- Oct.->Aug.->Feb. Aug. Aug. Aug.	
3	**Provide teachers with content-specific PD support**	ELA, Math, Sci, and SS Teachers	Instructional Coaching: Literacy Coaching Math Coaching Science Coaching SpEd/IEP Coaching EL Coaching Behavior Coaching Literacy Walk Math Walk Science Walk ELL Walk I-Ready Training "BICS/CALP" – EL Training Peer Observations	Aug. Aug.->Aug.->Aug.->Aug.->Aug.->Aug.->Aug.->Aug.->Aug.->Aug.->Oct. Feb. Aug.->	
4	**Support teachers through effective feedback processes**	All Teachers	Instructional Coaching: Literacy Coaching Math Coaching Science Coaching SpEd/IEP Coaching EL Coaching Behavior Coaching Literacy Walk Math Walk	Aug. Aug.->Aug.->Aug.->Aug.->Aug.->Aug.->Aug.->Aug.->Aug.->	

			Science Walk ELL Walk I-Ready Training "BICS/CALP" – EL Training Peer Observations	Aug.-> Aug.-> Oct. Feb. Aug.->	
5	**Improve effectiveness of instructional leaders through focused leadership team meetings and book studies.**	Instructional Leaders	District Leadership Team Meetings Book Study	Ongoing	

Professional Learning Calendar 2024-2025: Beginning of the Year (Days 1-4)	
Date	**Event**
July 31, 2024 ***Register at S-RESA EVENT ID: 9808*** **All <u>certified and non-certified staff</u> report to the <u>Walthall County Events Center</u> for Day 1.** **Location:** 29 MS-48 Tylertown, MS 39667	**Sign-in / Employee Networking / General Assembly** Employee Networking 7:45 am – 8:00 am General Session Prayer/ Welcome / New Staff Intros/Department Updates 8:00 am – 9:00 am Superintendent's Address 9:00 am - 10:30 am Door Prizes/Break 10:30 am - 10:45 am Guest Speaker: Derek Clark 10:45 am - 11:30 am ***~ Lunch 11:30 pm – 1:00 pm ~*** ***Lunch is provided today courtesy of Allred Stolarski Architects*** Guest Speaker: Derek Clark 1:00 pm - 3:00 pm
August 1, 2024 *August 2, 2024* *August 5, 2024* **All <u>certified and non-certified staff</u> report to the assigned session location for Day 2, 3, and 4.**	**Sign-in / Professional Learning Sessions** Sign-in / Employee Networking 7:45 am – 8:00 am Morning Professional Learning Sessions for Teachers and Assistants 8:00 am – 11:00 am ***~ Lunch (on your own) 11:00 am – 12:00 pm ~*** Afternoon Professional Learning Sessions for Teachers and Assistants 12:00 pm – 3:00 pm

Thursday, August 1, 2024					
MORNING SESSIONS: 8:00-11:00					
Time	**Title**	**Who?**	**Facilitator/Session Description**	**Location**	**PL Std.**
AM SESSIONS: ALL STAFF WILL SIGN-IN AT THEIR ASSIGNED SESSIONS. Please bring a laptop or electronic device to all sessions.					
7:45 – 8:00	Employee Networking	All Staff	**Morning Session Facilitator**	All session locations	
8:00 – 11:00	Using ELS Pathways to Proficiency to Enhance Student Outcomes in Grades 2-5	Teachers Grades 2-5	**DeeDee Randall, Ed.D.** ***-Educational Materials Specialists*** Pathways to Proficiency is designed to provide educators with next-step instructional ideas and content. It offers resources for teaching, learning, and assessment, such as standards-based information, and targeted student measures. This professional development is designed to support teachers in understanding and utilizing the resources available via Pathways to Proficiency.	TPS Room E1 (3rd grade hall)	**Learning Forward:** *RC - Curric.; *CS- Equity Fd, Culture of Collab. Inq., Lead; Resources
8:00 – 11:00 (ALL DAY)	Planning for Effective Math Instruction in Grades 6-8	Grades 6-8 Math Teachers	**Dee Granger** ***-Bailey Educational Group*** During this session, Participants will examine Math scaffolding and pacing documents as aligned to Eureka Math, as well as standards which require supplemental materials to reach proficient/advanced level in instruction.	TPS Library	**Learning Forward:** *RC - Curric.; Prof. Expert. *TP- Learning Designs *CS- Equity Fd, Culture of Collab. Inq., Lead; Resources

8:00 – 11:00 (ALL DAY)	Acadience Online: Using standardized, norm-referenced data to better identify and monitor our students	**This session is by principal assignment only** ***Participants are expected to bring a device. iPads are preferred if you don't have one, bring an Android tablet or your chromebook.***	**Shannon Wilson, PsyD - WCSD MTSS Coordinator and Rebekka Stafford, MEd - TPS Reading Interventionist** This is a FULL DAY session for grades K - 3 and AFTERNOON session for grades 4 - 8 that will focus on providing training and hands-on practice with administering the Acadience Online screener. The morning session will be divided by grade levels (K - 3 and 4 - 8) and will focus on the training portion for administering the test online. After lunch will combine all grades and include hands-on practice in administration and navigating the online platform, running reports, and analyzing the data.	TPS Room E8 (3rd grade hall)	**Learning Forward:** *RC - Equity Pract., Curric.; Prof. Expert. *CS- Equity Fd, Culture of Collab. Inq., Lead; Resources
8:00 – 11:00	Integrating Content Area Evidence-Based Literacy Practices into Instruction	Teachers in Grades 6-9 ELA, Science, Social Studies	**Laurie Lee, Ed.D.** **Kevin Smith, Ed.D.** ***-Florida Center for Reading Research; MS Adolescent Literacy Teacher Project*** This interactive session will introduce teachers to evidence-based literacy practices by engaging them in a content area lesson which incorporates multiple strategies to enhance comprehension of text. The session will particularly focus on writing in response to reading, providing explicit vocabulary instruction, and text coding. Teachers will also explore directed note-taking and facilitating an extended text discussion. Incorporating these practices into instruction will help students engage in text more deeply and ensure they remember important concepts and ideas they learn as they interact with the text and collaborate with one another. Teachers will leave with concrete evidence-based literacy strategies they can immediately integrate into their instruction.	TES - Library	**Learning Forward:** *RC - Equity Pract., Curric.; Prof. Expert. *TP- Learning Designs *CS- Equity Fd, Culture of Collab. Inq., Lead

8:00 – 11:00	Review of MAAP Data: What Does the Data Say? What Does it Mean?	ANY Employee - If you do not teach a tested area, you can partner with a teacher in a tested area.	**Jessica Johnson** ***-Teacher*** Participants will access their 23-24 MAAP Data and examine it to calculate proficiency, growth, and points contributed to campus accountability score. Teachers will identify strengths and weaknesses in data as related to standards taught to aid in current planning.	CTC - Business Classroom	**Learning Forward:** *CS- Equity Fd, Culture of Collab. Inq., Lead
8:00 – 11:00	Access for All	ANY Employee	**Amy Carley** ***- WCSD IEP Coach*** The Access For All (AFA) Guide was developed by the MDE in collaboration with educators across the state to help teachers address issues that impact learners with a wide variety of needs. During this session, participants will take a deep dive into the document as they identify strategies for classroom success.	THS - A Wing Room A3	**Learning Forward:** *RC - Equity Pract., Curric.; Prof. Expert. *TP- Equity Drivers, Learning Designs *CS- Equity Fd, Culture of Collab. Inq., Lead

LUNCH
11:00 am – 12:00 pm

PM SESSIONS: ALL STAFF WILL SIGN-IN AT THEIR ASSIGNED SESSIONS.
Please bring a laptop or electronic device to all sessions.

AFTERNOON SESSIONS: 12:00 – 3:00

12:00 – 3:00	Using ELS Pathways to Proficiency to Enhance Student Outcomes in Grades 6-12	Teachers Grades 6-12	**DeeDee Randall, Ed.D.** ***-Educational Materials Specialists*** Pathways to Proficiency is designed to provide educators with next-step instructional ideas and content. It offers resources for teaching, learning, and assessment, such as standards-based information, and targeted student measures. This professional development is designed to support teachers in understanding and utilizing the resources available via Pathways to Proficiency.	TPS Room E1 (3rd grade hall)	**Learning Forward:** *RC - Curric.; *CS- Equity Fd, Culture of Collab. Inq., Lead; Resources
12:00 - 3:00 (ALL DAY)	Planning for Effective Math Instruction in Grades 6-8	Grades 6-8 Math Teachers	**Dee Granger** ***- Bailey Educational Group*** During this session, Participants will examine Math scaffolding and pacing documents as aligned to Eureka Math, as well as standards which require supplemental materials to reach proficient/advanced level in instruction.	TPS Library	**Learning Forward:** *RC - Curric.; Prof. Expert. *TP- Learning Designs *CS- Equity Fd, Culture of Collab. Inq., Lead; Resources
12:00 - 3:00 (ALL DAY)	Acadience Online: Using standardized, norm-referenced data to better identify and monitor our students	**This session is by principal assignment only** ***Participants are expected to bring a device. iPads are preferred if you have one, if not bring your chromebook.***	**Shannon Wilson, PsyD** **- WCSD MTSS Coordinator and Rebekka Stafford, TPS Reading Interventionist** This is a FULL DAY session that will focus on providing training and hands-on practice with administering the Acadience Online screener. The morning session will be divided by grade levels (K - 3 and 4 - 8) and will focus on the training portion for administering the test online. After lunch will combine all grades and include hands-on practice in administration and navigating the online platform, running reports, and analyzing the data.	TPS Room E8 (3rd grade hall)	**Learning Forward:** *RC - Equity Pract., Curric.; Prof. Expert. *CS- Equity Fd, Culture of Collab. Inq., Lead; Resources

12:00 - 3:00	Stemscopes	Grades 3-5	**Dawn Seal** ***-WCSD Instructional Supervisor*** In this session , teachers will take a deeper dive into all of the resources STEMScopes has available to support teachers and scholars with science instruction. After a quick refresher on basic navigation, we will jump into additional elements to support and enhance teaching and learning. Participants will experience the Teacher Planner, Assessment Builder, Video Glossary, Teacher Toolbox and much more! Also, begin learning about the student experience and how this can be an effective tool for you.	THS - A-Wing; Room A4	**Learning Forward:** *RC - Curric.; Prof. Expert. *TP- Learning Designs *CS- Equity Fd, Culture of Collab. Inq., Lead; Resources
12:00 - 3:00	Increasing Parent Involvement Through Proactive Planning	ANY Employee	**Robin Duncan** **-WCSD Parent/Community Engagement Coordinator** During this session, teachers will discuss the importance and benefits of community/parent engagement for student success. Teachers will discuss potential community/parent engagement opportunities for the first semester and begin planning for upcoming activities.	TPS - Room A4 (1st grade hall)	**Learning Forward:** *RC - Equity Practices
12:00 - 3:00	District Leadership Team Meeting/Federal Programs CRATE Training	Administrators; District Leadership	**J. Bradley Brumfield, Ed.D.** ***-Superintendent*** 12:00-2:00 DLT Meeting 2:00-3:00 CRATE Training with Mrs. Vanessa Boyd, Federal Programs	MP Bldg. Boardroom	**Learning Forward:** *RC - Equity Pract., Curric.; Prof. Expert. *TP-Eq. Drivers; Evidence; Learn. Designs; Implementation *CS- Equity Fd, Culture of Collab. Inq., Lead; Resources

12:00 - 3:00	Review of MAAP Data: What Does the Data Say? What Does it Mean?	ANY Employee - If you do not teach a tested area, you can partner with a teacher in a tested area.	**Jessica Johnson** ***-Teacher*** Participants will access their 23-24 MAAP Data and examine it to calculate proficiency, growth, and points contributed to campus accountability score. Teachers will identify strengths and weaknesses in data as related to standards taught to aid in current planning.	CTC: Business Classroom	**Learning Forward:** *CS- Equity Fd, Culture of Collab. Inq., Lead
12:00 - 3:00	Access for All	ANY Employee	**Amy Carley** ***-WCSD IEP Coach*** The Access For All (AFA) Guide was developed by the MDE in collaboration with educators across the state to help teachers address issues that impact learners with a wide variety of needs. During this session, participants will take a deep dive into the document as they identify strategies for classroom success.	THS - A Wing: Room A3	**Learning Forward:** *RC - Equity Pract., Curric.; Prof. Expert. *TP- Equity Drivers, Learning Designs *CS- Equity Fd, Culture of Collab. Inq., Lead

Friday, August 2, 2024					
MORNING SESSIONS: 8:00-11:00					
Time	**Title**	**Who?**	**Facilitator/Session Description**	**Location**	**PL Std.**
AM SESSIONS: ALL STAFF WILL SIGN-IN AT THEIR ASSIGNED SESSIONS. **Please bring a laptop or electronic device to all sessions.**					
7:45 – 8:00	Employee Networking	All Staff	**Morning Session Facilitator**	All session locations	

8:00 – 3:00 ALL DAY	Teaching Students with SCD, Part I	Teachers and Assistants of SCD Students	**Denise Harrison, MDE** This training will provide participants with specific strategies for working with students with Significant Cognitive Delay (SCD). Participants will examine strategies for teaching students with SCD which include classroom setup, management, behavior, and instruction.	TES Library	**Learning Forward:** *RC - Equity Pract., Curric.; Prof. Expert. *TP- Equity Drivers, Evidence Learning Designs, Implem. *CS- Equity Fd, Culture of Collab. Inq., Lead
8:00 – 11:00	Passports: Intervention Resource	K-3 Teachers, Assistants, and Interventionists	**Shannon Wilson, PsyD.** ***-WCSD MTSS Coordinator*** **Margaret Hollies** ***-Lexia Learning*** Participants will delve into the *Passports* curriculum, learning how to implement it as an intervention resource within their classroom.	TPS Room E8 (3rd grade hall)	**Learning Forward:** *RC - Equity Pract., Curric.; Prof. Expert. *TP- Equity Drivers, Learning Designs *CS- Equity Fd, Culture of Collab. Inq., Lead, Resources
8:00-11:00 (ALL DAY)	Planning for Effective Math Instruction in Grades 2-5	Grades 2- 5	**Dee Granger** ***- Bailey Educational Group*** During this session, Participants will examine Math scaffolding and pacing documents as aligned to Eureka Math, as well as standards which require supplemental materials to reach proficient/advanced level in instruction.	TPS Library	**Learning Forward:** *RC - Curric.; Prof. Expert. *TP- Learning Designs *CS- Equity Fd, Culture of Collab. Inq., Lead; Resource

8:00 - 11:00	Jumpstart ACT - StartUps Bellringer Platform	Grades 10-12	**Rod Martin** ***-Jumpstart ACT*** Tylertown High School and Salem Attendance Center were both selected to participate in the Jumpstart ACT StartUps Pilot Program for the 24-25 School Year. During this session, participants will learn how to access and utilize Jumpstart ACT StartUps to increase student ACT scores.	THS - A Wing, Room A4	*RC - Curric.; Prof. Expert.
8:00 – 11:00	Overview of Purchasing Laws/Procedures	Administrators, Secretaries, Athletic Directors	**Bonnie Granger** ***-The Excellence Group*** Participants will review state and federal laws/procedures regarding purchases.	MP Bldg: Boardroom	**Learning Forward:** *CS- Resources

8:00 – 11:00	Dyslexia Training	ANY Employee	**Shannia Dozier** ***-CALT Certified Dyslexia Therapist*** Dyslexia awareness training is **required for all staff** which work with students in an instructional manner, MS Code Section 37-173-16. During this session, participants will identify signs of dyslexia and learn how to address some of the challenges these students face.	TPS - Room 6 (1st grade hall)	**Learning Forward:** *RC - Equity Pract. *TP- Equity Drivers *CS- Equity Fd, Culture of Collab. Inq., Lead.

8:00 – 11:00	Suicide Prevention and Awareness Training	ANY Employee	**Lisa Bennett** ***-Certified School Counselor*** MS House Bill 1283 mandates the training of ALL personnel on suicide prevention and awareness. Classroom WISE (Well-Being Information and Strategies for Educators) is a 5-hour, self-paced, educator mental health literacy course, developed by the MHTTC Network, in partnership with the National Center for School Mental Health. It presents concrete, universal approaches to promoting student mental health and creating safe and supportive classroom environments, describes student behaviors that may indicate a mental health concern, and provides specific skills and strategies to engage and support students with mental health concerns.	TPS-Room A9 (1st grade hall)	**Learning Forward:** ***RC - Equity Pract.** ***TP- Equity Drivers** ***CS- Equity Fd, Culture of Collab. Inq., Lead.**
8:00 - 11:00	Civilian Response to Active Shooter Events Training	ANY Employee	**Joel Lofton, Ph.D.** ***-WCSD Director of Safety; CTE Administrator*** Participants will review various school tragedies involving active shooters and discuss findings of these events which help identify actions that can be taken to minimize loss within their own classroom/workspace. Participants will participate in an interactive, multi-media driven discussion of human factors impacting response to active threats and will be able to identify responder priorities upon completion of the discussion. Participants will be equipped with several additional resources to enhance additional safety enhancing procedure development, identify facility improvements and to enhance their role in safety.	Law and Public Safety Classroom	**Learning Forward:** ***RC - Equity Pract.**

LUNCH
11:00 am – 12:00 pm

PM SESSIONS: ALL STAFF WILL SIGN-IN AT THEIR ASSIGNED SESSIONS. **Please bring a laptop or electronic device to all sessions.**					
AFTERNOON SESSIONS: 12:00 – 3:00					
12:00 – 3:00 (ALL DAY)	Teaching Students with SCD, Part I	Teachers and Assistants of SCD Students	**Denise Harrison** ***-Mississippi Department of Education*** This training will provide participants with specific strategies for working with students with Significant Cognitive Delay (SCD). Participants will examine strategies for teaching students with SCD which include classroom setup, management, behavior, and instruction.	TES Library	**Learning Forward:** *RC - Equity Pract., Curric.; Prof. Expert. *TP- Equity Drivers, Evidence Learning Designs, Implem. *CS- Equity Fd, Culture of Collab. Inq., Lead
12:00 - 3:00	Rewards: Intervention Resource	K-3 Teachers, Assistants, and Interventionists	**Shannon Wilson, PsyD.** ***-WCSD MTSS Coordinator*** **Margaret Hollies** ***-Lexia Learning*** Participants will delve into the *Rewards* curriculum, learning how to implement it as an intervention resource within their classroom.	TPS Room E8 (3rd grade hall)	**Learning Forward:** *RC - Equity Pract., Curric.; Prof. Expert. *TP- Equity Drivers, Learning Designs *CS- Equity Fd, Culture of Collab. Inq., Lead, Resources

12:00 - 3:00 (ALL DAY)	Planning for Effective Math Instruction in Grades 2-5	Grades 2-5	**Dee Granger** ***- Bailey Educational Group*** During this session, Participants will examine Math scaffolding and pacing documents as aligned to Eureka Math, as well as standards which require supplemental materials to reach proficient/advanced level in instruction.	TPS Library	**Learning Forward:** *RC - Curric.; Prof. Expert. *TP- Learning Designs *CS- Equity Fd, Culture of Collab. Inq., Lead; Resource
12:00 – 3:00	Stemscopes	Science Grades 6-8, Biology	**Dawn Seal** ***-WCSD Instructional Supervisor*** In this session , teachers will take a deeper dive into all of the resources STEMScopes has available to support teachers and scholars with science instruction. After a quick refresher on basic navigation, we will jump into additional elements to support and enhance teaching and learning. Participants will experience the Teacher Planner, Assessment Builder, Video Glossary, Teacher Toolbox and much more! Also, begin learning about the student experience and how this can be an effective tool for you.	THS - A-Wing; Room A4	**Learning Forward:** *RC - Curric.; Prof. Expert. *TP- Learning Designs *CS- Equity Fd, Culture of Collab. Inq., Lead; Resources
12:00 – 3:00	Dyslexia Training	ANY Employee	**Shannia Dozier** ***-CALT Certified Dyslexia Therapist*** Dyslexia awareness training is **required for all staff** which work with students in an instructional manner, MS Code Section 37-173-16. During this session, participants will identify signs of dyslexia and learn how to address some of the challenges these students face.	TPS - Room 6 (1st grade hall)	**Learning Forward:** *RC - Equity Pract. *TP- Equity Drivers *CS- Equity Fd, Culture of Collab. Inq., Lead

12:00 – 3:00	Suicide Prevention and Awareness Training	ANY Employee	**Lisa Bennett** ***-Certified School Counselor*** MS House Bill 1283 mandates the training of ALL personnel on suicide prevention and awareness. Classroom WISE (Well-Being Information and Strategies for Educators) is an educator mental health literacy course, developed by the MHTTC Network, in partnership with the National Center for School Mental Health. It presents concrete, universal approaches to promoting student mental health and creating safe and supportive classroom environments, describes student behaviors that may indicate a mental health concern, and provides specific skills and strategies to engage and support students with mental health concerns.	TPS-Room A9 (1st grade hall)	**Learning Forward:** *RC - Equity Pract. *TP- Equity Drivers *CS- Equity Fd, Culture of Collab. Inq., Lead.
12:00 - 3:00	School Safety	ANY Employee	**Joel Lofton, Ph.D.** ***-WCSD Director of Safety; CTE Administrator*** In this session, participants will discuss their campus demographic and how it may affect/impact response outcomes in a high-stress situation. Following this discussion, participants will make suggestions for changes/improvements to the district safety plan as well as individual school safety plans. In addition, participants will be equipped with several additional resources to enhance procedure development, identify facility improvements, and enhance their role as a safety liaison within their respective schools.	Law and Public Safety Classroom	**Learning Forward:** *RC - Equity Pract.

Monday, August 5, 2024
AM - ONLY

SESSION(S) ARE AT THE DESIGNATED SITE AND ONLINE: ALL STAFF SHALL SIGN-IN AT THEIR SCHOOL SITE AND DESIGNATED SESSION.
Please bring a laptop or electronic device to all sessions.

ON-SITE SCHEDULED SESSIONS

Time	Title	Who?	Facilitator/Session Description	Location	PL Std.

8:00-11:00 **Register at S-RESA Event ID: 9772**	HQIM: Part V	ALL ELA Teachers K-12	**Kelli Crain** ***-Mississippi Department of Education*** This professional development will explore the process of internalization in preparation for teaching a unit, the science behind lesson preparation versus lesson planning, and opportunities to practice internalizing a unit within the district's HQIM.	TPS Library	**Learning Forward:*** RC - Curric.; Prof. Expert. *TP- Learning Designs, Implem. *CS- Culture of Collab. Inq.
9:30-11:00 Report to your school site prior to meeting time.	Special Education: Back-to-School	All Sped Staff (Teachers and Assistants)	**Kim Brumfield** ***-WCSD Special Education Director*** The participants, which include all Special Education teachers, will examine, discuss, and analyze current SPP/APR results, explore available resources, and discuss other housekeeping matters for the 2024/2025 school year. IEP development procedures will be reviewed including Educational Benefit and Least Restrictive Environment.	MP Bldg. - Boardroom	**Learning Forward:*** RC - Equity Pract., Prof. Expert. *TP- Learning Designs, Implem. *CS- Equity Fd, Culture of Collab. Inq., Lead
8:00 - 11:00			**ANY STAFF MEMBER WHO IS NOT ELA OR SPED (AS OUTLINED IN ABOVE SESSIONS) SHOULD REPORT TO THEIR SCHOOL AND FOLLOW DIRECTIONS OF THEIR PRINCIPAL.**		

Monday, August 5, 2024

Following lunch, all teachers/staff should report to their respective campus. Principals will hold their own staff meetings at this time.

ONLINE: THESE ARE MANDATORY TRAINING!! SEE DUE DATES!!

Time	Title	Who?	Facilitator/Session Description	Location	PL Std.
Flexible 1.5 hrs	FERPA Training **DUE: 9/15/24**	All K-12 Staff Required to Complete	**Crystal Granger** ***-WCSD Technology Coordinator*** FERPA for K-12 - Identify who is impacted by FERPA, discuss types of information that are protected, and detail what must be documented when a FEFPA request is made.	ONLINE Links posted on district website	Req'd. Training

Flexible 1.5 hrs	Security and Privacy Awareness Training **DUE 9/15/24**	All K-12 Staff Required to Complete	**Crystal Granger** ***-WCSD Technology Coordinator*** Learn how to identify and avoid the most common cybersecurity threats and explore the importance of data privacy and protecting personally identifiable information.	ONLINE Links posted on district website	Req'd. Training

NOTES: