

Pickens County School District

Professional Learning Improvement Plan

2013-2017



Pickens County School District

Mission

We will educate our students in a safe, nurturing, and fiscally responsible environment that holds the highest expectations.

Vision

Graduation and Life Preparation for All

Beliefs

We believe:

- *Each student will have the opportunity to learn, to be successful, and to become a good citizen.*
 - *All students can learn; however, they learn in different ways.*
 - *Teaching and learning occur best in a safe and nurturing environment.*
- *The education of each student must be an effort that involves the support and participation of our schools, parents, and community.*
 - *All stakeholders are accountable for student learning and should strive for continued improvement in student achievement.*
 - *Quality education requires fiscally responsible expenditures for quality staff, programs, facilities, equipment, and technology*
- *Recruiting, employing, and nurturing dedicated, well-qualified, and highly professional employees are important to successful educational programs*
 - *All staff should have access to standards-based, collaborative professional learning opportunities to improve their skills.*
 - *All policies and educational decisions should be based on students' needs.*
- *Exposure to extracurricular, technological, and cultural arts activities is important in the overall development of students and contributes to academic success.*
 - *Collaborative decision-making requires the input of all stakeholders.*

District Goals

Goal Area 1: Student Achievement

- A. Implement state-adopted curriculum, i.e., CCGPS and GPS
- B. Utilize formative and summative data
- C. Implement differentiation and a variety of learning strategies
- D. Improve student performance

Department Planning Team

Lula Mae Perry, Superintendent

Sandy Greene, Director of Teaching and Learning

Lisa Galloway, Personnel Director

Sherry Martin, Federal Programs Director

Lonnie Dikowski, Director of Special Education

Professional Learning Department Action Plan

Goal: 1. Improve student achievement through professional learning best practices.

| Strategy | Action Steps | Estimated Costs, Sources, or Resources | Person(s) Responsible | Timeline | Evidence and Artifacts |
|---|---|---|---|----------|--|
| Implement state-adopted curriculum, i.e., CCGPS/GPS | <p>Fully implement the Common Core Georgia Performance Standards by building staff capacity to:</p> <ul style="list-style-type: none"> • Provide instruction that supports all students • Provide relevant, rigorous, and engaging learning experiences • Differentiate instruction • Develop appropriate assessment and grading practices • Provide standards-based instruction that supports all students • Implement system-wide protocols for Response to Intervention • Continue to utilize curriculum maps and frameworks for instructional planning <p>Fully implement Teacher Keys Effectiveness System</p> <ul style="list-style-type: none"> • Provide training in TKES implementation <p>Utilize a systematic comprehensive assessment system that produces data from multiple assessment measures</p> <ul style="list-style-type: none"> • Administer and analyze district benchmark assessments and checkpoints • Develop Student Learning Objectives (SLOs) Assessments • Utilize Response to Intervention and | <ul style="list-style-type: none"> • Professional Learning Funds • RESA • State funds • Local funds • Technology Plan • District Strategic Plan • School Improvement Plans • TKES documentation | <ul style="list-style-type: none"> • Director of Teaching and Learning • Learning Support Specialists/Academic Coach • RTI Coordinators • 504 Coordinators • Testing Coordinators • Assistant Principals • Principals • Instructional Technology Specialist | On-going | <p>Professional Learning Calendar and documentation forms</p> <p>Balanced Scorecard</p> <p>Disaggregated student data reports</p> <p>TKES documentation</p> <p>Lesson Plan Review</p> <p>Collaborative Planning meeting minutes</p> <p>RTI planning meetings</p> <p>SLOs documentation</p> <p>AIMSweb documentation</p> <p>Technology check-out documentation</p> <p>Grading documentation</p> |

| | | | | | |
|--|---|--|--|--|--|
| | <p>Pyramid of Interventions to improve instructional outcomes for students using consistent processes and practices throughout the district</p> <p>Ensure professional development is provided within all core content curricular areas to include all subgroups in the district</p> <ul style="list-style-type: none"> • Plan collaboratively • Fully implement and monitor the CCGPS • Utilize instructional technology • Provide training on effective instructional strategies for diverse populations • Enhance implementation of specialized instruction • Model high expectations for all students • Arrange vertical and horizontal articulation among each academic area across the district <p>Provide resources that align to the CCGPS/GPS</p> <ul style="list-style-type: none"> • Utilize and support technology in the classroom • Expand utilization of technology for instruction K-12 • Utilize new technology devices and programs • Provide positive and challenging learning environments • Provide instruction that supports all students • Develop appropriate common assessments and grading practices • Provide standards-based instruction that supports all students | | | | |
|--|---|--|--|--|--|

Goal 2: Improve staff performance through job-embedded best practice to meet the needs of all subgroups.

| Strategy | Action Steps | Estimated Costs, Sources, or Resources | Person(s) Responsible | Timeline | Evidence and Artifacts |
|--|---|---|---|----------|--|
| Utilize formative and summative data | <ul style="list-style-type: none"> • Analyze and utilize formative and summative data to inform instruction and provide feedback. • Differentiate instruction • Involve students in the daily learning process by providing timely, relevant, and constructive feedback • Arrange for a trainer to train each school faculty on Georgia LDS • Establish a process for progress monitoring of student achievement • Monitor use of student data by teachers and share results with students and parents throughout the school year through progress reports, report cards, and response to intervention protocols | <ul style="list-style-type: none"> • Professional Learning Funds • School Improvement Plans • District Strategic Plan • Balanced Scorecard • Title I Funds • Title IIA Funds • Disaggregated Assessment Data • RESA | Director of Teaching and Learning RESA RTI Coordinators Assistant Principals Principals | On-going | <p>Disaggregated student data reports</p> <p>Professional Learning calendar</p> <p>Lesson plan reviews</p> |
| Implement differentiation and a variety of learning strategies | <ul style="list-style-type: none"> • Increase availability of student and teacher access to technology based on the needs of the school • Provide training for appropriate use of technology by faculty, staff, and students • Ensure differentiation of instruction is occurring across all learning levels • Increase the number of students placed in academically appropriate settings, i.e., co-teach, gifted clusters, and collaborative models of instruction • Implement effective co-teaching practices • Provide training for all content area teachers in identifying students at risk through assessment data • Provide training for all content area teachers in utilizing the SEMS tracker | Professional Learning Funds TKES resources Title I funds Title IIA funds RESA School Improvement Plans District Strategic Planning Technology Plan | Director of Teaching and Learning Director of Human Resources Federal Programs Director Learning Support Specialists/ Academic Coach Assistant Principal Principal Instructional Technology Specialist Director of Special Education RTI Coordinators | On-going | <p>RTI reviews</p> <p>IEP reviews</p> <p>Master schedules</p> <p>Professional learning calendar</p> <p>Lesson plan reviews</p> <p>Technology purchase orders</p> <p>TKES documentation</p> <p>SEMS</p> |

| | | | | | |
|--|--|---|--|----------|---|
| | <p>data collection program</p> <ul style="list-style-type: none"> • Develop district-wide protocols for students identified in tiers 2,3, or 4 in the response to intervention program • Enhance implementation of Response to Intervention and Pyramid of Interventions • Utilize best practices in grading and assessment • Increase the depth of knowledge level and rigor in learning tasks and assessments | | | | <p>documentation</p> <p>Grading documentation</p> |
| Improve student test scores | <ul style="list-style-type: none"> • Use testing data, target domains from state assessment for improvement • Establish district-wide standardized grading practices • Provide workshops for testing strategies and study skills for students and parents • Provide effective research-based remediation strategies for at-risk students • Increase depth of knowledge level and rigor • Provide enrichment opportunities across all content areas | <p>Professional learning funds</p> <p>Title I funds</p> <p>Title IIA funds</p> <p>RESA</p> <p>School Improvement Plans</p> <p>District Strategic Plan</p> | <p>Director of Teaching and Learning</p> <p>Federal Programs</p> <p>Director Learning Support Specialists/ Academic Coach</p> <p>Assistant Principal</p> <p>Principal</p> <p>Testing Coordinators</p> <p>Director of Special Education</p> <p>RTI Coordinators</p> | On-going | <p>Professional learning calendar</p> <p>Disaggregation of student data reports</p> <p>Parent Involvement meeting documentation</p> <p>TKES documentation</p> <p>Lesson plan review</p> |
| Provide job-embedded professional learning for teacher and student use of technology | <ul style="list-style-type: none"> • Provide training for appropriate use of technology by faculty, staff, and students • Increase availability of student and teacher access to technology based on the needs of the school • Utilize and support technology in the classroom • Expand utilization of technology for instruction K-12 • Utilize new technology devices and programs | <p>Technology Plan</p> <p>Technology Needs Assessment</p> <p>Title I funds</p> <p>Professional Learning Funds</p> | <ul style="list-style-type: none"> • Director of Teaching and Learning • Learning Support Specialists/ Academic Coach • Assistant Principals • Principals • Instructional Technology Specialist | On-going | <p>Professional learning calendar</p> <p>Lesson plan review</p> <p>Instructional Technology Specialist Training Calendar</p> |

Goal 3: Build capacity for teachers, leaders, and support staff through District-wide meetings and trainings centered on improving system operations.

| Strategy | Action Steps | Estimated Costs, Sources, or Resources | Person(s) Responsible | Timeline | Evidence and Artifacts |
|---|--|---|---|----------|---|
| Develop a system-wide professional learning plan handbook | <p>Establish a system-level committee to study and develop a professional learning plan.</p> <p>Produce a uniform professional learning plan with stakeholder involvement.</p> <p>Develop uniform district professional learning forms and processes.</p> <p>Distribute district professional learning plan to the school level to ensure consistent and pervasive practices district-wide.</p> <p>Conduct a district and school-wide needs assessment of professional learning.</p> <p>Provide regular opportunities to review system operations, department needs assessments, and support staff professional learning</p> | Professional Learning Funds Title I funds Title IIA funds | <p>Director of Teaching and Learning</p> <p>System Department Leaders</p> | On-going | <p>Professional Learning Handbook</p> <p>Professional Learning Needs Assessment</p> |
| Establish department-level professional development plans to include support staff training | <p>Collect a department-level needs assessment of professional learning</p> <p>Develop and implement department-level professional development plans</p> | Professional Learning funds Title I funds Title IIA funds | System Department Leaders | On-going | Professional Learning Plans |

Goal 4: Align fiscal and other resources with professional learning goals.

| Strategy | Action Steps | Estimated Costs, Sources, or Resources | Person(s) Responsible | Timeline | Evidence and Artifacts |
|---|--|---|---|----------|---|
| Continue allocation of resources to support district and school activities and programs | Continue local school and school district budgeting based on needs assessments, student achievement data, and district/school improvement plans. | District Strategic Plan School Improvement Plans Achievement Data School and District Budgets Needs Assessment Data Operating Budget Professional Learning Budget General Fund Budget Federal Program Funds | District Department Leaders Principals School Leadership Teams District Leadership Teams | On-going | District Strategic Plan School Improvement Plans Balanced Scorecard School and District Budget Reports |