

Marion C. Moore
Professional Learning Plan
2020 - 2021

INTRODUCTION

The work described in this document was undertaken by the Professional Learning Committee during the 2017 - 2018 school year and then revised during the 2018-2019 and then 2019-2020 school years.

This document represents the mechanism by which professional learning continues to advance at Marion C. Moore. The committee believes that quality results will be evaluated by means of the document, the quality of thinking, cooperative dialogue, and collaboration that takes place within this committee and district staff.

This Professional Learning Plan for Marion C. Moore describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice. Throughout this document, we reference the ultimate goal of professional development: improved student learning. The scope of professional learning/development (PD) at Marion C. Moore will not be limited to attending a workshop or participating in a seminar with a visiting expert. Professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results and then beginning the process anew. This work is best done with colleagues and not alone, because each of us is limited by our own perception of the problem and knowledge of possible solutions. Marion C. Moore implements Professional Learning Communities (PLC) and will work to sustain this structure as one of our PD avenues. At Marion C. Moore our approach to professional learning is to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. The needs of learners in the twenty-first century demand innovative, progressive, and cutting-edge instruction. As such, the quality of our professional development programs is influenced by a variety of factors.

GOALS AND OBJECTIVES

Goals are aligned with Kentucky's Academic Standards, [Kentucky's Professional Learning Standards](#), [Moore's Comprehensive School Improvement Plan](#), the results of the Kentucky Department of Education Diagnostic Review, JCPS' Backpack of Skills, [JCPS' Learning Strands](#).

Goal 1: Teachers will collaborate effectively in PLCs by using analysis of both formative and summative data to drive instructional plans, interventions, and development of effective, engaging curriculum to support students in becoming self-reliant, life-long learners while providing them with the skills necessary for success.

Goal 2: Teachers will create a community of active learners and foster a respectful learning environment.

Goal 3: Teachers will use an assortment of highly-effective and proven teaching techniques that increase student comprehension and retention.

PHILOSOPHY

The purpose of the professional learning plan is to improve the quality of teaching and learning, and to directly align this plan with our continued commitment to putting students first, professionalism, instructional technology, respect for all, high expectations, learning standards, and shared decision-making. Professional development is a multifaceted, information-based process that is strategically planned to provide individual, school and district solutions to targeted areas in need of improvement or strengthening. Our professional development program is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning.

We believe that sound and practical professional learning programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery. Research in the field of education and professional development has revealed a series of characteristics and practices observed in exemplary programs. These principles focus our attention and resources on professional development strategies for improving student learning and achievement.

In addition, there are a variety of conditions that are salient when implementing sound and effective professional development programs. As such, professional development at Marion C. Moore School will:

- reflect a commitment to ongoing and continuous professional development that is based on the analyses of multiple sources of data
- include sufficient time and follow up support provided to staff to master new content and strategies
- ensure that content of professional development focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning
- make certain that content of professional development will provide opportunities to gain an understanding of the theory underlying the knowledge (context) and skills being learned
- support the implementation of best practices as evidenced by research
- provide both a focus on instructional repertoire and content-specific skills. Instructional improvement requires that teachers possess a deeper understanding of both their academic disciplines and of specific pedagogical approaches
- impart opportunities to explore, question, and debate in order to integrate new ideas into classroom practice
- maintain a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process
- involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved
- include the use of flexible times and models are essential for successful implementation of professional development

Although professionals at Marion C. Moore School are continually improving their craft and honing their skills through their own self-improvement efforts, systemic change and growth requires collective and sustained efforts. Our comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that are aligned with major school and/or district goals identified through regular needs assessments and a professional development planning process.

The professional development planning process is:

1. Identify school/district educational goals

- Review existing educational goals for state, district and school
- Analyze student achievement data: past, present, projected trends
- Diagnose areas of student need
- Establish improvement with measurable goals expressed in terms of desired outcomes

2. Plan for implementation

- Outline flexible and integrated professional development strategies and activities that address the needs as identified through school and district goals
- Identify sources of expertise to assist with identified needs and goals
- Select professional development content and process at each level (district, school, team, or individual)
- Identify sources and uses of financial resources

3. Implement professional development strategies

- Integrate learning models that provide choice, differentiated learning, sustained collaboration and ongoing support
- Incorporate best practices into teaching, learning and leadership
- Identify critical factors for successful implementation

4. Evaluation

Several types of evaluations will be used to determine the effectiveness of the professional development program. Participants will complete the PD evaluation/participation form to assess the quality of the workshop and the degree to which objectives have been met.

Methods of Collecting Data To determine needs:

- Campus needs assessment survey – TELL Survey
- Classroom observation and walk-through data
- Job description/performance expectations
- Student performance data
- District goals and objectives
- State and Federal mandates

To evaluate effectiveness:

- Professional Development Evaluation Form
- Student performance data
- PGES
- Teacher growth plans and evaluations

SCHOOL-WIDE PROFESSIONAL LEARNING

Goal #1: Teachers will collaborate effectively in PLCs by using analysis of both formative and summative data to drive instructional plans, interventions, and development of effective, engaging curriculum to support students in becoming self-reliant, life-long learners while providing them with the skills necessary for success.

<i>Identified Student Learning Need(s): (connect to CSIP, student data)</i>	<i>Connection to JCPS Systems</i>	<i>Activity Title</i>	<i>Description</i>	<i>Intended Participant Outcomes</i>	<i>Location, Date, Time</i>	<i>Intended Participants</i>	<i>Number of PD Hours</i>	<i>Funding Source</i>
Based on E-Walk data, admin observations, MAP fall and winter scores, and PLC artifacts, there is a need for intentional work with district pillars, district six essential systems, implementation of the new/revised curriculum and instructional frameworks, and ongoing coaching and support for staff.	Systems Alignment-1, 2, 3	Solution Tree Effective PLC Protocols	<p>Solution Tree facilitators will train staff members on effective PLC protocols including how to break down standards and align content to those standards, differentiate instructional practices to move all students to mastery, and utilize the district curriculum and instructional frameworks.</p> <p>The goal of these sessions is to improve school-wide expectations for the PLC process.</p>	<p>Participants will be engaged in an accelerated leadership model.</p> <p>Participants will be trained in a strict PLC process and learn the tight and loose expectations and proper protocol in regards to professional learning communities</p>	<p>8/10/2020 (reboot) 9/1/2020, 10/20/2020, 11/1/2020 (gold day), 1/4/2021 (non flex day), 1/05/2021, 2/12/2021 (gold day), 3/09/2021, 4/06/2021</p> <p>Marion C Moore</p>	All certified faculty	0	School Professional Development Funds

Goal #2: Teachers will create a community of active learners and foster a respectful learning environment.

<i>Identified Student Learning Need(s): (connect to <u>CSIP</u>, student data)</i>	<i>Connection to JCPS Systems</i>	<i>Activity Title</i>	<i>Description</i>	<i>Intended Participant Outcomes</i>	<i>Date, Time, Location</i>	<i>Intended Participants</i>	<i>Number of PD Hours</i>	<i>Funding Source</i>
The CSIP states that Moore staff members will collaborate to	Systems Alignment-5	Academic and Behavior Intervention	The PBIS team will offer short sessions on various academic	Teachers will be equipped with both academic	Marion C. Moore	All Certified Staff		None

address improved school climate and culture.		Support	and behavior interventions.	and behavior intervention strategies that will help them meet the needs of all students.				
The CSIP states that Moore staff members will collaborate to address improved school climate and culture.	Systems Alignment-5	Restorative Practices	A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.	Participants will be trained on the restorative practices approach and will be equipped with the tools to become a restorative practices school.	Marion C. Moore	All Classified and Certified Staff		District
The CSIP states that Moore staff members will collaborate to address improved school climate and culture.	Systems Alignment-5, 6	Implicit Bias Training	Administration will lead staff members through a series of embedded professional development that addresses culture, attitude, students, and equity.	Teachers will have a deeper understanding of some of the hardships that our students face and be provided with strategies that they can utilize in their classrooms.	Marion C. Moore	All Certified Staff	4	None

Selective/Personalized Learning

Goal #3: Teachers will use an assortment of highly-effective and proven teaching techniques that increase student comprehension and retention.

<i>Identified Student Learning Need(s): (connect to CSIP student data)</i>	<i>Connection to JCPS Systems</i>	<i>Activity Title</i>	<i>Description</i>	<i>Intended Participant Outcomes</i>	<i>Location, Date, Time</i>	<i>Intended Participants</i>	<i>Number of PD Hours</i>	<i>Funding Source</i>
There is a need for improvement with instructional practices per walk-through data and other data points		Solution Tree Digital Library	Solution Tree will offer their library of resources to our teachers so that those educators may select personalized options for their learning	All Marion C Moore teachers	Location TBD	Marion C Moore faculty		School
There is a need for intentional work with the district pillars, district six essential systems, implementation of the new/revised curriculum and instructional frameworks, and ongoing coaching and support for staff.	Systems Alignment-3	Adolescent Literacy Model	<p>District mandated professional learning event for all AIS schools.</p> <p>The goal of this session is to improve literacy strategies across all content areas.</p>	<p>Teachers will be trained in effective literacy strategies across all content areas.</p> <p>Teachers will be trained on how to incorporate differentiation strategies into their instructional practices to meet the instructional needs of all students.</p>	Location TBD	Cohort of Certified Staff		District
There is a need for intentional work with the district pillars,	Systems Alignment-1, 2, 3	Middle/High School Illustrative Math	The goal of this session is to improve implementation of Illustrative Math across	Teachers will be trained in Illustrative Math strategies..		Middle/High School Math Teachers		District

district six essential systems, implementation of the new/revised curriculum and instructional frameworks, and ongoing coaching and support for staff.			middle/high schools.	Teachers will be trained on how to incorporate differentiation strategies into their instructional practices to meet the instructional needs of all students.				
The CSIP states that by 2021, students will meet their delivery and proficiency targets in all content areas.	Systems Alignment-1, 2, 3, 4, 5, 6	Successful Collaboration - ECE	Develop, implement and monitor a systematic continuous improvement plan and process to improve student learning through challenging educational programs and equitable learning experiences that guarantees all students achieve the learning, thinking and life skills necessary for success. Require the use of instructional practices that emphasize active student engagement and focus on the depth of knowledge and collectively while holding each other accountable for student learning. Ensure that this process and its plan are communicated to all stakeholders.	Teachers will be trained in effective advocacy skills and co-teaching models. They will be taught strategies on how to teach the skills to their students who will utilize the skills to ensure needs are met through accommodations that foster student centered learning, engagement, and instructional success.	Marion C. Moore Date TBD Time TBD	6th-12th grade ECE teachers		None
There is a need	System	Mike	District provided	Participants will be	Location	Principal		District

for intentional work with the district pillars, district six essential systems, implementation of the new/revised curriculum and instructional frameworks, and ongoing coaching and support for staff.	Alignment-6	Rutherford Training	<p>professional learning for all AICs.</p> <p>The goal of this session is to develop a feedback and coaching framework.</p>	trained on effective feedback and an effective coaching framework using Mike Rutherford's work.	TBD	and Instructional Coaches		
Per Academies of Louisville, all professional development should be embedded model, and academy philosophy should be embedded in all professional development.	Systems Alignment-1, 2, 3, 4, 5, 6	CTE Related Trainings like the KACTE Summer Conference	CTE Teachers will be expected to participate in various professional learning experiences that will aid them in standards based curriculum, project based learning, and updates with their individual pathways.	Teachers will be equipped with strategies to develop pathways that are standards based which will directly impact student achievement.	<p>Location TBD</p> <p>Date TBD</p> <p>Time TBD</p>	CTE Teachers	Will Vary	District
The CSIP indicates that unique professional learning and support must be provided for beginning teachers.	Systems Alignment-5, 6	Teacher Advancement and Retention Cohort (TARC)	Ms. Hendricks, with the support of instructional coaches, will lead new teachers and/or teachers new to Moore in various sessions that will help support them academically and behaviorally.	New teachers and teachers new to Moore will be engaged in various sessions that will help support them as a new teacher. They will also be paired with a mentor that will coach them throughout the year.	<p>Marion C. Moore. Ongoing- Once a month</p> <p>2:30 pm-3:30 pm</p>	Identified Certified Staff		

Professional Development Opportunities* Summary for Marion C. Moore Staff

Credit Hours

Paid

Credit or Paid (Your Choice)

Mandatory

Embedded

Date	PD/Stipend Opportunity	Time	Location	# of Available Hours	Session Number
TBD	Deeper Learning Symposium	TBD	TBD		TBD
TBD	Mike Rutherford Training	TBD	TBD		TBD
TBD	Deeper Learning Symposium	TBD	TBD		TBD
Aug 3-7	Adolescent Literacy Model (combination of paid and credit hours)	Flexible, online module across multiple days	Virtual	18	20-21110879
TBD	Illustrative Math PD	TBD	TBD		TBD
October 1	Implicit Bias PD	Flexible - Online Module	Virtual	4 hours	20-21110706
TBD	Restorative Practice PD	TBD	TBD		N/A
August 10	Solution Tree Reboot - Non-Flex	7:30 am- 2:30 pm	Marion C. Moore / Virtual	0 hours	N/A
August 11	Non-Flex Professional Development	7:30 am- 2:30 pm	Marion C. Moore / Virtual	6 hours	20-21111621
August 12	GOLD Day	7:30 am- 2:30 pm	Marion C. Moore / Virtual	0 hours	20-21111953
August 13	GOLD Day	7:30 am- 2:30 pm	Marion C. Moore / Virtual	0 hours	20-21111957
August 17	Non-Flex Professional Development	7:30 am- 2:30 pm	Marion C. Moore / Virtual	6 hours	20-21111621
August 18	Non-Flex Professional Development	7:30 am- 2:30 pm	Marion C. Moore / Virtual	0 hours	20-21111621
August 19	Non-Flex Professional Development	7:30 am- 2:30 pm	Marion C. Moore / Virtual	0 hours	20-21111621
August 20	Non-Flex Professional Development	7:30 am- 2:30 pm	Marion C. Moore / Virtual	0 hours	20-21111621
August 24	Non-Flex Professional Development	7:30 am- 2:30 pm	Marion C. Moore / Virtual	0 hours	20-21111621
Sept 1st	Solution Tree PD	TBD	Marion C. Moore		
October 20	Solution Tree embedded PD	TBD	Marion C Moore		
Nov 12th	GOLD DAY Solution Tree	7:30-2:30	Marion C Moore		
Jan 4th	Solution Tree-Non-Flex	7:30-2:30	Marion C Moore		
Jan 5th	Solution Tree embedded PD	TBD	Marion C Moore		

Feb 12	GOLD DAY Solution Tree	7:30-2:30	Marion C Moore		
March 9th	Solution Tree embedded PD	TBD	Marion C Moore		
April 6th	Solution Tree embedded PD	TBD	Marion C Moore		