

Quarterly Review and Updates to Staff Professional Learning Plan

S	STUDY: To be completed quarterly and at end of school year
Summarize Data to Date	<p>Professional learning communities (PLCs) occurred monthly from October to December 2023 for the 17 Comprehensive Support and Improvement (CSI) schools serving K4 to grade 5 in the Central Region (Central Reads). To date, 215 K4 through grade 5 teachers, including long-term substitute teachers, and school support teachers have engaged in Central Reads PLCs. Due to the fluidity and mobility of staff within the 17 schools, we estimate that over 95% of teachers who have served in these schools/grade levels have attended. Teachers engaged in unit analysis/previews with scaffolds in mind, reviewed common assessment data with peers of the same grade level across the region, and used results for future planning. CSI schools in other regions were provided with the opportunity to participate in district-led math PLCs. Of our 44 CSI schools serving PK to grade 2, 40 have at least one teacher trained in the math Counting Collections PLC. Of those 40 schools, 34 have two or more teachers trained.</p> <p>Participants take an experience survey anonymously after each institute (Principal Leadership Institute, Assistant Principal/Dean of Student/Special Education Supervisor Institute, School Support Teacher Institute, and Teacher Institute). These surveys are analyzed and sent to decision makers. Checks for understanding across instructional leaders indicated that PLCs are occurring at the schools. We have revised future sessions based on this feedback. Content for institutes is planned based on the results of survey data. We also have monthly review sessions with stakeholders prior to delivering the content for the upcoming month. Facilitators make adjustments to their pending professional development based on the feedback given during the monthly review sessions.</p> <p>A study by the Council of the Great City Schools, “Advancing Instruction and Leadership in the Nation’s Great City Schools: A Framework for Developing, Implementing, and Sustaining High-Quality Professional Development” has been identified. The focus of the study outlines the following:</p> <ul style="list-style-type: none"> ● Preconditions for implementing high-quality professional development ● Principles for the design and implementation of high-quality professional development <p>Both of the focus areas have been formatted as a survey for the committee to take to support narrowing and identifying three options. A document has been drafted to determine three options for staff professional learning and will be formalized in quarter three. Professional learning courses are added to the Learning Management System daily for staff. These sessions are offered during institutes, after school, on Saturdays, on professional development days, and as independent self-paced courses. Between October 1 and December 31, 289 courses were created. Learning intentions and success criteria are required for each course being offered.</p> <p>Professional learning for school leaders, school support teachers, and teachers was created and delivered October through December. All sessions included clear expectations for application and implementation. English as a Second Language (ESL) developed a professional learning and accountability plan that is in place for the ninety ESL teachers in the district. District ESL coaches have coaching plans in place that include monitoring tools and artifact gathering.</p> <p>Compared to cycle 1, the Ambitious Instruction walkthrough data for cycle 2 were relatively stable. Data showed that in cycle 1, 74% of classrooms that were visited “met or exceeded expectations” for “[using] approved, high-quality, standards-based instructional</p>

	materials”; in cycle 2, this percentage stayed relatively stable, with 73.9% having “met or exceeded expectations.” Data also showed stability in the percentage of visited classrooms that implemented instruction aligned to grade-level standards at approximately 78% for both cycle 1 and 2.	
Color Coding	On your action plan, color code the steps that you planned for this past quarter. Note the number of action steps in each category: (9) Green – Action step completed (1) Yellow – Action step in progress (6) Red – Action step was not started as planned (2) Blue – Changes for quarter three (3)	
<p data-bbox="117 435 1014 500">Analyze how these data give evidence to your progress on the plan (refer to the measures you listed).</p> <p data-bbox="96 545 978 610">As a district, we are making progress on improving staff professional learning.</p> <p data-bbox="96 656 1041 902">The district has implemented processes for developing adult professional learning for district- and school-based staff that include expectations of application and implementation. The process established is a continuous learning model that continues adapting through the year based on data (state, district school-wide, and classroom). The data indicate that the surveys developed, as well as checks for understanding and walkthroughs, are showing improved learning and implementation.</p> <p data-bbox="96 948 1052 1123">Adult professional learning is offered based on criteria such as district-required, school-required, and staff choice, providing necessary differentiation to staff. Survey results at the end of institutes demonstrate that we are improving the adult learning experience based on the responses to the questions.</p> <p data-bbox="96 1169 1024 1383">We have been able to offer differentiated professional learning at the regional and school level as well (PLCs). Data show that the PLCs are being implemented throughout the district. The professional learning offered requires that there are clear expectations for implementation, and the checks for understanding are now measuring whether learners are ready to implement.</p>	<p data-bbox="1089 435 1986 500">Analyze the data that give evidence to lack of progress toward the plan (refer to the measures you listed).</p> <p data-bbox="1079 545 2003 721">We have not yet presented three options to the strategic planning committee on possible professional development structures. To move this work forward, we have created a protocol by which to select three options for a professional learning structure that would occur during the workday for all staff.</p> <p data-bbox="1079 766 2007 1091">Research occurred and much of what was gleaned with regard to professional learning in Milwaukee Public Schools looks similar to other districts of the Council of the Great City Schools. As a result of these findings, we needed to develop a unique way to address what we are doing and make changes to improve staff professional learning structures. Another team also has been working on this project, and we recommend that both groups merge. This would then expand this task to include the engagement of student extracurriculars during the school day.</p>	

Systems are in place to use the feedback provided to develop future professional learning opportunities.	
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A	ACT: Revise or continue with implementation based on data analysis
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What will you change about your plan for the next quarter?

We will make extensions in three action steps related to creating a structure for staff professional learning that would occur during the workday. We believe that the work will be completed by the end of quarter three. This subcommittee will use a data-driven protocol that focuses on preconditions for implementing high-quality professional development and principles for the design and implementation of high-quality professional development. This will help determine whether changes will be made to strengthen precondition or implementation of professional learning.

We will collect school-based professional learning data to support the monitoring of staff practices and student outcomes.