

### Quarterly Review and Updates to the Staff Professional Learning Plan

<b>S</b>	<b>STUDY:</b> To be completed quarterly and at end of school year
<b>Summarize Data to Date</b>	<p>Professional learning for school leaders, school support teachers, and teachers continues to occur monthly. All professional learning includes clear expectations for application and implementation. All institute agendas have links to presentations that include connections to the district’s five priorities for success and the district’s strategic plan. Based on participants’ feedback, adjustments have been made to provide sessions that are tailored more toward those needs or concerns.</p> <p>Compared to cycle 2, the Ambitious Instruction walkthrough data for cycle 3 show slight improvements in implementation. Data showed that in cycle 2, 73.9% of classrooms that were visited “met or exceeded expectations” for “use approved, high-quality, standards-based instructional materials”; in cycle 3, this percentage has increased slightly to 77.4% having “met or exceeded expectations.” Data also showed a slight increase in the percentage of visited classrooms that implemented instruction aligned to grade-level standards: from approximately 78.0% in cycle 2 to 81.8% in cycle 3.</p> <p>A total of 303 courses were offered to staff through our Learning Management System from January through March. This is an increase of 14 courses from the previous quarter. This quarter, 63.0% of teachers are attending professional learning that the district is offering. The impact of this learning has not been monitored yet. Therefore, an action step in quarter four will be the development of a method to monitor the impact of teacher learning on staff practices and student outcomes.</p> <p>Members of the team completed the “Preconditions for Implementing High-Quality Professional Development” survey from the Council of the Great City Schools. From the survey, we found that we are meeting several criteria and that we have an opportunity to improve on the following criteria:</p> <ul style="list-style-type: none"> <li>● The district needs to define and consistently communicate a strong unifying vision for high-quality school and classroom practice built on rigorous college- and career-readiness standards, inclusivity, and high expectations for all students. This vision should reflect the district’s commitment to and advocacy for instructional equity and excellence.</li> <li>● Based on the district’s instruction vision, the district needs to develop a comprehensive, multi-tiered professional development plan with resources necessary to support and evaluate the work over multiple school years. The district needs to further establish a culture of data-driven instruction, meaning that there is an expectation that student progress data—including data from formative assessments—are regularly and systematically collected, analyzed, and used to inform decision making in areas such as the professional development needs of teachers and school leaders.</li> <li>● The district needs to better foster a culture of openness and collaboration, promoting continuous improvement through practices such as non-evaluative peer observation, discussion, and reflection within professional learning communities and common planning time.</li> <li>● The district should continue to negotiate with the local teachers’ union to carve out sufficient time throughout the school year for the professional development, coaching, and focus on collaboration of school-based personnel.</li> </ul> <p>All CSI schools with staff participating in Central Reads PLCs, as a result, showed student growth in reading on the iReady winter diagnostic. When reviewing specific reading domains, including phonological awareness, phonics, high-frequency words, vocabulary,</p>

	<p>and comprehension overall, there was student growth across schools. The math Counting Collections artifact includes data from a sampling of classrooms showing that students at participating schools in K3 through grade 2 are on track to meeting grade-level expectations in counting by the end of the year. The classroom data in the artifact may or may not include CSI schools.</p> <p>A subgroup of this team created a document outlining three options of professional development for consideration in MPS.</p>
<p><b>Color Coding</b></p>	<p><b>On your action plan, color code the steps that you planned for this past quarter (9):</b>  <b>Green</b> – Action step completed (3)  <b>Yellow</b> – Action step in progress (4)  <b>Red</b> – Action step was not started as planned (3)  <b>Blue</b> – Extended timeline or new action steps (1)</p>
<p><b>Analyze how these data give evidence to your progress on the plan.</b></p> <p>The feedback that we receive from participants who attend the leadership and school support teachers institutes help to inform us on the progress and impact that professional development sessions are having on the participants. The feedback collected shows that we are analyzing survey data to plan upcoming professional learning.</p> <p>Based on comparative data from cycle 2 and 3, gains have been made in “use approved, high-quality, standards-based instructional materials” and “instruction aligned to grade-level standards.”</p>	<p><b>Analyze the data that give evidence to lack of progress toward the plan.</b></p> <p>We offer self-paced courses within our Learning Management System and teacher institute courses. We need to develop a process to track whether the professional learning is being implemented by participants of the learning. We must be able to assess whether their learning has an impact on student achievement.</p> <p>While the walkthrough data indicate high levels of implementation, student outcome data is relatively low in comparison.</p> <p>The strategic planning steering committee has not yet been presented with potential structures for professional development.</p>
<p><b>A</b></p>	<p><b>ACT:</b> Revise or continue with implementation based on data analysis</p>
<p><b>What will you change about your plan for the next quarter?</b></p> <p>The team will create a thorough process to follow up with participants taking self-paced courses within our Learning Management System and teacher institute courses to determine implementation of learning and change in practices.</p> <p>The team will schedule a meeting with the strategic planning steering committee to present options for structuring professional development and gathering feedback.</p>	