



WEST POINT CONSOLIDATED SCHOOL DISTRICT

Professional Development Plan 2025 - 2026

Office of Federal Programs
Office of Curriculum & Assessment

Revised July 2025

VISION

All students will be successful.

MISSION

The mission of the West Point Consolidated School District is to provide an educational system characterized by innovation, individualized instruction, and shared responsibility in a safe and supportive environment.

BELIEFS and VALUES

We will not compromise the quality of our educational purpose. We will not tolerate anything that diminishes the dignity of any person. We will engage in no program, course, or activity that does not directly contribute to the elementary and secondary instructional program.

GOALS and OBJECTIVES

- Provide and maintain safe and orderly schools.
- Improve student achievement.
- Increase parental and community involvement.
- Promote the use of technology by teachers and students.

The West Point Consolidated School District recognizes the importance of sustained, quality professional development that leads to the academic success of our students. The purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions to help students perform at high levels. Professional development is provided for personnel across the District and targets specific areas of needed improvement.

Professional learning should be intentional, data-driven, focused, and ongoing. Professional development can be conducted locally throughout the District, through conferences and workshops hosted outside the District, or through online media such as webinars or digital training sessions.

The annual Comprehensive Needs Assessment (CNA) administered through the Office of Federal Programs is used to identify critical needs of teachers, paraprofessionals, and administrators for improving their practice. In addition to the Comprehensive Needs Assessment, several sources of data are used to identify the areas of need for professional development. These data sources include, but are not limited to, standardized state assessments, district benchmark tests, student attendance and discipline reports, personnel evaluations that are generated from the Mississippi Educator and Administrator Professional Growth System (PGS), various surveys, and the Mississippi Department of Education. The District's overarching goals and objectives, which are a part of the District Strategic Plan, support the efforts of district staff members to improve and strengthen our instructional program. Based on the needs identified, the District Professional Development Plan shall be revised and approved annually by the School Board.

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A professional development calendar will be drafted and published annually by the Office of Federal Programs. The calendar will reflect topics and dates for professional development provided to our staff throughout the school year and will be revised and updated as necessary.

PROFESSIONAL LEARNING NEEDS IDENTIFIED FROM THE ANNUAL CNA FOR 2024-2025 INCLUDE:

- Effective implementation of Reading and Writing Strategies
- Effective implementation and instructional delivery of the MS College-and-Career Readiness Standards
- Training on maximizing the use of AI for instructional enhancement
- Training on Social Emotional Learning/Mental Health and Stress
- Provide continuous professional development opportunities
- Training on how to effectively analyze data to drive instruction

The West Point Consolidated School District professional development plan includes components of the *Learning Forward Standards for Professional Learning* as mandated by the Mississippi Department of Education. The *Learning Forward Standards* include eleven key parts:

EQUITY PRACTICES

Professional learning that increases educators' understanding of their students' historical, cultural, and societal contexts, embraces student assets through instruction, and fosters relationships with students, families, and communities.

- Administrators and teachers will encourage students and their peers to discuss their problems and collaborate to find solutions.
- Administrators and teachers will allow students to participate in curriculum decisions, work out issues with how the school is functioning, and solve problems as it relates to their education.

CURRICULUM, ASSESSMENT, AND INSTRUCTION

Professional learning that prioritizes high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.

- Faculty members will meet periodically to review data, reflect on practices, discuss school-wide goals, and to assess progress on meeting those goals.
- Teacher teams will address student needs and work to resolve problems that arise with student achievement and behavior.
- Professional learning communities will be organized and implemented to research, evaluate, and collaborate on best research-based practices.
- Professional development will be provided to equip teachers with strategies for differentiating instruction based on individual student needs.

PROFESSIONAL EXPERTISE

Professional learning that applies standards and research to their work, develops the expertise essential to their roles, and prioritizes coherence and alignment in their learning.

- The District will fund opportunities for professional learning through workshops, conferences and the use of professional consultants and trainers.
- Professional learning communities will be organized and implemented to research, evaluate, and collaborate on best research-based practices.
- Teams or individual teachers who participate in out-of-district training sessions (workshops and conferences) will return to the District to share resources and information from the training session to build capacity among colleagues.
- District-wide collaborative meetings among administrators and teachers will support the standardization and streamlining of best practices throughout the District.

EQUITY DRIVERS

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

- Professional learning communities within grade levels, teams, and departments will be established and will meet at least twice per month to collaborate and share best instructional practices, review data, develop lesson plans, develop curriculum content, and assess & adjust pacing of instruction.
- Faculty members will meet periodically to review data, reflect on practices, discuss school-wide goals, and to assess progress on meeting those goals.
- Teacher teams will address student needs and work to resolve problems that arise with student achievement and behavior.
- Administrators will meet at least once per month to deepen their understanding of instructional leadership, review various data, and to identify ways to assist teachers in improving their practice.

EVIDENCE

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of students, educator, and system data to plan, assess, and evaluate professional learning. Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

- Data analysis will be conducted in faculty meetings and in professional learning communities by teams, grade levels, and departments and at the administrative level to determine strengths and weaknesses in student achievement.

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- Specific student strengths and weaknesses will be evaluated in each building by teams, grade levels, and departments so that interventions can be provided.
- Data will be used to differentiate instruction for meeting individual student needs.
- Various data will be collected and analyzed through screening and progress monitoring for making best decisions to support student achievement.
- Common assessments and benchmark data will be used to monitor student progress in curriculum mastery, to sustain continuous improvement of teacher practice, and to drive instruction for increasing student performance.
- Principal and teacher performance and effectiveness will align with outcomes of performance using the Mississippi Educator and Administrator Professional Growth System (PGS).
- The West Point Consolidated School District New Teacher Orientation Program will support new teachers in their attaining the desired goals and outcomes of the District.
- Training will be provided by the District to assist teachers in achieving desired outcomes while serving students with special needs and students identified as English Learners (ELs).
- Administrators and teachers will participate in parent conferences to communicate outcomes of student performance as related to assessments, attendance, discipline, and other student data.
- Parent-teacher meetings will be hosted throughout the school year to foster school-home relationships and to promote positive outcomes related to student achievement.

LEARNING DESIGNS

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

- Administrators will review lesson plans, provide meaningful feedback, and make observations of instruction to help determine the level of skill acquisition by students.
- District personnel will be surveyed and evaluated to determine the needs for future professional development.
- Professional learning communities will be organized and implemented to research, evaluate, and collaborate on best research-based practices.
- Professional libraries, publications, and other resources will be available for educators to read, study, and share for improving professional practice.
- Teachers will conduct peer observations and provide feedback to one another about their practice.

- The use of interactive whiteboards will promote collaborative educator learning as writing demonstrations, sample lesson delivery, group problem solving, and modeling take place.
- Support provided by district administrators, professional consultants, coaches, and trainers will assist with transitioning through new evaluation instruments and the statewide curriculum and assessment changes.
- District administration will provide mentoring for beginning administrators.
- Administrators and teachers will collaborate on lesson plan design, critiquing student work, and data analysis during team, grade level, and departmental meetings.
- Teams or individual teachers who participate in out-of-district training sessions (workshops and conferences) will return to the District to share resources and information from the training session to build capacity among colleagues.
- A system of Positive Behavioral Intervention and Supports (PBIS) will be implemented at each school.
- District-wide collaborative meetings among administrators and teachers will support the standardization and streamlining of best practices throughout the District.
- Administrators and teachers will provide Multi-Tiered System of Supports (MTSS) through the functioning of Teacher Support Teams in each grade as decisions are made to assist struggling learners and to promote student achievement.

IMPLEMENTATION

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

- Teachers will participate in professional development that helps them learn to use prior knowledge of students' interests and backgrounds to assist with planning and delivering meaningful lessons to which students can relate.
- Professional development will be provided to equip teachers with strategies for differentiating instruction based on individual student needs.
- Professional development will be provided to help teachers deepen their knowledge of classroom management to facilitate student success.
- Training in the use of technology will be provided to increase educator productivity and efficiency.
- Professional development for teachers will be provided to enhance and deepen their depth of knowledge in specific curriculum content and pedagogy.
- District and building administration will conduct frequent walk-through observations and formal evaluations to monitor instruction and to provide meaningful feedback about student learning.

EQUITY FOUNDATIONS

Professional learning that results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.

- The schools will set expectations to foster equity for each learner by studying how barriers related to all aspects of student's success in and beyond school.
- The District will make sure policies are in place that promote equity that will impact teaching and learning.
- Data will be used to identify challenges and to create a plan of improvement that will promote equity district wide.
- Administrators and teachers will foster a culture of trust to ensure all students, staff and parents have a voice and feel safe.

CULTURE OF COLLABORATIVE INQUIRY

Professional Development that engages in continuous improvement, builds collaboration skills and capacity, and shares responsibility for improving learning for all students.

- Teachers will address student learning variability, implement curriculum, align content across courses, and strengthen instruction.
- Teachers will become more transparent about their own learning and increasingly willing to make changes that raise and accelerate student achievement.
- Administrators and teachers will participate in school-based collaborative inquiry teams to implement, support, and assess evidence-based and inclusive instructional strategies to aid in the success for each student.
- Established frameworks and protocols at every level will be used to ensure that collaboration is directly relevant to the day-to-day work and focused on instruction that improves outcomes for all students.
- Teachers will assume responsibility for every student and are accountable to each other for progress toward shared goals for students.
- Teachers will participate in peer observations, informal and formal evaluations to improve teaching and learning.

LEADERSHIP

Professional learning that increases teacher effectiveness and results for all students require skillful leaders who develop capacity, advocate, and create support systems for professional learning.

- Teachers will develop and use their expertise by serving as members or chairs of various committees or teams through distributed leadership.
- District and building administrators will establish policies, procedures, and organizational structures that foster ongoing professional learning and continuous improvement.

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- Administrators will provide ample resources to accomplish district and school goals that are based on the annual comprehensive needs assessment.
- Administrators will ensure that adequate time for learning and collaboration within grades, teams, and departments is provided in the school day and calendar and will work to safeguard instructional time.
- Administrators and teachers will participate in professional development opportunities to further their knowledge and increase effectiveness.

RESOURCES

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

- School interventionists and tutors will provide services to struggling learners.
- Professional consultants and trainers will assist school personnel with planning and evaluating learning and with coaching to enhance instructional delivery.
- The District will fund opportunities for professional learning through workshops, conferences and the use of professional consultants and trainers.
- The District will support professional learning through technology by providing upgrades to labs, interactive boards, and other technology devices, as well as utilizing online software programs.

The West Point Consolidated School District remains committed to attaining our vision that *All Students Will Be Successful*. By fostering an environment of collaboration and collegiality among our staff members, coupled with high quality professional development, the District will guide our students in reaching their full potential for being successful.