Current Reality and GSAPS for North Paulding High School

Juan Batista

Kennesaw State University

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Dr. Chiavacci

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Vision

North Paulding High School (NPHS) is located in Dallas, Georgia and is part of the Paulding County Schools District. In the 2019-2020 school year, NPHS upgraded all the projector boards to touch-screen technology, *Recordex*, in all of the classrooms. There are three computer labs, ten laptop carts including Chromebooks readily available to use. During the COVID-19 pandemic, a Hybrid Schedule was adopted where the students come alternatively for face-to-face instruction two days a week with three Digital Learning Days virtually at home. NPHS current School Improvement Plan (SIP) is focusing on Literacy Initiatives that include several comprehensive literacy strategies such as Collaborative Reasoning, Reciprocal Teaching Cycle, Text Mining and CSET (Claim, Set-up, Evidence, Tie-in). The learning outcomes will be measured throughout a variety of software testing programs designed to promote and increase student achievement. These programs include Achieve 3000, Read 180, and System 44 which will be implemented in Literature classes from 9th grade to 11th grade. These programs will measure students' Lexile levels and data will be collected on each individual student in order to provide modifications on their Individualized Educational Plans (IEP) and/or promotion to higher-level classes, such as honor classes or AP classes. The outcome of these programs is to identify students who need further intervention and modification on their IEPs or those students who can be placed in higher level classes. For example, Read 180 is designed for struggling readers, students who are at least 2 years below grade level in reading and provides blended learning instruction along with assessments on a needs-based intervention block. The data from these programs is available to all teachers so they can modify their lesson plans accordingly in order to provide differentiation in their lessons and target individual student's needs. The school

plans to use technology throughout this process to test every student from the 9th grade to 11th grade every year, monitoring their progress and making adjustments along the way. Every teacher is encouraged to implement technology in order to support the SIP literacy focus. Every teacher Professional Learning Plan (PLP) is geared to collaboration with their Professional Learning Community (PLC) to increase knowledge on the literacy strategies and implement with instructional planning and delivery through the Hybrid Model with face-to-face instruction in the classroom and through the three weekly digital learning days.

Needs Improvement

Professional Learning (PL) needs are identified in various ways. Through quantifiable student achievement data using the programs Reading Inventory and Math Inventory tests, and through observations. These observations are not solely based on teacher evaluations, but rather to include PLC collaboration and participation, and PL engagement. Several PLC have been formed to address PL needs. For example, the Literacy Committee provides teachers with different strategies to implement in the classroom regarding literacy in order to comply with the school's SIP. The Technology Committee provides teachers with tools on how to implement technology to improve the implementation of the literacy focus plan. These strategies are based on the data provided by the evaluation of the students on the aforementioned programs as well as teacher evaluation data. Teachers have the opportunity to provide feedback and request PL topics and training that best addresses their needs in the classroom. Each committee provides monthly surveys to teachers and administrators so they can voice their requests and provide feedback on previous lessons anonymously in order to best serve each PLC. The data then is collected and PL topics are planed based on the results. Each teacher has input on how to implement the strategy

learned at the PLC, collect their data and modify their instruction. The PL committee then follows up with the teachers on whether the strategy was successful or needs improvement.

Professional Learning

During the Hybrid Schedule, each Friday is designated for teachers and students to communicate through the CANVAS learning program. During this time teachers and students can collaborate with tutoring and individual questions that may have occur throughout the Digital Learning day or the face-to-face instructional days. Also, during this time teachers are required to participate in PL and collaborate with their PLC. Each teacher belongs to at least one PLC and must meet at least once a week to plan for in-person instruction as well as virtual instruction, to develop strategies for instruction, to review student data, to examine student work, and to develop common assessments. A record of each PL meeting must be kept and provided to the administration with detailed information on what was discussed at the meeting. Some of the forms of PL include Departmental meetings, where teachers meet to address departmental issues such as duty rosters, teacher attendance, lesson planning, etc. Grade Level PLC addresses the topics that involve individual grade level issues such as testing, IEPs, 504s student engagement and attendance and classroom management issues. Content Area PLC meet in order to plan face-to-face instructional lessons as well as digital learning lessons, develop common assessments for in-person and virtual learning, discuss grading, develop strategies for the delivery of in-person learning and virtual learning, identify struggling students and develop plans for achievement.

NPHS also includes several committees such as the Literacy Committee, the Technology Committee, PBIS, and the School Improvement Committee that are dedicated to enhance the PL experience and assists PLC and individual teachers on specific SIP related needs. The Literacy Committee meets routinely to collaboratively plan and develop Comprehensive Literacy

Strategies such as PALS, Reciprocal Teaching Cycle, Text Mining, Magnet Summary Writing, Collaborative Reasoning and the CSET writing process in order to assist each PLC and individual teacher implement each strategy in the classroom. The Technology Committee meets continuously to plan, develop and implement strategies on how to include technology in the classroom to enrich the SIP goals. This committee also assists teachers in the development of digital learning lessons, digital assessments, multimedia projects and the implementation of new technology for in-person instruction and for virtual instruction, as well as how to better utilize CANVAS for face-to-face learning and digital learning.

Alignment to School Improvement Goals

Every PLC and PL committee has a Professional Learning Plan (PLP) that is aligned to the SIP goals. The PLP strategies are develop to correlate with the school's literacy focus goals, as well as with the technology implementation goals (CANVAS). In each PLP it is stated that:

Professional Learning will be provided for teachers on Comprehensive Literacy Strategies (PALS, Reciprocal Teaching Cycle, Text Mining, Magnet Summary Writing, and Collaborative Reasoning) and the CSET (Claim, Set-Up, Evidence, Tie-In) writing process. The District will provide Achieve 3000 training (Select 9th Grade Literature and ESEP teachers). (North Paulding High School Professional Learning Plan, 2019-2020)

This plan, still in effect for the first part of the Fall 2020 semester, ensures that mentoring will be provided from each committee to the PLC and to the individual teachers who show a need for additional support in the implementation of the SIP goals. The 2020-2021 PLP also states that "Professional Learning will be provided for teachers on PLC development using a data protocol to a) monitor students' progress and needs, and b) plan high-level questioning to engage and challenge students" and the analysis of this statement reveals that every PLC must show

evidence of the SIP alignment by providing documentation on how each PLC is adhering to the SIP. Furthermore, the 2020 PLP provides specific guidelines to be follow stating that the "Administrative Team will review PLC documentation and instructional planning, conduct walkthrough observations, share and discuss progress in weekly Administrative Team meetings, and provide feedback to PLCs".

Funding & Incentives

According to the [Georgia Department of Education](#), Paulding County Schools where among several school districts in Georgia to receive part of a $22 million dollar grant called L4GA. Out of this budget, [Paulding County Schools received $3.9 million dollars](#) to promote literacy in all the schools in the county. Part of this grant will be used for the development and implementation of our school SIP along to support any new technology or programs needed to achieve the SIP goals. The goal of this grant is to prepare students for graduation and improve literacy in learning. It has been a critical mission and a top priority of the Paulding County Schools district to make sure that students are reading on grade level or above. This funding also provides an in-house literacy coach whose job will be to assist and make sure that teachers, as well as PLC, have all the products necessary to complete the SIP goals and objectives.

The progress will be measured by students demonstrating engagement in learning and improvement with Lexile levels. Also, measurement of success will include mastery of writing within the content areas and mastery of all standards in the content areas. It will be also taken into consideration of progress the percentages of students scoring in Level 3 and Level 4 on the Georgia Milestones Assessments, in regards to upward level mobility.

Diversity

Unfortunately, there is no clear PL opportunities nor PLC focused on diversity and assisting teachers on how to work with students with special needs or those students who come from different linguistically diverse and culturally diverse backgrounds. This tasks are usually left to the individual teachers to meet during IEP's modifications and 504's acquisitions. During these meetings, strategies are discussed on how to proceed with each individual student, however, there is no clear path on how success will be monitored other than classroom assessments. There is only one English Language Learners teacher, and it is up to her to communicate with the individual teachers to develop and implement strategies that will benefit these students, however, there is no clear path on how to monitor success other than classroom assessments.

Collaboration

Several collaborative school-wide professional learning teams have been developed to assist in the implementation of the SIP. The Literacy Committee, the Technology Committee, PBIS, and the School Improvement Committee are examples of the school-wide professional learning teams. The PBIS committee focuses on the culture of the school, making sure students stay motivated by creating activities and rewards each time an individual student reaches a milestone, either on testing, academic achievement or behavioral achievement. The Literacy Committee was created to develop strategies for teachers that are aligned with the school's SIP. The School Improvement Committee collects the data that measures how the school is performing in a particular area, then develops strategies to improve the content and determines what will be included in the next SIP, whether the goals have been met and determines the next

course of action to follow by meeting with the different committees. The Technology Committee aids teachers and helps with technology to improve the implementation of the SIP.

Evaluation

Professional Learning is evaluated at the school through observations. Mandatory observations such as administrative walks and TKES evaluations are performed to evaluate the implementation of the SIP along with the standards on TKES. Literacy walks are performed to evaluate the implementation of the strategies that are discussed during PLC and PL meetings to ensure that the standards for literacy are being met. For example, teachers are assigned a particular day to implement the literacy strategy of their choice, from PALS, Reciprocal Teaching Cycle, Text Mining, Magnet Summary Writing, Collaborative Reasoning and the CSET writing process. During this time a member of the administrative team or the Literacy Coach will observe the implementation of the strategy the teacher chose, take notes on how the strategy is developed and provide feedback at a later time to the teacher on successes and on how to improve the implementation of the strategy. A follow-up observation is forthcoming. The teacher discusses and documents the findings with the PLC and modifications to the strategy is performed, if needed. The administrative team reviews PLC documentation, Common Summative Assessments, and Instructional Planning, attend PLC meetings, conduct walkthrough observations, share and discuss progress in weekly Leadership Team meetings, and provide feedback to PLCs.

References:

Georgia Department of Education. (n.d.). Retrieved September 26, 2020, from
https://georgia.gov/organization/georgia-department-education

Paulding County School District / Homepage. (n.d.). Retrieved September 26, 2020, from
https://www.paulding.k12.ga.us/

PROFESSIONAL LEARNING
The means by which teachers, administrators, and other staff acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students

Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data			
Level 4 **Exemplary**	**Level 3** **Operational**	**Level 2** **Emerging**	**Level 1** **Not Evident**
Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	**Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).**	**Professional learning needs are identified using limited sources of data.**	**Professional learning needs are identified using little or no data.**
EVIDENCE: In the space below, provide detailed evidence supporting your rating above – Professional Learning needs are identified by the SIP and collaboration and participation through PLCs and surveying individual teachers to provide specific training and several committees have been formed to address those needs based on data from the SIP.			

RECOMMENDATIONS: Students should be included in the process as to individual learning strategies to achieve higher-level thinking and develop critical thinking skills.

Professional Learning Standard 2: Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance

Level 4 Exemplary	Level 3 Operational	Level 2 Emerging	Level 1 Not Evident
Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).

EVIDENCE: In the space below, provide detailed evidence supporting your rating above – Administrators and teachers collaborate by becoming members of different PLC, develop and share thoughts on strategy implementation.

RECOMMENDATIONS: Teachers should conduct action research to gain a better understanding of the strategies they are implementing and obtain in-depth knowledge of the concepts.

Professional Learning Standard 3: Defines expectations for implementing professional learning

Level 4 Exemplary	Level 3 Operational	Level 2 Emerging	Level 1 Not Evident
Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.

EVIDENCE: Weekly PL opportunities are offered at the school where administrators and teachers can discuss and define expectations for the professional learning, teacher can request visits from the administration for observation on a particularly interesting lesson.

RECOMMENDATIONS: Although there is one way of monitoring, by personal observations, there should be a variety of ways the progress could be monitor without a person being there, perhaps videotaping lessons could be part of the process.

Professional Learning Standard 4: Uses multiple professional learning designs to support the various learning needs of the staff

Level 4 Exemplary	Level 3 Operational	Level 2 Emerging	Level 1 Not Evident
Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.

EVIDENCE: Every PLC is aligned with the school's SIP because the staff members actively participate in professional learning. There are different ways that the teachers can implement the school vision such as PALS, Reciprocal Teaching Cycle, Text Mining, Magnet Summary Writing, and Collaborative Reasoning) and the CSET (Claim, Set-Up, Evidence, Tie-In) writing process.

RECOMMENDATIONS: Some PLC mandate strategies to use during the implementation, this should always be the teacher's choice and after the observation, if needed, a different strategy can be suggested.

Professional Learning Standard 5: Allocates resources and establishes systems to support and sustain effective professional learning			
Level 4 Exemplary	Level 3 Operational	Level 2 Emerging	Level 1 Not Evident
Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	Some resources and systems are allocated to support and sustain professional learning.	Few, if any, resources and systems are provided to support and sustain professional learning.

EVIDENCE: Teachers have the opportunity to volunteer for District PL on technology, and literacy strategy. The District offers Microsoft Certification through Champions, evaluation of

new technology and the school provides means for the teachers to attend these PL. Due to the pandemic, however, all the training has moved in-house with social distancing observed or virtual. But it is still adequate.

RECOMMENDATIONS: Unfortunately, this opportunities do not receive follow-up, it is to the individual teacher to self-monitor how what was learned works in the classroom and to ask for extra help, this follow-up should be part of the process.

Professional Learning Standard 6: Monitors and evaluates the impact of professional learning on staff practices and student learning

Level 4 Exemplary	Level 3 Operational	Level 2 Emerging	Level 1 Not Evident
Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.

EVIDENCE: The monitoring of the SIP occurs extensively, teachers and administrators have the opportunity to collaborate, discuss and alter any strategy as see fit. Feedback is provided every time an observation occurs focusing on the impact of the PL by revising data and observation notes.

RECOMMENDATIONS: Even though there is extensive monitoring of the in-house PL for the SIP, the outside opportunities mentioned on standard 5 go unchecked and further support may be needed for these PL opportunities.

KSU ITEC Professional Learning Standard: Professional learning reinforces educators' understanding and use of strategies for promoting equity and high expectations for all students, application of research-based teaching strategies and assessment processes, and involvement of families and other stakeholders in promoting student learning.

Level 4 Exemplary	Level 3 Operational	Level 2 Emerging	Level 1 Not Evident
Classroom practices (e.g., considering interests, backgrounds, strengths, and preferences to provide meaningful, relevant lessons and assess student progress, differentiating instruction, and nurturing student capacity for self-management) of all teachers reflect an emotionally and physically safe environment where respect and appreciation for a diverse population is evident. There are high achievement expectations for all students and teachers. The principal and other leaders provide professional learning for teachers lacking understanding of the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of	Classroom practices of most teachers reflect skill in communicating high expectations for each student and adjusting classroom activities to meet student needs. Respect for students' cultures and life experiences is evident through the emotionally and physically safe learning environment where students of diverse backgrounds and experiences are taught the school code of conduct (customs) to help them be successful in the school context.	Classroom practices of some teachers reflect evidence of teachers' training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process.	Classroom practices reflect little or no evidence of teachers' training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process.

both students and teachers have on the teaching and learning process.			

EVIDENCE: Although some teachers reflect knowledge on the topic, there is no clear PL opportunities for teachers on diversity and assisting students with special conditions.

RECOMMENDATIONS: A PLC should be in place to address the needs of this population at our school. Research should be conducted on how these students are affected. Strategies should be develop to implement in the classroom to address these students' needs, further observations should be in place and feedback should be offered to teachers in the subject.