

2020-2021 PROFESSIONAL DEVELOPMENT PLAN

2020-2023

SAMPLE



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

Note: This is document was created as an example to provide guidance on the completion of the PD Plan template.

TABLE OF CONTENTS

District Overview...	3
District Goals...	5
PD Plan...	7
Appendix A: Standards for Professional Learning...	11
Appendix B: Data Collected...	14
MAAP Data...	15
TGR Data...	17
Bi-weekly Assessment Data...	18
Appendix C: Leadership Responsibilities...	21
Appendix D: PLC Materials & Resources...	24
PLC Schedules...	25
PLC Agendas...	27
Appendix E: Glossary of Terms...	30

SAMPLE

Who We Are

Fictional School District:

OVERVIEW

- 4** Schools
- 1084** Students Enrolled
- 76** Teachers
- 115** Total Employees
- 8** Advanced Placement Courses
- 4** Dual Credit/Dual Enrollment Courses

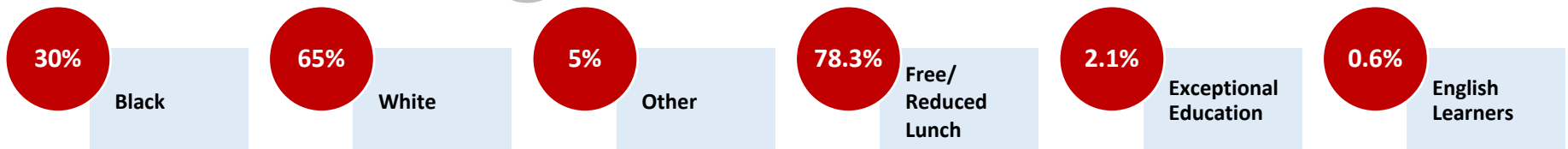


PER PUPIL EXPENDITURE

\$ 8, 357.16

School	Grades	Enrollment	Licensed Teachers	Non-Licensed Teachers	Teachers with Advanced Degrees	NBCT
Walkerville Elementary School	K-5	261	12	6	3	0
Third Street Elementary School	K-5	293	16	5	3	2
John Quincy Adams Middle School	6-8	159	9	2	5	1
Bayside High	9-12	371	24	2	12	2
Total		1,084	61	15	23	5

STUDENT DEMOGRAPHICS



What We Believe

OUR MISSION

All **Fictional School District** students will enter society with the knowledge, skills, and character necessary to be successful in college and/or careers beyond graduation.

OUR VISION

Fictional School District will inspire our community of learners to achieve success with excellence and instruction and through exemplary leadership.

SAMPLE

What We Want to Accomplish

Fictional School District Goals	Rationale/Evidence	Expected Outcomes
<p>GOAL 1: Build capacity of all teachers to align instruction and assessments with state standards</p>	<ul style="list-style-type: none"> Analysis 2018-19 MAAP data revealed less than 20% of students demonstrated mastery required for proficiency in math and ELA and less than 40% for Science and US History State mandate to align curriculum with MS content standards Analysis of aggregated 2019-2020 TGR evaluation data revealed an average score of 1.5 on Domain I: <i>Lesson Design</i> <p>All students will have access to rigorous instruction on grade-level standards utilizing high-quality instructional materials (HQIM) to close the academic gap.</p>	<p>Increase proficiency on MAAP to meet state expected goals in three years for all tested areas</p>
		<p>2020-2021:</p>
		<p>ELA: Increase proficiency from 12% to 24% Math: Increase proficiency from 15% to 26% Science: Increase proficiency from 35% to 42% US History: Increase proficiency from 25% to 34%</p>
		<p>2021-2022:</p>
		<p>ELA: Increase proficiency from 24% to 36% Math: Increase proficiency from 26% to 37% Science: Increase proficiency from 42% to 49% US History: Increase proficiency from 34% to 43%</p>
		<p>2022-2023:</p>
		<p>ELA: Increase proficiency from 36% to 48% Math: Increase proficiency from 37% to 48% Science: Increase proficiency from 49% to 56% US History: Increase proficiency from 43% to 52%</p>
		<p>Increase average TGR score of teachers in Domain I to 2.5 in three-years</p>
<p>2020-2021:</p>		
<p>Increase average score from 1.5 to 1.83</p>		
<p>2021-2022:</p>		
<p>Increase average score from 1.83 to 2.16</p>		
<p>2022-2023:</p>		
<p>Increase average score from 2.16 to 2.5</p>		

<p>GOAL 2: Build capacity of teachers to implement effective literacy instruction in all content areas</p>	<ul style="list-style-type: none"> • Analysis of MAAP data revealed low proficiency scores in all content areas • Common assessment data and Benchmark data revealed that students struggled to comprehend informational texts (ELA) and word problems (mathematics) <p>Students will receive comprehension and vocabulary strategies that can be used in all content areas.</p>	<p style="text-align: center;">Increase proficiency on MAAP to meet state expected goals in three years for all tested areas</p> <p style="text-align: center;">2020-2021: ELA: Increase proficiency from 12% to 24% Math: Increase proficiency from 15% to 26%</p> <p style="text-align: center;">2021-2022: ELA: Increase proficiency from 24% to 36% Math: Increase proficiency from 26% to 37%</p> <p style="text-align: center;">2022-2023: ELA: Increase proficiency from 36% to 48% Math: Increase proficiency from 37% to 48%</p>
<p>GOAL 3: Build capacity of teachers to utilize assessment data to inform instructional practices</p>	<ul style="list-style-type: none"> • TGR Domain II: <i>Student Understanding</i> had an average teacher rating of 1.8 • Teacher expressed need for analyzing data to drive instruction in Needs Assessment • PD evaluation data indicated desire for additional training on assessments 	<p style="text-align: center;">Improve average TGR score of teachers in Domain II to 2.5 in 3 years</p> <p style="text-align: center;">2020-2021: Increase average score from 1.8 to 2.03</p> <p style="text-align: center;">2021-2022: Increase average score from 2.03 to 2.26</p> <p style="text-align: center;">2022-2023: Increase average score from 2.26 to 2.5</p>

GOAL 1

Professional Learning Initial Activity	Professional Learning Follow-up	Duration	Resources
Who, What, How?	Who, What, How?	When?	What is needed?
<ul style="list-style-type: none"> • Teachers will be offered training in unpacking the standards and aligning teaching strategies to the MS College- and Career-Readiness Standards (MS CCRS) • Building-level administrators will attend district trainings on the MS CCRS offered by high quality providers identified by the district on MS CCRS alignment • Administrators, teachers, and instructional coaches will be offered training on utilizing High-Quality Instructional Material (HQIM) to enhance planning, preparation, and instruction 	<ul style="list-style-type: none"> • Teachers will receive follow-up training to ensure effective implementation of practices through PLCs • Administrators and instructional coaches will provide time and support for school-based collaborative teams to develop aligned instructional lessons and assessments based on the MS CCRS • Administrators and instructional coaches will provide feedback to teachers from walkthroughs and observations 	<ul style="list-style-type: none"> • 3 days of summer training in June • Full and half day training sessions throughout school year (as needed) • PLC designated days/times 	<ul style="list-style-type: none"> • District identified trainers • MDE content area trainers • Aligned instructional material • Trainers on using HQIM • HQIM materials • Administrators and Instructional coaches

GOAL 2

Professional Learning Initial Activity	Professional Learning Follow-up	Duration	Resources
Who, What, How?	Who, What, How?	When?	What is needed?
<ul style="list-style-type: none"> • Curriculum Director & Instructional Coaches analyze data & schedule professional development to address literacy for 3-12 teachers, Interventionists/Reading Specialists • Curriculum Director & Instructional Coaches analyze data & schedule professional development on early literacy/phonics for Pre-K-2 teachers, Interventionist/Reading Specialists • Curriculum Director schedule professional development on using High Leverage Practices (HLPs) in instruction for K-12 teachers, Special Education teachers, and Interventionists/Reading Specialists • Curriculum Director schedule professional development on rigor in math instruction with an emphasis on procedural fluency and word problems for 3-12 Math teachers 	<ul style="list-style-type: none"> • Administrators and Instructional Coaches will provide time for collaboration through PLCs, vertical planning utilizing literacy strategies • Administrators, Instructional Coaches, and Interventionists/Reading Specialists will support teachers through model lessons, walkthroughs/observations, and feedback • Administrators will provide time for follow-up coaching or professional development for literacy strategies, High Leverage Practices (HLPs), and math strategies • Administrators will analyze data (i.e. charts, digital trackers, etc.) to determine student performance 	<p style="text-align: center;">July 1-June 30:</p> <ul style="list-style-type: none"> • 2 days of summer trainings • Full and half-day trainings throughout the school year • PLC designated days/times 	<ul style="list-style-type: none"> • Trainers on literacy instruction • Trainers on math evidence-based strategies • Technology • Manipulatives • Trainers on using HLPs • HLP guidebook

GOAL 3

Professional Learning Initial Activity	Professional Learning Follow-up	Duration	Resources
Who, What, How?	Who, What, How?	When?	What is needed?
<ul style="list-style-type: none"> • District leadership will provide building administrators with data on targeted sub-groups based on NAEP and State Assessment Data (Students with Disabilities, Economically Disadvantaged, & Black or African American) • Districts will provide specific topics for school-wide training sessions based on assessment data and teacher surveys (Collaboratively deconstructing standards to close the achievement gap; Improving instruction to Collective Teacher Efficacy; Collectively Analyzing Assessments to identify Patterns of Error; Providing Effective Feedback to Change Patterns of Error; Implementation of Cognitive and Metacognitive Strategies; Universal Design for Learning (UDL) to Improve Inclusive Services; Culturally Responsive Pedagogy) • District leadership will provide training on high-quality materials adopted by the district and evidence-based strategies to support struggling learners with materials • District leadership will provide in-service at the beginning of the school year on collaboration focused on understanding all student support systems, creating 	<ul style="list-style-type: none"> • Principals and content supervisors will provide time and support for school-based collaborative teams to develop aligned instructional units and assessments; develop strategic plans to correct common patterns of error identified in assessments, identify strategies to improve executive function skills, and develop plans to provide effective feedback • Teachers will work with teams to implement or refine job embedded, collaborative practices based on collective data analysis and plan • Teachers and administration will pick a topic (from the district list) for a year-long study through PLCs to improve collaboration. Teachers will share responsibilities to research specific topics, provide mini-training sessions for PLC 	<ul style="list-style-type: none"> • 2 days of district training during the summer • 2 days of training during in-service days • 1 day of content specific training • CTE Grade-Level Teams with Support Staff at least 2 hours/every 4 weeks • PLCs designated times/days • Mentoring or coaching weekly • Feedback with administrator monthly 	<ul style="list-style-type: none"> • Trainer for adopted HQIM in each content area (Company Trainer or MDE PDC in each content area) • Trainer on HLP collaboration domain (MDE-PDC or Consultant), • Support service leader from each department (MTSS, 504, SPED, etc.), <p>Schools or Special Services</p> <ul style="list-style-type: none"> • Trainer and/or coach on HLP instruction domain • Inclusion Trainer and or coach • Trainer and/or Coach on HLP assessments • Trainer and/or Coach on UDL (Southern Miss or MDE-PDC) • Trainer and/or Coach on Culturally Responsive Pedagogy (University of Mississippi, MDE). • Team Leaders for Grade-Level CTE Teams • PLC Leaders for each topic of study

<p>integrated individual plans (MTSS, 504 and IEP) to align individual services, identify roles and responsibilities, and analyze policies and procedures to streamline support</p> <ul style="list-style-type: none"> • Special Education Director will provide training to all special education staff, interventionist, and support staff to increase knowledge of tiered strategies for student learning and how to teach strategies in inclusive setting; High Leverage Practices (HLP) to teach grade-level mastery skills; identifying patterns of error; and methods to correct common patterns in academic and functional skills • Building administrators will survey teachers at building level on knowledge and implementation of district topics at the end of the school year • Building administrators will schedule training on identified district topics based on educator surveys to improve collaboration from assessments to instruction to close the academic gap for identified sub-groups and all learners 	<p>groups on topic; implement in practice and provide video reflections for teams to analyze</p> <ul style="list-style-type: none"> • Administrators will provide feedback to individual teachers regarding individual training topics or coaching services needed to improve on Teacher Growth Rubric-Domain 2. • All staff at building level will actively participate and complete training sessions on selected topics • Teachers will attend CTE meetings 		
---	---	--	--

STANDARDS FOR PROFESSIONAL LEARNING

Appendix A

Standards for Professional Learning

Learning Communities	Professional learning within communities requires continuous improvement, promotes collective responsibility, and supports alignment of individual, team, school, and school system goals. Learning communities convene regularly and frequently during the workday to engage in collaborative professional learning to strengthen their practice and increase student results. Learning community members are accountable to one another to achieve the shared goals of the school and school system and work in transparent, authentic settings that support their improvement.
Leadership	Leaders throughout the pre-K-12 education community recognize effective professional learning as a key strategy for supporting significant school and school system improvements to increase results for all students. Whether they lead from classrooms, schools, school systems, technical assistance agencies, professional associations, universities, or public agencies, leaders develop their own and others' capacity to learn and lead professional learning, advocate for it, provide support systems, and distribute leadership and responsibility for its effectiveness and results.
Resources	Effective professional learning requires human, fiscal, material, technology, and time resources to achieve student learning goals. How resources are allocated for professional learning can overcome inequities and achieve results for educators and students. The availability and allocation of resources for professional learning affect its quality and results. Understanding the resources associated with professional learning and actively and accurately tracking them facilitates better decisions about and increased quality and results of professional learning.
Data	<p>Data from multiple sources enrich decisions about professional learning that leads to increased results for every student. Multiple sources include both quantitative and qualitative data, such as common formative and summative assessments, performance assessments, observations, work samples, performance metrics, portfolios, and self-reports. The use of multiple sources of data offers a balanced and more comprehensive analysis of student, educator, and system performance than any single type or source of data can. However, data alone do little to inform decision making and increase effectiveness.</p> <p>Thorough analysis and ongoing use are essential for data to inform decisions about professional learning, as is support in the effective analysis and use of data.</p>

Learning Designs	Integrating theories, research, and models of human learning into the planning and design of professional learning contributes to its effectiveness. Several factors influence decisions about learning designs, including the goals of the learning, characteristics of the learners, their comfort with the learning process and one another, their familiarity with the content, the magnitude of the expected change, educators' work environment, and resources available to support learning. The design of professional learning affects its quality and effectiveness.
Implementation	The primary goals for professional learning are changes in educator practice and increases in student learning. This is a process that occurs over time and requires support for implementation to embed the new learning into practices. Those responsible for professional learning apply findings from change process research to support long-term change in practice by extending learning over time. They integrate a variety of supports for individuals, teams, and schools. Finally, they integrate constructive feedback and reflection to support continuous improvement in practice that allows educators to move along a continuum from novice to expert through application of their professional learning.
Outcomes	For all students to learn, educators and professional learning must be held to high standards. Professional learning that increases results for all students addresses the learning outcomes and performance expectations education systems designate for students and educators. When the content of professional learning integrates student curriculum and educator performance standards, the link between educator learning and student learning becomes explicit, increasing the likelihood that professional learning contributes to increased student learning. When systems increase the stakes for students by demanding high, equitable outcomes, the stakes for professional learning increase as well.

DATA COLLECTED

Appendix B



District Report Card 2018 - 2019

For more detailed information, please visit <http://msrc.mdek12.org>.

Fictional School District

Grade
F

220 Walker St.
Fictional, MS 00000
John Doe
jdoe@ficسد.k12.ms.us

SCHOOL ACCOUNTABILITY GRADE COMPONENTS

Mississippi's accountability system assigns "A" through "F" letter grades for schools and districts. Grades are based on student achievement, student growth, student participation in testing, and other academic measures.

TEACHER DATA

76

Teachers



80.3%

Experienced Teachers

19.7%

Provisional Teachers

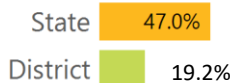
74.0%

In-field Teachers

Math

Measurements of student performance on the statewide math assessment.

PROFICIENCY



GROWTH



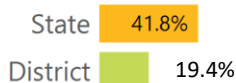
GROWTH LOWEST 25%



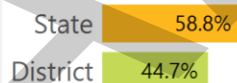
English

Measurements of student performance on the statewide English language arts (ELA) assessment.

PROFICIENCY



GROWTH



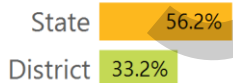
GROWTH LOWEST 25%



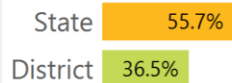
Other Measures

Other measurements of student performance that factor into the accountability grade.

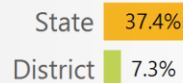
SCIENCE PROFICIENCY



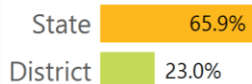
U.S. HISTORY PROFICIENCY



COLLEGE & CAREER READINESS



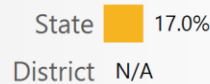
ACCELERATION



GRADUATION RATE



ENGLISH LEARNERS

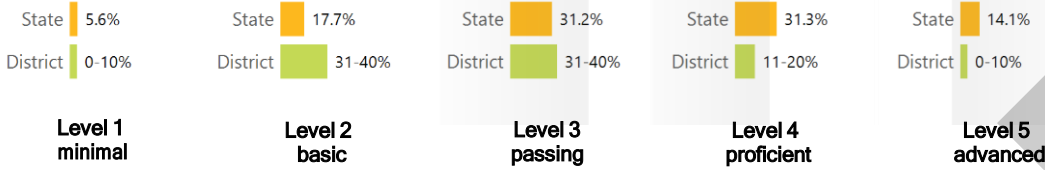


DETAILED ASSESSMENT AND OTHER DATA

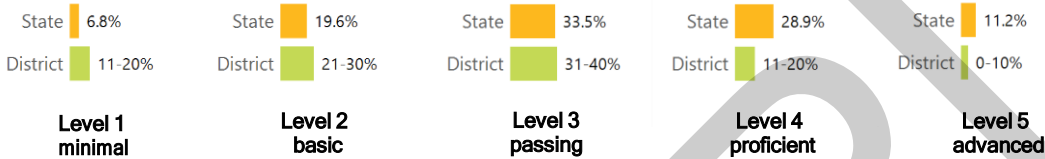
Student Performance

The following information shows each level of student performance on statewide assessments.

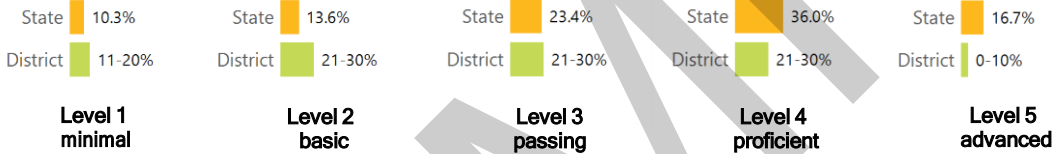
MATH



ENGLISH



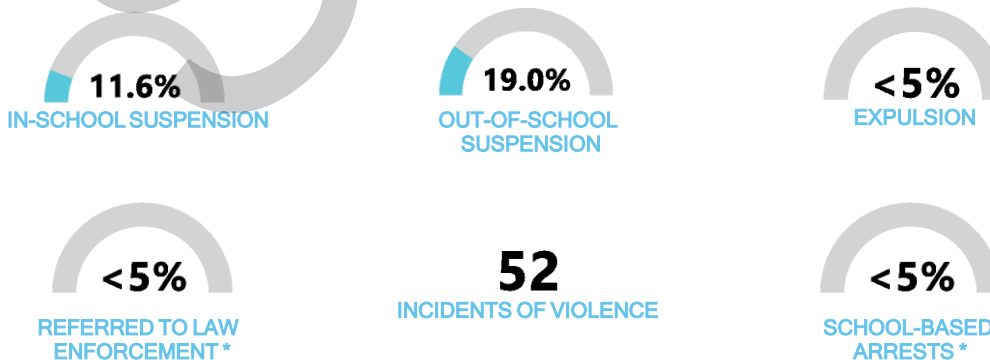
SCIENCE



Assessment Participation



Discipline



OTHER DATA



15.4%
Chronic Absenteeism



\$9,531.04
Per-Pupil Expenditure



70.0%
Post-Secondary Enrollment



30.2%
Advanced Course Participation

Fictional School District Teacher Growth Rubric Data-WES

Teacher	Domain 1: Lesson Design	Domain 2: Student Understanding	Domain 3: Culture and Learning	Domain 4: Professional Responsibilities	TGR Total Score
K-Teacher A	1	2	1	2	1.5
K-Teacher B	2	2	2	2	2
K-Teacher C	1	2	1	1	1.3
1st-Teacher A	3	2	3	2.5	2.6
1st-Teacher B	2	3	1	1	1.8
2nd-Teacher A	1	1	2	2.5	1.6
2nd-Teacher B	3	1	1	2	1.8
3rd-Teacher A	1	1	3	1	1.5
3rd-Teacher B	2	2	2	1	1.8
4th-Teacher A	1	1	2	1.5	1.4
4th-Teacher B	1	2	1	2	1.5
5th-Teacher A	1	2	1.5	2	1.6
5th-Teacher B	1	2	2.5	2	1.9
	1.5	1.8	1.8	1.7	1.7

Fictional School District Teacher Growth Rubric Data-TSES

Teacher	Domain 1: Lesson Design	Domain 2: Student Understanding	Domain 3: Culture and Learning	Domain 4: Professional Responsibilities	TGR Total Score
K-Teacher A	2	2	1.5	3	2.1
K-Teacher B	2	1	1	2	1.5
K-Teacher C	1.5	2	1	2	1.6
1st-Teacher A	1	1	3	2.5	1.9
1st-Teacher B	2	2	3	3	2.5
2nd-Teacher A	1	1.5	2.5	2	1.8
2nd-Teacher B	2	1	2	2	1.8
3rd-Teacher A	1.5	2	3	2	2.1
3rd-Teacher B	2	2	3	2	2.3
4th-Teacher A	1.5	1	2	2	1.6
4th-Teacher B	2	1	2	2	1.8
5th-Teacher A	2	2.5	1.5	2	2.0
5th-Teacher B	2	2	1.5	2	1.9
5th-Teacher C	1	1	2	2.5	1.6
	1.7	1.6	2.1	2.2	1.9

Fictional School District Teacher Growth Rubric Data-JQAMS

Teacher	Domain 1: Lesson Design	Domain 2: Student Understanding	Domain 3: Culture and Learning	Domain 4: Professional Responsibilities	TGR Total Score
6th-Teacher A	1	1	1.5	2	1.4
6th-Teacher B	1	2	2	3	2
6th-Teacher C	2	2	1	2	1.8
6th-Teacher D	2	1.5	2	2	1.9
7th-Teacher A	3	2	3	2	2.5
7th-Teacher B	2	2	2.5	3	2.4
7th-Teacher C	1	1	1.5	2	1.4
7th-Teacher D	1	1	2	2	1.5
8th-Teacher A	2	1	2	2	1.8
8th-Teacher B	1	1	2	2	1.5
8th-Teacher C	1	1	2	2	1.5
8th-Teacher D	2	2.5	2	2	2.1
Gym Teacher	1	1	1	2	1.3
Music/Band Teacher	1	2	2	3	2.0
Art Teacher	2	2	1	2	1.8
Gifted Teacher	2	1	1.5	2	1.6
Computer Teacher	1	1	1.5	2	1.4
STEM Teacher	1	1	1	2	1.3
	1.5	1.4	1.8	2.2	1.7

Fictional School District Teacher Growth Rubric Data-BHS

Teacher	Domain 1: Lesson Design	Domain 2: Student Understanding	Domain 3: Culture and Learning	Domain 4: Professional Responsibilities	TGR Total Score
ELA Teacher A	2	2	2	2	2.0
ELA Teacher B	2	1	2	3	2
ELA Teacher C	1	3	3	2	2.3
ELA/AP Teacher D	1	2	2	2	1.8
Math Teacher A	2	1.5	1	2	1.6
Math/AP Teacher B	1	2	2	2	1.8
Math Teacher C	2	1	2	2	1.8
Math Teacher D	1	2	1	2	1.5
Science Teacher A	2.5	3	2	2	2.4
Science Teacher B	1	2	3	2	2.0
Science Teacher C	1	1	1	2	1.3
History Teacher A	1	1	2	2	1.5
History Teacher B	1	2	2	2	1.8
History Teacher/AP Teacher C	2	1	1	2	1.5
PE/Driver's Ed Teacher A	1	1	1	2	1.3
PE Teacher B	1	2	1.5	2	1.6
Computer Teacher	2	1	2	2	1.8
AP Teacher	2	2	1.5	2	1.9
	1.5	1.7	1.8	2.1	1.8

Third Street Elementary School 5th grade Bi-Weekly Assessment Results

Question #			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Multiple choice: total correct	Multiple choice: % correct	RL 5.2	RL 5.1	RL 5.4	RL 5.1	RL 5.3	RL 5.2	RL 5.1	RL 5.4	RI 5.1	RI 5.4	RI 5.2	RI 5.5	RI 5.2	RI 5.4	RI 5.1
Student Name			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Angela, Maya	9	60%	1	0	0	1	1	0	1	0	1	0	1	0	1	1	1
Butler, Octavia F.	11	73%	1	0	1	1	1	1	1	0	1	1	0	1	1	1	0
Coates, Ta-Nehisi	8	53%	1	1	1	0	1	1	0	1	0	1	0	1	0	0	0
Dickens, Charles	5	33%	0	1	1	0	1	0	0	1	0	0	0	0	0	1	0
Fitzgerald, F. Scott	10	66%	0	1	1	1	1	0	1	0	1	1	0	0	1	1	1
Gandhi, Indira	10	66%	1	1	0	1	1	1	1	0	1	1	1	0	1	0	0
Hemingway, Earnest	12	80%	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1
Hughes, Langston	8	53%	1	1	1	1	1	0	0	1	1	0	0	0	1	0	0
Joyce, James	7	46%	1	0	1	1	0	0	1	0	1	0	0	0	0	1	1
King, Stephen	5	33%	1	0	1	0	0	0	1	0	1	0	0	1	0	0	0
Melville, Herman	10	66%	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0
Morrison, Toni	10	66%	0	1	0	0	1	1	0	1	1	1	1	1	1	0	1
Orwell, George	7	46%	0	0	1	1	0	1	0	1	0	1	0	0	1	0	1
Poe, Edgar Allen	11	73%	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0
Tolkein, J.R.R.	12	80%	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1
Twain, Mark	7	46%	1	1	0	1	0	0	0	0	1	0	0	1	1	1	0
Woolf, Virginia	9	60%	1	1	1	0	1	1	1	0	1	0	1	0	0	0	1
Wright, Richard	7	46%	1	0	1	0	0	1	0	0	1	0	0	1	1	0	1
Total Correct Per Q:			13	12	14	11	12	10	11	8	14	8	8	7	12	9	9
% Correct Per Q:			72%	66%	77%	61%	66%	55%	61%	44%	77%	44%	44%	38%	66%	50%	50%

SAMPLE

Third Street Elementary School

Bi-weekly Assessment Data Analysis

Teacher: Teacher A

Date: January 9

Subject: ELA

Grade: 5

Learning Objectives for the Week	Instructional Strategies	Number of Scholars Testing	Numbers of Proficient/Advanced Scholars
<ul style="list-style-type: none"> • Use quotes from the text when explaining what the text says • Determine the theme of a text • Summarize the text • Use context clues to determine the meaning of unknown words/phrases • Determine the main idea 	<ul style="list-style-type: none"> • Theme graphic organizer • Inference escape room • Main idea graphic organizer • Test review centers • Video on theme • Inference worksheets • Vocabulary games 	18	4

Number of Scholars scoring 83-100 (Advanced)	Number of Scholars scoring 69-82 (Proficient)	Number of Scholars scoring 53-68 (Passing)	Number of Scholars scoring 39-52 (Basic)	Number of Scholars scoring 0-38 (Minimum)
0	4	8	4	2

Analysis and Instructional Plan

1. What standards warrant more time for whole group instruction, reteaching, and review?
 - a. Informational standards need more time for whole group instruction. Students scored the lowest on these standards.
 - b. Standards needing reteaching: RL 5.3 (66%), RI 5.4 (50%), and RI 5.5 (38%)
 - i. were only assessed once, there is not enough data to determine if this needs whole group reteaching.
 - ii. RI 5.5 performed the lowest despite only having been assessed once.

- c. Standards needing reviewing: RL 5.1, RL 5.2
- 2. Based on the data, why didn't students master the standard?
 - a. Three standards were only assessed once; this was not enough data to assess if students truly learned this standard
 - b. Informational texts used on the assessment were longer than texts used in class.
- 3. What techniques will you use to address these standards?
 - a. Spend more time on informational texts to build students stamina for reading longer texts.

SAMPLE

LEADERSHIP RESPONSIBILITIES

Appendix C

SAMPLE

Roles and Responsibilities for Leadership

Superintendent	<ul style="list-style-type: none"> • Oversees individual school's compliance with district's plan • Utilizes and communicates available State and Federal resources to appropriate parties • Determines financial resources for professional development • Reports progress of district's plan, progress, and impact to the School Board
Assistant Superintendent	<ul style="list-style-type: none"> • Assists the Superintendent in oversee individual school's compliance with district's plan • Supports Curriculum Director and principals to set goals and priorities for implementation • Communicates status of plan with external stakeholders • Ensures compliance with State and Federal requirements
Curriculum Director	<ul style="list-style-type: none"> • Schedules targeted professional development for all content areas/specialties • Assess alignment of individual school's professional development with needs • Monitors implementation of district goals at individual sites • Provides coaching support for principals and coaches
Principal	<ul style="list-style-type: none"> • Assists teachers in identifying needs and goals • Oversees building professional development goals • Suggests and schedules professional development • Reviews and approves professional development • Monitors implementation through walk-through and observations • Analyzes effectiveness through data (assessment, observation, etc.) • Supports teachers in implementation (assigned curriculum, aligned resources, instructional models) • Plans and coordinates opportunities for collaboration through PLC and vertical team meetings
Assistant Principal	<ul style="list-style-type: none"> • Assists in overseeing building professional development goals • Assists in monitoring implementation through walk-through and observations • Assists in analyzing effectiveness through data (assessment, observation, etc.) • Assists in supporting teachers in implementation (assigned curriculum, aligned resources, instructional models)

Instructional Coach/ Lead Teacher/ Content Specific Coach	<ul style="list-style-type: none"> • Supports teachers in implementation (assigned curriculum, aligned resources, instructional models) • Supports teachers in achieving personal professional development goals • Aids teachers by sharing and modeling evidence-based teaching strategies • Facilitates professional learning opportunities through PLCs and professional development trainings • Analyzes data to monitor implementation and effectiveness
Reading/Math Interventionist	<ul style="list-style-type: none"> • Supports teachers through implementation of MTSS model (plan interventions, monitor progress, etc.) • Collects and analyzes data on at-risk students/students in the MTSS cycle • Communicates regularly with classroom teachers regarding students receiving support • Receives training on programs designed to support students needing assistance

SAMPLE

PLC MATERIALS & RESOURCES

Appendix D

Professional Learning Communities (PLC) Schedules

Professional Learning Communities are groups of teachers and administrators who meet regularly as a team to analyze current levels of achievement, set achievement goals, identify essential and valued student learning, develop common formative and common summative assessments, share strategies, and research best practices. The expectation is that this collaborative effort will produce ongoing improvement in student achievement.

The following school's schedules are provided below:

- Walkerville Elementary School
- Third Street Elementary
- John Quincy Adams Middle School
- Bayside High School

PLCs at Walkerville Elementary School are facilitated by the school's instructional coach. The collaborative teams meet every Thursday. During the district's early release days, each department team meets once a month (except on days designated as district level professional development).

Walkerville Elementary PLC Schedule	
Grade Level	Time
Specials	8:30-9:15
Fifth Grade	9:15-10:00
Fourth Grade	10:00-10:45
Third Grade	10:45-11:30
Kindergarten	12:15-1:00
First Grade	1:00-1:45
Second Grade	1:45-2:30

Third Street Elementary School meets every Tuesday for PLCs. They are facilitated by the literacy coach for grades K-2 and instructional coach for grades 3-5. During the district's early release days, each department team meets once a month (except on days designated as district level professional development).

Third Street Elementary PLC Schedule	
Grade Level	Time
Fifth Grade	8:30-9:15
Fourth Grade	9:15-10:00
Second Grade	10:00-10:45
Third Grade	10:45-11:30
Specials	12:15-1:00
Kindergarten	1:00-1:45
First Grade	1:45-2:30

John Quincy Adams Middle School meets by department every Tuesday for PLCs. During the district's early release days, each grade-level team also meets once a month (except on days designated as district level professional development).

John Quincy Adams Middle School PLC Schedule	
Grade Level	Time
Electives	8:50-9:45
Social Studies	9:50-10:45
Science	10:50-11:45
Math	1:15-2:10
ELA	2:15-3:10

Bayside High School operates on an A/B block schedule, in which periods are 90 minutes. PLCs are scheduled for one hour on the Wednesday of a B-week for each department. Each department meets for PLCs twice a month but have common planning time 2-3 times per week.

Bayside High School Bell Schedule			
A-Day		B-Day	
Block	Time	Block	Time
Arrival/Homeroom	7:30-8:25	Arrival/Homeroom	7:30-8:25
1 st Block	8:30-10:00	5 th Block	8:30-10:00
2 nd Block	10:05-11:35	6 th Block	10:05-11:35
3 rd Block	11:40-1:55	7 th Block	11:40-1:55
Lunch A	11:45-12:30	Lunch A	11:45-12:30
Lunch B	12:30-1:55	Lunch B	12:30-1:55
4 th Block	2:00-3:30	8 th Block	2:00-3:30

Bayside High School PLC Schedule (B-Day)	
Department	Time
Math	8:50-9:50
JROTC	9:00-10:00
Science	10:05-11:05
Art and Music/Band	10:20-11:20
P.E./Health/Family	11:45-12:45
Computer and Business	12:45-1:45
ELA	12:00-1:00
History	2:00-3:00

Agenda
Bayside High School Professional Learning Communities

Date(s): January 8 & 10, 2020	Location: Room 506 (Teacher A's Classroom)
Department: ELA	Time: 12:00 p.m.-1:00 p.m.
PLC Norms	
<ol style="list-style-type: none"> 1. Come prepared. 2. Be on time. 3. Stay on task. 4. Be open to other's opinions, listening carefully and reflectively 	
Main Goal: Review first semester grade distribution to ensure curriculum alignment to the MS CCRS for ELA and district benchmarks.	
<ol style="list-style-type: none"> 1. What do we want students to learn? <ol style="list-style-type: none"> a. Discuss different strategies/ideas <ul style="list-style-type: none"> o New computer programs o Post-It note activity o Retrieval practices b. Revisit scaffolding document to ensure instructional alignment to state standards c. Develop and implement a task aligned to the state standards and enact rigor and grade-level content found in the standards <ul style="list-style-type: none"> o Regular practice with complex texts and their academic language o Reading, writing, and speaking grounded in evidence from texts (literary and informational) 	
<ol style="list-style-type: none"> 2. How do we know if they have learned it? <ol style="list-style-type: none"> a. Reviewed and discussed first semester data b. Made changes to upcoming common assessment 	
<ol style="list-style-type: none"> 3. What do we do when students do not learn it? <ol style="list-style-type: none"> a. Group students based on first semester data and provide them with leveled reading selections which can meet their individual needs/Small group pull out b. Extra help posted in Google Classroom 	
<ol style="list-style-type: none"> 4. What do we do when students do learn it? <ol style="list-style-type: none"> a. Create extension activities 	
Sign In	

Agenda
John Quincy Adams Middle School

Date(s): January 14 & 21, 2020	Location: Room 9 (Teacher B's Classroom)
Department: Math	Time: 1:15 p.m.-2:10 p.m.
PLC Norms	
<ol style="list-style-type: none"> 1. Come prepared. 2. Be on time. 3. Stay on task. 4. Be open to other's opinions, listening carefully and reflectively 	
Main Goal: Collectively analyze assessment data (student work) to develop instructional practices and supports aligned to state standards for nine-week interval.	
<ol style="list-style-type: none"> 1. What do we want students to learn? <ol style="list-style-type: none"> a. Deconstruct standards for instruction in three-week intervals aligned to pacing guide <ul style="list-style-type: none"> o Identify essential skills for Math o Determine how all subjects can align and support essential skills o Create a list of prerequisite skills required to access essential skills o Evaluate student work for patterns & develop common assessments for mastery a. Design systematic approach to interventions <ul style="list-style-type: none"> o Determine supports needed by all learners to gain access to the learning & who will develop supports o Review strategies that require all students to utilize the supports b. Build instructional practices (explicit instruction and cognitive/metacognitive) <ul style="list-style-type: none"> o Watch instructional clips of implementation and provide feedback 	
<ol style="list-style-type: none"> 2. How do we know if they have learned it? <ol style="list-style-type: none"> a. Collaboratively review student work samples against essential skills mastery rubric developed by the team b. Review benchmark data & curriculum assessment 	
<ol style="list-style-type: none"> 3. What do we do when students do not learn it? <ol style="list-style-type: none"> a. Identify problematic areas of curriculum, instructional methods, and environment b. Determine which skills need to be retaught c. Establish small group target instructional groups for the bottom 25% on the skill d. Establish individual targeted instruction for bottom 5% 	
<ol style="list-style-type: none"> 4. What do we do when students do learn it? <ol style="list-style-type: none"> a. Create extension activities 	
Sign In	

Agenda
Third Street Elementary School

Date(s): January 14 & 21, 2020	Location: Room 15 (Teacher C's Classroom)
Department: 5 th Grade Teachers	Time: 8:30 a.m.-9:15 a.m.
PLC Norms	
<ol style="list-style-type: none"> 1. Come prepared. 2. Be on time. 3. Stay on task. 4. Be open to other's opinions, listening carefully and reflectively 	
Main Goal: Collectively analyze assessment data (student work) to develop weekly instructional practices and supports	
<ol style="list-style-type: none"> 1. What do we want students to learn? <ol style="list-style-type: none"> a. Design instruction <ul style="list-style-type: none"> ○ Review essential skill for ELA and Math ○ Determine how all subjects can align and support essential skills and prerequisite skills ○ Evaluate student work for patterns & develop common assessments for mastery b. Design systematic approach to interventions <ul style="list-style-type: none"> ○ Determine supports needed by all learners to gain access to the learning & who will develop supports ○ Review the students use of strategies c. Build instructional practices (flexible grouping and scaffolding) <ul style="list-style-type: none"> ○ Read and discuss <i>High Leverage Practices</i> sections on flexible grouping & scaffolding 	
<ol style="list-style-type: none"> 2. How do we know if they have learned it? <ol style="list-style-type: none"> a. Review class rubrics and student work samples b. Review benchmark data & curriculum assessment 	
<ol style="list-style-type: none"> 3. What do we do when students do not learn it? <ol style="list-style-type: none"> a. Identify problematic areas of the curriculum, instructional methods, and environment b. Determine which skills need to be retaught c. Establish small group target instructional groups and instructional methodology d. Establish individual targeted instruction methodology and mastery 	
<ol style="list-style-type: none"> 4. What do we do when students do learn it? <ol style="list-style-type: none"> a. Create extension activities 	
Sign In	

GLOSSARY OF TERMS

Appendix E

SAMPLE

Glossary of Terms

A

Acceleration: The number of points earned for a combination of student participation and performance in accelerated courses.

Adapting Instruction: Changes to classroom instruction in order to allow students equal access to the curriculum and to give students the opportunity to both process and demonstrate what has been taught; instructional adaptations can include both accommodations and modifications.

B

Benchmark: A typical or expected performance level in a given skill (e.g., reading) that serves as a general indicator of a student's overall progress.

C

Collaboration: A style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal. In educational settings this typically includes planning, implementing, or evaluating a specific aspect of an educational program for a student or group of students.

College and Career Readiness: Identifying if a student has met the ACT national benchmarks in Math and English.

Content Scaffolding: Instructional strategy in which educators teach material that is not too difficult or unfamiliar to students learning a new skill.

Cooperative Learning: Students of mixed ability levels are arranged into small groups and rewarded based on their collective performance. Cooperative learning includes positive interdependence, individual accountability, equality participation, and simultaneous interactions.

Corrective Feedback: Constructive comments provided as soon as possible following the implementation of an activity in order to help an individual improve his or her performance.

Culturally Responsive Pedagogy: Instruction that incorporates the diverse cultures of the students in order to provide content relative to students' experiences. A student-centered approach to teaching in which the student's unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world.

D

Data Based Individualization: Gradually individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.

E

English Learner: An individual aged 3 through 21, who is enrolled or preparing to enroll in an elementary school or secondary school and was not born in the United States or whose native language is a language other than English.

Evidence-Based Practice: Educational practice or strategy that has empirical evidence to support its efficacy.

F

Fidelity of Implementation: The degree to which an intervention is implemented accurately, following the guidelines or restrictions of its developers.

Formative Assessment: A form of evaluation used to plan instruction in a recursive way, providing regular assessment of student progress. Formative assessment enables teachers to diagnose skill, ability, and knowledge gaps; measure progress; and evaluate instruction. Examples include curriculum-based measurement, curriculum-based assessment, pretests and posttests, portfolios, benchmark assessments, quizzes, teacher observations, and teacher/student conferencing.

G

Graduation Rate: Percentage of students that graduated within four years

Growth: Points awarded to students making adequate progress and performance on the statewide assessment from year to year.

H

High Leverage Practices (HLPs): Basic fundamentals of teaching practices used constantly and are critical to helping students learn important content.

High-Quality Instructional Material (HQIM): Materials that are aligned with the Mississippi College- and Career-Readiness Standards, externally validated, comprehensive, and include engaging texts (books, multimedia, etc.), problems, and assessments. HQIM can be used to identify students' areas of strength and opportunities for growth, which are sequentially mapped and designed to prepare students to graduate ready for college and the workforce, educative for teachers, and accessible to students with differentiated needs.

I

Instructional Scaffolding: A process through which a teacher adds support for students to enhance learning and aid in the mastery of tasks. The teacher does this by systematically building on students' experiences and knowledge as they are learning new skills.

Intensive Intervention: Additional instruction designed to support and reinforce classroom skills characterized by increased intensity and individualization based on data.

L

Learning Strategies: Instructional methods employed to help students to read, comprehend, and study better by helping them to strategically organize and collect information.

Lowest 25%: Points earned for students in the lowest 25% on the statewide assessments.

M

Mississippi Academic Assessment Program (MAAP): Assessment designed to measure student achievement in English Language Arts (ELA), Mathematics, Science, and US History. The results provide information to be used for the improvement of student achievement.

Metacognition: The processes used to plan, monitor, and assess one's understanding and performance.

Multi-System of Support (MTSS): A prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs within intervention tiers that vary in intensity. The intention is to enable the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes.

P

Proficiency: The percentage of students meeting achievement expectations.

Progress Monitoring: Used to assess a student's performance and improvement in response to intervention. Allows teachers to evaluate the effectiveness of interventions adjust instruction to meet students' needs. Progress monitoring can be implemented with individual students or groups of students (e.g., whole class).

S

Special Education Process: The activities that occur from the time a child is referred for evaluation through being identified with a disability and provided with special education services via an IEP. These activities include request for an evaluation, a multidisciplinary evaluation, eligibility determination, and the development of the IEP. Families of students who are being evaluated must be informed of all activities and have opportunities to participate in meetings and decisions about their child.

Strategies Instruction: Instruction designed to teach students the elements or steps for implementing successful strategies.

Student with Disabilities (SWD): A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

Summative Assessment: Used to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include a midterm exam, final project, a paper, standardized tests that demonstrate school accountability

T

Targeted Instruction: Instruction that considers what students understand and teaches them according to their ability levels, rather than strictly adhering to what they are expected to know based on their grade level.

Teacher Growth Rubric (TGR): An observation tool used for teachers to enhance the impact teachers have on students and other school community stakeholders and highlights the teacher's strengths and identifies areas of growth. The TGR serves as a guide for teachers, as they reflect on their own practices and provides shared understanding regarding priorities, goals and expectations of quality practice.

U

Universal Design for Learning (UDL): A research-based framework for teachers to incorporate flexible materials, techniques, and strategies for delivering instruction and for students to demonstrate their knowledge in a variety of ways.

References

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

Mississippi Department of Education (2019) *High quality instructional material*. Retrieved from <https://mdek12.org/HQIM>.

Mississippi Department of Education (2020). *Mississippi annual report card user guide*. Retrieved from <https://msrc.mdek12.org/downloads/MSRCUserGuide.pdf>.

SAMPLE