HATTIESBURG PUBLIC SCHOOLS

PROFESSIONAL LEARNING PLAN 2021-2022

VISION: The Hattiesburg Public Schools is to create **a model teaching and learning environment** that graduates every student prepared for success in life, college, and the workforce.

MISSION: The mission of the Hattiesburg Public Schools is **to educate all students** to become productive citizens of a dynamic, global community.

HATTIESBURG PUBLIC SCHOOLS STRATEGIC GOALS:
1. **Academic Success**: Every student is proficient and showing growth in all assessed areas.
2. **Effective and Committed Staff:** Every classroom and department is led by caring, supportive, and highly effective staff.
3. **Positive School Climate and Culture:** All schools are safe, supportive, and welcoming.
4. **Family and Community Engagement:** All families and the community are informed, connected, and contribute to the success of our students and schools..
5. **Fiscal Responsibility and Sustainable Resources:** All District resources support the full implementation of the strategic plan.

THE PURPOSE OF THE PROFESSIONAL LEARNING PLAN is to describe the professional development cornerstones, goals, and supporting strategies and actions designed to meet the specific data identified needs of Hattiesburg Public Schools. In implementing the 2021-2022 Professional Learning Plan, Hattiesburg Public Schools will adhere to the **Learning Forward Standards** through strategies, activities, and practices used to systematically support achieving **Strategic Goal 1 - Academic Success:** Every student proficient and showing growth in all assessed areas as well as **Strategic Goal 2 - Effective and Committed Staff:** Every classroom and department is led by caring, supportive, and highly effective staff.

BUILT FOR GREATNESS

HATTIESBURG PUBLIC SCHOOLS OUTLINES THE FOLLOWING DATA INDICATORS AS SPECIFIC MEASURES OF STRATEGIC GOAL 1 - ACADEMIC SUCCESS and employs a training and development model to support success in the identified academic and professional areas through the building of effective teaching and high-quality instruction designed with student achievement as the primary focus:

1. Increase District reading proficiency and growth for all students on statewide tests.
2. Increase District math proficiency and growth for all students on statewide tests.
3. Increase District science proficiency for all students on statewide tests.
4. Increase District history proficiency for all students on statewide tests.
5. Increase District English Learner *(EL)* progress towards proficiency on statewide tests.
6. Increase District College & Career Readiness accountability points *(ACT)*.
7. Increase District Acceleration points *(Dual Enrollment/Credit, AP, Industry Certifications)*.
8. Increase District Graduation rate.
9. Improve District State Accountability Rating by increasing the letter grade or points.

PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT DATA : The Title I Comprehensive Needs Assessments survey results are used to identify the critical needs for teachers, paraprofessionals, and administrators district-wide and at each school to determine the yearly professional development needs, goals, and strategies. Additional data, such as attendance, discipline, Mississippi Department of Education State Assessment results, and administrators/teachers input, is also used to identify key professional development needs. **Moreover, based upon identified needs and data for the 2021-2022 school year, Hattiesburg Public Schools professional development, training, and support model will focus in the following identified areas**

- Differentiated Instruction *(i.e, grouping, individualized instruction, remediation, interventions, acceleration, strategies, etc.)*
- Technology - Student Engagement/Motivation, Digital Learning and Support Tools, Instructional Technology Strategies
- Utilizing data and progress monitoring tools and analysis *(i.e., common assessments, standards mastery/diagnostic, formative/summative assessments, etc.)*, Data to Instruction, Data Driven Decision Making, Objective/Goal Setting and Feedback
- Research-based Instructional Strategies /Best Practices *(Questioning, Formative Assessments, Marzano Strategies, etc.)*
- College and Career Readiness Standards and Specific Content Area Knowledge *(Math, ELA, Science, History, etc.)*
- Strategies for At-Risk Learners - Multi-Tiered Systems of Support *(MTSS/RTI/EWS)*, English Learner *(EL),* SPED-Inclusion/Co-teaching
- Literacy-Reading and Writing at all levels and content areas - Phonics/Phonemic Awareness,Vocabulary, Comprehension
- Classroom Management and School Culture and Climate *(i.e., Leader in Me, 7 Habits of Highly Effective People, Conscious Discipline, Positive Behavior Incentive Support-PBIS, Customer Service/Communication, Building Positive Relationships, Character Building, Leadership, etc.)*
- Educator and Professional Employee Growth, Evaluation, Improvement, Development, Leadership, etc.

HATTIESBURG PUBLIC SCHOOLS IS COMMITTED to addressing the identified needs by providing professional learning opportunities, initiatives, actions, and strategies that adhere to the **LEARNING FORWARD STANDARDS** and champion a model of training, modeling, collaborating, and coaching support via internal and external consultants, specialists, and teacher and administrative leaders. Withal, **LEARNING FORWARD** delineates seven standards that serve as the foundation of professional learning in the Hattiesburg Public Schools; the professional learning cornerstones address the following areas: *Learning communities, Leadership, Resources, Data , Learning Designs, Implementation, and Outcomes.*

STANDARD 1 - LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

- **HATTIESBURG PUBLIC SCHOOLS PROFESSIONAL LEARNING COMMUNITIES (PLC) FOCUS INCLUDE:**
  - Professional learning communities *(PreK-12)* meet by grade /subject area for collaboration, planning, and support
  - Grade/department level teams meet for planning and review of data in grades Pre-K-12
  - Focused faculty meetings are scheduled to review, to discuss data, to assess progress, and to follow up with research based responses plans and actions
  - Principals meet to review data, determine ways to assist teachers and/or receive professional learning on topics specified by district needs
  - Leadership, i.e., directors/supervisors, assistant principals, etc., meet to deepen understanding of effective leadership practices
  - District specialists and Curriculum support meetings to review data, strategies, and allow district-wide collaboration

- **SCHOOL LEVEL MEETING SESSION FREQUENCY:**
  - Faculty Meetings *(At least 1-2 times per month)*
  - Subject/Grade Level PLC *(At least 1 times per week)*
  - Leadership Meeting *(At least 1 per week)*
  - PBIS Committee Meeting *(At least 1-2 times per month)*
  - MTSS/TST/EWS Meeting *(At 1-2 times per month)*

- **DISTRICT LEVEL MEETING SESSION FREQUENCY:**
  - Administrators Meeting *(Monthly)*
  - Principals Meeting *(Monthly)*
  - Assistant Principals Academy *(Monthly)*
  - Curriculum and Instruction Meeting (*1-2 times per month)*
  - District MTSS/TST/RTI Meeting *(1 per quarter)*

2021-2022 HATTIESBURG PUBLIC SCHOOLS - DISTRICT LEVEL
TENTATIVE SCHEDULE OF PROFESSIONAL LEARNING COMMUNITY (PLC) MEETINGS

MASTER CLASS SCIENCE GRADE LEVEL DISTRICTWIDE MEETING DATES
LOCATION: LILLIE BURNEY LEARNING CENTER MULTI-PURPOSE ROOM   TIME: 2:00PM-4:30PM

SCIENCE TERM 2 DATES	SCIENCE TERM 3 DATES	SCIENCE TERM 4 DATES
October 13, 2021-5th Grade	January 12, 2022 - 5th Grade	March 9, 2022 -5th Grade

MASTER CLASS MATH AND ELA GRADE LEVEL DISTRICTWIDE MEETING DATES LOCATION: LILLIE BURNEY LEARNING CENTER MULTI-PURPOSE ROOM TIME: 2:00PM-4:30PM	MASTER CLASS MATH AND ELA GRADE LEVEL DISTRICTWIDE MEETING DATES LOCATION: LILLIE BURNEY LEARNING MULTI-PURPOSE ROOM TIME: 2:00PM-4:30PM
MATH TERM 2 DATES October 18, 2021-2nd Grade Math October 19, 2021-3rd Grade Math October 20, 2021-4th Grade Math October 21, 2021-5th Grade Math **ELA TERM 2 DATES** October 4, 2021-2nd Grade ELA October 5, 2021-Kindergarten ELA October 6, 2021- 1st Grade ELA October 12, 2021-3rd Grade ELA October 13, 2021-4th Grade ELA October 14, 2021-5th Grade ELA	**MATH TERM 4 DATES** April 18, 2022-2nd Grade Math April 19, 2022-3rd Grade Math April 20, 2022-4th Grade Math April 21, 2022-5th Grade Math **ELA TERM 4 DATES** April 6, 2022-4th Grade ELA April 7, 2022-5th Grade ELA April 11, 2022-3rd Grade ELA April 12, 2022- Kindergarten ELA April 13, 2022- 1st Grade ELA April 14, 2022-2nd Grade ELA
DISTRICT NEW TEACHER INDUCTION ACADEMY *(TIA)* MEETINGS DATES LOCATION: LILLIE BURNEY LEARNING CENTER MULTI-PURPOSE ROOM NEW TEACHERS ZERO YEAR EXPERIENCE TIME: 3:00PM-4:00PM NEW TEACHERS 1 YEAR EXPERIENCE TIME: 4:00PM-5:00PM	September 9, 2021 November 4, 2021 January 20, 2022 April 7, 2022

DISTRICT ACADEMIC COACHES & ACADEMIC INTERVENTIONISTS MEETING DATES LOCATION: LILLIE BURNEY LEARNING CENTER MULTI-PURPOSE ROOM TIME: 1:00PM -3:30PM	August 11, 2021 December 25, 2021 February 23, 2022 April 6, 2022	
DISTRICT LIBRARIANS MEETING DATES LOCATION: DESIGNATED SCHOOL SITES TIME: 9:00AM-12:00PM	**TERM 1 AND TERM 2 DATES** August 25, 2021 September 22, 2021 October 27, 2021 November 17, 2021 December 15, 2021	**TERM 3 AND TERM 4 DATES** January 26, 2022 February 23, 2022 March 23, 2022 April 27, 2022 May 18, 2022
DISTRICT COUNSELORS MONTHLY MEETING DATES *(MONTHLY SARB-ATTENDANCE, EWS, MTSS MEETINGS)* LOCATION: HPSD BOARDROOM TIME: 9:00AM-1:00PM	**TERM 1 AND TERM 2 DATES** August 25, 2021 September 22, 2021 October 27, 2021 November 17, 2021 (Starts 1:00 p.m) December 15, 2021 (Starts 1:00 p.m.)	**TERM 3AND TERM 4 DATES** January 19, 2022 (Starts 1:00 p.m.) February 23, 2022 March 30, 2022 April 27, 2022 May 25, 2022

DISTRICT ADMINISTRATORS AND SUPERVISORS MONTHLY MEETING DATES LOCATION: HPSD BOARDROOM TIME: 8:30AM-3:30PM		DISTRICT ASSISTANT PRINCIPALS MONTHLY MEETING DATES LOCATION: HPSD BOARDROOM TIME: 8:30AM-11:30AM	
TERM 1 AND TERM 2 DATES July 7, 2021 August 4, 2021 September 1, 2021 October 6, 2021 November 3, 2021 December 1, 2021	**TERM 3 AND TERM 4 DATES** January 12, 2022 February 2, 2022 March 2, 2022 April 6, 2022 May 4, 2022 June 1, 2022	**TERM 1 AND TERM 2 DATES** September 8, 2021 October 13, 2021 November 10, 2021 December 8, 2021	**TERM 3 AND TERM 4 DATES** January 26, 2022 February 9, 2022 March 9, 2022 April 13, 2022 June 8, 2022

STANDARD 2 - LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

- Administrators and teachers attend workshops and conferences to further their educational knowledge
- Administrators at the district and school site level establish policies and organizational structures that support ongoing professional learning and continuous growth.
- Teachers are given an opportunity at each school site to share in distributed leadership through chairing committees, departments or special campus projects
- Administrators ensure equitable distribution of resources to accomplish district and school goals
- Administrators ensure that adequate time for learning and collaboration is a part of the work day through scheduling and common grade and department level planning and meetings

STANDARD 3 - RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

- District resources are intentionally focused on providing supports designed to increase student achievement
- Substitutes are funded to minimize disruption of instruction as teachers attend specific required professional development workshops
- District Curriculum & Instruction staff assists school leaders and teachers in analyzing data, designing lessons and assessing instructional practices.
- District provides all certified staff with individual technology resources for instructional and professional use
- District provides a variety of professional development, i.e. online via Learning Management System (Schoology), Google Drive, modeling, coaching, and peer observations

STANDARD 4 - DATA: Professional learning that increases educator effectiveness and results for all students, uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

- District provides an online student data analytics service through School Status, SAMS, i-Ready, K12ELS, etc.
- Data analysis is the focus of each professional learning community to determine the strength and growth areas for students and to create a plan to address the areas of concern
- Administrators must present Self Directed Improvement Systems *(SDIS)* plans at quarterly meetings for analyzing school/department data
- District focus on formative assessments for progress monitoring of students for instructional decisions during grade/departmental meetings

STANDARD 5 - 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 use collaborative processes in school meetings to obtain input from all stakeholders
- Administrators review lesson planning to ensure the proper design of instruction to meet student needs
- District and school site administrators conduct walk-throughs and classroom observations to determine the impact of instructional practices
- Professional learning communities are conducted at each school site to analyze student data and research and evaluate research-based practices
- Teachers review and discuss the data and modeling of best practices and to obtain information on the implementation of new instructional strategies
- A district team will oversee the Multi-Tiered Systems of Support (MTSS) and Response to Intervention process and work with teachers to provide strategies for implementation of the interventions
- Individuals attending workshops or conferences will develop and present mini-workshops to departments or faculty at their school sites or district level
- Positive Behavior Interventions Systems are implemented and documented at each school site
- A Teacher Induction Academy is developed on a district level and school site level for teachers with 0-1years of teaching experience to provide them support for additional strategies and professional learning opportunities
- Model teachers serve as mentors for any teacher who is new to the Hattiesburg Public School District

STANDARD 6 - IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applied research on change and sustains support for implementation of professional learning for long term change.

- Observation tools are used to determine teacher effectiveness and provide constructive feedback for growth
- Teachers found to be deficient in specific areas will be provided training sessions to increase their skills
- Professional development sessions are embedded in the district calendar to provide collaborative opportunities across the district; these are opportunities to analyze and interpret school site data and to design effective instructional practices
- Academic coaches will be trained to share instructional strategies that will be used district-wide
- Instructional technologist will provide both individual and group training sessions for the integration of technology in classrooms
- Curriculum specialists and external consultants will provide both individual and group support sessions for the design of effective interventions and lessons

STANDARD 7 - OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

- Teacher effectiveness and performance aligns with the standards and implementation of the Teacher Growth Rubric Appraisal
- Teacher Induction Academy Mentors will be assigned on site to support new teachers
- Literacy and mathematics specific training will be conducted for specified grade bands to support student achievement
- District level and school level training will be conducted to expand the knowledge of teachers and administrators around the implementation of the College and Career Readiness Standards.

HATTIESBURG PUBLIC SCHOOLS PROFESSIONAL LEARNING PLAN
LEARNING FORWARD STANDARDS ALIGNMENT AND ACTIONS/STRATEGIES

LEARNING FORWARD STANDARD 1: LEARNING COMMUNITIES				
STANDARD DESCRIPTION	**INDICATORS**	**ACTIONS/STRATEGIES**	**WHO IS RESPONSIBLE**	**EVIDENCE OF SUCCESS**
Learning Communities Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. • Engage in continuous improvement. • Develop collective responsibility. • Create alignment and accountability.	• School and district leaders create policies and organizational structures that support implementation of collegial learning. • Learning teams meet regularly and frequently using agendas and protocols that focus teamwork on learning for all students. • All educators participate in learning communities that align collaborative work with school improvement goals and focus on continuous improvement. • Learning communities share collective responsibility for all students in the school or district. • Learning community members exchange	• Professional learning communities meet at least 1-2 times per week by grade bands or subject area based on need • Grade/department level teams meet once a week for planning and review of data in grades PreK-12 • Focused faculty meetings are scheduled at least once per month to assess progress • Principals meet 1-2 times per month to review data, determine ways to assist teachers and/or receive professional learning on topics specified by district needs	Principals Principals Principals Superintendent	• Alignment of curriculum, instruction, assessment and professional development to college and career standards. • Rigorous uniform resources PreK-12 • Appropriate resources utilized in teaching and learning experiences for students *(classroom observations, PLC observations, Data Response Plans, etc.)*

	feedback about their practice with one another, visiting each other's classrooms or work settings, and sharing resources. ● Learning teams develop and employ norms of collaboration and relational trust. ● Team members and faculties hold themselves collectively accountable for student results. ● Leaders create policies and provide support aligned with an explicit vision and goals for successful learning communities.	● Assistant principals meet monthly to deepen their understanding of leadership ● Academic coaches meet to review data, review strategies and to collaborate on developing district wide instructional plans	Superintendent Curriculum and Instruction Department	

LEARNING FORWARD STANDARD 2: LEADERSHIP

STANDARD DESCRIPTION	INDICATORS	ACTIONS/STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
Leadership Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support	● Teachers serve in a variety of leadership roles. ● Faculty is involved in planning and implementing professional learning.	● Administrators and teachers attend workshops and conferences to further their educational knowledge ● Administrators at the district and school site	Curriculum and Instruction Department Superintendent	● Professional Learning Communities for each grade/content area PreK-12 at each school and district level

systems for professional learning.	- Administrators participate in professional learning with staff. - Administrators model instructional leadership and continuous improvement. - The school culture supports continuous improvement through team learning. - Resources (money, materials, and time) are equitably utilized to accomplish learning goals.	level establish policies and organizational structures that support ongoing professional learning and continuous growth. - Teachers are given an opportunity at each school site to share in distributed leadership through chairing committees, departments or special campus projects - Administrators ensure equitable distribution of resources to accomplish district and school goals - Administrators ensure that adequate time for learning and collaboration is a part of the work day through scheduling and common grade and department level planning and meetings	Principals Superintendent & Principals Principals	- SOARS/Teacher Leadership Team *(agendas, minutes)* - School/District Level Professional Development *(calendar, meeting/training schedules, agendas, sign-ins)*

LEARNING FORWARD STANDARD 3: RESOURCES				
STANDARD DESCRIPTION	**INDICATORS**	**ACTIONS/STRATEGIES**	**WHO IS RESPONSIBLE**	**EVIDENCE OF SUCCESS**
Resources Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	● Resources are targeted to a small number of high priority goals for student and educator learning. ● School schedule allows for professional learning time during the school day. ● Resources are allocated for technology to support student and educator learning. ● The uses of resources are tracked and monitored. ● Multiple sources of funding are coordinated and aligned to stated learning goals. ● Teachers and administrators share responsibility for allocation of resources.	● District resources are intentionally focused on providing supports that would increase student achievement ● Substitutes are funded to minimize disruption of instruction as teachers attend off-site professional development workshops as applicable and funding available ● District C & I staff assists school leaders and teachers in analyzing data, designing lessons and assessing instructional practices. ● District has provided all certified staff with individual technology resources for instructional use	Superintendent Superintendent & Assistant Superintendent Curriculum and Instruction Department Technology Department and Curriculum, Instruction Department, Instructional Technologist, and Principals	● Staff Effectiveness Review and Feedback Information/Survey/ Reports ● Monthly expenditures review ● Meeting Notes, Minutes, Data, Feedback ● Needs Assessment Data

		• District provides online professional development		

LEARNING FORWARD STANDARD 4: DATA				
STANDARD DESCRIPTION	**INDICATORS**	**ACTIONS/STRATEGIES**	**WHO IS RESPONSIBLE**	**EVIDENCE OF SUCCESS**
Data Professional learning that increases educator effectiveness and results for all students, uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	• Teachers and administrators analyze student data to identify adult learning priorities at the classroom, school, and district levels. • Teachers/teams analyze student data to make decisions about student progress and adjustments needed to increase student learning. • Teachers/teams use student data to assess the effectiveness of the application of their new learning to make ongoing adjustments to increase student results. • School leaders use data to monitor implementation of professional learning and its effects on educator practice and student learning.	• District provides an online data analytics service through School Status • Data analysis is the focus of professional learning community sessions to determine the strength and growth areas for students and to create a plan to address the areas of concern • District /School focus on formative assessments for progress monitoring of students for instructional decisions during grade/departmental meetings • Lewin's Phases of Change are utilized - unfreezing *(identify a need to change)*,	Director of Technology Superintendent, Curriculum and Instruction Department, & Principals Superintendent, Curriculum and Instruction Department, & Principals Superintendent	• Evidence of data driven instruction that provides student intervention, acceleration, and remediation • Early Warning System Data (EWS/MTSS) • Review of Progress Monitoring data • Meeting/Training Agendas, Minutes, Notes • Observations and Review of Classroom Instruction and PLC Meetings Sessions

| | ● Educators develop a theory of change and a framework to evaluate professional learning.
● Educators work together to evaluate their learning designs, their collaboration, learning results, and the content and duration of professional learning. | changing *(use research based strategies to make the change)*, and refreezing *(implement the strategy/approach/ change effectively)*
● Administrators must present Self Directed Improvement Systems (SDIS) plans at quarterly meetings for analyzing school site data | | |

LEARNING FORWARD STANDARD 5: LEARNING DESIGNS				
STANDARD DESCRIPTION	**INDICATORS**	**ACTIONS/STRATEGIES**	**WHO IS RESPONSIBLE**	**EVIDENCE OF SUCCESS**
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.	● School and district plans focus on team and whole-school learning. ● Most professional learning occurs as part of the workday. ● Adult learners engage in using the processes they will use with students. ● School and district plans provide multiple practices of the new learning with feedback and coaching. ● Learners are actively engaged with other	● Administrators use collaborative processes in school meetings to obtain input from all stakeholders ● Administrators review lesson planning to ensure the proper design of instruction to meet student needs ● District and school site administrators conduct walk-throughs and	Principals Principals Superintendent & Principals	● Principal Observations ● PLC Lesson Study Review ● District/School Level Observation Reports ● Professional Development Calendar, Schedules, Meeting/Training Dates

	learning and the content during the learning process. ● Educators work in teams to collaboratively construct, analyze, evaluate, and synthesize knowledge and practices.	classroom observations to determine the impact of instructional practices ● Professional learning communities are conducted at each school site to analyze student data and research and evaluate research-based practices ● Teachers have access to online courses and professional learning opportunities to review modeling of best practices and to obtain information on the implementation of effective instructional strategies. ● District/school team will oversee the Multi-Tiered Systems of Support (MTSS) and Response to Intervention process and work with teachers to provide strategies for	Principals Curriculum and Instruction Department Superintendent and Curriculum and Instruction Department, Principals	● Teacher Induction Academy *(Calendar, agenda, sign-in)*

		implementation of the interventions. ● Individuals attending workshops or conferences will develop and present mini-workshops to departments or faculty at their school sites ● Positive Behavior Interventions are implemented and documented at each school site ● A Teacher Induction Academy is developed on a district and school level for 0-1 year teachers to provide them support for additional strategies and professional learning opportunities ● Model exemplar teachers serve as mentors for any teacher new to the Hattiesburg Public School District	Principals Principals Assistant Superintendent, Director of Curriculum & Instruction, and Principals Assistant Superintendent, Curriculum and Instruction Department & Instruction, and Principals	

LEARNING FORWARD STANDARD 6: IMPLEMENTATION				
STANDARD DESCRIPTION	**INDICATORS**	**ACTIONS/STRATEGIES**	**WHO IS RESPONSIBLE**	**EVIDENCE OF SUCCESS**
Implementation Professional learning that increases educator effectiveness and results for all students and applies research on change and sustains support for implementation of professional learning for long-term change.	● Educators commit to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity. ● School and district leaders provide and align resources to initiate and sustain implementation. ● Leaders model outstanding practices and maintain sustained focus on the goals and strategies for achieving them. ● Schools and district provide three to five years of ongoing implementation support focusing on deepening understanding and addressing problems associated with the new practice. ● Educators provide specific information to assess practice in	● Observation tools are used to determine teacher effectiveness and provide constructive feedback for growth ● Teachers found to be deficient in specific areas will be provided training sessions to increase their skills. ● Professional development sessions are embedded in the district/school calendar to provide collaborative opportunities across the district, opportunities to analyze and interpret school site data and to design effective instructional practices. ● Academic coaches will be trained to share instructional strategies that will be used district wide	Superintendent, Assistant Superintendent, and Principals Principals Assistant Superintendent and Principals	● Administrator Feedback using data analytics report ● Usage reports of Edivate to provide prescriptive professional development

	relationship to established expectations and to adjust practice to achieve those expectations. ● Learners engage in reflection and provide constructive feedback on his/her own or other's practice.	● Instructional technologist will provide both individual and group training sessions for the integration of technology in classrooms ● Curriculum specialists will provide both individual/group support sessions for the design of effective interventions and lessons	Curriculum and Instruction Department and Principals Curriculum and Instruction Department Curriculum and Instruction Department	

LEARNING FORWARD STANDARD 7: OUTCOMES				
STANDARD DESCRIPTION	**INDICATORS**	**ACTIONS/STRATEGIES**	**WHO IS RESPONSIBLE**	**EVIDENCE OF SUCCESS**
Outcomes Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.	● Educator learning is focused on student learning outcomes. ● Professional learning is driven by what teachers need to know and be able to do in order to provide effective learning for all students. ● Learning goals are based on analysis of educator and student data. ● Professional learning is focused on proven	● Teacher effectiveness and performance aligns with the standards and implementation of the Teacher Growth Rubric Teacher Appraisal ● Individual student goals are based on analysis of data to increase student achievement, growth, and proficiency	Assistant Superintendent and Principals Principals and Teachers	● Teacher Growth Rubric Review ● Principal Growth Rubric ● Professional Development Feedback, Data, and Evaluation ● Annual Comprehensive Needs Assessment

	effective classroom strategies and practices. ● Learning outcomes are aligned with educator performance standards and student learning goals. ● All professional learning includes appropriate follow-up.	● Teacher Induction Academy Mentors will be assigned on site to support new teachers ● District/school training will be conducted to expand the knowledge of staff around the implementation of literacy, mathematics, the CCR Standards, and all applicable academic courses/curriculum grades PreK-12.	Principals Director of Curriculum and Instruction, Director of Federal Programs/Early Learning Collaboration, Director of Exceptional Education, Director of Career & Technical Education/College & Career Readiness, and Principals	