TUPELO
PUBLIC SCHOOL DISTRICT

Instructional Management Plan

2024-2025

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This document provides direction to all TPSD staff involved in the instructional delivery of the curriculum. The document is designed to comply with the policies and directives of the TPSD Board of Trustees.

Mission and Goals

The Tupelo Public School District organizes the district's instructional efforts around the mission and goals of the district.

The mission of the district is as follows:

The Tupelo Public School District serves the community by engaging each student in an excellent education that develops the skills and citizenship needed for success in a global society.

The Board of Trustees set the following goals:

- Increase student achievement across the district.
- Provide a safe, secure, and orderly environment in all schools.
- Attract and retain all stakeholders.
- Maintain sound financial stability.
- Ensure all graduates are college and career-ready.

TPSD intends to meet all accountability standards required by state law and regulations. All curriculum and instructional documents are housed in a shared Google document, units of study, and pacing guides. The guides are based on the Mississippi College and Career Readiness Standards and the Mississippi Curriculum Frameworks.

Mississippi Public School Accountability Standards 2021 state:

20. The school district meets the following instructional management requirements Miss. Code Ann. §§ 37-3- 49(2)(a-c) and 37-3-49(5), Miss. Admin. Code 7-3: 41.1, State Board Policy Chapter 41, Rule 41.1. 24 Mississippi Public School Accountability Standards, 2021 20.1 The school district implements an instructional management system that has been adopted by the school board and includes, at a minimum, the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school. (Districts Meeting the Highest Levels of Performance are exempted.) 20.2 The instructional management system includes a tiered instructional model in accordance with Miss. Admin. Code 7-3: 41.1, State Board Policy Chapter 41, Rule 41.1, including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.

Instructional Plan Components

The components of the instructional management plan include the following:

- A reasonable number of precise, clear student expectations for each discipline and grade level or course - derived first from those learnings tested in state and other high stakes tests, correlated to the Mississippi Academic Assessment Program, the Mississippi Science Test, the Mississippi K-3 Assessment System, the Subject Area Testing Program 2, the Mississippi College and Career Readiness Standards, Mississippi Curriculum Frameworks and TPSD Graduation Requirement expectations.
- A scope and sequence of the student expectations by instructional level and course based on when the learnings are to be acquired (short-term memory) and mastered (long-term memory). A syllabus is designed to communicate student expectations to parents/guardians and students.
- A proposed teaching sequence of the student expectations within an instructional level or course is derived in part from the available resources teachers typically use to deliver the curriculum.
- An instructional management system designed around the curriculum and students' expectations that teachers can use for teaching and reporting purposes.
- Teachers use aligned district diagnostic and formative assessments to determine student prerequisite skills, ongoing acquisition, and mastery of student expectations.
- Pre-assessments and post-assessments are to be used both diagnostically (formatively) and summatively to determine student progress and academic gains over a period of time.
- Progress reports of student accomplishments and expectations will be used during the grading periods to communicate each student’s progress to parents/guardians and students.
- Projections of the time range necessary to teach a reasonable number of student expectation(s), prerequisite skills, aligned resources, and sample assessments with multiple contexts.
- A Multi-Tiered support system for reaching all students so that they perform to their potential
- A Professional Learning Plan for administrators, teachers, and all instructional staff

- Monitoring of instructional delivery

Curriculum

The Tupelo Public School District is committed to developing an exemplary curriculum that sets rigorous, high expectations for students and teachers and results in meaningful learning for each student. The curriculum aims to establish a system that ensures that students learn the Mississippi State College and Career Readiness Standards and the Mississippi Curriculum Frameworks at a particular instructional level regardless of the teachers teaching the students or the schools attended.

Specifics to high-stakes assessments are embedded early in the instructional levels to increase the likelihood of student access and mastery before being assessed. TPSD Graduation requirements and prerequisites are spiraled through the curriculum from Pre-Kindergarten through Twelfth Grade.

According to Board Policy IC: Curriculum Development, the design and implementation of the curriculum will be consistent with the Board's adopted mission and applicable goals, state laws, and State Board of Education rules. The curriculum will be designed and implemented on the following premises:

- All students are capable of achieving excellence in learning the essentials of formal schooling.
- Success influences self-concept; self-concept influences learning and behavior.
- The instructional process can be adapted to improve learning. Schools can maximize the learning conditions for all students through clearly stated expectations of what students will learn, high expectations for all students, short and long-term assessments of student achievement, and modifications based on assessment results.
- Successful student learning must be based on providing appropriate educational experiences at the appropriate level of challenge to ensure maximum student achievement.
- High levels of student achievement are the benchmarks for effective curriculum (design) and instruction (delivery).

The focus of the curriculum shall have the following priority order:

- Mississippi College and Career Readiness Standards
- Emphasis on reading at grade level
- Mastery of basic skills in writing and mathematics
- Bloom's Taxonomy and Webb's Depth of Knowledge

The instructional approach shall:

1. Establish a school climate, both in-person and virtual, that continually affirms the worth and diversity of each student.
2. Expect that each student will perform at high levels of learning.
3. Ensure that each student experiences opportunities for personal success.
4. Vary the time for learning according to each student's needs and the task's complexity.
5. Have both staff members and students take responsibility for successful learning.
6. Assess current student skills or learning for instructional assignments.
7. Analyze the content of each objective so that instructional strategies match content, context, cognitive level, and assessment.
8. When appropriate, sequence tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery.
9. Orient students to the objectives to be learned.
10. Teach to the objectives, providing varied approaches, adequate time, digital resources, and multiple opportunities for learning and success.
11. Assess student mastery of the objectives to determine the need for movement to a new instructional objective, extensive enrichment, or correction.
12. For those students who attain mastery, progress to the next objective, or offer extension or enrichment.
13. For those students who do not attain mastery, provide correctives and/or use different strategies until mastery is achieved. Utilize the Multi-tiered system of support (MTSS) process in monitoring the remediation process.

Teacher representatives develop TPSD curriculum guides and pacing guides from each school. The guides provide:

- Course title/instructional level
- Learning Management System (Canvas)
- Pacing Guides and testing matrix
- Learning targets and objectives based on the Mississippi College and Career Readiness Standards and the Mississippi Curriculum Frameworks
- Student expectations – written with content, context, cognitive type, and standard of performance
- Prerequisite objective and prior learnings linked to new learnings
- Correlation to MAAP and other assessments as applicable, as well as National Standards
- Timeline for acquisition, review, and mastery
- Assessment samples (local, state, national) using multiple choices, constructed and authentic real-world, multi-disciplinary examples
- Identification of district-level bank of aligned assessment items

- Activity ideas (real world, multi-disciplinary), if commercial materials are lacking in alignment requirements
- Aligned extension/remediation (acceleration), modifications, and re-teach strategies (for Gifted, ELL, RTI, and SPED)
- Accommodations for English Language Learners and other special population students
- Terminology and expected vocabulary
- Required and optional reading lists, where appropriate
- Interdisciplinary correlations
- Technology integration, whenever relevant
- Writing integration, whenever relevant
- Aligned current resources to student expectations (e.g., laptops, textbooks, video, software, interactive boards, and internet links)
- Depth and breadth of the content and processes.

Assessment

The primary purpose of assessment is to diagnose student learning. Assessment is an integral part of instruction, and it is necessary to provide ongoing formal and informal assessments of students and their knowledge daily. Informal assessments include questioning strategies, checking for understanding strategies, guided and independent practice activities, warm-up and sponge activities, previewing prior learnings, quizzes, etc. Teachers align these strategies and activities to the curricular standards and learning targets.

The district's instructional approach, which is to be used by teachers in their planning and teaching of the district curriculum, calls for formal assessments. These formal assessments are not summative assessments such as state tests, college entrance tests, and advanced placement tests; instead, they are formal assessments to be used in a formative manner. The district provides formal criterion-referenced assessments, which are to be used in a diagnostic way. Teachers determine each student's prerequisite skills for new learning and whether the student has already mastered the learning before teaching so the teacher can differentiate the learning objectives for every student. These assessments are designed to provide diagnostic information on the initial acquisition of the learning objectives being taught as well as long-term mastery of the objective.
Secure benchmark tests are designed to be administered three times a year. These benchmark test items will be a sampling of the student expectations taught during that period and will be those with the highest priority (tested most frequently and missed most often).

TPSD assessments will be designed around the TPSD curriculum to provide diagnostic tools for teachers to use in determining students' prerequisite knowledge, current knowledge of the curriculum, initial acquisition of the objectives, and mastery of the curriculum.

Assessments include:

- Diagnostic instructional level assessments (Formative Common Assessments, Pre-assessments, and Post assessments) around groups of student expectations (two to nine weeks of work).
- Benchmark tests are to be administered two times a year. The assessments can be used as a summative measure of learning and diagnostic data for teachers receiving students during the next term. The student expectations built into the assessment tool will be those for which mastery (long-term memory) should be expected.
- At the beginning of the year/term, assessments will be administered to determine if students already have mastery of some of the tested student expectations.
- MAAP released tests that provide practice and diagnostic assessment
- State and National Assessments

The following is a list of all the district-wide assessments administered yearly. The matrix includes the purpose of the test, when it is administered, to whom it is administered, and who uses the results.

Regular Education Assessments Used in District Type of Test: D = Diagnostic, S = State, P = Program, O = Optimal					
Type	Test Name	Subject Covered (grade level)	Given When	Purpose of the test	Used By
O	ACT	College Entrance Exam	Set by the College Board throughout the year	Entrance to College	Junior and Seniors
P	AP	Advanced Placement Tests	May of each Year	To earn college credit	High schools- require a score of 3 or higher to gain credit from the College Board
O	ASVAB	Armed Service Vocational Aptitude Battery	Junior year	Aptitude Test	Counselors to guide student career choices
D	Benchmark	All tested core subject areas	Two times a year for grades 3-12	Measures student progress toward mastery of the state curriculum	Parents, staff, and students to maintain levels of mastery and to monitor effectiveness of district curriculum
D S	i-Ready	English Language Arts Math	3-6	Universal Screener	Parents, teachers, and students to maintain levels of mastery and to monitor the effectiveness of district curriculum TST Counselors
D S	STAR Reading/Math	English Language Arts/Math	K-2	Universal Screener	Counselors TST

D S	Dyslexia Screener	• Phonological awareness and phonemic awareness • Sound symbol recognition • Alphabet knowledge • Decoding skills • Encoding skills • Rapid naming	Kindergarten students will be screened in the Spring semester, and 1st-grade students will be screened during the Fall semester.	Screening for dyslexia	Classroom Teachers, TST, Counselors
S	MS-CPAS2	MS Career Planning and Assessment	10-12 Vocational Students	Measures occupation-specific aptitude	Counselors to guide student career choices
D	MKAS	Readiness Assessment	Fall and Spring	Measures the developmental levels and readiness of PK-K students	Teachers in PK, K, and 1st
S	MAAP	Language Arts/ Reading/Writing/Math	Given in May to all 3-8 graders	Proficiency Measure State Accountability	Counselors, Classroom Teachers

	MAAP-A	Alternative Assessment	State Assessment	State Accountability	SPED Teachers
	NAEP	National Assessment of Educational Progress	January in selected grades	Provides results on subject-matter achievement, instructional experiences, and school environment for populations and groups within those populations	Counselors
O	NAGLERI	Naglieri Nonverbal Ability Test	Measures general Intelligence. Given in the first and third grade	Screener for Gifted Ed. Program nonverbal	Challenge Teacher, Classroom Teachers

S	MAAP	Algebra I English II US History Biology I	High School students 9-12. Given in December and April for the first time takers.	State exit requirement,	Counselors
S	Science MAAP	Science	5th and 8th graders March		Counselors
O	WRAT	Wide Range Achievement Test	K-12	Grade placement	Counselors
S	LAS Links	Language Proficiency	ELL students grades K-12	Language Acquisition	Counselors

There are two primary foci for using district assessments--individual student assessment data for instructional purposes and program evaluation.

Program Evaluation will serve two purposes: (1) to determine if student achievement or curriculum student expectations meet or exceed district expectations and (2) to determine if specific programmatic efforts (e.g., Title I, Gifted, Special Education, a particular commercial program) are meeting student achievement expectations on the district's curriculum.

External tests are typically summative. They are used for accountability or placement purposes (e.g., MAAP, NAEP, AP, and ACT). In the TPSD, such assessments will be used to assist in setting school improvement planning goals annually (MKAS and MAAP). Such data is expected to be disaggregated by gender, race/ethnicity, and socioeconomic status, as well as by individual students, classrooms, buildings, and grade levels, where these analyses may be used for program and instructional planning. In some cases, the data is disaggregated by course taken.

Instructional Delivery

Instructional Expectations

Instructional delivery of the curriculum by TPSD teachers is built around a set of researched instructional strategies. The learning of students and their continuous progress toward the completion of the TPSD curriculum student expectations is the central focus of instruction. This does not mean dictating a teacher's exact strategies or techniques. Instead, it is to direct the structure for the overall planning of instruction and its delivery. The teacher’s instructional plan should be based on the concept of teaching to mastery and the need to differentiate instruction for each student based on data. The guidelines are not about writing a lesson plan, but rather the thought processes one goes through in planning lessons.

TPSD instructional expectations include:

- Designing lessons/units of study around the TPSD student expectations
- Diagnosing students' mastery of student expectations before teaching;
- Establishing teaching at the right level of difficulty for students;
- Designing differentiated activities aligned to student expectations and anchored to appropriate student instructional levels;
- Delivering aligned lessons using research-based teaching practices;
- Using assessments to determine if students have mastered TPSD student expectations or need further re-teaching and
- Keeping track of where students are in their learning.

Lesson Planning Outline for Teachers

The following procedures guide teachers in designing and delivering each lesson. TPSD teachers are expected to use research-based methods to create and deliver their lessons. The following seven elements should be included in the lesson plans: 1) content/language objectives in student-friendly terms, 2) anticipatory set, 3) input (content taught through modeling, quality examples, and differentiated instructional strategies), 4) checking for understanding (monitoring and adjusting) 5) guided practice, 6) independent practice, and 7) closure. The expectations are that students will read, write, speak, and work collaboratively during the lesson.

Design Planning

What do I want my students to know?	
Planning Area:	REMEMBER to…
1. Content Student Expectations/Estimated Class Time: periods	• Build lessons around selected skills, knowledge, concepts, and processes aligned to the TPSD Curriculum. • Gauge adequate time to teach the student expectation/s (i.e., partial to multiple class periods). • Determine actual student expectations to be taught to which students based on the Initial Assessment (see B Below)
2. Critical Attributes of the Student Expectation(s)	• Decide what the student needs to know and be able to do. • Specify attributes in precise and measurable language. • Sequence the critical attributes in the most effective teaching order.
3. Questions	• Design at least two questions to focus students on each critical attribute. • Plan for various question types (e.g., open-ended, higher levels of inquiry, etc.)

4. Essential Vocabulary	• Identify and define essential terms included in the content of the student expectations using language students understand (consider second language acquisition expectations). • Determine where in the lesson you will teach these terms most effectively.
How will I know if they have learned the content of student expectations?	
Planning Area:	REMEMBER to…..
1. Initial Assessment (Diagnosis)	• Determine if each student has the prerequisite skills of the new learning they already know. • Plan both formal and informal strategies to identify student readiness to learn. • Select strategies to teach essential prerequisites to those needing them. • Identify the performance target at the outset (i.e., what will provide evidence of adequate student performance).
2. Acquisition Assessments (Short-term learning)	• Plan to provide periodic acquisition assessments (e.g., quizzes, labs, worksheets, discussions, etc.). • Plan for various assessment contexts (e.g., test format, real-world, etc.) as illustrated in the TPSD Curriculum, Assessment, and Instructional Guides.
3. Mastery Assessments (Long-term Learning)	• To review and reinforce mastery, specify how you will return to this student's expectation(s) in future lessons. • Plan for various question types, including item- format of high-stakes tests. • Allow multiple ways to demonstrate mastery (including end-of-course exams, portfolios, etc.). • Plan to provide numerous opportunities to demonstrate mastery.
What resources and strategies will I use to teach the student expectations?	
Planning Area:	REMEMBER to…..
1. Resources	• Select instructional resources critically aligning to the content and context of student expectation(s). • Create or seek additional materials as needed to support learning student expectations.

2. Strategies	● Consider various ways to present the learning (e.g., inductively, deductively, inquiry, direct instruction, concept formation, structured discovery, divergent, project-based, etc.) ● Select the most appropriate strategies based on what is taught: Skills, Knowledge, Concepts, and Processes. ● Select research-based instructional strategies. ● Consider strategies for differentiation and special student populations (SPED, ELL) ● Teach objectives using multiple modalities (e.g. visual, auditory, written, tactile, and kinesthetic.)

3. Higher Order Thinking	● Bloom's Taxonomy ● Webb's Depth of Knowledge

Delivery Planning

How will I construct the learning experience for each lesson?		
	PART OF INSTRUCTION	REMEMBER to …
Monitoring And Feedback ● Provide students with signals and reminders to sustain the learning activity and hold students accountable throughout the lesson(s). ● Monitor the	Set/Advanced Organizer	● Furnish students with a clear vision of what they are learning to devise a meaningful reason for mastering the student expectation(s) –including how it fits into the big picture of their education and the world around them. (e.g., a problem that needs solving, a current scenario, a recurring human theme, a unit of study, a link to something students want to know, etc.). ● Reveal the specific content student expectation(s) and the type of learning (e.g., skill, knowledge, concept, and process) to be mastered. ● Activate what students have already learned in life and school that relates to the new learning (i.e. scaffolds prior knowledge)

quality of student participation and products throughout the lesson(s). ● Provide continuous targeted academic feedback specific to the content throughout the lesson(s).	Relevant Input	● Teach the critical attributes and key terms of the student expectation(s) using various research-based instructional strategies. ● Use high-interest, real-world examples and non-examples. ● Provide explicit samples of how students will demonstrate mastery, such as the format(s) and performance standard. ● Ensure universal engagement throughout the lesson (e.g., by writing the answers, pair-sharing, using whiteboards, cue checks, etc.). ● Use the essential questions to focus on critical attributes of the student expectations. ● Provide language language-development activities as appropriate to meet student needs. ● Group students in various ways (e.g., individuals, pairs, small and large groups; cooperative learning, reciprocal teaching, Socratic seminars, etc.). ● Check students' initial understanding of their learning and determine which students are ready to move to guided practice.

	Guided and Independent Practice	● Help students develop increased proficiency under close, guided supervision with corrective feedback. ● Provide independent practice experience under continued teacher supervision (i.e., observe cues as students work alone, etc.) ● Provide a variety of ways and multiple opportunities, aligned to the *District Curriculum and Instructional Guide* contexts, to move toward mastery. ● Use homework carefully (i.e., to reinforce the learnings you are confident students can succeed without support, to gather new information for readiness for subsequent learnings, to complete extended readings, etc.)

	Closure	● Provide final practice on the key concepts to clarify the student expectation(s) learned. ● Use the information from the closure activities to diagnose the next teaching steps (e.g., re-teach, move on, individual review, etc.).
	Mastery and Follow-up	● Allow multiple ways and opportunities to demonstrate acquisition of the learnings (e.g., end-of-unit exams, projects, presentations, etc.). ● Return to this content student expectation(s) over time to review and reinforce mastery, either embedded in future lessons or as stand-alone activities.

Multi-tiered Systems of Supports

The MTSS (Multi-Tiered Systems of Support) aims to accelerate and maximize student academic and behavioral outcomes by applying collaborative data-based problem-solving by effective leadership at all levels.

MTSS coordinates the implementation of policies and procedures related to State Board Policy Part 3 Chapter 41: Interventions (Previously State Board Policy 4300).
Goals of MTSS

- Being prevention-oriented: knowing who needs support as early as possible each year and putting those supports in place
- Implementing evidence-based interventions for all students and tailoring interventions based on student's needs
- Using progress monitoring data to know when to make changes in instruction

MTSS Essential Components:

Shared Leadership:

- Core district and school teams
- RTI District Focus Group
- School Teams:
    - Counselor, AP, Interventionist, Gifted/SPED representative, Teacher, Parent

Data-Based Problem Solving:

- Ongoing data collection and thoughtful analysis to assess the quality of instruction, student performance, intervention practices, and efficient use of resources
- PROBLEM IDENTIFICATION ➔ PROBLEM ANALYSIS ➔ PLAN

IMPLEMENTATION ➔ PLAN EVALUATION

Layered Continuum of Supports:

- Culturally and developmentally relevant practices that are layered from universal (every student) to targeted (some students) to intensive (few students) to support the academic and behavioral needs of EVERY student
- UNIVERSAL – Tier 1 – instruction supports every student
    - Promotes positive skill development
    - Preventative and proactive
    - Allows for student growth
    - Reduces the need for support at subsequent tiers
- TARGETED – Tier 2 – instruction and support for targeted students
    - Supplement the universal tier
    - High efficiency, short term

- INTENSIVE – Tier 3 – supports for FEW students
    - Enhance existing supports to improve individual academic and behavioral outcomes.
    - Highly intensive
    - Specifically designed intensive intervention for individual students

Evidence-Based Instruction, Intervention, and Assessment Practices:

- Teacher's classroom practice is one of the most important pieces
- The results of instructional practices must be measurable and directly related to improving student outcomes in identified areas of need.

Universal Screening and Progress Monitoring:

- Screening is done three times per year
- Office discipline referrals are used for behavior screening
- Provides repeatable data collection of academic and behavioral skills of all students
- Detects whether or not students are making adequate progress with the curriculum
- Provides data that can be used to evaluate the quality, equity, and efficiency of a school's universal instruction and support to create a responsive system
- Progress monitoring provides a systematic approach to gathering academic and behavioral data using various data collection methods.
- It provides a basis for evaluating instructional programming, guides matching and adjusting goals, materials, and grouping to student needs, and aids communication with students, families, and other professionals.

Requirements of State Board Policy 3: Chapter 41: Intervention (previously State Board Policy 4300)

1. Instruction model with three tiers of instruction
   Dyslexia screener: K – spring, 1st grade – fall
2. A screening was given to all K-3rd grade students within the first 30 days of school, and it was repeated at mid-year and end-of-the-year to identify deficiencies in reading.
3. Students will auto-pop if: (1) grades 1-3 – failed 1 grade; (2) grades 4-12 – failed two grades; (3) failed either of the preceding 2 grades and have been suspended or expelled for more than 20 days; (4) scored minimal on the state assessment in grade 3 or grade 7; (5) promoted from grade 3 to grade 4 with a good cause exemption *meetings will be conducted within the first 20 days of school.
4. After Tier 3 referral – interventions must begin within two weeks
   a. 1st review no later than eight weeks
      2nd review no later than 16 weeks
   b. if the intervention is unsuccessful, then the student will be referred for a comprehensive assessment
5. Literacy-Based Promotion Act requirements must be met.

Professional Learning

The Tupelo Public School District's professional learning system aims to improve student learning. Professional learning facilitates individual, school-wide, and district-wide improvements to increase student achievement.

The professional learning system is designed to enhance and extend professional knowledge and practice through the application of content and strategies in the following areas:

- Support of student achievement
- The science of evidence-based teaching
- The science of learning
- The art of teaching for learner success

Professional learning is how educators acquire or enhance the knowledge, skills, and expectations necessary to increase student learning and must meet the following criteria.
Standards for Professional Learning outline professional learning characteristics that lead to effective teaching practices, supportive leadership, and improved student results. All approved professional learning is aligned to the following standards developed by Learning Forward:

- 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. Professional Learning Communities focus on educator

learning related to successful student learning. According to Learning Forward, student learning will increase when educators engage in professional learning communities to increase their effectiveness.

TPSD school leaders provide frequent and uninterrupted time for Professional Learning Communities to meet. Each school has multiple PLCs. Special needs, grade levels, or subject areas form PLCs. Leadership PLCs are present in each school. District-wide PLCs include the CORE team and the administrative team. The big ideas of PLCs are ensuring that students learn (learning for all), having a culture of collaboration (teamwork), and focusing on results (data-driven decisions). The questions PLCs ask are:

- What is it we expect our students to learn?
- How will we know when they have learned it?
- How will we respond when they don't learn?
- How will they respond when they already know it?

TPSD PLCs are committed to working together to achieve the collective purpose of improving student learning. TPSD cultivates a collaborative culture through the development of high-performing teams. PLCs use a systematic process in which they work interdependently to analyze and impact professional practice to improve individual and collective results.

- 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.

  TPSD administrators work as a PLC. Together, they attend professional conferences and share best practices. Each administrator attends at least one national or state conference annually. Meetings include a shared professional development activity. The team regularly completes book studies and has a shared professional library. Once each year, the administrative team attends a retreat. During each retreat, they study best practices trained by nationally recognized speakers and develop plans for continuous improvement. They work together to build observation tools to monitor classroom instruction and assessment.

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

  TPSD provides numerous resources for the instructional staff to use in their professional learning. Each teacher, administrator, and interventionist has an Apple laptop. Training

is provided so that all instructional resources can be used effectively and efficiently. Currently, instructional staff can access numerous websites that showplace professional learning tools, videos, courses, and articles.

- 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.

  TPSD is a data-driven district. All assessment data can be used in PLCs to improve learning for students and adults. District curriculum team members regularly provide data to instructional staff as common assessments and benchmark assessments are scored, and the data is disaggregated.
  Administrators meet with the superintendent and assistant superintendents to review nine weeks of data. Then, the administrators meet with their leadership teams and school-level PLCs to review data. They identify areas of strength and weaknesses that guide professional learning activities and learning goals.

- Learning Designs:
  Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human knowledge to achieve its intended outcomes.
    - TPSD provides comprehensive professional development for faculty and staff. Teachers engage in multiple learning situations from training to developing curriculum documents.
    - Teachers complete peer observations and engage in learning walks within their building, the district, and other districts.
    - Each school participates in the Whole Schools Institute.
    - Numerous instructional staff received grants to implement action studies.
    - Nationally recognized speakers present at the beginning of each year.
    - Professional Learning Teams create on-the-job opportunities for instructional staff to learn and grow continually.

- Implementation:
  Professional learning that increases educator effectiveness and results for all students applied research on change and sustains support for implementing professional learning for long-term change.

  On-going support is given to TPSD staff through coaching and constructive feedback. Administrators are trained to provide classroom observation feedback regularly. Teachers receive comments from administrators via email. Pre and post-conferences are held each semester to provide one-on-one coaching.

Curriculum team members also serve as instructional coaches. They support MTSS, ELA, ELL, SPED, Math, and Science. Ten coaches are housed in buildings.
Mentors are provided to all new teachers within the district. District administrators regularly visit classrooms. They spend time observing in classrooms and coaching principals and assistant principals.

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

  All teachers and administrators have performance standards that specify what they need to know and do. The Mississippi Professional Growth System specifies the standards that instructional staff must meet. Growth plans are developed and implemented based on how individual educators score on the rubrics.

Professional Growth System

The Mississippi Educator and Administrator Professional Growth System is designed to improve student achievement by providing teachers and administrators with clear, specific, actionable, and timely feedback for continuous improvement. A well-designed and well-implemented educator effectiveness system provides critical information to the Mississippi Department of Education (MDE), local districts, and schools to inform professional learning and improve student outcomes. The system is comprehensive and specific in identifying strategies and practices that align with improved student learning. The system includes a development scale from 1 to 4. These four levels are designed to enable teachers (usually with the aid of an administrator) to pinpoint their current level of performance for a specific strategy and set goals for operating at higher levels within a given period of time. The system rewards growth and enhances continuous improvement in teaching, professional learning, and student learning.

The following are domains and standards for teachers:

Domain I: Lesson Design

1. Lessons are aligned to standards and represent a coherent sequence of learning
2. Lessons have high levels of learning for all students

Domain II: Student Understanding

3. Assists students in taking responsibility for learning and monitors student learning
4. Provides multiple ways for students to make meaning of content

Domain III: Culture and Learning Environment

5. Manages a learning-focused classroom community
6. Manages classroom space, time, and resources (including technology when

appropriate) effectively for student learning
7. Creates and maintains a classroom of respect for all students

Domain IV: Professional Responsibilities
8. Engages in professional learning
9. Establishes and maintains effective communication with families/guardians

The following are domains and standards for administrators
Domain I: Shared Vision, School Culture, and Family Engagement
1. Implements a shared vision
2. Maintains a supportive, secure, and respectful learning environment
3. Engages in courageous conversations about diversity
4. Welcomes families and community members into the school

Domain II: Teaching and Learning
5. Supports the development and implementation of Mississippi standards-based lesson and unit plans
6. Implements effective instructional strategies to meet student learning needs
7. Tracks student-level data to drive continuous improvement
8. Uses disaggregated data to inform academic intervention

Domain III: Staff Development
9. Provides actionable feedback
10. Coaches and implements learning structures
11. Provides leadership opportunities
12. Develops a highly effective leadership team

Domain IV: Strategic Planning and Systems
13. Develops and implements strategic plans
14. Monitors progress toward goals
15. Effectively manages professional time
16. Aligns and manages the school's resources

Domain V: Personal Leadership & Growth
17. Demonstrates self-awareness, reflection, and ongoing learning
18. Demonstrates resilience in the face of challenge
19. Communicates with stakeholders