
HATTIESBURG PUBLIC SCHOOLS

PROFESSIONAL

LEARNING PLAN

2026-2027



C.L.A.W. Compete. Lead. And Win.

Through high-quality professional learning, collaboration, and continuous improvement,
Hattiesburg Public Schools will continue to *Compete. Lead. And Win*

HATTIESBURG PUBLIC SCHOOLS PROFESSIONAL LEARNING PLAN **2026-2027**

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

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

HATTIESBURG PUBLIC SCHOOLS BELIEFS: As a District Built for Greatness, we believe in ...

- **Competing with purpose.** Every student and adult should give their best effort and strive for greatness in all that they do, regardless of the challenge.
- **Leading by example.** We believe greatness is doing what is right and modeling it for others.
- **Winning through persistence and resilience.** We believe greatness comes from pushing through challenges and learning from setbacks.

HATTIESBURG PUBLIC SCHOOLS STRATEGIC GOALS

Goal 1: Academic Success: EVERY student is proficient or showing growth in all assessed areas.

Goal 2: Future Readiness: EVERY student is equipped with the knowledge, skills, and experiences necessary for success after graduation.

Goal 3: Effective and Committed Staff: EVERY classroom and department is led by caring, supportive, and effective staff.

Goal 4: Positive School Climate: ALL schools are safe, supportive, and welcoming.

Goal 5: Family and Community Engagement: ALL families and the community are informed, connected, and contribute to the success of our students and schools.

Goal 6: Fiscal Responsibility and Sustainable Resources: ALL District resources support the full implementation of the strategic plan.

PURPOSE OF THE PROFESSIONAL LEARNING PLAN

The **purpose** of the Hattiesburg Public Schools 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 the district and schools. Hattiesburg Public Schools **employs a training and professional development model to support STRATEGIC GOAL 1 - ACADEMIC SUCCESS** and foster 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. In implementing the **2026-2027** Professional Learning Plan, Hattiesburg Public Schools adheres to the **Learning Forward Standards** through strategies, activities, and practices used to systematically support achieving **Strategic Goal 1 - Academic Success** and **Strategic Goal 3 - Effective and Committed Staff**.

PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT OVERVIEW

The Title I Comprehensive Needs Assessment (CNA) results from the 2025–2026 school year were used as a primary data source to identify the professional learning needs of teachers, paraprofessionals, administrators, and other district personnel. Survey results were analyzed at both the district and school levels to determine the annual professional development priorities, goals, and strategies that will guide professional learning during the 2026–2027 school year.

In addition to the CNA survey, Hattiesburg Public Schools analyzed multiple data sources to ensure professional learning priorities are aligned with district needs and student outcomes. These sources included attendance and discipline data, Mississippi Department of Education assessment results, school and district performance data, Culture and Climate surveys, Leader in Me surveys, Capturing KidS Hearts surveys, PBIS surveys, stakeholder feedback, program evaluations, and input from teachers, administrators, students, and families.

Based on this comprehensive review of district data, Hattiesburg Public Schools' professional development, training, and support model for the 2026-2027 school year will focus on strengthening instructional practices, increasing student engagement and achievement, improving school climate, and building leadership capacity. Professional learning opportunities will be differentiated to meet the needs of administrators, teachers, instructional assistants, support personnel, clerical staff, and district leaders.

DISTRICTWIDE PROFESSIONAL DEVELOPMENT PRIORITIES

The 2026 Comprehensive Needs Assessment identified the following as the district's highest professional development priorities:

1. Student Engagement
2. Differentiated Instruction
3. Classroom Management
4. Instructional Strategies
5. Content-Specific Professional Learning
6. Reading Instruction for At-Risk Students
7. Technology Integration
8. Writing Instruction
9. English Learner (EL) Strategies
10. College and Career Readiness Standards (CCRS)

PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT OVERVIEW *CONTINUED*

ADDITIONAL PROFESSIONAL LEARNING PRIORITIES

The Comprehensive Needs Assessment also identified several additional areas of need to support continuous improvement across the district. These include:

- Effective integration of instructional technology into daily classroom instruction.
- Data analysis and the use of assessment results to inform instructional decision-making.
- Job-embedded coaching focused on research-based instructional strategies.
- Increased teacher voice and participation in the design of professional learning opportunities.
- Leadership development for teacher leaders, instructional coaches, and administrators.
- Positive Behavioral Interventions and Supports (PBIS) and consistent behavior management practices.
- Strengthening Multi-Tiered Systems of Support (MTSS) and intervention processes.
- Expanding instructional strategies and co-teaching practices to support English Learners and students with disabilities.
- Building college and career readiness through career-focused instruction and real-world learning experiences.

PROFESSIONAL LEARNING FOCUS

Professional learning during the 2026–2027 school year will emphasize high-quality, job-embedded learning experiences that strengthen instructional effectiveness, increase student engagement, improve literacy and content-area instruction, support technology integration, enhance intervention systems, and build leadership capacity across all schools. These efforts will align with district improvement goals and ensure educators are equipped to meet the diverse academic, behavioral, and social-emotional needs of all students while promoting continuous improvement throughout Hattiesburg Public Schools.

PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT OVERVIEW *CONTINUED*

Moreover, based on current and historical professional development trends, stakeholder feedback, and training requests, the areas listed below will continue to be included as part of the comprehensive professional development, support, and training plan for Hattiesburg Public Schools employees:

- High-quality teaching and learning strategies, including High Impact Teaching Strategies (HITS)
- District programs, instructional resources, and districtwide teaching and learning, culture, and climate initiatives
- Mandatory training required by the Mississippi Department of Education, Hattiesburg Public Schools Board of Trustees, federal and state laws, district policies, and other educational compliance requirements
- Differentiated instruction (e.g., flexible grouping, individualized instruction, remediation, intervention, acceleration, and instructional strategies)
- Technology integration, including student engagement and motivation, digital learning platforms, instructional technology tools, and technology-supported instructional strategies
- Data analysis and progress monitoring, including the effective use of common assessments, standards mastery and diagnostic assessments, formative and summative assessments, data-driven instruction, data-informed decision-making, goal setting, and meaningful feedback
- Research-based instructional strategies and best practices, including effective questioning techniques, formative assessment practices, Marzano instructional strategies, and other evidence-based instructional approaches
- College and Career Readiness Standards (CCRS) and content-specific instructional knowledge in mathematics, English language arts, science, social studies, and other academic disciplines
- Instructional strategies and interventions for at-risk learners, including Multi-Tiered Systems of Support (MTSS), Response to Intervention (RTI), Early Warning Systems (EWS), English Learner (EL) instructional strategies, and special education inclusion and co-teaching practices
- Literacy instruction across all grade levels and content areas, including phonological and phonemic awareness, phonics, vocabulary development, reading comprehension, and writing instruction
- Math content and standards instruction as well as mathematical practices
- Implementation and support of current and future academic resources and programs

PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT OVERVIEW CONTINUED

- Classroom management and the development of positive school culture and climate through initiatives such as Leader in Me, *The 7 Habits of Highly Effective People*, Conscious Discipline, Positive Behavioral Interventions and Supports (PBIS), customer service and communication, relationship building, character education, and leadership development
- Educator and professional employee growth, evaluation, continuous improvement, professional development, and leadership development
- Leadership training and support for employees at all levels
- Social-emotional learning, including Capturing Kids' Hearts and strategies for building positive relationships
- Customer service and effective communication
- Parent and community engagement, family support, and community partnerships
- Creating supportive learning environments through culturally responsive and inclusive instructional practices
- Special Education and health services
- Standard operating procedures; finance, budgeting, business operations, and fixed assets; school safety; crisis management; CPI/CTI; school accountability; and accreditation
- Additional professional learning and support as identified by administrators and supervisors to address district, school, department, employee, and community needs

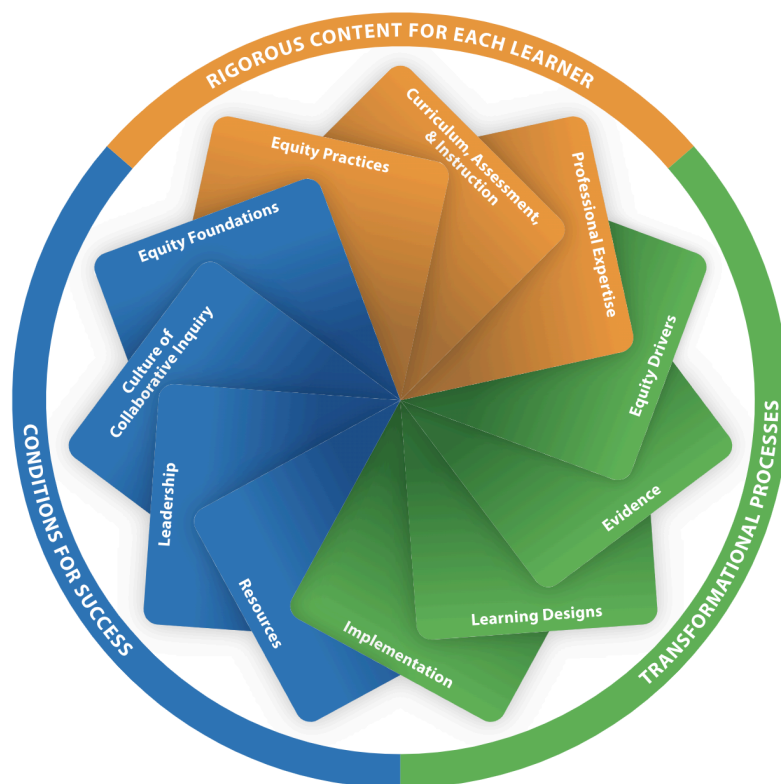
This ongoing professional learning framework is designed to ensure that all employees receive timely, relevant, and job-embedded support aligned with district priorities, school improvement goals, student achievement data, compliance requirements, and the evolving needs of Hattiesburg Public Schools.

COMMITMENT TO PROFESSIONAL DEVELOPMENT BEST PRACTICES

Hattiesburg Public Schools is committed to addressing the identified needs of staff 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, certified and classified staff, teachers, and/or administrative leaders.

The **LEARNING FORWARD PROFESSIONAL LEARNING** principles, research, and best practices serve as the foundation of professional learning in Hattiesburg Public Schools.

The **2011 Learning Forward Professional Learning Standards were Revised in 2022** based on new research and support from the educational field and delineated into **THREE FRAMES**: *Rigorous Content for All Learners, Transformational Processes, and Conditions for Success*. Then the standards were compiled and condensed into **FIVE NEW STANDARDS**: *Equity Foundations; Equity Drivers; Equity Practices; Curriculum, Assessment, and Instruction; and Professional Expertise*.



National Learning Forward Professional Learning Standards (Revised 2022) Resources
<https://standards.learningforward.org/wp-content/uploads/sites/29/2022/04/quickguide.pdf>
<https://standards.learningforward.org/wp-content/uploads/sites/29/2023/04/advancing-outcomes-tool.pdf>

OVERVIEW OF THE LEARNING FORWARD 2022 FRAMES & STANDARDS

RIGOROUS CONTENT FOR EACH LEARNER

Standards within the **RIGOROUS CONTENT FOR EACH LEARNER** frame describe the essential content of adult learning that leads to improved student outcomes.

EQUITY PRACTICES Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.	CURRICULUM, ASSESSMENT, AND INSTRUCTION Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.	PROFESSIONAL EXPERTISE Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.
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CONDITIONS FOR SUCCESS

Standards within the **CONDITIONS FOR SUCCESS** frame describe aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning.

EQUITY FOUNDATIONS Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.	LEADERSHIP Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning	CULTURE OF COLLABORATIVE INQUIRY Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.	RESOURCES Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.
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TRANSFORMATIONAL PROCESSES

Standards within the **TRANSFORMATIONAL PROCESSES** frame describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.

EQUITY DRIVERS Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.	EVIDENCE Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.	LEARNING DESIGNS Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.	IMPLEMENTATION Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.
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LEARNING FORWARD FRAME 1: THE CONDITIONS FOR SUCCESS

The **CONDITIONS FOR SUCCESS STANDARDS** describe aspects of the professional learning **CONTEXT, STRUCTURES, AND CULTURES** that undergird high-quality professional learning.

HATTIESBURG PUBLIC SCHOOLS PRACTICES & STRATEGIES TO SUPPORT LEARNING FORWARD FRAME: CONDITIONS FOR SUCCESS

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.

Professional Learning Communities (PLC)

- 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 least 1-2 times per month*)

District Level Meeting Session Frequency:

- Administrators Meeting (*Monthly*)
- Principals Meeting (*Monthly*)
- Assistant Principals Academy (*Monthly*)
- Curriculum and Instruction Meeting (*At least 1-2 times per month*)
- District MTSS/TST/RTI Meeting (*Quarterly*)

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

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

4. 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

LEARNING FORWARD FRAME 2: TRANSFORMATIONAL PROCESSES

The **TRANSFORMATIONAL PROCESSES STANDARDS** describe process elements of professional learning, explaining how educators learn in ways that **SUSTAIN SIGNIFICANT CHANGES** in their knowledge, skills, practices, and mindsets.

HATTIESBURG PUBLIC SCHOOLS PRACTICES & STRATEGIES TO SUPPORT LEARNING FORWARD FRAME: TRANSFORMATIONAL PROCESSES

1. **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.
 - The district provides an online student data analytics service through School Status, SAMS, i-Ready **Inform and Standards Mastery**, K12ELS, **Mastery Connect**, 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 response action steps and plans via Data Protocols** 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
2. **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 partners
 - 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 (PBIS) 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 0-1 years 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

LEARNING FORWARD FRAME 3: RIGOROUS CONTENT FOR EACH OF THE LEARNER:

The **RIGOROUS CONTENT FOR EACH LEARNER STANDARDS** describe the essential **CONTENT OF ADULT LEARNING** that leads to improved student outcomes.

HATTIESBURG PUBLIC SCHOOLS PRACTICES & STRATEGIES TO SUPPORT LEARNING FORWARD FRAME: RIGOROUS CONTENT FOR EACH LEARNER

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 ACTION PLAN
ALIGNED TO THE 2022 LEARNING FORWARD STANDARDS WITH ACTION STEPS

CONDITIONS FOR SUCCESS LEARNING FORWARD STANDARDS 2022:
LEADERSHIP AND EQUITY FOUNDATIONS

(LEARNING FORWARD 2011: LEARNING COMMUNITIES, LEADERSHIP, & RESOURCES)

LEARNING FORWARD STANDARDS 2022 DESCRIPTION	INDICATORS	ACTIONS/ STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
LEADERSHIP: Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.	1. Teachers serve in a variety of leadership roles. 2. The faculty is involved in planning and implementing professional learning. 3. Administrators participate in professional learning with staff. 4. Administrators model instructional leadership and continuous improvement. 5. The school culture supports continuous improvement through team learning. 6. Resources (money, materials, and time) are equitably utilized to accomplish learning goals.	1. Administrators and teachers attend workshops and conferences to further their educational knowledge 2. Administrators at the district and school site level establish policies and organizational structures that support ongoing professional learning and continuous growth. 3. Teachers are given an opportunity at each school site to share in distributed leadership through chairing committees, departments or special campus projects 4. Administrators ensure equitable distribution of resources to accomplish district and school goals 5. 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/Assistant Principals Academic Coaches Teachers and Support Staff Curriculum and Instruction Department Superintendent Assistant Superintendent Directors of Departments	Professional Learning Communities for each grade/content area PreK-12 at each school and district level Teacher Leadership Team (<i>agendas, minutes</i>) School/District Level Professional Development (<i>calendar, meeting/training schedules, agendas, sign-ins</i>)
EQUITY FOUNDATIONS: Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.				

CONDITIONS FOR SUCCESS LEARNING FORWARD STANDARDS 2022: RESOURCES

(LEARNING FORWARD 2011: LEARNING COMMUNITIES, LEADERSHIP, & RESOURCES)

LEARNING FORWARD STANDARDS 2022 DESCRIPTION	INDICATORS	ACTIONS/ STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
RESOURCES: Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.	- Resources are targeted to a small number of high priority goals for student and educator learning. - The 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. - Alignment of curriculum, instruction, assessment and professional development to college and career standards. - Appropriate resources utilized in teaching and learning experiences for students (<i>classroom observations, PLC observations, Data Response Plans, etc.</i>)	- 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 - 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	Teachers and Support Staff Superintendent Assistant Superintendent Technology Department Curriculum and Instruction Department Instructional Technologist, and Principals	Staff Effectiveness Review and Feedback Information/ Survey/ Reports Monthly Meeting Notes, Minutes, Data, Feedback Needs Assessment Data

CONDITIONS FOR SUCCESS LEARNING FORWARD STANDARDS 2022:

CULTURE OF COLLABORATIVE INQUIRY

(LEARNING FORWARD 2011: LEARNING COMMUNITIES, LEADERSHIP, & RESOURCES)

LEARNING FORWARD STANDARDS 2022 DESCRIPTION	INDICATORS	ACTIONS/ STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
CULTURE OF COLLABORATIVE INQUIRY: Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.	1. School and district leaders create policies and organizational structures that support implementation of collegial learning. 2. Learning teams meet regularly and frequently using agendas and protocols that focus teamwork on learning for all students. 3. All educators participate in learning communities that align collaborative work with school improvement goals and focus on continuous improvement. 4. Learning communities share collective responsibility for all students in the school or district. 5. Learning community members exchange feedback about their practice with one another, visiting each other's classrooms or work settings, and sharing resources. 6. Learning teams develop and employ norms of collaboration and relational trust. 7. Team members and faculties hold themselves collectively accountable for student results. 8. Leaders create policies and provide support aligned with an explicit vision and goals for successful learning communities.	1. Professional learning communities meet at least 1-2 times per week by grade bands or subject area based on need 2. Grade/department level teams meet once a week for planning and review of data in grades PreK-12 3. Focused faculty meetings are scheduled at least once per month to assess progress 4. 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 5. Assistant principals meet monthly to deepen their understanding of leadership 6. Academic coaches meet to review data, review strategies and to collaborate on developing district wide instructional plans 7. Model exemplar teachers serve as mentors for any teacher new to the Hattiesburg Public Schools	Principals Curriculum and Instruction Department Teachers and Support Staff Superintendent Assistant Superintendent Principals	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.)

RIGOROUS CONTENT FOR EACH LEARNER LEARNING FORWARD STANDARDS 2022: EQUITY IN PRACTICES, CURRICULUM, ASSESSMENT & INSTRUCTION, AND PROFESSIONAL EXPERTISE

(LEARNING FORWARD 2011: OUTCOMES)

LEARNING FORWARD STANDARDS 2022 DESCRIPTION	INDICATORS	ACTIONS/ STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
EQUITY PRACTICES: Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities. CURRICULUM, ASSESSMENT, AND INSTRUCTION: Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction. PROFESSIONAL EXPERTISE: Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	1. Educator learning is focused on student learning outcomes. 2. Professional learning is driven by what teachers need to know and be able to do in order to provide effective learning for all students. 3. Learning goals are based on analysis of educator and student data. 4. Professional learning is focused on proven effective classroom strategies and practices. 5. Learning outcomes are aligned with educator performance standards and student learning goals. 6. All professional learning includes appropriate follow-up.	1. Teacher effectiveness and performance aligns with the standards and implementation of the Teacher Growth Rubric Teacher Appraisal 2. Individual student goals are based on analysis of data to increase student achievement, growth, and proficiency 3. Teacher Induction Academy Mentors will be assigned on site to support new teachers 4. 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. 5. District provides Summer and Off-Contract additional professional development	Assistant Superintendent and Principals Principals and Teachers 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	Teacher Growth Rubric Review Principal Growth Rubric Professional Development Feedback, Data, and Evaluation Annual Comprehensive Needs Assessment

TRANSFORMATIONAL PROCESSES FOR LEARNING FORWARD STANDARDS 2022: LEARNING DESIGNS

(LEARNING FORWARD 2011: DATA, LEARNING DESIGNS, & IMPLEMENTATION)

LEARNING FORWARD STANDARDS 2022 DESCRIPTION	INDICATORS	ACTIONS/ STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
LEARNING DESIGNS: Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.	1. School and district plans focus on team and whole-school learning. 2. Most professional learning occurs as part of the workday. 3. Adult learners engage in using the processes they will use with students. 4. School and district plans provide multiple practices of the new learning with feedback and coaching. 5. Learners are actively engaged with other learning and the content during the learning process. 6. Educators work in teams to collaboratively construct, analyze, evaluate, and synthesize knowledge and practices.	1. Administrators use collaborative processes in school meetings to obtain input from all stakeholders 2. Administrators review lesson planning to ensure the proper design of instruction to meet student needs 3. District and school site administrators conduct walk-throughs and classroom observations to determine the impact of instructional practices 4. Professional learning communities are conducted at each school site to analyze student data and research and evaluate research-based practices 5. 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. 6. The 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 implementation of the interventions. 7. Individuals attending workshops or conferences will develop and present mini-workshops to departments or faculty at their school sites	Principals, Teachers, Support Staff Superintendent Assistant Superintendent, Director of Curriculum & Instruction, and Principals	Principal Observations PLC Lesson Study Review District/School Level Observation Reports Professional Development Calendar, Schedules, Meeting/ Training Dates Teacher Induction Academy (Calendar, agenda, sign-in)

TRANSFORMATIONAL PROCESSES FORWARD STANDARDS 2022:

IMPLEMENTATION AND EQUITY DRIVERS

(LEARNING FORWARD 2011: DATA, LEARNING DESIGNS, & IMPLEMENTATION)

LEARNING FORWARD STANDARDS 2022 DESCRIPTION	INDICATORS	ACTIONS/ STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
IMPLEMENTATION: Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning. EQUITY DRIVERS: Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.	1. Educators commit to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity. 2. School and district leaders provide and align resources to initiate and sustain implementation. 3. Leaders model outstanding practices and maintain sustained focus on the goals and strategies for achieving them. 4. Schools and district provide three to five years of ongoing implementation support focusing on deepening understanding and addressing problems associated with the new practice. 5. Educators provide specific information to assess practice in relationship to established expectations and to adjust practice to achieve those expectations. 6. Learners engage in reflection and provide constructive feedback on his/her own or other's practice.	1. Observation tools are used to determine teacher effectiveness and provide constructive feedback for growth 2. Teachers found to be deficient in specific areas will be provided training sessions to increase their skills. 3. 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. 4. Academic coaches will be trained to share instructional strategies that will be used district wide 5. Instructional technologist will provide both individual and group training sessions for the integration of technology in classrooms 7. Curriculum specialists will provide both individual/group support sessions for the design of effective interventions and lessons 8. Positive Behavior Interventions are implemented and documented at each school site	Superintendent, Assistant Superintendent, and Principals Curriculum and Instruction Department and Principal	Administrator Feedback using data analytics report Usage reports of TeachBoost to provide prescriptive professional development Observations of Classrooms and Instruction

TRANSFORMATIONAL PROCESSES FORWARD STANDARDS 2022:

EVIDENCE

(LEARNING FORWARD 2011: DATA, LEARNING DESIGNS, IMPLEMENTATION)

LEARNING FORWARD STANDARDS 2022 DESCRIPTION	INDICATORS	ACTIONS/ STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
EVIDENCE: Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of 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. - 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.	- 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 (<i>identify a need to change</i>), changing (<i>use research based strategies to make the change</i>), and refreezing (<i>implement the strategy/approach/ change effectively</i>) - Administrators must present Self Directed Improvement Systems (SDIS) plans at quarterly meetings for analyzing school site data	Director of Technology and Instructional Technologist Superintendent, Curriculum and Instruction Department, & Principals Superintendent, Curriculum and Instruction Department, & Principals	Evidence of data driven instruction that provides student intervention, acceleration, and remediation Usage Reports of Programs 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

SCHOOL-BASED PROFESSIONAL LEARNING PLAN EXPECTATIONS

The Hattiesburg Public Schools District Professional Development Plan establishes the districtwide vision, priorities, required training, and professional learning opportunities designed to support continuous improvement across the district. **In addition to the District Professional Development Plan**, each school shall develop and implement a comprehensive **School-Based Professional Learning Plan** that aligns with district priorities while addressing the unique instructional, operational, and organizational needs identified through the school's Comprehensive Needs Assessment (CNA) and other relevant data sources.

Each School-Based Professional Learning Plan shall serve as an extension of the District Professional Development Plan by providing targeted, data-driven professional learning opportunities designed to improve instructional effectiveness, strengthen leadership capacity, enhance school culture and climate, and increase student achievement. School-Based Professional Learning Plans shall support the goals, priorities, and strategic initiatives of Hattiesburg Public Schools while addressing the unique needs identified through each school's Comprehensive Needs Assessment (CNA).

The School-Based Professional Learning Plan should be developed annually by the principal in collaboration with the school leadership team and faculty and submitted to the Office of Academic Programs. Plans should remain flexible and may be revised throughout the school year as new data, district initiatives, implementation findings, and school needs emerge. Principals are responsible for ensuring the implementation, monitoring, and evaluation of the School-Based Professional Learning Plan throughout the school year.

EACH SCHOOL-BASED PROFESSIONAL LEARNING PLAN SHOULD:

- Align with the Hattiesburg Public Schools District Professional Development Plan.
- Include all required district professional development, mandatory compliance training, and district initiatives.
- Address the priorities identified through the school's Comprehensive Needs Assessment (CNA) and School Improvement Plan (SIP).
- Include professional learning opportunities that support all employee groups, as appropriate.
- Be developed annually by the principal in collaboration with the school leadership team.
- Be submitted to the Office of Academic Programs and Professional Development according to established district timelines.
- Be implemented, monitored, and evaluated throughout the school year by the principal and school leadership team.
- Be reviewed periodically and revised, as appropriate, based on implementation progress, student outcomes, district priorities, and emerging school needs.
- Be maintained as part of the school's continuous improvement documentation and made available to the Office of Academic Programs and Professional Development upon request.

DATA SOURCES FOR SCHOOL-BASED PROFESSIONAL LEARNING PLANS

School-Based Professional Learning Plans should be informed by multiple sources of data, including, but not limited to:

- Comprehensive Needs Assessment (CNA)
- School Improvement Plan (SIP)
- Student achievement and growth data
- Attendance, behavior, discipline, and Early Warning System (EWS) data
- Classroom observations and educator evaluation data
- Multi-Tiered System of Supports (MTSS) and intervention data
- Parent, community, partner surveys and feedback
- School climate and culture data
- District initiatives and accountability priorities
- Other relevant school and district data

SCHOOL-BASED PROFESSIONAL LEARNING PLAN COMPONENTS

At a minimum, each School-Based Professional Learning Plan should include the following components:

1. Professional Learning Goals aligned with the school's Comprehensive Needs Assessment (CNA), School Improvement Plan (SIP), and district priorities.
2. Priority Professional Learning Needs identified through analysis of multiple data sources.
3. An Annual School Professional Learning Calendar that incorporates required district professional development while including additional school-based professional learning designed to address site-specific needs.
4. Professional Learning Focus Areas that support instructional improvement, leadership development, school culture and climate, intervention systems, and student achievement.
5. Job-Embedded Professional Learning opportunities, including Professional Learning Communities (PLCs), instructional coaching, collaborative planning, peer observations, mentoring, lesson study, modeling, and ongoing feedback.
6. An Implementation and Monitoring Plan describing how professional learning will be implemented, monitored, and supported throughout the school year.
7. Measures of Effectiveness used to evaluate the impact of professional learning on educator practice, implementation fidelity, and student outcomes.
8. A Continuous Review and Revision Process to ensure the plan remains responsive to student performance data, district initiatives, implementation progress, and emerging school needs.

Together, the Hattiesburg Public Schools District Professional Development Plan and each School-Based Professional Learning Plan provide a comprehensive framework for professional learning that ensures alignment with district priorities while allowing schools the flexibility to address their unique needs through continuous, data-informed improvement.

APPENDIX A

Appendix A provides the tentative districtwide professional development calendar. Each school shall incorporate applicable district professional learning opportunities into its School-Based Professional Learning Plan while scheduling additional site-based professional learning to address their specific needs identified through the Comprehensive Needs Assessment (CNA).

2026-2027 HATTIESBURG PUBLIC SCHOOLS - DISTRICT LEVEL TENTATIVE SCHEDULE OF DISTRICT-WIDE PROFESSIONAL DEVELOPMENT SESSIONS *DATES ARE SUBJECT TO CHANGE

MASTER CLASS SCIENCE GRADE LEVEL - DISTRICT WIDE MEETING DATES LOCATION: TBD TIME: 2:00PM-4:30PM

SCIENCE TERM 2 DATES
October 28, 2026-5th Grade

SCIENCE TERM 3 DATES
January 27, 2027 - 5th Grade

SCIENCE TERM 4 DATES
March 24, 2027 -5th Grade

MASTER CLASS MATH AND ELA GRADE LEVEL - DISTRICT WIDE MEETING DATES LOCATION: TBD TIME: 2:00PM-4:30PM

MATH TERM 1 DATES

September 16, 2026-2nd Grade Math
September 29, 2026-3rd Grade Math
October 1, 2026-5th Grade Math

ELA TERM 1 DATES

September 8, 2026- 2nd Grade ELA
September 10, 2026 - 3rd Grade ELA
September 15, 2026 - 4th Grade ELA
September 18, 2026 - 5th Grade ELA
September 23, 2026 - 1st Grade ELA
September 24, 2026 - Kindergarten ELA

MATH TERM 2 DATES

October 14, 2026-2nd Grade Math
October 19, 2026-3rd Grade Math
October 20, 2026-4th Grade Math
October 21, 2026-5th Grade Math
November 18, 2026- 4th Grade Math

ELA TERM 2 DATES

November 4, 2026 - 2nd Grade ELA
November 5, 2026 - 3rd Grade ELA
November 10, 2026 - Kindergarten ELA
November 17, 2026 -1st Grade ELA
November 12, 2026-4th Grade ELA
November 11, 2026-5th Grade ELA

MATH TERM 4 DATES

April 21, 2027 - 2nd Grade Math
March 24, 2027 - 3rd Grade Math
April 14, 2027 - 4th Grade Math
April 15, 2027 - 5th Grade Math

ELA TERM 4 DATES

February 17, 2027 - 3rd Grade ELA
February 9, 2027 - Kindergarten ELA
February 18, 2027 - 1st Grade ELA
April 12, 2027 - 2nd Grade ELA
April 7, 2027 - 4th Grade ELA
April 14, 2027 - 5th Grade ELA

DISTRICT NEW TEACHER INDUCTION ACADEMY (TIA)

ZERO -1 YEAR EXPERIENCE (K-8 TEACHERS)

LOCATION: LILLIE BURNEY LEARNING CENTER

MULTI-PURPOSE ROOM TIME: 3:30PM-4:30PM

August 26, 2026
November 11, 2026
February 10, 2027

ZERO - 1 YEAR EXPERIENCE (9-12 TEACHERS)

LOCATION: HATTIESBURG HIGH TIME: 4:15PM-5:15PM

August 26, 2026
November 11, 2026
February 10, 2027

ZERO-1 YEAR EXPERIENCE (K-12 TEACHERS)

LOCATION: LILLIE BURNEY LEARNING CENTER

MULTI-PURPOSE ROOM TIME: 4:15PM-5:15PM
April 28, 2027(OYR and 1YR)

2026-2027 HATTIESBURG PUBLIC SCHOOLS - DISTRICT LEVEL TENTATIVE SCHEDULE OF DISTRICT-WIDE PROFESSIONAL DEVELOPMENT SESSIONS *DATES ARE SUBJECT TO CHANGE		
ACADEMIC INTERVENTIONISTS/MTSS PROCESS/EWS-COURSE PERFORMANCE MEETING MEETING DATES LOCATION: LILLIE BURNEY LEARNING CENTER MULTI-PURPOSE ROOM TIME: 1:00PM -3:30PM		August 6, 2026 September 3, 2026 November 5, 2026 January 14, 2027 April 1, 2027
BEHAVIOR SPECIALISTS/ BEHAVIOR INTERVENTIONISTS EARLY WARNING SYSTEMS (EWS)-ATTENDANCE & BEHAVIOR/POSITIVE BEHAVIOR INCENTIVE SYSTEMS (PBIS) MEETING DATES LOCATION: LBLC MULTI-PURPOSE ROOM TIME: 9:00AM - 11:00AM		August 6, 2026 September 3, 2026 January 14, 2027 April 1, 2027
DISTRICT LIBRARIANS DATES LOCATION: DESIGNATED SCHOOL SITES TIME: 9:00AM-12:00PM	TERM 1 AND TERM 2 DATES August 19, 2026 September 16, 2026 October 14, 2026 November 18, 2026 December 16, 2026	TERM 3 AND TERM 4 DATES January 13, 2027 February 24, 2027 March 24, 2027 April 14, 2027 May 12, 2027
HPS EARLY LEARNING COLLABORATIVE MEETING DATES LOCATION: LILLIE BURNEY LEARNING CENTER MULTI-PURPOSE ROOM TIME: 2:30PM	TERM 1 AND TERM 2 DATES August 19, 2026 September 16, 2026 October 14, 2026 November 18, 2026 December 16, 2026	TERM 3 AND TERM 4 DATES January 13, 2027 February 24, 2027 March 24, 2027 April 14, 2027 May 12, 2027
DISTRICT COUNSELORS MONTHLY MEETING DATES (MONTHLY SARB-ATTENDANCE, EWS, MTSS MEETINGS) LOCATION: LILLIE BURNEY LEARNING CENTER TIME: 8:30AM-3:00PM	TERM 1 AND TERM 2 DATES August 26, 2026 September 23, 2026 October 21, 2026 November 18, 2026 December 2026-Mid-Year Counselor 1:1	TERM 3 AND TERM 4 DATES January 20, 2027 February 17, 2027 March 24, 2027 April 21, 2027 May 2027-End of Year Counselor 1:1

2026-2027 HATTIESBURG PUBLIC SCHOOLS - DISTRICT LEVEL		
TENTATIVE SCHEDULE OF DISTRICT-WIDE PROFESSIONAL DEVELOPMENT SESSIONS		
*DATES ARE SUBJECT TO CHANGE		
ACADEMIC/INSTRUCTIONAL COACHES - COACHING CYCLE SUPPORT MEETINGS *PARTNERSHIP WITH EXTERNAL PROVIDER(S) OF PROFESSIONAL EDUCATIONAL SERVICES	DATES, TIME, AND LOCATION(S) September 3, 2026 January 14, 2027 February 11, 2027 <i>Tentatively, planning for at a minimum, monthly district coaching support meetings are tentatively planned. On-site coaching, follow-up support, and additional sessions as needed.</i>	
	DISTRICT ADMINISTRATORS AND SUPERVISORS MONTHLY MEETING DATES LOCATION: HPSD BOARDROOM TIME: 8:30AM-3:30PM	TERM 1 AND TERM 2 DATES July 1, 2026 August 5, 2026 September 2, 2026 September 30, 2026 November 4, 2026 December 2, 2026
DISTRICT ASSISTANT PRINCIPALS MONTHLY MEETING DATES LOCATION: HPSD BOARDROOM TIME: 8:30AM-11:30AM	TERM 1 AND TERM 2 DATES August 12, 2026 September 9, 2026 October 14, 2026 November 11, 2026 December 9, 2026	TERM 3 AND TERM 4 DATES January 13, 2027 February 10, 2027 March 10, 2027 April 7, 2027
DISTRICT ADMINISTRATIVE PROFESSIONALS TRAINING SESSIONS	*Tentative Quarterly Sessions with Dates, Times, and Locations: To Be Determined	

APPENDIX B

SCHOOL-BASED PROFESSIONAL LEARNING PLAN TEMPLATE

School: _____ Principal: _____ School Year: _____

School Professional Learning Goal(s): Briefly describe the school's primary professional learning goal(s) for the school year. Goals should align with the Comprehensive Needs Assessment (CNA), School Improvement Plan (SIP), and the Hattiesburg Public Schools District Professional Development Plan.

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Professional Learning Needs Identified: Based on the school's Comprehensive Needs Assessment (CNA) and other relevant data sources, identify the school's priority professional learning needs (i.e., student engagement, differentiated instruction, classroom management, instructional strategies, literacy, mathematics, science, technology integration, English Learner (EL) strategies, MTSS/intervention, PBIS and school culture, data analysis and progress monitoring, leadership development, or other identified needs).

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School-Based Professional Learning Plan Outline of Focus Areas, Activity, Timeline

Focus Area	Professional Learning Activity	Timeline	Person(s) Responsible	Evidence of Implementation

Monitoring and Evaluation: Describe how implementation and effectiveness will be monitored throughout the school year (i.e., classroom walkthroughs, formal and informal observations, PLC documentation, coaching cycles, student achievement data, attendance and behavior data, educator feedback, implementation checks, or other evidence).

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Continuous Improvement: Describe any revisions made to the School-Based Professional Learning Plan throughout the school year based on implementation, student performance data, district initiatives, or emerging school needs.

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****District Expectation for School-Based Professional Learning Plans: Each school shall include its annual school-based professional learning calendar as part of this plan.***

APPENDIX C

PROFESSIONAL LEARNING PLAN CHECKLIST

Use this checklist to evaluate and provide feedback on professional learning plans based on key standards.

1. Equity Practices

- ☐ Does the plan address students' historical, cultural, and societal contexts?
- ☐ Are strategies included to leverage student strengths and assets in instruction?
- ☐ Are relationships with students, families, and communities a priority?

2. Curriculum, Assessment, and Instruction

- ☐ Does the plan prioritize the use of high-quality curriculum and instructional materials?
- ☐ Are there clear strategies for assessing and improving student learning?
- ☐ Does the plan include actionable steps for implementing effective instructional practices?

3. Evidence and Data Use

- ☐ Are data and evidence from multiple sources used to guide planning?
- ☐ Are strategies in place to measure the impact of professional learning?
- ☐ Is there a plan to report outcomes and use findings for continuous improvement?

4. Learning Design

- ☐ Are learning goals relevant, specific, and contextualized to school needs?
- ☐ Is the plan grounded in research-based strategies and learning theories?
- ☐ Does the design include evidence-based professional learning practices?

5. Leadership and Culture

- ☐ Does the plan articulate a compelling and inclusive vision for professional learning?
- ☐ Are steps included to build collaboration and collective responsibility among staff?
- ☐ Is there a plan to foster a culture of continuous improvement?

6. Implementation and Sustainability

- ☐ Is there a clear timeline and actionable steps for implementation?
- ☐ Are feedback loops integrated into the plan to refine strategies over time?
- ☐ Does the plan address sustainability for long-term professional growth?

7. Resources and Support

- ☐ Are resources allocated equitably to support professional learning goals?
- ☐ Is there a monitoring plan to assess the use and impact of resources?
- ☐ Are sufficient supports (e.g., coaching, time, funding) included in the plan?

Overall Reflection Questions for Review: Does the plan align with standards for professional learning? Are the strategies realistic, actionable, and aligned with school and student needs? Are there any gaps or areas for improvement?