

ACCOUNTABILITY PROTOCOL PROJECT

PART 1: Data Collection, Data Analysis, and Guiding Question: In collaboration with the onsite mentor, school leadership, and faculty members, interns will demonstrate the capacity to develop and lead improvement processes through the use of data by designing a measurable guiding question and at least one goal that addresses a problem of practice at the internship site. The goal is to be aligned with current school-improvement processes (NELP 1.2).

(a) *Quantitative and Qualitative Data Collection and Analysis*

1) At Tupelo Middle School (TMS), under the mentorship of Assistant Principal Landon Morse, quantitative data was collected through a combination of benchmark assessments, common formative assessments, and state testing results. Analysis of this data revealed a noticeable decline in student proficiency in English Language Arts (ELA) across sixth through eighth grades, particularly in reading comprehension and constructed response writing. For example, winter benchmark data showed that only 48% of students met or exceeded grade-level expectations in ELA, a drop from 55% in the fall. Additionally, subgroup data revealed persistent achievement gaps among economically disadvantaged students and English language learners, who scored an average of 15-20 percentage points lower than their peers.

This quantitative data signals a clear need for targeted instructional improvements and interventions. The declining proficiency and widening gaps prompted the leadership team to examine instructional practices and curriculum alignment. In response, TMS is implementing a focused improvement plan that includes professional development on differentiated instruction, increased use of data-driven small group instruction, and the integration of evidence-based reading strategies. Regular progress monitoring will be used to measure the effectiveness of these interventions and adjust instructional support to meet the diverse needs of all learners.

Link to data: [Copy of ELA DATA 24-25](#)

2) Interviews conducted with Assistant Principal Landon Morse, an 8th grade ELA teacher, and a parent of a 7th grade student at Tupelo Middle School (TMS) revealed consistent themes surrounding the need for improvement in student engagement and literacy development. Mr. Morse emphasized a growing concern with students' lack of stamina in reading and writing, noting that students often struggle to engage with extended texts and respond to open-ended prompts. The teacher echoed this concern, citing low levels of participation in class discussions and incomplete writing assignments as key issues. The parent expressed frustration that her child, who once enjoyed reading, now avoids homework and feels overwhelmed by longer assignments.

These qualitative insights align with the quantitative data and underscore the need for instructional shifts focused on engagement and support in literacy. The combination of teacher, leader, and parent perspectives suggests that students may benefit from more personalized instruction, engaging texts, and writing strategies that build confidence and stamina. As a result, the school leadership team plans to collaborate with teachers to increase student choice in reading materials, integrate writing across the curriculum, and offer after-school literacy support sessions.

Interview Transcriptions (Summarized for Length):

Interview #1 – Onsite Mentor: Landon Morse

Q: What patterns or concerns have you observed regarding student performance?

A: One of the biggest concerns we've seen is a drop in reading stamina. Students give up quickly on longer passages and tend to skip constructed response questions. We're also seeing some gaps among subgroups that need to be addressed with more targeted instruction.

Q: What do you believe would help address this issue?

A: Professional development on literacy strategies and more consistent use of data to inform small group work would help. We also need to find ways to re-engage students in reading.

Interview #2 – 8th Grade ELA Teacher

Q: What challenges are you facing in your classroom related to student learning?

A: A lot of students are disengaged when it comes to reading and writing. They shut down during longer assignments and don't show the confidence or skills needed to tackle challenging material. I think they're used to surface-level comprehension and struggle with depth.

Q: What support would help you as a teacher?

A: I would benefit from more planning time with my team to create differentiated lessons. It would also help to have school-wide strategies for writing so students get consistent support in every class.

Interview #3 – Parent of a 7th Grade Student

Q: How do you feel about your child's learning experience at TMS?

A: My son used to love reading, but now he says it's too hard or boring. He avoids

homework unless I sit with him. I think he needs more encouragement and maybe books he's interested in—not just what's assigned.

Q: What would you like to see from the school to support him?

A: More communication from the school about how we can help at home and maybe some after-school tutoring or reading programs. I'd love to see him excited about learning again.

(b) Identify a Problem of Practice and Develop a Guiding Question

1) Based on the identified problem of practice at Tupelo Middle School—declining student engagement and performance in reading and writing, especially in extended texts and constructed responses—the following measurable guiding question has been developed:

Guiding Question:

To what extent does the implementation of targeted literacy interventions, including differentiated instruction and student-centered reading strategies, improve reading stamina and constructed response performance among middle school students at TMS, as measured by benchmark assessment scores and student/teacher engagement feedback over one academic semester?

2) The guiding question was selected based on a clear convergence of quantitative and qualitative data that revealed a decline in reading stamina and performance in constructed response writing at Tupelo Middle School (TMS). Benchmark assessment data showed a decrease in proficiency in English Language Arts (ELA), with only 48% of students meeting expectations. Interviews with the assistant principal, an ELA teacher, and a parent further emphasized this issue, highlighting disengagement, lack of confidence in writing, and a decline in reading motivation. These findings informed the need to investigate how targeted, student-centered literacy interventions could address these challenges. The guiding question focuses on measurable improvement in student outcomes through differentiated instruction and engaging reading strategies—approaches that directly respond to the data collected.

This guiding question aligns with TMS's mission to "empower all students to become lifelong learners and productive citizens" and supports the school's vision of fostering academic excellence for every student. The school is already implementing improvement processes such as data-driven instruction and professional learning communities (PLCs), making this inquiry a natural extension of ongoing efforts. By focusing on literacy growth and student engagement, the guiding question supports the broader goal of raising academic achievement while ensuring equity and responsiveness to student needs.

3) To evaluate the successful implementation of the guiding question, Tupelo Middle School will monitor both academic performance data and engagement indicators over a semester. Specifically, the goal is for student proficiency in English Language Arts (ELA) to increase by at least **7%** on spring benchmark assessments compared to winter data, with a focus on improvement in reading comprehension and constructed response writing. Additionally, subgroup performance (particularly among economically disadvantaged students and English language learners) will be disaggregated to ensure equitable progress, with the aim of reducing performance gaps by at least **5 percentage points**.

Beyond assessment data, the evaluation plan includes qualitative measures such as student and teacher surveys, classroom walkthroughs, and small-group instructional feedback. These tools will assess shifts in student engagement, reading stamina, and instructional effectiveness. For example, at least **80% of ELA teachers** will report increased student participation and engagement in reading and writing activities by the end of the term. This combination of quantitative and qualitative evaluation will provide a well-rounded picture of the impact of the implemented literacy strategies and help guide further instructional adjustments.

(c) Goal Setting

1) Strategic Goal:

Increase student proficiency in reading comprehension and constructed response writing by 7% on spring benchmark assessments through the implementation of differentiated literacy instruction and student-centered reading strategies.

Tactical Goal:

By the end of the semester, 100% of ELA teachers will implement at least two targeted literacy interventions—such as small-group instruction and student choice in reading texts—with progress monitored biweekly through formative assessments and classroom walkthroughs.

2) These goals directly align with the guiding question, which seeks to determine the impact of targeted literacy interventions on student performance and engagement. The strategic goal focuses on measurable improvement in academic outcomes, as highlighted by the quantitative data showing a drop in ELA proficiency. The tactical goal ensures that instructional practices shift meaningfully in response to the qualitative data gathered from the assistant principal, teacher, and parent, which indicates a lack of reading stamina and student engagement. Together, these goals establish a clear path from instructional change to improved student outcomes.

3) Tupelo Middle School already utilizes data-driven instruction and professional learning communities (PLCs) to guide instructional decision-making. The guiding

question and associated goals integrate seamlessly into these existing structures, providing a focused, measurable target that complements the school's ongoing efforts to close achievement gaps and raise overall academic performance. Additionally, the emphasis on monitoring instructional practices through walkthroughs and formative assessments supports TMS's commitment to continuous improvement and accountability. These goals not only build upon current processes but also deepen their impact by aligning them with a clearly defined literacy-focused improvement initiative.

PART 2: Accountability Protocol: In collaboration with the onsite mentor, school leadership, and faculty members, interns will demonstrate the capacity to evaluate, develop, and implement a system of supervision, support, and evaluation designed to promote school improvement and student success (NELP 7.4).

(a) *Evaluation of District Policies and Instructional Expectations*

1) The Tupelo Public School District (TPSD) has a strong focus on literacy and data-informed instruction, which aligns with the guiding question and established goals aimed at improving student reading stamina and constructed response writing. According to TPSD's *Curriculum and Instruction Framework*, all schools are expected to implement high-quality Tier I instruction, utilize formative and summative assessments to monitor student progress, and address learning gaps through targeted interventions. The district's Literacy Plan emphasizes differentiated instruction, student engagement, and the use of evidence-based practices to support literacy growth across all grade levels. These policies support the goals established at Tupelo Middle School (TMS) by providing a clear expectation for instructional rigor and data-based improvement.

(Evidence: TPSD Curriculum and Instruction Framework & Literacy Plan – available via <https://www.tupeloschools.com/teaching-and-learning/curriculum>)

2) At TMS, teacher supervision and support are guided by the Mississippi Educator and Administrator Professional Growth System (PGS), which includes regular classroom observations, feedback cycles, and evaluation aligned to the *Mississippi Professional Growth System Teacher Observation Rubric*. These tools focus on core instructional elements such as lesson design, student engagement, and use of assessment data—all of which are relevant to the guiding question focused on improving ELA performance through instructional shifts. Teachers receive ongoing support through Professional Learning Communities (PLCs), where they analyze student data, share effective practices, and collaboratively plan differentiated lessons. Instructional coaches and administrators also provide job-embedded support, co-teaching, and modeling as needed to reinforce targeted literacy strategies.

The evaluation process includes formal observations, walkthroughs, and reflection conferences that allow leaders to monitor the implementation of the tactical goal (e.g., use of small-group instruction and student choice reading strategies). Feedback gathered

during these evaluations helps identify areas for improvement and professional development. This supervision structure ensures accountability and provides a supportive framework for teachers to continuously improve their instruction in alignment with school and district goals.

*(Evidence: Mississippi Educator Professional Growth System Handbook, TMS Walkthrough and Observation Forms, PLC Meeting Agendas – available through TMS administrative office or <https://mdek12.org/>
<https://www.tupeloschools.com/teaching-and-learning/resources>)*

(b) Plan for the Assessment and Improvement of Teacher Performance

1) After observing teachers across various classrooms, several measures have been identified to assess teacher performance effectively. These include walkthroughs using standardized observation rubrics, student engagement trackers, and formative assessment data. One primary tool is the use of instructional rounds aligned with the district's instructional framework, focusing on classroom management, student engagement, differentiation, and the use of data to inform instruction. These observations are not isolated but are part of a continuous improvement cycle, where data is collected weekly and discussed in Professional Learning Communities (PLCs) and during post-observation conferences. This ongoing observation process ensures that feedback is grounded in real-time classroom dynamics and reflective of instructional expectations outlined by the district.

The implemented accountability plan uses these measures to deliver actionable feedback by leveraging coaching cycles, goal-setting conferences, and follow-up observations. Teachers receive both commendations and targeted suggestions based on specific instructional indicators, such as lesson clarity, checks for understanding, and student collaboration. The feedback process supports the broader improvement goals of the project—such as improving Tier I instruction, increasing student achievement, and closing achievement gaps—by aligning with district policy priorities, including the Mississippi College and Career Readiness Standards and district-wide focus on rigorous instruction. Additionally, feedback sessions are framed to build teacher agency, linking professional growth to school improvement objectives.

2) Based on the outcomes of the implemented measures, the plan includes multiple strategies to support and ensure teacher growth. Teachers demonstrating growth areas will be paired with instructional coaches for targeted support, including modeling lessons, co-planning, and reflective dialogue. Furthermore, job-embedded professional development sessions will address common areas for improvement across the building, such as implementing effective formative assessments, using data to drive instruction, and classroom differentiation. These sessions are informed by trends and patterns found

through observations and assessment data. Growth is also monitored through teacher self-assessments, student achievement data, and ongoing feedback loops.

To sustain growth and align with the accountability goals, teacher progress will be reviewed during data team meetings and summative check-ins each quarter. Teachers who meet or exceed growth expectations will be recognized and may serve as peer mentors or model classrooms. This approach fosters a culture of shared leadership and continuous improvement, as outlined in the district's teacher evaluation system and professional growth framework. By building professional capacity and aligning supports with actual performance data, the project ensures that every teacher receives the guidance they need to enhance their practice and positively impact student learning outcomes.

(c) Plan for the Assessment and Improvement of Student Outcomes

1) In alignment with the guiding question and goals of the Accountability Protocol Project, multiple measures will be utilized to assess student development and ensure improvement. These include formative assessments, benchmark data, universal screeners, and classroom performance indicators such as exit tickets, quizzes, and progress monitoring tools. For students receiving Tier II and Tier III interventions, additional diagnostic assessments and curriculum-based measurements (CBMs) will be used to track specific skill development. Data from these sources will be analyzed regularly in PLCs and student support team meetings to identify gaps in understanding, monitor progress over time, and guide instructional decisions. These assessment measures are essential to determining whether instructional strategies are effectively meeting student needs and promoting academic growth.

2) The progress of student development will be evaluated through a continuous cycle of data collection, analysis, and response. Teachers will use formative assessment data on a weekly basis to adjust instruction and provide targeted interventions as needed. In addition, students' performance on district benchmarks and state assessments will be reviewed each quarter to determine overall growth and identify content areas requiring reteaching or reinforcement. Data chats between teachers and students will be implemented to foster student ownership of learning. Additionally, Tiered intervention documentation will be maintained and reviewed to ensure fidelity of implementation. These evaluation practices ensure that instructional practices remain responsive to student needs and aligned with the overall improvement goals of the project.

3) To ensure sustained increases in student achievement, the project includes a strategic focus on high-quality Tier I instruction, differentiated support, and data-driven decision-making. Teachers will be provided with ongoing professional development on evidence-based instructional strategies, student engagement techniques, and assessment literacy. Collaboration within PLCs will be strengthened to ensure alignment of

instruction with grade-level standards and to share best practices. Moreover, interventions will be monitored for effectiveness, and students demonstrating insufficient progress will receive additional support, including tutoring, small group instruction, or individualized plans. Parent communication and involvement will also be emphasized to reinforce learning beyond the classroom. Through this multi-tiered approach, the project aims to close achievement gaps and ensure all students demonstrate measurable growth in alignment with school and district goals.

PART 3: Training and Professional Development: In collaboration with the onsite mentor, school leadership, and faculty members, interns will implement a training and professional development plan designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success (NELP 7.3).

(a) Planning for Professional Development

- 1) My professional development (PD) plan is directly informed by the data collected from teacher observations, student achievement metrics, and survey responses. The guiding question centers on how we can improve instructional practices to ensure equitable outcomes for all students. In response, my PD plan focuses on increasing teacher capacity in differentiated instruction, using formative assessments, and fostering a growth mindset in both teachers and students. These initiatives are strategically aligned with the school's goals of increasing student achievement, narrowing learning gaps, and promoting teacher retention through meaningful support and development opportunities.
- 2) The professional capacity of the staff at our school is diverse, with many teachers demonstrating strong instructional knowledge, while others require more targeted support. Leadership practices currently emphasize compliance and administrative efficiency, with less focus on instructional leadership or distributive leadership models. These conditions present both a challenge and an opportunity. By shifting our leadership approach to include more collaborative planning, instructional coaching, and peer-led PD, we can better support professional growth and promote a culture of continuous improvement across the staff.
- 3) The PD plan incorporates regular opportunities for teacher self-reflection through the use of learning walks, instructional rounds, and reflective journaling. Teachers are encouraged to set personal growth goals and analyze the impact of their instructional strategies on student outcomes. Additionally, peer feedback sessions create a safe space for open dialogue, allowing teachers to critically evaluate their practices and make informed adjustments. This reflective cycle fosters ownership of learning and enhances instructional effectiveness.

4) Cultural responsiveness is embedded in the PD plan through sessions focused on equity, inclusivity, and understanding diverse student backgrounds. Teachers will engage in workshops that explore implicit bias, culturally relevant pedagogy, and strategies to create inclusive classroom environments. These efforts aim to ensure that all students feel seen, heard, and valued, while equipping teachers with the tools to recognize and respond to the cultural assets students bring to the classroom. This not only enriches student learning but also strengthens school culture.

5) The PD plan includes a structured approach to identifying and cultivating teacher leaders. Opportunities such as leading professional learning communities (PLCs), mentoring new teachers, and facilitating PD sessions allow staff members to step into leadership roles. By recognizing and utilizing the strengths of current staff, we create a more empowered faculty and build a pipeline for future school leaders. These leadership opportunities also foster collaboration and professional ownership.

6) The PD plan incorporates digital tools like interactive learning platforms, virtual coaching, and data dashboards in ways that are ethical and purposeful. Teachers will receive training on how to use technology to analyze student data, collaborate with peers, and access research-based strategies. All digital learning opportunities adhere to data privacy standards and promote equity in access. By integrating technology thoughtfully, we can enhance professional learning while modeling responsible digital citizenship.

(b) Professional Development Implementation

1) Data Dive & Goal Setting Session

- Analyze student achievement data and survey results.
- Teachers set individual and team goals aligned with school improvement priorities.

2. Workshop: Differentiated Instruction Strategies

- Training on how to tailor instruction to meet diverse learning needs.
- Focus on small-group instruction, scaffolding, and tiered activities.

3. Culturally Responsive Teaching Seminar

- Engage in learning experiences around equity, inclusivity, and anti-bias teaching.
- Reflect on classroom practices and student relationships.

4. Instructional Technology Integration

- Hands-on sessions exploring platforms like Google Classroom, Edpuzzle, and formative assessment tools.
- Emphasis on ethical use and student engagement.

5. Peer Learning Walks & Reflective Debriefs

- Structured classroom visits with focused look-fors.
- Follow-up reflective sessions to promote self-assessment and collaboration.

6. PLCs Focused on Formative Assessment

- Teachers meet biweekly to share data, lesson plans, and instructional adjustments.

7. Teacher-Led PD Presentations

- Opportunities for staff to lead sessions in areas of expertise.
- Encourages leadership development and knowledge sharing.

8. Mid-Year Review & Adjustments

- Reflection on progress toward goals.
- Adjust PD focus based on ongoing needs and new data.

Date	Time	Location	PD Activity	Facilitator(s)
Aug 5, 2025	8:00–11:00am	Library Media Center	Data Dive & Goal Setting	Admin Team & Dept. Leads
Aug 12, 2025	2:00–4:00pm	Room 101	Differentiated Instruction Workshop	Instructional Coach
Aug 26, 2025	2:00–4:00pm	Room 203	Culturally Responsive Teaching	Equity Specialist
Sept 9, 2025	3:30–5:00pm	Computer Lab	EdTech Tools & Formative Assessment	Technology Coordinator
Sept 23, 2025	8:00–11:00am	Classrooms & Library	Peer Learning Walks & Reflective Debrief	Admin & Lead Teachers
Oct 7, 2025	2:00–3:30pm	PLC Rooms	PLC Meeting: Formative Assessment Focus	Grade-Level Leads
Oct 28, 2025	2:00–4:00pm	Room 204	Teacher-Led PD Presentations	Volunteer Teachers
Dec 2, 2025	1:30–3:30pm	Library Media Center	Mid-Year Review & PD Planning Adjustments	Admin Team

PART 4: Implementation of Accountability Project: In collaboration with the onsite mentor, school leadership, and faculty members, interns will implement the accountability protocol project at the site, developing and engaging staff in a professional culture designed

to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school (NELP 7.2).

(a) Implementation Details

1) The implementation of my accountability plan focused on enhancing instructional practices through targeted professional development, regular data analysis, and fostering a culture of collaboration. We began by analyzing student achievement data and conducting staff surveys to identify strengths and areas for growth. Professional learning communities (PLCs) were restructured to be more data-driven, and we established regular feedback loops through learning walks and teacher reflection tools. Leadership provided ongoing support and monitored progress through formative check-ins, helping ensure alignment between instructional goals and student needs.

There were several successes. Teachers reported increased confidence in using formative assessments and differentiating instruction. Students showed growth in engagement and achievement, especially in classrooms where teachers embraced new strategies.

However, challenges included time constraints, uneven participation, and the need for clearer communication around expectations. Some teachers felt overwhelmed by the pace of change, which temporarily affected morale. These experiences underscored the importance of balancing accountability with empathy and flexibility, especially when aiming for long-term school improvement and teacher well-being.

2) The accountability project fostered greater teacher engagement by creating a sense of shared purpose and emphasizing professional growth over compliance. Teachers were given opportunities to lead initiatives, present during PD sessions, and participate in instructional rounds, which elevated their sense of value and influence. The culture of support, collaboration, and recognition contributed to higher levels of job satisfaction. These efforts also positively influenced teacher retention. When teachers feel heard, supported, and part of a meaningful mission, they are more likely to stay. By investing in teacher development and leadership, the project reduced feelings of isolation and burnout, which are often contributing factors in turnover.

3) The accountability project intentionally prioritized the creation of a professional, inclusive, and culturally responsive school environment. Training sessions addressed implicit bias, culturally relevant teaching practices, and strategies for building inclusive classroom communities. Feedback mechanisms allowed staff and families to voice their perspectives, ensuring diverse experiences informed decision-making.

This approach helped cultivate a more equitable and respectful school climate. Students felt more seen and understood, and teachers felt more equipped to respond to the varied needs of their learners. In turn, this contributed to a stronger school culture where academic and emotional well-being were both valued and supported.

4) Strong relationships and trust were foundational to the project's success. Early in implementation, I prioritized building relational trust through consistent communication, transparency in decision-making, and providing space for teacher voice. Leaders modeled vulnerability by acknowledging challenges and asking for feedback, which fostered mutual respect and collaboration.

Attention to well-being was also central. Time was built into the schedule for collaboration and reflection, and initiatives were introduced to support work-life balance and mental health. These efforts helped reduce stress, improve morale, and strengthen the professional culture, reinforcing that a healthy learning environment begins with healthy, supported educators.

(b) Collaboration

1) I collaborated closely with my on-site mentor, Mr. Landon Morse, to review and analyze data that informed the development of the accountability protocol project. We examined multiple data sources, including benchmark assessment results, attendance records, behavior referrals, and staff feedback surveys. This collaborative data review allowed us to identify trends and pinpoint areas needing improvement, particularly in instructional consistency and the support systems available for struggling learners.

Through structured meetings, we discussed the implications of the data and determined that a Tiered System of Supports (TSS) would be most effective in addressing the academic and behavioral gaps. Mr. Morse provided insight into how past interventions had performed, offering historical context that helped shape our goals and strategies. Our shared understanding of the data ensured that the accountability project was aligned with both student needs and school improvement priorities.

2) During the implementation phase, Mr. Morse and I worked collaboratively to communicate expectations, support teachers, and monitor the rollout of the accountability protocol. We co-facilitated staff meetings to introduce the initiative and explain the rationale behind it, emphasizing how the plan would support both student success and teacher effectiveness. Mr. Morse's leadership within the school helped establish buy-in, while I supported implementation through hands-on coaching and progress monitoring tools.

Together, we ensured that systems were in place to track student progress and teacher implementation, using formative assessments and behavior data. We also coordinated follow-up PD and check-ins with grade-level teams to refine strategies as needed. This partnership allowed us to address issues quickly and keep the project moving forward with consistency and shared accountability.

3) Improving teaching practices was a central focus of our collaboration. Mr. Morse and I observed classrooms together and provided feedback aligned with the goals of the

accountability project. We encouraged teachers to integrate differentiated strategies and use formative assessment data more effectively. After walk-throughs, we debriefed with teachers and used those conversations to plan relevant PD sessions that addressed instructional gaps and highlighted effective practices.

We also worked to increase student achievement by implementing data cycles within grade-level PLCs. Teachers used these cycles to identify students in need of additional support and develop targeted interventions. By aligning the accountability project with these cycles, we helped teachers respond more effectively to student data and provided tools for tracking student growth.

In terms of school programming, we collaborated to strengthen the Tiered Systems of Support by refining intervention schedules, clarifying referral processes, and ensuring that supports were equitably distributed. Evidence of our collaboration includes shared meeting agendas, PD session materials, and student growth data, which can be accessed [PLCs](#) . These artifacts reflect the ongoing teamwork and intentional planning that drove this initiative forward.

4) Throughout the implementation of the project, I made a conscious effort to model and promote effective collaboration and communication. I consistently maintained open lines of communication with teachers, support staff, and administrators through emails, shared digital documents, and scheduled feedback sessions. I also encouraged a culture of transparency by regularly sharing progress updates and seeking input from stakeholders.

\In staff meetings and PLCs, I emphasized the value of shared leadership and encouraged teachers to voice their ideas and concerns. By promoting mutual respect and celebrating small wins, I helped create a positive, solutions-oriented environment. These collaborative efforts contributed to stronger team dynamics and increased ownership of the school improvement process.

PART 5: Accountability Report: In collaboration with the onsite mentor, school leadership, and faculty members, interns will demonstrate in their accountability project the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operations systems that support student learning needs and promote the mission and vision of the school (NELP 6.1).

(a) Evaluate the Effectiveness of the Accountability Project

1) Link:

<https://docs.google.com/forms/d/e/1FAIpQLSdckm08IVomWTRwcLK--gixaT5ngsPx1CkzwpYxMDF1eTG6hw/viewform?usp=header>

Survey Data:

Survey Question	Response Options	Results (n = 10 respondents)
1. How effective was the implementation of the accountability protocol project in addressing student needs?	1 = Not Effective to 5 = Very Effective	5 = 2, 4 = 5, 3 = 2, 2 = 1, 1 = 0
2. To what extent did the project improve teacher collaboration and professional learning?	1 = Not at All to 5 = Significantly	5 = 3, 4 = 4, 3 = 2, 2 = 1, 1 = 0
3. What impact, if any, did the project have on student achievement or behavior in your classroom or area?	Significant Positive / Some Positive / No Impact / Negative	Significant Positive = 4, Some Positive = 4, No Impact = 2
4. What elements of the accountability project were most successful?	Short Answer	Most common themes: Tiered interventions, PD sessions, collaboration
5. What suggestions do you have to improve this accountability project moving forward?	Paragraph Answer	Common responses: More time for collaboration, clearer timelines, follow-up support

2) Based on stakeholder feedback and personal observation, the implementation of the accountability project demonstrated measurable progress in several key areas. Survey results indicated that 70% of participants rated the project as either "effective" or "very effective" in addressing student needs, while 80% acknowledged a positive impact on teacher collaboration and professional learning. Teachers cited the structured Tiered System of Supports (TSS), targeted professional development, and increased opportunities for data-driven planning as the most successful components. Observations revealed higher levels of engagement during PLCs, more consistent use of formative assessment tools, and stronger instructional alignment across grade levels. The project also positively influenced areas of management and communication. Clear expectations, regular feedback loops, and co-facilitated meetings between administration and faculty fostered a culture of transparency and shared responsibility. The use of digital tools such as Google Forms and data dashboards streamlined communication and supported ongoing assessment of both student progress and staff implementation. In terms of school-level governance and leadership, the initiative encouraged distributed leadership by engaging teacher leaders in planning, presenting, and reflecting on progress. Operational systems, particularly those related to academic and behavioral intervention, became more responsive and better aligned to student needs. Overall, the project contributed to a more collaborative, efficient, and student-focused school environment.

3) During the implementation of the accountability project, several obstacles emerged that impacted its overall effectiveness. One significant challenge was time—both in terms of scheduling sufficient professional development and allowing teachers time during the school day to analyze data, plan interventions, and collaborate meaningfully. Although weekly PLCs were established, conflicting responsibilities and instructional demands made it difficult for all teachers to engage consistently. Additionally, resource allocation presented a barrier; while the school had a solid foundation of instructional materials, there was limited access to updated technology tools and supplemental intervention resources that could have supported more targeted student support. Personnel limitations also affected implementation. With a small support staff and an already full administrative workload, it was difficult to provide ongoing coaching and real-time intervention support. While technology was integrated into the project through survey tools and data tracking systems, not all faculty members were equally comfortable with the platforms, which required additional training that further strained time and resources. Funding constraints limited opportunities for extended learning sessions, stipends for teacher leaders, or the purchase of new digital tools. Despite these challenges, the school community showed strong commitment to the project, and many of these barriers were partially overcome through creative problem-solving and collaboration.

4) The accountability project had a notable impact on how resources were allocated and how personnel decisions were approached. Based on the identified needs through data analysis, instructional resources were more strategically directed toward areas with the greatest student learning gaps, such as literacy and behavior interventions. This shift allowed for the purchase of targeted materials and increased the availability of digital tools used in formative assessment and differentiated instruction. Additionally, the data from the project helped school leaders identify which teachers had strengths in specific areas, leading to more intentional decisions in assigning teacher leaders to guide PLCs, lead professional development, and support colleagues in implementing Tiered Systems of Support (TSS).

In terms of student experience and development, the project fostered a more responsive and inclusive learning environment. Students benefited from more consistent, data-driven instruction and timely interventions that addressed their academic and behavioral needs. Teachers became more aware of individual learning profiles, allowing for more personalized strategies and increased engagement. As a result, many students showed growth not only in academic performance but also in self-regulation, participation, and confidence. The collaborative culture and systems put in place through the project ultimately contributed to a stronger support network for all learners, aligning school operations more closely with the goal of ensuring success for every student.

5) Student Assessment Data – Pre/Post Comparison (Quantitative)

File Name: [Copy of ELA DATA 24-25](#)

Description: This document includes pre- and post-project benchmark data for Tier 2 students in ELA and Math. The charts reflect individual growth trends and subgroup improvements that support the project's effectiveness in closing learning gaps.

Teacher Observation & Walkthrough Summaries (Qualitative)

File Name: [Teacher Observations & Notes](#)

Description: This file summarizes informal walkthroughs and formal observations conducted during the implementation period. Patterns in instructional strategies and classroom management techniques are noted.

Staff Survey Results

File Name: [Staff Survey Results \(1\).xlsx](#)

Description: This spreadsheet displays compiled responses from the stakeholder survey distributed via Google Forms. It includes visual charts summarizing teacher perceptions of project effectiveness, professional development, and collaborative practices.

Meeting Agendas & Notes

File Name: [PLCs; Leadership Meeting 8/6; Leadership 1/21/25](#)

Description: This document contains agendas and notes from PLC and leadership team meetings where the project was planned, reviewed, and adjusted based on data. It reflects how decisions were made collaboratively.

(b) Sustainability

1) The accountability project revealed both strategic and tactical challenges within the school's current systems. Strategically, the project highlighted a need for a more unified, data-driven culture focused on continuous improvement. While the school had access to student performance data, its use was often inconsistent across teams. The project introduced a structured framework for interpreting and acting on data collaboratively, exposing gaps in leadership capacity, teacher training, and intervention systems. This shift required changes in mindset, resource allocation, and leadership involvement to support long-term improvement. Tactically, the project addressed logistical issues such as inconsistent Tiered Systems of Support (TSS) implementation, limited time for collaborative planning, and uneven access to instructional resources and professional development. By introducing PLC structures, targeted professional learning, and teacher-led data reviews, the project built

momentum toward operational coherence. These challenges required realignment of schedules, reallocation of support staff time, and clearer communication from school leaders—all of which are now being addressed through revised planning and budgeting.

2) This accountability project promotes continuous and sustainable school improvement by embedding professional collaboration, data-driven decision-making, and equity-focused instruction into daily school practices. Through ongoing PLCs, teacher-led reflections, and targeted interventions, the school now operates with a clearer focus on student outcomes and staff development. Instead of one-time initiatives, the project fosters a learning culture where feedback loops are prioritized, and adjustments are made in real time based on evidence.

The project empowers teacher leaders, builds leadership capacity, and distributes responsibility across the staff, reducing dependence on top-down directives. The systems and structures developed—such as consistent data analysis routines, learning walks, and digital tools for tracking progress—are easily transferable across grade levels and content areas, making the improvement efforts scalable and replicable. As long as leadership remains committed to supporting collaboration and resourcing these systems, the progress made will continue beyond the initial implementation phase.

Resource Category	Year 1 (Implementation)	Year 2 (Expansion)	Year 3 (Sustainability)
Professional Development	Initial PD on TSS, data analysis, and culturally responsive teaching	Follow-up training; coaching cycles begin	Annual refresher workshops; new staff onboarding included
Personnel Support	Reallocation of support staff for interventions; identify teacher leaders	Hire interventionist or part-time instructional coach	Maintain positions and provide stipends for teacher leaders
Technology Tools	Survey tools, data tracking dashboards, formative assessment platforms	Upgrade existing tech; expand use of digital learning platforms	Ongoing tech support; budget for annual licenses and updates
Time for Collaboration	Build PLC time into master schedule; common planning time	Expand PLCs to include cross-grade collaboration	Maintain through scheduling; integrate into annual planning cycle
Materials & Intervention Resources	Purchase intervention kits, formative assessments, and classroom supports	Add differentiated instructional resources and enrichment tools	Monitor usage; replenish as needed based on student data
Monitoring & Evaluation	Initial implementation checklists and walkthrough tools	Develop teacher-led feedback groups and surveys	Annual review system embedded into school improvement planning

PART 6: Communication of Results and Outcomes: In collaboration with the onsite mentor, school leadership, and faculty members, interns demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community (NELP 5.3).

1. The multi-year resource plan was developed with a clear understanding of the district's priorities and policies regarding student achievement, equity, and teacher development. At my internship site, Tupelo Middle School, the district supports initiatives that promote data-driven instruction, professional collaboration, and Multi-Tiered Systems of Support (MTSS), which align with our school improvement goals. The resource plan leverages existing district frameworks while identifying specific areas—like technology upgrades and personnel support—that need school-based adjustments or grant funding. To ensure alignment, I consulted district guidelines and coordinated with the instructional support team to ensure that funding requests and scheduling modifications would be feasible under current policies.

The resourcing plan considers the district's annual budgeting and staffing cycles. By phasing implementation across three years, the plan provides flexibility to adjust priorities based on evolving student data, teacher capacity, and available district resources. By integrating sustainability practices, such as teacher-led professional learning and embedded PLC time, the plan minimizes reliance on one-time funding and aligns with the district's push for long-term, scalable solutions.

2. During the implementation of the accountability project, I actively advocated for the needs of the school by maintaining open lines of communication with both internal and external stakeholders. I regularly met with my onsite mentor, Mr. Landon Morse, and the leadership team to highlight gaps in instructional resources, staffing, and student support services identified through our data. I prepared data summaries and proposals that were shared with central office contacts to secure additional intervention materials and advocate for professional development that targeted equity and differentiation. Beyond the school walls, I communicated with families through newsletters, an informational flyer, and a parent survey to build awareness of the school's goals and gather community feedback. This approach created transparency and helped foster buy-in for the changes taking place. Through clear messaging and inclusive practices, I ensured that all stakeholders were not only informed but empowered to contribute to the school's success.

Oral presentation staff meeting	Teachers & Admin	TMS Faculty Meeting 2.27
Email updates	Teachers & Admin	March 24th-28th - Google Docs.pdf

Parent Newsletter	Community & School Members	 Tupelo Middle School Parent Newsletter
School Flyer	Community & School members	TMS Today March 21st.pdf

4. The communication tools I used helped shape broader conversations around school improvement by highlighting not just academic performance, but the importance of equity, collaboration, and well-being in our school culture. Presenting data-driven evidence to both staff and the district office brought awareness to gaps in student support and professional development needs. This approach helped ensure that school-level issues were understood in the larger district and political contexts.

Through newsletters and flyers, I also engaged parents and the broader community, fostering a shared sense of accountability. The feedback received through these communication channels influenced leadership decisions about time allocation, resource distribution, and staff support strategies. Ultimately, these efforts contributed to a more inclusive and responsive school improvement process that reflects the voices and values of the entire school community.