

Improvement Plan: Final Submission

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I have no known conflict of interest to disclose.

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Part A - Vision Evaluation, Development, and Revision

Tupelo Middle School is part of the Tupelo Public School District, located in Tupelo, Mississippi. This district includes multiple campuses, with a variety of schools encompassing elementary, middle, high, and vocational education environments. The Tupelo Public School District's Vision Statement is: "Relentlessly Pursuing the Exceptional" (TPSD, 2023). This vision highlights the district's commitment to excellence in all areas of education.

The Mission Statement of the district provides a clearer picture of its goals and values: "The Tupelo Public School District is dedicated to serving the community by providing students with a safe environment, exceptional programs, and educational opportunities under the leadership of a highly qualified staff that is selfless, professional, and collegial" (TPSD, 2023). This mission underscores the district's commitment to creating a supportive and high-quality educational experience for all students, emphasizing safety, program excellence, and professional leadership.

In addition to these foundational statements, the district also focuses on continuous improvement and community engagement. Tupelo Middle School, in particular, emphasizes developing students' academic and social skills through innovative teaching methods and extracurricular activities. The school fosters a culture of collaboration and respect, ensuring that every student has the opportunity to succeed and thrive in a nurturing environment. This holistic approach prepares students not only for academic success but also for responsible citizenship and lifelong learning.

Evaluation

The vision statement at Tupelo Middle School is crafted with clarity and conciseness, ensuring it resonates with all stakeholders. Its memorable nature facilitates widespread

understanding and buy-in throughout the school community. Similarly, the mission statement is transparent and accessible to everyone affected by it. It underscores the commitment of all staff members to fostering student success within a safe and enriching learning environment. Both statements exhibit a clear focus, articulating both current objectives and long-term aspirations. Decision-making processes at Tupelo Middle School are consistently aligned with these guiding principles, ensuring they remain purpose-driven and effective.

These statements serve as a testament to the competence and dedication of the school's leadership and staff. By aligning closely with the mission statement, students benefit from access to highly qualified faculty members who deliver exceptional learning experiences. These experiences are integral to preparing students for success in their academic pursuits and beyond. The vision statement serves as a unifying force within the school district, prominently displayed in all campus buildings and entrance paths. Additionally, both the vision and mission statements are readily accessible on the school's website and social media platforms. Celebratory events have been held in recognition of the district's achievements, such as attaining the highest accountability rating of "A." These statements encapsulate the core beliefs, values, and philosophies of the organization, reaffirming Tupelo Middle School's commitment to providing equitable and high-quality education for all students.

Review and Revision Plan

At Tupelo Middle School, the vision and mission statements undergo meticulous annual reviews to ensure alignment with the district's evolving goals. This process involves collaboration among administrators, staff, parents, students, board members, and community representatives, who work in small teams to assess the statements' effectiveness in driving student success. An open-floor meeting, facilitated by the superintendent, provides stakeholders

with the opportunity to offer suggestions for revising the vision and mission statements, fostering inclusivity and transparency in the decision-making process.

Subsequently, the superintendent and board members convene a closed-door meeting to deliberate on the proposed revisions, prioritizing outcomes that promote a high-quality learning environment and positive student outcomes. Once consensus is reached, the updated vision and mission statements are disseminated widely. They are prominently displayed at each campus, featured on the school website, and shared across social media platforms to ensure accessibility for all stakeholders involved in the educational journey.

This collaborative and transparent approach to revising the vision and mission statements underscores Tupelo Middle School's commitment to continuous improvement and its dedication to providing a supportive and enriching educational experience for every student. By engaging diverse perspectives and aligning with the district's overarching goals, these statements serve as guiding beacons, shaping the collective efforts of the school community towards achieving excellence in education.

Part B – Data Collection, Analysis, and Goals

Data Collection and Analysis

For the improvement plan assignment, data collected during the 2022-2023 academic year from Tupelo Public School District (TPSD) was utilized. TPSD serves approximately 5,500 students spanning kindergarten through twelfth grade across its twelve schools, encompassing elementary, middle, and high school levels. Additionally, the district provides a vocational school option for students. The student population composition comprises 75% white, 10.6% Hispanic, 8.9% African American, 2.6% two or more races, 0.6% Asian or Asian Pacific Islander, and 0.01% Native Hawaiian or Other Pacific Islander (Tupelo Public School District - U.S. News

Education). Furthermore, the student body is 48% females and 52% males. The student-to-teacher ratio stands at 20:1, with 93.5% of teachers holding certification (Tupelo Public School District - U.S. News Education).

According to the data, Tupelo Public School District (TPSD) received an "A" rating for the 2022-2023 school year. During that period, math proficiency stood at 62.3%, with a growth rate of 73%, and the lowest quartile of student population growth rate was 72.5% (Mississippi State Success Report Card, 2022). English proficiency for TPSD was recorded at 44.4%, with a growth rate of 66.8%, and the lowest 25% of the student population's growth was at 53.7% (Mississippi Succeeds Report Card, 2022). These figures indicate notable progress in math and English Language Arts (ELA), particularly among the lowest-performing students. Students also achieved a proficiency rate of 74% in U.S. History and 72.2% in science, while the graduation rate for enrolled students was 85.3%.

It is also a goal for Tupelo Public School District (TPSD) to maintain an "A" rating according to the accountability model set forth by the Mississippi Department of Education. All stakeholders involved prioritize the delivery of an equitable and high-quality education, aiming to position TPSD among the top-performing districts in the state. TPSD is actively engaged in establishing routines that ensure every student receives optimal educational opportunities. Moreover, the district is in the process of implementing professional development initiatives for all staff, collaborating with various consultant companies for this purpose. TPSD has entered into a contract with the KidsFirst Education Group to provide instructional coaching to all teachers of state-tested subjects. These coaches will tailor curricula, pacing guides, and lessons to best address the needs for student growth.

Goals

For a school district to thrive, it must establish and successfully attain SMART goals—ones that are Specific, Measurable, Achievable, Research-Based, and Timely. Tupelo Public School District (TPSD) is committed to pursuing excellence, and SMART goals serve as a roadmap toward that objective. To ensure success for all TPSD staff and students, the following objectives should be met:

1. By the conclusion of the 2024-2025 academic year, Tupelo Public School District (TPSD) aims to maintain an "A" rating in accordance with the Mississippi Department of Education's Accountability Model.
2. Enhance student achievement in mathematics and English Language Arts by 10% by the culmination of the 2024-2025 academic year.
3. By the conclusion of the 2024-2025 academic year, improve the competence and effectiveness of teachers through the provision of equitable and sufficient professional development opportunities, fostering a culture of growth among all stakeholders.

The SMART goals were crafted with the overarching aim of success for all students and staff within TPSD. These objectives align closely with TPSD's vision to “produce successful students through engaging lessons utilizing a rigorous curriculum in a nurturing, safe, and orderly environment” (Tupelo Public School District, 2023). They directly support the mission of providing a secure environment, outstanding programs, and educational opportunities led by highly qualified personnel (Tupelo Public School District, 2023). As stated in the Bible, "Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others" (New

International Version, 2023, Philippians 2:3-4). This passage underscores the importance of educators prioritizing the needs of all stakeholders when formulating and accomplishing goals.

Part C - Relation to the School's Vision

S.M.A.R.T. Goals

For a school district to thrive, it should establish and successfully accomplish SMART (Specific, Measurable, Achievable, Research-Based, and Timely) goals. The Tupelo Public School District is committed to achieving excellence, and setting SMART goals will be instrumental in realizing this vision. To ensure the success of all TPSD staff and students, the following objectives should be met:

1. By the conclusion of the 2024-2025 academic year, Tupelo Public School District (TPSD) aims to maintain an "A" rating in accordance with the Mississippi Department of Education's Accountability Model.
2. Enhance student achievement in mathematics and English Language Arts by 10% by the culmination of the 2024-2025 academic year.
3. By the conclusion of the 2024-2025 academic year, improve the competence and effectiveness of teachers through the provision of equitable and sufficient professional development opportunities, fostering a culture of growth among all stakeholders.

Alignment to School's Vision

The S.M.A.R.T. goals were developed to address the needs of Tupelo Public School District's (TPSD) students and staff. These goals are both realistic and attainable, directly reflecting TPSD's vision to "produce successful students through engaging lessons utilizing a rigorous curriculum in a nurturing, safe, and orderly environment" (Tupelo Public School District, 2023). By establishing these goals, TPSD is positioning itself for future success. As

stated in the Bible, “But as for you, be strong and do not give up, for your work will be rewarded” (New International Version, 2023). With the implementation of these S.M.A.R.T. goals, TPSD can achieve greatness and success by aligning its tasks with both its vision and biblical principles.

TPSD’s mission statement declares, “The Tupelo Public School District is determined to serve the community by providing students with a safe environment, exceptional programs, and educational opportunities under the leadership of a highly qualified staff that is selfless, professional, and collegial” (TPSD, 2023). The established goals are attainable through the collaborative efforts of all relevant stakeholders. These goals align with the mission statement, aiming for the highest achievement ratings while offering numerous opportunities for faculty and administrative development. By being available and willing to provide growth and empowerment opportunities for employees, the district ensures that staff members are equipped to impart these traits and knowledge to their students.

A supportive and diverse community is crucial for the educational system to achieve success. Stakeholders, defined as individuals or groups that can influence or be influenced by an organization's success (Khadija, 2022), play a vital role in this process. Through the establishment of well-defined goals, stakeholders both within and outside the school can contribute to the success of Tupelo Public School District (TPSD). By actively engaging with parents, community members, businesses, and other relevant parties, TPSD can meet the diverse needs of its students and staff. Building strong relationships and effective communication with the community ensures that all students' needs are addressed, and staff requirements are met through collaborative efforts.

The vision and mission of the Tupelo Public School District (TPSD) were crafted with significant input from the community and stakeholders. The established goals are aligned not only with the district's vision and mission but also with the beliefs of community members and stakeholders. These goals will be communicated through open meetings and will be positively promoted on the school's website and social media platforms. As the Bible states, “And over all these virtues put on love, which binds them all together in perfect unity” (New International Version, 2023). Through the collaborative efforts of all involved stakeholders, these goals can be successfully achieved.

Part D – Resource Management

Budget Analysis

The Tupelo Public School District serves about 5,500 students across its twelve schools. It receives financial support from local, state, and federal sources, with total revenues reaching \$39,893,139.90 (TPSD Budget Report, 2024). For the 2024-2025 academic year, the district has a budget of approximately \$36,000,000. In the 2023-2024 school year, the district's total expenditures amounted to \$35,652,743.41 (TPSD Budget Report, 2024). The district is committed to providing equitable and appropriate educational opportunities, ensuring that funds are distributed fairly to deliver the best possible educational resources.

The Tupelo Public School District generates the majority of its revenue from state and local funds. This financial support ensures that the district can offer students the best possible opportunities. Sixty percent of the annual expenditure is allocated to instructional funding (TPSD Budget Report, 2024). This allocation allows students access to high-quality teaching and outstanding resources, effectively meeting the needs of both staff and students.

Future Budget Plan

The Tupelo Public School District prioritizes the needs of its staff and students through collaborative efforts aimed at achieving shared goals of student growth and success. According to Rachel Murphree (personal communication, 2024), after careful budget review and assessment of top priorities, it is evident that funds must be directed towards enhancing student growth. This includes providing teachers with highly qualified instructional materials and professional development opportunities. A needs assessment guides the allocation of resources to ensure effective utilization of the estimated \$36,000,000 budget for the 2024-2025 school year (TPSD Budget Report, 2024).

Approximately \$21,000,000 will be allocated for instructional purposes, reflecting a strategic investment in instructional materials and professional growth (TPSD Budget Report, 2024). School leaders are committed to understanding the specific instructional needs of students and staff, ensuring equitable educational opportunities for all. Over the next three years, the district anticipates additional funding from the CREATE Foundation for professional development initiatives (R. Murphree, personal communication, 2024). Furthermore, plans are underway to apply for ESSER funding to support teacher units, materials, resources, and school improvement projects, including updates to instructional materials and facilities (R. Murphree, personal communication, 2024). The potential receipt of these grant funds would augment the budget, enhancing resources available for educational enhancements across the district.

The Tupelo Public School District is actively seeking additional sources of revenue through grants and other funding opportunities to enhance student success. With adequate funding, the district aims to foster growth and achievement among students. This includes ensuring that staff and students have access to the highest quality resources and materials available. Effective regulation and monitoring of funding allocation are crucial to ensure that

resources are distributed appropriately to meet the specific needs of individual schools. Through careful planning and strategic allocation of funds, the district is poised to address these needs comprehensively and achieve its goals of academic success and student development.

Part E – Implementation and Monitoring Progress

School Improvement Plan: Part E – Implementation and Monitoring Progress

Goal #1:	By the conclusion of the 2024-2025 academic year, Tupelo Public School District (TPSD) aims to maintain an "A" rating in accordance with the Mississippi Department of Education's Accountability Model.				
Actions, Strategies, and Interventions	Timeline	Estimated cost, funding sources, and resources	Person(s) responsible	Means of Evaluation	
				Procedures for Monitoring	Evidence of Impact on Student Learning
Task Force Establishment: Form a task force with administrators, teachers, parents, and community members to oversee the plan. Regular Meetings: Schedule meetings to review progress, address challenges, and gather stakeholder feedback. Community Engagement: Organize outreach programs and forums to engage parents and community in supporting educational initiatives. Role Clarity: Delegate responsibilities clearly to task force members and staff for accountability. Staff Training: Provide	Months 1-3: Task force establishment, initial planning, and community engagement. Months 4-6: Role definition, delegation, and staff training/professional development. Months 7-9: Leadership development programs and grant applications/budget allocation. Months	Technology: \$2,000,000 Fiscal (including grants): \$5,000,000 Human Resources: \$1,500,000 Materials: \$1,500,000 Training and Development: \$500,000 Community Engagement: \$500,000 Funding Sources: Local	Superintendent and District Leadership: Provide strategic direction and oversee implementation plans. Chief Financial Officer (CFO) and Budget Committee: Manage budget allocation and financial planning. Task Force and Implementation Team: Comprising	Data Collection Methods: Use quantitative data (e.g., test scores, attendance rates) and qualitative data (e.g., surveys, interviews) to assess performance and stakeholder perceptions. Data Analysis: Centralize data using a designated system for analysis. Employ statistical	Data Collection: Gather quantitative data (e.g., test scores) and qualitative insights (e.g., surveys, interviews) to assess student achievement and perceptions. Data Synthesis: Centralize data for systematic analysis. Analyze data to identify trends in curriculum alignment, instructional effectiveness, and assessment coherence.

workshops to equip staff with skills essential for goal achievement. Leadership Development: Implement programs for principals, department heads, and teachers on leadership and continuous improvement. Mentorship: Pair experienced leaders with emerging leaders for skill development and succession planning. Grant Pursuit: Identify and apply for grants to enhance educational resources and professional development. Budget Management: Allocate funds from the budget for technology, curriculum, and professional development aligned with academic improvements. Data Monitoring: Establish a system to collect and analyze data to track progress towards achieving an "A" rating. Formative Assessments: Conduct assessments periodically to identify areas needing adjustment or support. Annual Review: Evaluate the plan	10-12: Data monitoring, formative assessments, and ongoing adjustments. Month 12: Comprehensive annual review and final adjustments before the conclusion of the academic year.	Funds: TPSD budget allocations. State and Federal Funds: Grants and ESSER funds. Private Donations: Contributions from local businesses and foundations. CREATE Foundation: Expected funding for professional development. Resources Allocation Strategy: Technology: Upgrade classroom technology and infrastructure. Fiscal: Invest in professional development and curriculum enhancements.	administrators, teachers, parents, and community members, responsible for monitoring progress and addressing challenges. Department Heads and Principals: Implement strategies within schools and departments, monitoring staff and student performance aligned with goals. Grant Coordinator: Identify and apply for grants to supplement district funds. Professional Development Coordinator: Organize training for staff development aligned with educational goals. Community Engagement	methods for quantitative data and thematic analysis for qualitative insights. Monitoring Process: Conduct regular data reviews (e.g., quarterly) managed by an Evaluation Committee. Develop dashboards to visualize progress and trends, ensuring stakeholders are informed. Evaluation Criteria: Define clear benchmarks aligned with the goal of maintaining an "A" rating. Compare actual performance against benchmarks to gauge effectiveness and identify areas for improvement. Revision and Adaptation:	Evaluation Criteria: Define clear criteria aligned with educational standards. Focus on curriculum coverage, instructional strategies, and assessment validity. Monitoring Process: Conduct regular evaluations overseen by an Evaluation Committee. Use findings to pinpoint strengths and areas for improvement in curriculum, instruction, and assessment. Utilization of Findings: Develop action plans to enhance instructional coherence and effectiveness. Implement targeted professional development to support teachers in improving
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annually to adjust strategies and maintain alignment with goals.		Human Resources: Develop leadership and hire additional staff. Materials: Purchase textbooks and digital resources. Training and Development: Provide ongoing educator training. Community Engagement: Organize workshops and outreach events.	Coordinator: Foster partnerships and engage stakeholders in supporting educational initiatives.	Periodically review and adjust the implementation plan based on evaluation findings. Incorporate successful practices and stakeholder feedback to enhance strategies. Communication: Establish transparent communication channels to share results and gather feedback from staff, students, and parents. Use feedback to refine approaches and ensure continuous alignment with educational goals.	practices. Communication and Collaboration: Foster collaboration among educators and administrators. Share evaluation outcomes with stakeholders to refine practices and ensure educational alignment.
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Goal #2:	Enhance student achievement in mathematics and English Language Arts by 10% by the culmination of the 2024-2025 academic year.			
				Means of Evaluation

Actions, Strategies, and Interventions	Timeline	Estimated cost, funding sources, and resources	Person(s) responsible	Procedures for Monitoring	Evidence of Impact on Student Learning
Data Analysis and Needs Assessment: Conduct a comprehensive analysis of student performance data in mathematics and English Language Arts (ELA) to identify specific areas of weakness and strengths. Utilize diagnostic assessments to pinpoint individual student needs and learning gaps. Targeted Instructional Strategies: Implement differentiated instruction tailored to individual student needs, focusing on both remediation and enrichment. Provide targeted interventions such as small group instruction, peer tutoring, and one-on-one support. Curriculum Alignment and Enhancement: Align curriculum frameworks with state	Months 1-2: Planning and Assessment Analyze previous academic data in math and ELA. Identify key areas for improvement and set goals. Months 3-4: Curriculum Alignment Align curriculum with state standards and assessment requirements Develop rigorous instructional materials and ensure accessibility. Months 5-6: Professional Development	Professional Development Workshops: Cost: \$50,000 Funding: District budget Resources: Facilitators, workshop materials, technology tools Curriculum Alignment and Enhancement: Cost: \$30,000 Funding: District budget Resources: Curriculum experts, instructional materials Technology Integration:	Director of Curriculum and Instruction: Oversees curriculum alignment and professional development workshops. Technology Coordinator : Leads technology integration efforts and supports educational software deployment. Assessment Coordinator : Manages formative assessments and analyzes data for instructional decisions. Community Engagement Coordinator	Data Collection: Implement a systematic approach to collect relevant data on student achievement in Mathematics and English Language Arts, including formative assessments, benchmark tests, and other performance metrics. Analysis and Evaluation: Utilize data analysis tools and methodologies to evaluate student progress against established benchmarks and goals. This includes comparing current performance with baseline data and identifying areas needing improvement. Regular Progress Reviews: Conduct regular reviews of data with key	Assessment Data Analysis: Regular analysis of formative and summative assessment results provides concrete evidence of student progress in Mathematics and English Language Arts. Comparison of pre- and post-intervention assessment scores helps gauge the effectiveness of instructional strategies. Student Performance Metrics: Tracking metrics such as standardized test scores, proficiency rates, and graduation rates offers quantitative evidence of improvements in student learning outcomes over time. Learning Artifacts: Collecting and reviewing student

standards and assessment requirements. Integrate rigorous and engaging instructional materials that cater to diverse learning styles and abilities. Professional Development for Educators: Offer ongoing professional development workshops and training sessions for teachers focused on effective teaching strategies in mathematics and ELA. Provide training in data-driven instruction and assessment practices to enable educators to utilize assessment data to inform instructional decisions. Technology Integration: Incorporate technology tools and resources to enhance student engagement and facilitate personalized learning experiences. Utilize educational software and digital platforms for interactive lessons and	Conduct workshops on effective instructional strategies. Provide training in data-driven instruction and technology integration. Months 7-9: Implementation of Strategies Begin differentiated instruction and targeted interventions . Monitor progress through formative assessments and adjust strategies. Months 10-11: Technology Integration and Community Engagement Integrate technology tools to enhance	Cost: \$20,000 Funding: District budget Resources: Educational software, devices, teacher training Formative Assessments and Benchmarking: Cost: \$10,000 Funding: District budget Resources: Assessment tools, data analysis software Parent and Community Engagement Programs: Cost: \$15,000 Funding: District budget, community	: Organizes parent and community engagement programs and workshops. Purchasing and Logistics Manager: Procures instructional materials and ensures equitable distribution. Data Analyst: Implements monitoring systems and provides progress reports. School Improvement Team Leaders: Lead continuous improvement initiatives within their schools.	stakeholders, such as curriculum leaders, assessment coordinators, and school administrators. These reviews should occur on a monthly basis to track progress and identify any challenges or gaps. Feedback Loops: Establish feedback mechanisms to gather input from teachers, students, and parents regarding the effectiveness of instructional strategies and support systems. Use this feedback to make timely adjustments and enhancements to teaching methods and interventions. Reporting and Communication: Prepare comprehensive reports summarizing monitoring findings and progress towards goals. Communicate these reports to stakeholders	work samples, projects, and portfolios demonstrates qualitative evidence of learning growth and mastery of academic skills in both subjects. Teacher Observations and Feedback: Feedback from teachers regarding student engagement, participation, and understanding during classroom activities provides anecdotal evidence of the impact of implemented strategies on student learning. Parent and Student Surveys: Surveys administered to parents and students gather perceptions and feedback on the effectiveness of instructional approaches and support systems, offering insights into how interventions are perceived and experienced. Progress
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practice activities. Parent and Community Involvement: Engage parents through workshops and information sessions on ways to support student learning at home. Foster partnerships with community organizations to provide additional academic support and resources. Monitoring and Progress Tracking: Establish regular formative assessments and progress monitoring to track student growth and adjust instructional strategies as needed. Use benchmark assessments to measure interim progress towards the 10% improvement goal. Feedback and Reflection: Implement feedback loops where teachers reflect on student progress and adjust instructional practices accordingly. Encourage peer	learning experiences. Engage parents and community through workshops and support initiatives. Month 12: Ongoing Monitoring and Evaluation Implement benchmark assessments to track progress. Adjust strategies based on assessment data and feedback. Throughout the Year: Continuous Improvement Foster a culture of reflection and collaboration among educators. Celebrate achievements and	partnerships Resources: Workshop materials, outreach activities Instructional Materials and Resources: Cost: \$25,000 Funding: District budget, grants Resources: Textbooks, online resources, classroom supplies Monitoring and Evaluation Systems: Cost: \$5,000 Funding: District budget Resources: Data collection tools, evaluation software Continuous		through structured meetings, presentations, and digital platforms to ensure transparency and accountability. Action Planning: Develop action plans based on monitoring outcomes to address identified areas for improvement. Allocate resources and adjust strategies as needed to optimize student achievement in Mathematics and English Language Arts. Documentation and Record Keeping: Maintain accurate records of monitoring activities, data analysis, and decisions made. Ensure that documentation is accessible for future reference and for reporting to district and state educational authorities as required.	Reports and Grade Analysis: Reviewing progress reports and analyzing grade distributions across classes and demographics provides additional evidence of academic growth and achievement in targeted areas. Attendance and Behavioral Data: Monitoring trends in student attendance and behavior can indicate improved student engagement and motivation as a result of enhanced instructional practices and support systems. External Evaluations and Reviews: Engagement with external evaluators or reviews by educational experts can provide validation and external perspective on the impact of implemented strategies on
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collaboration and learning communities among educators to share effective practices and strategies.	milestones in student learning.	Improvement Initiatives: Cost: \$10,000 Funding: District budget Resources: Professional learning communities, collaborative time			student learning outcomes.
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Goal #3:		By the conclusion of the 2024-2025 academic year, improve the competence and effectiveness of teachers through the provision of equitable and sufficient professional development opportunities, fostering a culture of growth among all stakeholders.			
Actions, Strategies, and Interventions	Timeline	Estimated cost, funding sources, and resources	Person(s) responsible	Means of Evaluation	
				Procedures for Monitoring	Evidence of Impact on Student Learning
Comprehensive Needs Assessment: Conduct a needs assessment to identify specific areas where teachers require professional development (PD) support. Gather input from	Fall Semester (Aug - Dec 2024): September: Conduct needs assessment surveys and focus groups.	Estimated Cost: Allocate \$500,000 from the district budget for professional development : Facilitator	Director of Professional Development : Oversees the planning, implementation, and evaluation of professional development	Data Collection: Conduct formative assessments and classroom observations to track teachers' implementation of new strategies. Feedback Mechanisms:	Assessment Data Analysis: Analyze student assessment results, such as standardized test scores, formative assessments, and classroom performance tasks, to measure improvements in

teachers, administrators, and stakeholders to prioritize areas of focus. PD Planning and Implementation: Develop a structured PD plan aligned with identified needs and goals. Include a variety of PD formats such as workshops, seminars, conferences, and online courses to cater to diverse learning preferences. Equitable Access to PD: Ensure equitable access to PD opportunities for all teachers regardless of experience level, subject area, or school location. Provide resources and support for teachers to attend PD sessions, including funding for registration fees and travel expenses. Collaborative Learning Communities: Establish collaborative learning communities (PLCs) where teachers	October: Develop PD plan based on assessment findings; schedule initial sessions. November: Launch PLCs; begin leadership development programs. Winter Break (Dec 2024 - Jan 2025): January: Reflect on fall PD activities; adjust plan based on feedback. Spring Semester (Jan - May 2025): February: Resume PD sessions; focus on new instructional strategies. March: Conduct mid-year evaluations; assess impact	fees and honorariums Workshop materials and resources Technology upgrades Travel and accommodations Leadership development programs Evaluation tools and miscellaneous expenses Funding Sources: District Budget: Use existing funds designated for professional development Grants: Apply for educational grants from foundations and governmental agencies. Partnership	initiatives. Coordinates with district leaders, principals, and department heads to align PD activities with school goals. PD Committee: Comprises representatives from each school, including teachers, administrators, and instructional coaches. Collaborates to identify PD needs, develop plans, and monitor progress throughout the academic year. School Principals: Support and encourage teachers' participation in PD	Administer surveys and hold focus groups to gather teachers' perceptions and experiences after each PD session. Data Analysis: Analyze assessment results and feedback to measure changes in teaching practices and student outcomes. Progress Review Meetings: Hold regular PD committee meetings to review data and adjust the PD plan as needed. Reporting and Communication: Prepare concise reports and communicate findings to district leadership and stakeholders. Continuous Improvement: Foster ongoing reflection and revision of PD strategies based on monitoring	mathematics and English Language Arts (ELA) proficiency. Progress Monitoring: Use data from ongoing formative assessments to track student progress throughout the academic year. Teacher Feedback and Observations: Gather insights from teachers on changes in student engagement, participation, and understanding following the implementation of new instructional strategies. Student Work Samples: Collect and analyze samples of student work to assess depth of understanding, application of skills, and overall academic
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can share best practices, collaborate on instructional strategies, and discuss student achievement goals. Facilitate regular PLC meetings to promote peer learning and ongoing professional growth. Feedback and Reflection: Implement mechanisms for ongoing feedback and reflection on PD experiences. Encourage teachers to apply newly acquired knowledge and skills in their classrooms and reflect on the impact on student learning. Leadership Development: Provide leadership development opportunities for teacher leaders, department heads, and instructional coaches. Empower these leaders to support their peers in implementing effective teaching practices and fostering a culture of continuous improvement.	on teaching practices. April: Organize district-wide conference; share successful strategies. May: Conclude year with final PD sessions; gather end-of-year feedback. Summer Break (Jun - Aug 2025): June-July: Offer optional summer PD opportunities. August: Review PD outcomes; prepare for new academic year.	s: Seek sponsorships and in-kind donations from local businesses and organizations. Resources: Human: Qualified facilitators, instructional coaches, and district personnel. Materials: Curriculum guides, textbooks, online platforms, and instructional materials. Technology: Computers, software, and audio-visual equipment. Networks: Access to conferences, workshops, and online learning communities.	activities. Ensure alignment of school-level goals with district-wide PD initiatives. Facilitators and Presenters: Deliver workshops, training sessions, and conferences. Provide expertise and support for implementing new instructional strategies and technologies. Teachers and Staff: Actively participate in PD sessions and apply learning in classroom settings. Provide feedback to inform future PD planning and improvement.	results.	growth. Parent and Community Feedback: Solicit feedback from parents and community members through surveys or forums to gauge perceptions of student achievement and educational quality. Comparative Analysis: Compare current student outcomes with baseline data from previous years to identify trends and improvements in mathematics and ELA proficiency. Qualitative Feedback: Conduct interviews or focus groups with students to gather qualitative insights into their learning experiences and perceptions of academic growth.
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Evaluation and Adjustment: Regularly evaluate the effectiveness of PD initiatives through surveys, assessments, and feedback from participants. Use evaluation data to make informed adjustments to the PD plan and ensure alignment with teacher needs and district goals. Resource Allocation: Allocate sufficient resources from the district budget specifically for PD initiatives, including funding for materials, guest speakers, and technology. Seek external funding sources, such as grants and partnerships, to supplement the PD budget and expand opportunities.					
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