

The Mission Preparatory School Professional Development Program

Mission Prep recognizes that the development of staff is key to the school's success and to high rates of student achievement. Therefore, we implement a three-stage annual professional development plan, as illustrated in our annual calendar and as further specified below.

Professional Development: Opening Series

Prior to the start of each school year, teachers participate in a series of professional development sessions. In the school's first year of operations, teachers attend 18 days of professional development prior to the school opening; in subsequent years, returning teachers will attend 15 days of professional development and new teachers 18 days during the weeks preceding the first day of school. This series of professional development is designed to ensure teachers will be able to:

- Establish and maintain a structured, disciplined, achievement-focused school and classroom environment that upholds high academic and behavioral expectations for every student and embodies the school's college-preparatory mission
- Teach, execute, and reinforce clear systems, procedures, routines, and the established code of conduct at the school and classroom levels to maintain a safe, orderly, academic-focused learning environment
- Hold each student accountable to meeting behavioral and learning expectations, including following and implementing policies for such things as uniforms, homework, and academic support
- Assess students' academic skills and proficiency levels accurately
- Analyze assessment data and use it to craft strategic instructional action plans to close skill gaps and accelerate academic achievement
- Utilize California standards and standards-based scope and sequence plans to develop unit assessments, unit plans, and lesson plans that enable students to access and master grade-level skills and content each year
- Craft standards-based lesson plans following a logical "I do, You do, We do" format that are appropriately rigorous for the grade level and that include sufficient time for independent practice and concrete checks for understanding to assess to what degree each student met the lesson objective
- Serve special needs students appropriately and effectively to ensure they reach ambitious academic goals in accordance with their Individualized Education Plans

- Provide strategic, targeted English Language Development for English Language Learners so they are equipped to meet the same ambitious academic goals as native-English speakers
- Prepare to implement the *Resolving Conflict Creatively Program* and *Connected and Respected* leadership and character curricula
- Organize classrooms and each instructional day following the school's established schedules, school and classroom culture, and areas of academic focus
- Participate in a professional learning community in which each educator is responsible for seeking and accepting critical feedback and support and committed to improving professional practices in order to advance student achievement
- Commit to upholding the school-family-student commitment and professional expectations defined in the staff handbook

Professional Development: Ongoing Series

During the week following each administration of interim assessments throughout the school year, teachers and school leaders participate in a day-long professional development session. In each of these eight sessions, school leaders facilitate analysis of assessment results, identification of trends in student progress and gaps in skills and proficiency levels, and creation of instructional action plans for individual students, sub-groups, classes, and grade levels.

Every Wednesday, following student dismissal, teachers and school leaders devote 2.5 hours to working in professional learning communities and preparing for instruction and assessments. Through this professional development practice, teachers: examine research, observation data, lesson plans, assessments, videos of instruction, and student outcomes in a strategic focus area for improvement (i.e. phonemic awareness, making inferences); model and practice instructional strategies; identify concrete short-term action items to improve their practice; and norm lesson plans and execution.

In addition to formal annual observations and evaluations, school leaders observe all teachers informally at least once every two weeks throughout the academic year and provide targeted feedback to reinforce effective practices and facilitate improvement.

Professional Development: Closing Series

At the conclusion of each academic year, for two days after the last day with students, teachers and administrators collaborate to meet the following closing objectives:

- Analyze final assessment data to determine student growth and proficiency in reading, writing, math, Science, and Social Studies

- Determine school, grade level, class, and student performance vis-à-vis each accountability metric
- Identify instructional practices that supported attainment of academic goals and those that need to be changed or discarded
- Set preliminary goals for the upcoming academic year
- Complete final report cards and update records for all students; send final report cards to parents
- Prepare the school facility for summer sessions and for the upcoming academic year