



# JEFFERSON DAVIS COUNTY SCHOOL DISTRICT PROFESSIONAL LEARNING PLAN 2024-2025

**Mission:** The Jefferson Davis County School District promotes a rigorous, safe, and nurturing environment in which students are empowered to achieve their full intellectual and social potential by combining high standards, discipline, and character education, with a commitment to individualism, creativity and diversity as students prepare to contribute to our global society.

**Vision:** Each student in the Jefferson Davis County School District will achieve life-long learning, reach proficiency in academic areas, and will contribute to our community in a positive manner.

## **JEFFERSON DAVIS COUNTY SCHOOL DISTRICT STRATEGIC GOALS:**

- 1. Student Growth and Achievement:** All students' proficient and/or showing growth in all academic areas.
- 2. Community Support and Engagement:** Foster community partnerships that support student achievement and school success.
- 3. Safe and orderly schools:** Maintain a positive learning environment.
- 4. Fiscal Accountability:** Maintain sound fiscal practices.

**THE PURPOSE OF THE PROFESSIONAL DEVELOPMENT PLAN:** The professional learning plan's objective is to outline the fundamental principles, objectives, supporting tactics, and actions created to address the unique data-identified needs of Jefferson Davis County School District. The Jefferson Davis County School District will follow the Learning Forward Standards when implementing the 2024-2025 Professional Learning Plan by using strategies, activities, and practices that methodically support all of JDCSD's strategic goals.



**The Jefferson Davis County School District** offers Virtual training and/or Face-to-Face training. **Virtual trainings** are conducted via Zoom and provide educators the opportunity to engage actively in the learning process through breakout rooms, lively discussions and virtual hands-on activities. A minimum of 5 participants is required for all virtual sessions. **Face-to-Face professional training** is conducted in person and provides educators the opportunity to engage actively in the learning process through lively discussions and hands-on activities. A minimum of 5 participants is required for all Face-to-Face training.

**The Jefferson Davis County School District is dedicated** to meeting the identified needs by offering professional development opportunities, initiatives, actions, and strategies that follow the Learning Forward Standards and promote a model of training, modeling, collaborating, and coaching support through internal and external consultants, specialists, teachers, and administrative leaders. Additionally, Learning Forward outlines seven standards that form the cornerstone of the professional learning plan for the Jefferson Davis County School District. Learning communities, leadership, resources, data, learning designs, implementation, and outcomes are the seven categories.

**Standard 1- Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

**The focal points for Jefferson Davis County School District Professional Learning Communities are as follows:**

- Professional learning communities (PreK-12) meet by grade /subject area for collaboration, planning, and support
- Grade/department level teams meet for planning and review of data in grades Pre-K-12
- Focused faculty meetings are scheduled to review, to discuss data, to assess progress, and to follow up with research based responses plans and actions
- Principals meet to review data, determine ways to assist teachers and/or receive professional learning on topics specified by district needs
- Leadership, i.e., directors/supervisors, assistant principals, etc., meet to deepen understanding of effective leadership practices
- District specialists and Curriculum support meetings to review data, strategies, and allow district-wide collaboration

**District level meeting sessions and frequency:**

- Principals meetings- (Once a month)

- Assistant Principals meetings- (Once a month)
- Counselors meetings (During: BOY, MOY, and EOY)
- District MTSS/TST/EWS meetings with Academic Interventionist- (During: BOY, MOY, and EOY)
- District-wide PD Convocation (Twice a year. Beginning of school, and first of the year)

**School level meeting sessions and frequency:**

- Faculty Meetings- (1 to 2 times per month)
- Subject/Grade Level PLC (Weekly)
- Leadership Meeting -(1 to 2 times per month)
- PBIS Committee Meeting- (Once a month)
- MTSS/TST/EWS Meeting- (Weekly)

**STANDARD 2 - LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

- Administrators and teachers attend workshops and conferences to further their educational knowledge
- Administrators at the district and school site level establish policies and organizational structures that support ongoing professional learning and continuous growth.
- Teachers are given an opportunity at each school site to share in distributed leadership through chairing committees, departments or special campus projects
- Administrators ensure equitable distribution of resources to accomplish district and school goals
- Administrators ensure that adequate time for learning and collaboration is a part of the work day through scheduling and common grade and department level planning and meetings

**STANDARD 3 - RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

- District resources are intentionally focused on providing supports designed to increase student achievement
- Substitutes are funded to minimize disruption of instruction as teachers attend specific required professional development workshops
- District Curriculum & Instruction staff assists school leaders and teachers in analyzing data, designing lessons and assessing instructional practices.
- District provides all certified staff with individual technology resources for instructional and professional use
- District provides a variety of professional development, i.e. online via Learning Management System (Schoology), Google Drive, modeling, coaching, and peer observations

**STANDARD 4 - DATA:** Professional learning that increases educator effectiveness and results for all students, uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

- District provides an online student data analytics service through School Status, SAMS, i-Ready, K12ELLS, Renaissance, etc.
- Data analysis is the focus of each professional learning community to determine the strength and growth areas for students and to create a plan to address the areas of concern
- District focus on formative assessments for progress monitoring of students for instructional decisions during grade/departmental meetings

**STANDARD 5 - LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

- Administrators use collaborative processes in school meetings to obtain input from all stakeholders
- Administrators review lesson planning to ensure the proper design of instruction to meet student needs
- District and school site administrators conduct walk-throughs and classroom observations to determine the impact of instructional practices
- Professional learning communities are conducted at each school site to analyze student data and research and evaluate research-based practices
- Teachers review and discuss the data and modeling of best practices and to obtain information on the implementation of new instructional strategies
- A district team will oversee the Multi-Tiered Systems of Support (MTSS) and Response to Intervention process and work with teachers to provide strategies for implementation of the interventions
- Individuals attending workshops or conferences will develop and present mini-workshops to departments or faculty at their school sites or district level
- Positive Behavior Interventions Systems are implemented and documented at each school site
- A Teacher Induction Academy is developed on a district level and school site level for teachers with 0-1 years of teaching experience to provide them support for additional strategies and professional learning opportunities
- Model teachers serve as mentors for any teacher who is new to the Jefferson Davis County School District

**STANDARD 6 - IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applied research on change and sustains support for implementation of professional learning for long term change.

- Observation tools are used to determine teacher effectiveness and provide constructive feedback for growth
- Teachers found to be deficient in specific areas will be provided training sessions to increase their skills
- Professional development sessions are embedded in the district calendar to provide collaborative opportunities across the district; these are opportunities to analyze and interpret school site data and to design effective instructional practices
- Academic coaches will be trained to share instructional strategies that will be used district-wide
- Instructional technologist will provide both individual and group training sessions for the integration of technology in classrooms

- Curriculum specialists and external consultants will provide both individual and group support sessions for the design of effective interventions and lessons

**STANDARD 7 - OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

- Teacher effectiveness and performance aligns with the standards and implementation of the Teacher Growth Rubric Appraisal
- Teacher Induction Academy Mentors will be assigned on site to support new teachers
- Literacy and mathematics specific training will be conducted for specified grade bands to support student achievement
- District level and school level training will be conducted to expand the knowledge of teachers and administrators around the implementation of the College and Career Readiness Standards.

**JEFFERSON DAVIS PUBLIC SCHOOL DISTRICT PROFESSIONAL LEARNING PLAN LEARNING FORWARD STANDARDS  
ALIGNMENT AND ACTIONS/STRATEGIES**

**2024-2025**

<b>LEARNING FORWARD STANDARD 1: LEARNING COMMUNITIES</b>				
<b>STANDARD DESCRIPTION</b>	<b>INDICATORS</b>	<b>ACTIONS/STRATEGIES</b>	<b>WHO IS RESPONSIBLE</b>	<b>EVIDENCE OF SUCCESS</b>
<p>Learning Communities</p> <p>Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p> <ul style="list-style-type: none"> <li>● Engage in continuous improvement.</li> <li>● Develop collective responsibility.</li> <li>● Create alignment and accountability.</li> </ul>	<ul style="list-style-type: none"> <li>● School and district leaders create policies and organizational structures that support implementation of collegial learning.</li> <li>● Learning teams meet regularly and frequently using agendas and protocols that focus teamwork on learning for all students.</li> <li>● All educators participate in learning communities that align collaborative work with school improvement goals and focus on continuous improvement.</li> <li>● Learning communities share collective responsibility for all students in the school or district.</li> <li>● Learning community members exchange</li> </ul>	<ul style="list-style-type: none"> <li>● Professional learning communities meet by grade level or subject area for planning and review of data in grades PreK-12</li> <li>● Focused faculty meetings are scheduled at least once per month to assess progress</li> <li>● Principals meet 1-2 times per month to review data, determine ways to assist teachers and/or receive professional learning on topics specified by district needs</li> </ul>	<ul style="list-style-type: none"> <li>● Principals, Assistant Principal, and lead teachers</li> <li>● Principals</li> <li>● Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>● Alignment of curriculum, instruction, assessment and professional development to college and career standards.</li> <li>● Rigorous uniform resources PreK-12</li> <li>● Appropriate resources utilized in teaching and learning experiences for students (classroom observations, PLC observations, Data Response Plans, etc.)</li> </ul>

**LEARNING FORWARD STANDARD 2: LEADERSHIP**

STANDARD DESCRIPTION	INDICATORS	ACTIONS/STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
<p>Leadership</p> <p>Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>	<ul style="list-style-type: none"> <li>● Teachers serve in a variety of leadership roles.</li> <li>● Faculty is involved in planning and implementing professional learning.</li> <li>● Administrators participate in professional learning with staff.</li> <li>● Administrators model instructional leadership and continuous improvement.</li> <li>● The school culture supports continuous improvement through team learning.</li> <li>● Resources (money, materials, and time) are equitably utilized to accomplish learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Administrators and teachers attend workshops and conferences to further their educational knowledge</li> <li>● Administrators at the district and school site level establish policies and organizational structures that support ongoing professional learning and continuous growth.</li> <li>● Teachers are given an opportunity at each school site to share in distributed leadership through chairing committees, departments or special campus projects</li> <li>● Administrators ensure equitable distribution of resources to accomplish district and school goals</li> <li>● Administrators ensure that adequate time for learning and collaboration is a part of the work day through scheduling and common grade and department level planning and meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum and Instruction Department</li> <li>● Superintendent</li> <li>● Principals</li> <li>● Superintendent &amp; Principals</li> </ul>	<ul style="list-style-type: none"> <li>● Professional Learning Communities for each grade/content area PreK-12 at each school and district level</li> <li>● Teacher Leadership Team (agendas, minutes)</li> <li>● School/District Level Professional Development (calendar, meeting/training schedules, agendas, sign-ins)</li> </ul>

**LEARNING FORWARD STANDARD 3: RESOURCES**

STANDARD DESCRIPTION	INDICATORS	ACTIONS/STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
<p>Resources</p> <p>Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>	<ul style="list-style-type: none"> <li>● Resources are targeted to a small number of high priority goals for student and educator learning.</li> <li>● School schedule allows for professional learning time during the school day.</li> <li>● Resources are allocated for technology to support student and educator learning.</li> <li>● The uses of resources are tracked and monitored.</li> <li>● Multiple sources of funding are coordinated and aligned to stated learning goals.</li> <li>● Teachers and administrators share responsibility for allocation of resources.</li> </ul>	<ul style="list-style-type: none"> <li>● District resources are intentionally focused on providing supports that would increase student achievement</li> <li>● Substitutes are funded to minimize disruption of instruction as teachers attend off-site professional development workshops as applicable and funding available</li> <li>● District C &amp; I staff assists school leaders and teachers in analyzing data, designing lessons and assessing instructional practices.</li> <li>● District has provided all certified staff with individual technology resources for instructional use</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent, Business Manager, and Federal Program Director</li> <li>● Superintendent &amp; Deputy Superintendent</li> <li>● Curriculum and Instruction Department</li> <li>● Technology Department and Curriculum, Instruction Department, and Principals</li> </ul>	<ul style="list-style-type: none"> <li>● Staff Effectiveness Review and Feedback Information/Survey/Reports</li> <li>● Monthly expenditures review</li> <li>● Meeting Notes, Minutes, Data, Feedback</li> <li>● Needs Assessment Data</li> </ul>



**LEARNING FORWARD STANDARD 4: RESOURCES**

STANDARD DESCRIPTION	INDICATORS	ACTIONS/STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
<p>Data</p> <p>Professional learning that increases educator effectiveness and results for all students, uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>	<ul style="list-style-type: none"> <li>● Teachers and administrators analyze student data to identify adult learning priorities at the classroom, school, and district levels.</li> <li>● Teachers/teams analyze student data to make decisions about student progress and adjustments needed to increase student learning.</li> <li>● Teachers/teams use student data to assess the effectiveness of the application of their new learning to make ongoing adjustments to increase student results.</li> <li>● School leaders use data to monitor implementation of professional learning and its effects on educator practice and student learning.</li> <li>● Educators develop a theory of change and a framework to evaluate professional learning.</li> <li>● Educators work together to evaluate their learning designs, their collaboration, learning results, and the content and duration of professional learning</li> </ul>	<ul style="list-style-type: none"> <li>● District provides an online data analytics service through School Status</li> <li>● Data analysis is the focus of professional learning community sessions to determine the strength and growth areas for students and to create a plan to address the areas of concern</li> <li>● District /School focus on formative assessments for progress monitoring of students for instructional decisions during grade/departmental meetings</li> <li>● Administrators must present Self Directed Improvement Systems (SDIS) plans at quarterly meetings for analyzing school site data</li> </ul>	<ul style="list-style-type: none"> <li>● Director of Technology</li> <li>● Superintendent, Curriculum and Instruction Department, &amp; Principals</li> <li>● Superintendent, Curriculum and Instruction Department, &amp; Principals</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of data driven instruction that provides student intervention, acceleration, and remediation</li> <li>● Review of Progress Monitoring data</li> <li>● Meeting/Training Agendas, Minutes, Notes</li> <li>● Observations and Review of Classroom Instruction and PLC Meetings Sessions</li> </ul>

**LEARNING FORWARD STANDARD 5: LEARNING DESIGNS**

STANDARD DESCRIPTION	INDICATORS	ACTIONS/STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
<p>Learning Designs</p> <p>Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes</p>	<ul style="list-style-type: none"> <li>● School and district plans focus on team and whole-school learning.</li> <li>● Most professional learning occurs as part of the workday.</li> <li>● Adult learners engage in using the processes they will use with students.</li> <li>● School and district plans provide multiple practices of the new learning with feedback and coaching.</li> <li>● Learners are actively engaged with other learning and the content during the learning process.</li> <li>● Educators work in teams to collaboratively construct, analyze, evaluate, and synthesize knowledge and practices.</li> </ul>	<ul style="list-style-type: none"> <li>● Administrators use collaborative processes in school meetings to obtain input from all stakeholders</li> <li>● Administrators review lesson planning to ensure the proper design of instruction to meet student needs</li> <li>● District and school site administrators conduct walk-throughs and classroom observations to determine the impact of instructional practices</li> <li>● Professional learning communities are conducted at each school site to analyze student data and research and evaluate research-based practices</li> <li>● District/school team will oversee the Multi-Tiered Systems of Support (MTSS) and Response to Intervention process and work with teachers to provide strategies for implementation of the interventions.</li> <li>● Individuals attending workshops or conferences will develop and present mini-workshops to departments or faculty at their school sites</li> <li>● Positive Behavior Interventions are implemented and documented at each school site</li> <li>● A Teacher Induction Academy is developed on a district and school level for 0-1 year teachers to provide them support for additional strategies and professional learning opportunities</li> <li>● Model exemplar teachers serve as mentors for any teacher new to the Jefferson Davis County School District</li> </ul>	<ul style="list-style-type: none"> <li>● Principals</li> <li>● Principals</li> <li>● Superintendent and Deputy Superintendent</li> <li>● Principals</li> <li>● Superintendent, MTSS Director, Principals</li> <li>● Principals and academic interventionists</li> <li>● Principals and counselors</li> <li>● Deputy Superintendent, Assistant Superintendent, and Principals</li> </ul>	

**LEARNING FORWARD STANDARD 6: IMPLEMENTATION**

STANDARD DESCRIPTION	INDICATORS	ACTIONS/STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
<p>Implementation</p> <p>Professional learning that increases educator effectiveness and results for all students and applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<ul style="list-style-type: none"> <li>● Educators commit to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity.</li> <li>● School and district leaders provide and align resources to initiate and sustain implementation.</li> <li>● Leaders model outstanding practices and maintain sustained focus on the goals and strategies for achieving them.</li> <li>● Schools and district provide three to five years of ongoing implementation support focusing on deepening understanding and addressing problems associated with the new practice.</li> <li>● Educators provide specific information to assess practice in relationship to established expectations and to adjust practice to achieve those expectations.</li> <li>● Learners engage in reflection and provide constructive feedback on his/her own or other’s practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Observation tools are used to determine teacher effectiveness and provide constructive feedback for growth</li> <li>● Teachers found to be deficient in specific areas will be provided training sessions to increase their skills.</li> <li>● Professional development sessions are embedded in the district/school calendar to provide collaborative opportunities across the district, opportunities to analyze and interpret school site data and to design effective instructional practices.</li> <li>● Instructional technologist will provide both individual and group training sessions for the integration of technology in classrooms</li> <li>● Academic Interventionists will provide both individual/group support sessions for the design of effective interventions and lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Principals</li> <li>● Curriculum and Instruction Department</li>   <li>● Principals</li> <li>● Curriculum and Instruction Department</li>   <li>● Principals</li> <li>● Curriculum and Instruction Department</li>   <li>● Technology Department</li>   <li>● Curriculum and Instruction Department</li> </ul>	<ul style="list-style-type: none"> <li>● Administrator Feedback using data analytics report</li> </ul>

**LEARNING FORWARD STANDARD 7: OUTCOMES**

STANDARD DESCRIPTION	INDICATORS	ACTIONS/STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
<p>Outcomes</p> <p>Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>	<ul style="list-style-type: none"> <li>● Educator learning is focused on student learning outcomes.</li> <li>● Professional learning is driven by what teachers need to know and be able to do in order to provide effective learning for all students.</li> <li>● Learning goals are based on analysis of educator and student data.</li> <li>● Professional learning is focused on proven effective classroom strategies and practices.</li> <li>● Learning outcomes are aligned with educator performance standards and student learning goals.</li> <li>● All professional learning includes appropriate follow-up.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher effectiveness and performance aligns with the standards and implementation of the Teacher Growth Rubric Teacher Appraisal</li> <li>● Individual student goals are based on analysis of data to increase student achievement, growth, and proficiency</li> <li>● Teacher Induction Academy Mentors will be assigned on site to support new teachers</li> <li>● District/school training will be conducted to expand the knowledge of staff around the implementation of literacy, mathematics, the CCR Standards, and all applicable academic courses/curriculum grades PreK-12.</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent and Principals</li> <li>● Principals and Teachers</li> <li>● Principals</li> <li>● Curriculum and Instruction Department</li> <li>● Director of Federal Programs/Early Learning Collaboration, Director of Exceptional Education, Director of Career &amp; Technical Education/College &amp; Career Readiness, and Principals</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Growth Rubric Review</li> <li>● Principal Growth Rubric</li> <li>● Professional Development Feedback, Data, and Evaluation</li> <li>● Annual Comprehensive Needs Assessment</li> </ul>

