Coahoma County School District

2026-2027

Professional Development Plan



Coahoma County High
Coahoma County Jr. High
Friars Point Elementary
Jonestown Elementary
Lyon Elementary

1555 Lee Drive
Clarksdale, MS 38614

COAHOMA COUNTY SCHOOL DISTRICT
Crystal Gooden, Superintendent

COAHOMA COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES

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8/11/2026
Board Approval Date

Superintendent

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Mrs. Latasha Turner, Director of Curriculum
Mrs. Kenisha Shelton-Hudson, Federal Programs
Sakeena Dear, Director of Exceptional Education
Tynikia Shaw, Principal - Coahoma County High School
Ben Baltimore, Principal – Coahoma County Jr. High School
Chiquita Moore-Phillips, Principal - Friars Point Elementary School
Maggie White-Gamble, Principal - Jonestown Elementary School
Johnesha Matthews, Principal - Lyon Elementary School

VISION

Every student ready for the future: Prepared for college. Prepared for the global workplace. Prepared for personal success.

MISSION

The mission of the Coahoma County School District is to provide a high-quality education to each child in a safe and orderly environment in order to produce contributing citizens who will be able to excel in a global society.

GOALS AND OBJECTIVES

Coahoma County School District is a progressive school district in which students are prepared to achieve academically at their highest level, surrounded by an engaged community that is proud of its educational system. In fulfilling the Mission and Vision of the Coahoma County School District, the following goals have been established:

Goal 1- INCREASE ACADEMIC ACHIEVEMENT

Students will be able to access and engage in rigorous learning activities in every classroom. Instruction and curriculum will be aligned to the Mississippi College and Career Readiness Standards, as well as other pertinent content-area standards, with learning measured by internal and external assessments to determine the effectiveness of the instructional program. Imbedded in student learning goals will be the expectation that Coahoma County School District graduates will acquire knowledge and skills in the core academic disciplines that will enable them to do the following:

- Think Critically and Reason, i.e., synthesize, interpret, analyze, evaluate and apply information
- Communicate, i.e., employ oral, written, non-verbal skills and/or tools in multiple contexts to articulate ideas for a range of purposes
- Problem Solve, i.e., analyze data, use various types of reasoning, and utilize appropriate tools to find solutions toa variety of problems
- Collaborate, i.e., participate effectively in group tasks and provide meaningful feedback to help both the group and individuals solve problems and accomplish their goals
- Receive and Give Feedback, i.e., utilize and/or provide feedback – teacher to student, per to peer – that leads to further understanding and extends thinking and learning

Students will acquire the skills and knowledge necessary to exit high school ready for college or for successful entrance into the workplace.

Goal 2 – LICENSED AND COMMITTED STAFF WORKING IN A SAFE, POSITIVE CLIMATE AND CULTURE

Teaching and learning will be supported by leaders and instructional staff focused on instruction, sound professional development, professional learning communities grounded in best practices, and appropriate and high-quality instructional resources.
The district shall supplement it educational program with a variety of support services which are deemed necessary for all students' health, safety, and personal well-being. Schools will be safe, orderly, and caring places that support and promote student learning and positive relationships.

Goal 3- ENHANCE FAMILY AND COMMUNITY ENGAGEMENT

Parent, community and business relationships will be built and supported, based on the premise that these stakeholders can contribute to a viable learning environment for all students.

Goal 4 – FISCAL RESPONSIBILITY

The Coahoma County School District will be fiscally responsible and maintain good financial management and stewardship practices.

CCSD GREAT GOALS

G - Increased graduation rates occur annually toward a goal of 95 percent.
R - Safe and orderly environments are based on respect and responsibility.
E – Appropriate academic environments are characterized by active student engagement.
A - Accountability expectations exist for all stakeholders.
T - Teamwork is based on collaboration and cooperation.

G – Students graduating high school are prepared to be productive in a global society.
O – Safe and orderly school environments exists in all schools.
A - Increased student achievement takes place in all schools and programs.
L - Learning is supported with appropriate teaching structures and strategies.
S – Students are the district's number one priority!

The Coahoma County School District recognizes the importance of sustained, quality professional development that leads to the academic success of our students. The purpose of professional learning is for educators and staff members to develop the knowledge, skills, practices, and dispositions to help students perform at high levels. Professional development is provided for personnel across the district and targets specific areas of needed improvement.

Professional learning should be intentional, data-driven, focused, and ongoing. Professional development will be conducted locally throughout the district, through conferences and workshops hosted outside the district, or through online media such as webinars or digital training sessions.

The annual Comprehensive Needs Assessment (CNA) administered through the Office of Federal Programs is used to identify critical needs of teachers, paraprofessionals, and administrators for improving their practice. In addition to the Comprehensive Needs Assessment, several sources of data are used to identify the areas of need for professional development. These data sources include, but are not limited to, standardized state assessments, district benchmark tests, student attendance and discipline reports, personnel evaluations that are generated from the Mississippi Educator and Administrator Professional Growth System (PGS), various surveys, and the Mississippi Department of Education. The district's overarching goals and objectives, which are a part of the District Strategic Plan, support the efforts of district staff members to improve and strengthen our instructional program. Based on the needs identified, the District Professional Development Plan shall be revised and approved annually by the School Board.

The focus and goals for professional learning for the district are based on the mission of the district, SMART Goals outlined in the strategic plan, and a comprehensive assessment of district data. Data from the following sources were used to determine the focus and needs for professional learning: federal program surveys from parents, teachers, students, and community members; analysis of behavioral and attendance data; professional leaning session evaluations completed by staff members; summaries of state test results for the district; technology inventories; results of programs and interventions conducted throughout the school year; and parental involvement evaluations. In addition, Coahoma County School District's Professional Learning Plan is aligned with the *Learning Forward Standards for Professional Learning* in the following ways:

- Fostering and Sustaining Learning Communities
- Teacher, Principal, and Administrator Leadership Development
- Allocation of Funds to Provide Resources
- Data Analysis to Identify Learning Priorities and Effectiveness of Instruction
- Promotion of Various Designs for Learning
- Ongoing Support and Continuous Follow-Up on Professional Learning
- Professional Learning Focused on Educator Practice that Increases Student Achievement

This plan is in effect from July 1, 2026, through June 30, 2027. The plan will be revised as needed using the results of annual data analysis and needs assessment conducted by the district.

The following priorities for professional learning have been established:

- Effective implementation of Mississippi College and Career Readiness Standards (CCRS) in grades K-12
- Improvement of instructional practices through professional learning centered around the Mississippi Educator Professional Growth System: Teacher Growth Rubric, Planning Units of Instruction, Effective Reading Instruction Across the Curriculum, and Improvement of Data Analysis Skills in professional learning communities (PLCs)
- Effective writing, thinking, and reading instruction across the curriculum
- Effective use of technology for instruction

Research based activities which will address the priorities of the professional learning plan will include –

- District/school/out of district workshops and training sessions
- Targeted Teacher professional development
- Leadership development
- Peer observation and peer coaching
- Off-site professional development
- Dialogue/Data Analysis
- Focused PLC meetings
- Research based reading practices incorporated in all classes

In order to effectively implement the CCRS, the following topics will be included in professional learning activities:

- Learning the College and Career Readiness Standards
- Building a CCRS Resource Notebook
- Effective instructional Practices with Writing, Thinking, and Reading Across the Curriculum (Including effective note taking and summarization writing skills)
- Increasing Instruction and Assessment Rigor to Reflect CCRS Student Performance Expectations
- Higher Level Questioning Techniques
- Effective strategies for increasing vocabulary and improving comprehension
- Response to Interventions (RTI) for Bottom 25 Percentile
- Effective Implementation of Multi-Tiered Systems of Support (MTSS)

In order to improve instructional practices, the following topics will be included:

- Understanding the Mississippi Educator Professional Growth System: Teacher Growth Rubric
- Increasing Student Engagement
- Strategies for Direct Explicit Instruction
- Effective Use of instructional Technologies
- Instructional Coaching and Effective Feedback System
- Effective Instructional Planning
- Implementation of Positive Behavior Intervention System (PBIS)

In order to improve data analysis in the professional learning communities, the following tools will be utilized:

- Using Data to Set and Monitor Goals for Student Achievement
- Understanding the Statewide Accountability Model with updates
- Building an Effective Progress Monitoring System
  - Teacher Created Classroom Assessments
  - Benchmark/ Nine Weeks Common Assessments
  - Progress Monitoring Assessments

In order to implement effective writing, thinking, and reading instruction across the curriculum the following will be included in professional learning activities:

- Best Literacy Practices for Reading and Writing Instruction Across the Curriculum
- Effectively using progress monitoring and assessment data to asses and improve reading levels

In order to implement effective use of technology in instruction the following will be in included in professional learning activities:

- Effective use of Chromebooks in instruction
- Effective use of the Promethean Board/Smart Board in instruction
- Effective use Google Classroom in instruction
- Effective use of other technology resources

***Additional topics and activities will be added to the ones listed above based upon the results of progress monitoring and ongoing need assessments.*

PROFESSIONAL LEARNING NEEDS IDENTIFIED FROM THE 2024-2025 COMPREHENSIVE NEEDS ASSESSMENT AND SEVERAL OTHER DATA SOURCES INCLUDE:

- Training on Classroom Management
- Effective implementation of Differentiated Instruction Strategies
- Training to effectively teach at risk students to read
- Understanding and effectively incorporating critical thinking strategies and depth of knowledge
- Effective implementation of inclusion strategies for exceptional education students
- Effective implementation and instructional delivery of the MS College-and-Career Readiness Standards
- Training on maximizing the use of technology for instructional enhancement
- Training on MTSS
- Training on Parent/Teacher Relationships
- Effective Implementation and Training on Data Analysis

Professional Learning Communities

PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what *does* and *doesn't* work to enhance student achievement.

The focus of PLCs is ongoing "job-embedded learning," rather than one-shot professional development sessions facilitated by outsiders, who have little accountability regarding whether staff learning is successfully applied. In addition, PLCs emphasize teacher leadership, along with their active involvement and deep commitment to school.

PLC strategies used will include the following -

- Teachers work in collaborative planning teams to examine critically and discuss standards-based learning expectations for students.
- These teams select evidence-based instructional strategies for meeting the standards.
- Teams review student work and discuss student understanding of the standards.
- Teams reflect on the implications of the analysis of student work and discuss potential modifications to instructional strategies.

The CCSD schools and district administration will host PLCs on a routine basis throughout the school year. Information about the various PLC sessions and topics for each school will be on file in the school and district offices.

The Coahoma County School District professional development plan includes components of the *Learning Forward Standards for Professional Learning* as mandated by the Mississippi Department of Education. The *Learning Forward Standards* include seven key parts:

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.

Core Elements:

- Engage in continuous improvement
- Develop collective responsibility
- Create alignment and accountability

Professional Learning Actions	Evidence
Engaging in Continuous Improvement: • District models and fosters grade level/subject area PLC (Professional Learning Community) meetings in schools • District provides structures for fostering broader district-wide PLC's (collegial learning for teachers and principals) • Frequent, consistent, and purposeful PLC meetings • Protocol for PLC's established, shared and followed • Agendas developed and used to focus work on student learning • PLC's working collaboratively towards meeting school-wide and district strategic goals • District provides training for administrators and teachers on effectively leading PLC sessions	• Expectations for PLC (Professional Learning Community) development communicated verbally and in writing • Sign-In Sheets, Agendas, and Minutes from district-wide PLC meetings • Protocol for PLC meetings developed collectively and disseminated electronically and on paper • School-wide and district strategic goals listed on agendas • Sign-In Sheets, Agendas, Minutes, and handouts from trainings; SMART Goals and vision placed on meeting agendas.

Developing Collective Responsibility: • Collective responsibility from administrators, faculty, and staff for achieving success of all students and the collective vision • Culture of trust, openness, and sharing fostered throughout the district through the promotion of Co-teaching and Peer Observation • Learning communities use reflection and data to refine practice	• Teachers on grade level teams share students and provide instruction according to instructional strengths (student sign-in sheets, lesson plans, list of students • Teachers receive professional learning on conducting peer observations • Teachers receive professional learning on co-teaching and conducting peer observation • SMART Goals and vision placed on meeting agendas

2. LEADERSHIP:

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity for learning and leading, advocate for professional learning, and fosters professional learning through support systems.

Core Elements:

- Develop capacity for learning and leading
- Advocate for professional learning
- Create support systems and structures

Professional Learning Actions	Evidence
Develop Capacity for Learning and Leading: • Teachers are given leadership roles • Faculty assist with planning and implementing high quality professional learning • Administrators participate in professional learning with staff	• Teacher leaders designated on teacher rosters • Teacher presenters and facilitators listed on sign-in sheets, agendas, and minutes from district-wide PLC meetings • Teacher Professional Learning Team consisting of teachers representing each school help plan, develop, and implement professional learning • Teacher presenters and facilitators listed on sign-in sheets, agendas, and minutes from district-wide PLC meetings

Advocate for Professional Learning: • Teachers articulate the benefits and intended outcomes of PL (professional learning) on teacher practice • Administrators model instructional leadership, continuous improvement, and PL	• Administrators serve as facilitators in district-wide professional learning sessions as listed on sign-in sheets, agendas, and minutes from district- wide PLC meetings • Registration forms and agendas from professional learning sessions
Create support systems and structures: • Administrators create a culture that supports continuous improvement through team learning • Equitable time and resources allocated to support learning goal achievement • Policies and procedures implemented to ensure effective professional learning	• Administrators ensure equal time for teachers to learn, apply, and reflect on new skills and strategies in grade level teams as noted on PL schedules and agendas • Copies of policies, procedures, Professional Learning Plan, sign-in sheets, agendas, and minutes, PL evaluations • Administrators work with teachers to develop Individual Professional Learning Plans and Growth Goals (Mississippi Educator Professional Growth System: Teacher Growth Rubric, process) • Copies of PLC schedules and agendas

3. RESOURCES:

Professional learning that increases educator effectiveness and increased achievement results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Core Elements:

- Prioritize human, fiscal, material, technology, and time resources
- Monitor resources
- Coordinate resources

Professional Learning Actions	Evidence
Prioritize human, fiscal, material, technology, and time resources: • Resources applied to support SMART Goals in strategic plan for student and educator learning • Resources allocated for job-embedded PL (professional learning) in the school • Structure for PL during the school day provided for in school schedule • District utilizes expertise of teachers, administrators, and staff in PL • Resources allocated for technology to support student learning	• District Strategic Plan, district and school budgets, expenditure reports, service agreements, packing slips, invoices, sign-in sheets, agendas, and minutes from district-wide PLC meetings; School- wide plans/(MCAPS) Plan • Professional Learning Calendar, school calendar, school schedules • Sign-in sheets, agendas, and minutes from school and district-wide PL sessions
Monitor Resources: • Process in place to track and monitor resources • Inequities in learning needs and opportunities to learn addressed in decision-making process	• Computer equipment and tech devices purchased, budget and expenditure reports, packing slips, and invoices; School-wide plans/(MCAPS) Plan • Learning reports from software purchased to support student learning • Process for requisitions and purchase orders; expenditures monitored for allowableness and remaining within budget limits; user reports; documents from fixed assets inventories
Create support systems and structures: • All sources of funding coordinated and aligned to school/district learning goals • Responsibility for allocation of resources shared among all educators	• Results of Comprehensive Needs Assessment (data analysis); sign-in sheets, agendas, and minutes from district and federal budget planning meetings; review of all school's School-wide plans/(MCAPS) Plan • District Strategic Plan, school district

	and federal budgets (MCAPS) Plan • Comprehensive Needs Assessment process; survey results from administrators, faculty, and staff • Fixed Asset policy followed

4. DATA:

Professional learning that increases educator effectiveness and improves results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Core Elements:

- Analyze student, educator, and system data
- Assess progress
- Evaluate professional learning

Professional Learning Actions	Evidence
Analyze student, educator, and system data: • Teachers and administrators analyze student data to identify adult learning priorities at the classroom, school, and district levels • Teachers/teams analyze student data to make decisions about student progress and instructional shifts needed to increase student learning • Planners consider educator preparation, work performance, perceptions along with student data to set goals for educator learning • School and district leaders collect and analyze data to determine changes in policies, procedures, resource allocation etc., needed to support team, school and district PL	• Results of Comprehensive Needs Assessment (data analysis); sign-in sheets, agendas, and minutes from district and federal budget planning meetings; review of all school's School-wide plans/(MCAPS) Plan

Professional Learning Actions	Evidence
Assess Progress: • Teachers/teams use student data to assess the effectiveness of the application of new learning • School leaders using data to monitor implementation of PL and its effects on educator practice and student learning • Educators frequently collect and use data to make ongoing adjustments to increase results for students, educators, schools, and district	• Data review schedule, sign-in sheets, agenda and minutes from PLC meetings focused on data analysis • Lesson plans, teacher made assessment results, Progress Monitoring reports benchmark assessment results, state assessment results
Evaluate Professional Learning: • Educators developing a theory of change and a framework to evaluate professional learning • Educators working together collecting data to determine changes in educator knowledge, skills, and dispositions, changes in classroom practice and changes in student learning • Educators working together to evaluate their learning designs, their collaboration, learning and results, and the design, content and duration of professional learning	• District Calendar, school board agenda and minutes listing school assessment reports

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.

Core Elements:

- Apply learning theories, research, and models
- Select learning designs
- Promote active engagement

Professional Learning Actions	Evidence
Apply Learning Theories and Research Models: • School and district plans focus on team and whole-school learning • Most professional learning occurs as part of the workday • Technology enhances and extends opportunities for professional learning	• Results of Comprehensive Needs Assessment (data analysis); sign-in sheets, agendas, and minutes from district and federal budget planning meetings; review of all school's School-wide plans/(MCAPS) Plan • District and School Professional Learning Plans and School-wide Plans • Master schedule, PLC and team meeting schedules • Webinars, email communications on available PL opportunities, PowerPoint Presentations, utilizing videos for Professional Learning • Sign in sheets, notes and agendas from grade level/department team meetings
Select Learning Designs: • Educator and student outcomes determine best designs for delivery of professional learning • Adult learners engaging in using the processes they will use with students • Providing multiple practices of the new learning with feedback and coaching • Professional Learning Plan includes more than one way to learn or have support for learning new practices	• Educator evaluations, data revealing increase in student learning; observations student learning data • Interviews with teachers and administrators • Sign-in sheets, agendas, and minutes from district and school PL sessions • Videos of PL sessions and teacher instruction • Instructional Management Plan, District and School Learning Forward Plans, and School-wide Plans

Promote Active Engagement: • Learners actively engaged with other learners and the content during the learning process • Active learning processes may include writing, dialogue and discussion, demonstrations, inquiry, reflection, practice with feedback, coaching, modeling, problem solving, and constructing knowledge collaboratively • Educators working in teams to collaboratively construct, analyze, evaluate, and synthesize knowledge and practices	• Sign-in sheets, agendas, and minutes from district and school PL sessions Videos of PL sessions and teacher instruction • Videotaping of PL sessions and teacher instruction • Master schedule, PLC and team meeting schedules

6. IMPLEMENTATION:

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning

Core Elements:

- Apply change research
- Sustain Implementation
- Provide Feedback

Professional Learning Actions	Evidence
Apply Change Research: • Educators committing to long-term change by setting SMART Goals and maintaining high expectations for implementation with fidelity • School and district leaders providing and aligning resources to initiate and sustain implementation • Leaders modeling outstanding practices and maintaining a sustained focus on SMART Goals and strategies for achieving them • Leaders creating and maintaining a culture of support opportunities	• Results of Comprehensive Needs Assessment (data analysis); sign-in sheets, agendas, and minutes from district and federal budget planning meetings; review of all school's School-wide plans/(MCAPS) • District Strategic Plan, and School-wide Plans • Master schedule, PLC and team meeting schedules • Webinars, email communications on available PL opportunities, PowerPoint Presentations, utilizing videos, for PL, • Interviews with teachers and administrators

Sustain Implementation: • Professional learning producing changes in educator practice and student learning when it sustains implementation over time • Three to five years of ongoing implementation support focusing on deepening understanding and addressing problems associated with implementation of new practice • Ongoing implementation support taking many forms but occurring at the implementation site • School or district coaches providing extended learning opportunities **Provide Feedback:** • Learners engaging in reflection and providing constructive feedback on his/her own practices as well as the practices of others. Feedback is focused, objective, relevant, valid and purposeful • Giving and receiving feedback require skillfulness in clear, nonjudgmental communication based on observed evidence, commitment to continuous improvement and trusting collegial relationships. • Educators providing specific information to assess practice in relationship to establish expectations and to adjust practice to achieve those expectations	• Sign-in sheets, agendas, and minutes from district and school PL sessions • Videotaping of PL sessions • District Plans and School-wide Plans. Instructional Management Plan • Results of Comprehensive Needs Assessment (data analysis) • Videos of PL sessions and teacher instruction • Interviews with teachers and administrators • Mississippi Educator Professional Growth System: Teacher Growth Rubric • Administrators provide feedback on lesson plans • Results of progress monitoring and benchmark • Results of Peer Teacher Observations, Notes, and Sign-In Sheets • Professional development sessions related to peer observations, and reflections • Recorded lessons and reflections • Administrator, teacher and staff evaluation forms for professional learning sessions

7. OUTCOMES:

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Core Elements:

- Meet performance standards
- Address Learning Outcomes
- Build Coherence

Professional Learning Actions	Evidence
Meet Performance Standards: • Professional learning goals aligned to educator performance standards and student learning goals • Professional learning driven by what teachers need to know and be able to do in order to provide effective learning for every student • Learning goals based on analysis of educator and student data • Specific expectations for administrator, teacher and student performance delineated	• District Strategic Plan, School-wide Plans, and Instructional Management Plan • Results of Comprehensive Needs Assessment (data analysis plans/(MCAPS) Plan • Mississippi Educator Professional Growth System: Teacher Growth Rubric • Interviews with teachers, administrators, and staff
Address Learning Outcomes: • Educator learning focused on student learning outcomes • Professional learning focused on • proven effective strategies and practices to be implemented in classroom • Educator learning goals based on how to improve learning and growth of ALL students	• District Strategic Plan, School Learning Forward Plans, School- wide Plans, and Instructional Management Plan • Results of Comprehensive Needs Assessment (data analysis)

Build Coherence:	
• Learning outcomes and pedagogy aligned with educator performance standards and student learning goals • Professional learning built on earlier professional learning/ what educators have already learned	• District and School Learning Forward Plans, School-wide Plans. Instructional Management Plan • Results of Comprehensive Needs Assessment (data analysis) • Mississippi Educator Professional Growth System: Teacher Growth Rubric

COAHOMA COUNTY SCHOOL DISTRICT

Professional Development Calendar

2026-2027

Date	Topic	Location	Time	Audience
June 27-July 2, 2026	ISTE Live 26 Conference	Orlando, FL	Various Times	Technology Administrators
July 13-15, 2026	MASS	Beau Rivage, Biloxi, MS	8:00 a.m. – 4:00 p.m. daily	District and Building Administrators
July 12-17, 2026	MASRO Conference	Biloxi, MS	8:00 a.m. – 4:00 p.m. daily	School Resource Officers
July 6-10, 2026	Methods of Law and Public Safety	Starksville, MS	Various Times	CTE Teacher
July 6-8, 2026	High Impact Leadership Institute Conference	Jackson, MS	Various Times	Federal Programs
July 13-15, 2026	MS ACTE Conference	Biloxi, MS	Various Times	CTE Teacher CTE Contact Person CTE Counselor
July 28, 2026	New Teacher Institute	CCHS (Room 402)	8:30 a.m.- 1:00 p.m.	New Teachers District Directors Building Administrators
August 3-7, 2026	Opening School Expectations	Each School Location	Various times	All District Staff
August 5, 2026	Opening Convocation District Expectations Code of Ethics	All Schools	8:30 a.m. – 3:00 p.m.	All District Staff
August 3-7, 2026	Code of Ethics, Acceptable Use & FERPA	All Schools	8:30 a.m.- 12:00 noon	All District Staff
August 6-7, 2026	MyView Curriculum Professional Development	CCHS	8:30 a.m.-3:00 p.m.	
August 7, 2026	MTSS Training	CCJHS		District Administrators MTSS Coordinators
August 7, 2026	iReady Professional Development	Maintenance Building	8:00 AM-4:00 PM	Teachers Lab

August 6, 2026	Math Nation Professional Development	Central Office Board Room	8:30 a.m.- 12:00 noon	Math Teachers Lead Teachers
August 7, 2026	Science Curriculum Professional Development	Central Office Board Room	9:00 a.m.-11:00 a.m.	District Administrators Science Teachers Lead Teachers
Monthly	New Teacher Institute Professional Development	Central Office Board Room	TBA	New Teachers
Every 2nd Wednesday	Monthly Administrators Meeting Reminders/Updates	Central Office Board Room	9:00 AM-12:00 PM	District Directors/Principals/District Coaches
Monthly	Curriculum, Testing, Data, Screeners, etc.	Central Office Board Room	TBA	Curriculum Director, District Coaches, Teachers
October 2026	Differentiated Instruction, Lesson Planning, HQIM, Grade Results	CCJSHS	8:00 AM-4:00 PM	District Directors/Coaches, Principals, Certified and Non-Certified Employees
October 2026	Suicide Prevention	Each School Site & District Location	Various	All Building and District Employees
October 2026	Data Analysis Training	Each School Site	9:00 AM-3:00 PM	Bldg. Administrators and Teachers
November 2026	Cyber Security Training	Each School Site	TBA	All Building Employees and Students
November 2026	Fall Test Training	CCSD Board Room	TBA	DTC, STC and Asst. STC
TBA	Acceptable Use Policy (Refresher)	CCSD Board Room	TBA	All District Directors/Coaches, Principals
TBA	Active Shooter Training	Each School Site	TBA	All Building Employees and Students
Monthly	Instructional Technology Training	CCSD Board Room/Local Schools	TBA	District Directors, Coaches, Principals, Certified/Non-Certified Staff
Quarterly	Data Training	CCSD Board Room/Local Schools	TBA	District Directors, Coaches, Principals, Certified/Non-Certified Staff
Monthly	MTSS Training, updates	CCSD Board Room/Local Schools	TBA	Principals, School MTSS Designees

COAHOMA COUNTY SCHOOL DISTRICT

Additional Trainings will be added as they come available, specifically in the Spring (January -June 2027) *Specific dates and times will be added.*

- New Teacher Academy will meet monthly
- Benchmark Goal Setting and Data Analysis
- MASS Winter Conference
- METLA/MECA

Additional Topics Covered During PLCs and Building PD Sessions

- Classroom Management
- SAMS
- Google Classroom
- Incorporating Technology Effectively in Classroom Instruction
- MTSS/Tier II and Tier III Instruction
- MS Code of Ethics
- Safety Training