

Covington County School District  
Professional Learning Plan  
2019-2020

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.
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.
3. Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
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.
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.
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 for long-term change.
7. Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and students' curriculum standards.

**CCSD PROFESSIONAL LEARNING Plan 2019-2020**

Standard	Indicators	Action Steps	Person Responsible	Timeline
<p><b>Professional Learning Communities</b></p> <p><i>Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective reasonability, and goal alignment.</i></p>	<ul style="list-style-type: none"> <li>○ School and district leaders create policies and organizational structures that support implementation of collegial learning.</li> </ul>	<p>District Leadership Team that ensures that goals are aligned to improving student outcomes.</p>	<p>Assistant Superintendent/ Fed Programs Director</p>	<p>Ongoing (once monthly)</p>
	<ul style="list-style-type: none"> <li>○ Learning teams meeting regularly and frequently using agendas and protocols that focus teamwork on learning for all students.</li> </ul>	<p>Grade-level professional learning communities that focus on cross curricular initiatives that focus on instructional effectiveness.</p>	<p>Principal or designee</p>	<p>Weekly</p>
	<ul style="list-style-type: none"> <li>○ All educators participate in professional learning communities that align collaborative work with school improvement goals and focus on continuous improvement.</li> </ul>	<p>Subject area professional learning communities that focus on vertical alignment of instruction based on the subject standards or benchmarks to include use of text books and supplemental materials.</p>	<p>Principal or designee</p>	<p>Weekly</p>
	<ul style="list-style-type: none"> <li>○ Learning communities share collective responsibility for all students in the school or district.</li> <li>○ Learning community members exchange feedback about their practice with one another, visiting each other’s classrooms or work settings, and sharing resources.</li> </ul>	<p>School level leadership teams that focus on the action steps established based on data to support increased student achievement.</p>	<p>Principal</p>	<p>Monthly</p>
	<ul style="list-style-type: none"> <li>○ Learning teams develop and employ norms of collaboration and relational trust.</li> </ul>	<p>District Level Professional Learning Teams that further</p>	<p>Assigned PLC facilitators</p>	<p>Monthly</p>
	<ul style="list-style-type: none"> <li>○ Team members and faculties hold themselves collectively accountable for student results.</li> </ul>			

	<ul style="list-style-type: none"><li>○ Leaders create policies and provide support aligned with an explicit vision and goals for successful learning communities.</li></ul>	<p>the grade level work being done at the schools</p> <p>District Leadership Team reviews all work reports from external providers and follows up with principals to make recommendations are being done.</p>	<p>Superintendent/Assistant Superintendents</p>	<p>Weekly or more often if needed</p>
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<b>Leadership</b>  <i>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.</i>	<ul style="list-style-type: none"> <li>○ Teachers serve in 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, material and time) are equitably utilized to accomplish learning goals.</li> </ul>	Teacher serve in leadership capacity in grade level and subject area teams at each school.	Principal	Ongoing
		Teachers’ input is sought to inform shared decision making.	Principal/School Leadership Team	Periodically as needed
		Time is allocated within the Master Schedule for teams to meet.	Principal	Ongoing
		DLT will assist the principals in prioritizing needs and allocating resources as needed.	DLT and principals	Ongoing

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<p><b>Resources</b></p> <p><i>Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</i></p>	<ul style="list-style-type: none"> <li>○ Resources are targeted to 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>○ Teacher and administrators’ responsibility for allocation of resources.</li> </ul>	<p>Human resources will be focused to the areas in which each person is an expert. Professional learning will be geared to build capacity in various individuals throughout the district who will serve as coaches for other staff.</p> <p>Time is provided within the Master Schedule at each school for team meetings.</p> <p>Monetary resources are allocated to address the needs found using the needs assessment.</p>	<p>District Leadership Team</p> <p>Principal</p> <p>Superintendent/ Principals</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Annually</p>

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<p><b>Data</b> <i>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.</i></p>	<ul style="list-style-type: none"> <li>○ Teachers and principals unravel student data to determine adult learning needs at each school.</li> <li>○ Teachers/teams analyze student data to make decision about student progress and adjustments needed to increase student learning</li> <li>○ Teacher/teams use student data to assess the effectiveness of the application of the new adult 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 evaluation professional learning.</li> <li>○ Educators work together to evaluate their learning designs, collaboration, learning and results, and the design, content and duration of professional learning.</li> </ul>	<p>Data Analysis/Needs Assessment</p> <p>School Level Professional Learning Teams</p> <p>School Level PLC</p> <p>Principals guide this process through School Status Feedback, provide feedback to teachers after PGS observations.</p> <p>District Leadership Team analyze data to identify adult learning priorities in each school per standard on PGS.</p> <p>Administrators seek evidence that differentiated adult learning changes teacher practice</p> <p>PLC's evaluate effectiveness of changes implemented</p>	<p>District Leadership Team</p> <p>DLT with Principals</p> <p>DLT with Principals</p> <p>DLT with Principals</p> <p>DLT with Principals</p> <p>District Administrators and Principals</p> <p>Teachers</p>	<p>As soon as data is available</p> <p>Fall 2019</p> <p>Annually formally/ ongoing informally</p> <p>Ongoing</p> <p>Ongoing</p>

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<p><b>Learning Designs</b>  <i>Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</i></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 learners 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>	<p>CCSD and schools will provide all staff with high-quality, job-embedded, differentiated professional learning to support school improvement.</p>	<p>DLT and Principals</p>	<p>Ongoing</p>
		<p>Professional Learning Calendar</p>	<p>DLT</p>	<p>Annually</p>
		<p>PLC’s take place during the school day or during extended Mondays.</p>	<p>Principals and Teachers</p>	<p>Ongoing</p>
		<p>Peer observations and district level PLC meetings.</p>	<p>CCSD teachers and admins</p>	<p>Ongoing</p>
		<p>Administrators or coaches provide new PL and follow-up.</p>	<p>Principals and District Admins</p>	<p>Ongoing</p>
		<p>Administrators use School Status Feedback for recording observations and specific feedback differentiated to each teacher.</p>	<p>School Status and Principals/Admins</p>	<p>Fall 2019</p>

<p><b>Implementation</b></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 a sustained focus on the goals and strategies for achieving them.</li> <li>○ Schools and districts 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 others' practices.</li> </ul>	<p>CCSD and principals will utilize the PGS process and coaching to identify instructional staff that do not improve their practice to make non-renewal decisions.</p> <p>Principals will set school level goals in ELA and math; teachers and principals will set student level goals in ELA and math. Progress monitoring data will be used as real time data along with MAAP data.</p> <p>Continued implementation support of ELA and math standards; training on MS Science Standards and new MS Social Studies Standards training.</p> <p>Teachers and principals will utilize post conferences to reflect on practice and instructional successes.</p>	<p>DLT and principals</p> <p>School leadership teams and teachers</p> <p>DLT and district PLC facilitators</p> <p>Principals and teachers</p>	<p>Ongoing</p> <p>Beginning, middle and end of school year</p> <p>Ongoing</p>
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<b>Outcomes</b> <i>Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</i>	<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>	CCSD and school will use PGS data to monitor how professional learning changes teacher practice; data will be used to set Professional Learning goals taking student learning data and teacher performance data into account.	DLT and principals	Ongoing
		Professional learning goals are linked to student learning goals in a district professional learning plan.	DLT and SLTs led by principals	Fall 2019
		Principals and DLT will be trained on PGS for Admins and Teachers through S-RESA	DLT	Fall 2019

## Covington County School District Professional Learning Communities 2019-2020 Schedule

**District and School Level Meetings** – The following meetings are expected to be held at each school at the frequency indicated. **Agendas, sign-in sheets, and minutes of the meetings must be submitted to the Curriculum Department weekly.** These will serve as important documentation for Federal programs, and State Accountability purposes.

- 1<sup>st</sup> Monday of each month – Grade level meetings
- 2<sup>nd</sup> Monday of each month – teachers work in classrooms at school
- 3<sup>rd</sup> Monday of each month – subject area meetings
- 4<sup>th</sup> Monday of each month – District PLC meetings at central locations (The final district PLC will be held in March 2020)
- Make up dates for district PLC absences – Any person that misses a District PLC will meet at Central Office from 3:30 – 5:00 on the following dates. All other staff will leave after buses on this day. *OCTOBER 29, 2019 AND APRIL 28, 2020 WILL BE USED AS MAKEUP DAYS.*

## Covington County School District Pre-service Professional Learning School Year 2019-2020

<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>Who should attend</b>	<b>Presenter</b>	<b>Topic</b>	<b>Accountability</b>
Thursday, August 1, 2019	8:30-9:30	Seminary Baptist Church	<u>All</u> Seminary Schools' Employees	Dr. Crosby	Welcome	Clock in at the school and sign in at the meeting. All other schools' staff will be at their campus during this time.
	10:30-11:30	Collins Baptist Church	<u>All</u> Collins Schools' Certified	Dr. Crosby	Welcome	SAME AS ABOVE
	1:00-2:00	Old Hopewell Baptist Church	<u>All</u> Mt. Olive and Hopewell Schools' Employees	Dr. Crosby	Welcome	SAME AS ABOVE
Friday, August 2, 2019	8:00-11:00----- 1:00-3:00----- 8:00-3:00-----	----- ----- ----- Collins High School Library	All K-5 math All 6-8 math All US History and World History teachers.	Pearson Content Specialist CCSD Curr. Dir.	Newly Adopted Text Books	Clock in at school. Sign in at meetings. All other staff will be at their campus during this time.
Monday, August 5, 2019	No district wide meetings. All meetings will be held at schools.					