George County School District
Professional Learning Plan
2027-2030

APPROVED

NOV 0 3 2026

G C SCHOOL BOARD

George County School District

Professional Learning Plan

2027-2030

George County School District Profile:

Overview

- 8 Schools
- 3,908 Students Enrolled
- 302 Teachers
- 550 Total Employees
- 13 Dual Credit Courses
- 1 Advanced Placement Course Offered

Per Pupil Expenditure

$10,337.57

School	Grades	Enrollment (As of Aug 2026)	Licensed Teachers	Non-Licensed Employees	Admins/Teachers w/ Advanced Degrees	NBCT
Agricola Elementary School	Pre-K – 6	523	40	21	21	4
Benndale Elementary School	Pre-K – 6	143	14	11	7	2
Central Elementary School	Pre-K – 6	599	41	23	20	3
George County High School	9-12	1093	86	20	52	8
George County Middle School	7-8	570	45	14	29	2
LC Hatcher Elementary School	Pre-K – 2	289	21	21	9	1
LT Taylor Intermediate School	3-6	296	24	17	12	4
Rocky Creek Elementary School	Pre-K - 6	396	31	25	16	2
George County School District Office	n/a	n/a	17	24	17	2

George County School District Profile

Student Demographics

African American	**9%**
Caucasian	**86%**
Hispanic	**4%**
Other	**.6%**
Free/Reduced Lunch	**69.88%**
Exceptional Education	**19.9%**
Gifted Education	**5.3%**
English Learners	**1.5%**

What We Believe

Mission

Together we are building a future where every student is empowered to succeed.

What We Want to Accomplish

Goals	Rationale/Evidence	Expected Outcomes
Based on the data, what will you work toward accomplishing as a district?	*What data/evidence was used to identify and prioritize this goal?* *How will this goal impact student achievement?*	*What will you use to measure and determine success?* *How often will this be measured?*
Goal 1 Build capacity of all teachers to utilize data to drive instructional practices.	• MAAP/MAAP-A data • ACT and ACT WorkKeys data • Adolescent Literacy (ALI) and Moving Math in Mississippi (M3) screener data • Kindergarten Readiness Assessment • Dyslexia Screener • ELPT Summative Assessment • Diagnostic/Benchmark Assessments • Progress Check End of Quarter Tests *Teacher usage of data and professional development derived by the data will increase student proficiency and growth.*	**Overarching Expected Outcome** Increase proficiency in the MAAP assessments for all tested subjects. **Previous Data 2025-2026:** ELA proficiency is 51.8% Math proficiency is 54.6 % Science proficiency is 74.9% **Year 1 2026-2027:** Increase ELA proficiency from 51.8% to 53% Increase Math proficiency from 54.6 to 56% Increase Science proficiency from 74.9% to 76% **Year 2 2027-2028:** Increase ELA proficiency from 53% to 55% Increase Math proficiency from 56% to 58% Increase Science proficiency from 76% to 78% **Year 3 2028-2029:** Increase ELA proficiency from 55% to 58% Increase Math proficiency from 58% to 60% Increase Science proficiency from 78% to 80% **Year 4 2029-2030:** Increase ELA proficiency from 58% to 60% Increase Math proficiency from 60% to 62% Increase Science proficiency from 80% to 82%

Goals	Rationale/Evidence	Expected Outcomes
Based on the data, what will you work toward accomplishing as a district?	*What data/evidence was used to identify and prioritize this goal? How will this goal impact student achievement?*	*What will you use to measure and determine success? How often will this be measured?*
Goal 2 Build capacity of all teachers to implement effective literacy and mathematical instruction to build proficiency in Reading, Writing, Mathematics, and Science.	• MAAP/MAAP-A data • ACT and ACT WorkKeys data • Adolescent Literacy (ALI) and Moving Math in Mississippi (M3) screener data • Kindergarten Readiness Assessment • Dyslexia Screener • ELPT Summative Assessment • Diagnostic/Benchmark Assessments • Progress Check End of Quarter Tests *Teacher instructional practices and strategies enhanced through professional development and the Instructional Management System will increase student achievement.*	**Overarching Expected Outcome** Increase proficiency on MAAP to meet expected goals in four years for all tested areas. **Previous Data 2025-2026:** ELA proficiency is 51.8% Math proficiency is 54.6 % Science proficiency is 74.9% **Year 1 2026-2027:** Increase ELA proficiency from 51.8% to 53% Increase Math proficiency from 54.6 to 56% Increase Science proficiency from 74.9% to 76% **Year 2 2027-2028:** Increase ELA proficiency from 53% to 55% Increase Math proficiency from 56% to 58% Increase Science proficiency from 76% to 78% **Year 3 2028-2029:** Increase ELA proficiency from 55% to 58% Increase Math proficiency from 58% to 60% Increase Science proficiency from 78% to 80% **Year 4 2029-2030:** Increase ELA proficiency from 58% to 60% Increase Math proficiency from 60% to 62% Increase Science proficiency from 80% to 82%

Goals	Rationale/Evidence	Expected Outcomes
Based on the data, what will you work toward accomplishing as a district?	*What data/evidence was used to identify and prioritize this goal? How will this goal impact student achievement?*	*What will you use to measure and determine success? How often will this be measured?*
Goal 3 Build teacher and administrator instructional leader capacity.	• Teacher retention • Professional Growth System (PGS) • Participation in New Teacher, Mentor, and Leadership Academies *Increasing the capacity of teachers and administrators to be effective instructional leaders will help develop advanced instructional practices targeting improved student achievement.*	**Overarching Expected Outcome** Increase teacher and administrator instructional leadership capacity. Foster cross campus collaboration and professional development. Strengthen district's ability to retain and attract educators. Increase National Board Certification by 10% in five years.

GOAL 1			
Professional Learning Initial Activity	**Professional Learning Follow-up**	**Duration**	**Resources**
Who, What, How?	*Who, What, How?*	*When?*	*What is needed?*
• Build teacher capacity through specialized consulting programs. • Teachers participate in training utilizing HQIM and assessment resources to learn how to disaggregate their student data to provide intervention and remediation. • Building level and district level administrators will attend accountability training and administrator data meetings. • District level administrators will visit each school to conduct a site visit to ensure data is being utilized to drive instruction. • ELA and Math Instructional Coaches will visit schools to offer support in implementing MS CCR Standards with teachers.	• Teachers and administrators will receive follow-up training throughout the school year through professional development, consultants, instructional leaders, and grade level meetings to answer questions about student achievement. • District administrators, school administrators, and instructional coaches will meet with teachers to discuss standard alignment to curriculum, pacing of standards being taught, and curriculum utilization. • District administrators, school administrators, and instructional coaches will provide feedback to teachers through walkthroughs and site visits.	• Training will take place throughout the year. • Progress Checks teacher review meetings will take place after each assessment. • Each school will receive one site visit each year. Instructional coaches will visit schools daily.	• District administrator trainers and coaches • Consultants • HQIM Training • District curriculum folders with pacing guides, scaffolding documents, instructional planning guides, academic vocabulary, and test blue prints

GOAL 2			
Professional Learning Initial Activity	**Professional Learning Follow-up**	**Duration**	**Resources**
Who, What, How?	*Who, What, How?*	*When?*	*What is needed?*
• Teachers will participate in training on unpacking CCR standards and adding rigor to teacher instruction in mathematics, ELA, writing, and science. • Teachers are continually trained on HQIM. • Intensive professional development on phonological awareness for early elementary teachers and administrators. • Spire reading intervention will be utilized to increase student literacy in grades K-8. • ALI reading proficiency classes will be added 2027-2028 for high school 9th graders. • Building administrators will meet with the Superintendent and district level administrators to discuss growth and proficiency from MAAP testing and diagnostic data and usage. • Mathematics Professional Development increasing teacher capacity to address students' understanding of mathematical practices.	• Teachers will be offered follow-up training and coaching on unpacking CCR standards and adding rigor to instruction. • Administrators and instructional/curriculum coordinators will provide training and support to help train teachers in all curriculum. • District administrators, school administrators, and coordinators will provide feedback to teachers through walkthroughs and site visits. • Building administrators will meet with the Superintendent and district level administrators to discuss growth and proficiency from MAAP testing and other assessments. • Six professional development days for mathematical professional learning by grade bands.	• Training will take place throughout the year. • Progress Checks teacher review meetings will take place after each assessment. • Each school will receive one site visit each year. Instructional coaches will visit schools daily. • 1st-2nd grade- 6 days Additive Reasoning • 3rd-6th grade- 6 days Multiplicative Reasoning • 7th-9th grade- 6 days Proportional Reasoning	• District and educational consulting group trainers and coaches • Pacing guides • Scaffolding Documents • Academic Vocabulary • High Quality Instructional Materials • Exemplar Units • School MAAP/MAAP-A data • ACT • ACT WorkKeys • Progress Check Data • Diagnostic test data • KRA • ELPT Assessment • Dyslexia Screener • ALI and M3 Screeners • MTSS, 504, SPED support services • Mathematic Reasoning Material

GOAL 3			
Professional Learning Initial Activity	**Professional Learning Follow-up**	**Duration**	**Resources**
Who, What, How?	*Who, What, How?*	*When?*	*What is needed?*
• Principals and District Administrators identify first and second year teachers to help grow their teaching practice. • Principals and District Administrators identify future teacher leaders to build their instructional leadership capacity. • New Teachers Academy, Mentor Academy, and Leadership Academy meetings. • District administrators, principals, and teacher professional development for ALI and M3. • Teachers professional development for O-GAP Mathematic Training.` • Administrator Phonological Awareness training to grow early literacy.	• District administrators, school administrators, and coordinators will provide feedback to teachers through walkthroughs and site visits. • Building administrators will meet with the Superintendent and district level administrators to discuss growth and proficiency from MAAP testing and other assessments. • Reflection and surveys of training to guide follow-up training.	• Principals and District Administrators identify New Teachers Academy, Mentor Academy, and Leadership Academy monthly meetings. • Yearly site-visit. • Quarterly principal data meetings. • PGS yearly summative evaluations.	• PGS Evaluation Rubric • MAAP/MAAP-A Data • Site Visit Rubric • ALI and M3 Screener Data • Surveys