



# **GARRARD COUNTY SCHOOLS**

**PROFESSIONAL DEVELOPMENT PLAN**

***2023-2024***

## 2023-24 Phase Four: Professional Development Plan for Districts for School Year 2024-2025

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL),

teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the district's mission?

The mission of the Garrard County School District is simply students first. Garrard County Schools will empower students to be lifelong learners and to become productive members of a global society.

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the district's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Achievement gap performance for English Learners and students with disabilities. Garrard County Schools walkthrough data and reports indicate the primary co-teaching model implemented is one-teach, one-observe, or one-assists. Kentucky Summative Assessment TSI performance ratings for Garrard Middle School are disability students with IEP.

Overall proficiency for students in reading and mathematics. Improving core instruction and alignment to Kentucky Academic Standards. According to the analysis of multiple measures, both state and local, review of lesson plans, professional learning community meeting performance, observations, walkthroughs, and quality control of curriculum documents, GCS district leaders, principals, and teachers will develop a greater understanding of Kentucky Academic Standards.

3. How do the identified **top two focus areas** requiring professional development relate to district goals?

The first focus area will address the area outlined in the district's CDIP, Achievement Gap Goal to increase the percentage of students with disabilities scoring proficient or above in reading and math. All Garrard County English Learners will demonstrate English Proficiency on ACCESS testing within four years.

The second focus area will support the district's CDIP Proficiency Goals and efforts to improve state assessment results in reading and mathematics for all students.

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4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the district goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Garrard County Schools is committed to improving local and state assessment performance for all students. District leadership and school leaders are implementing improvement strategies in the middle school, identified as TSI (Targeted Support and Improvement) in the area of disabilities with IEP. District and school leadership will establish systems of high-yield instruction to meet the needs of all students. The objective is to improve student performance through the design of effective collaborative structures, instructional groupings, and enhanced communication practices.

4b. What are the intended results of the professional development as related to the specific objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Intended results for this area: District leaders, school leaders, and teacher leaders are expected to adapt and develop sustainable structures and strategies for improvement impacting EL and students with disability-IEP performance. Co-teaching partners will learn to collaboratively plan and organize classroom settings to provide specifically designed instruction using principles of co-teaching structures. The yearly targets (objectives) are outlined in the district's CDIP:

Objective 1- By 2024 Garrard County Schools will increase the percentage of students with disabilities scoring proficient or above in reading to 43.7% in elementary school, 30% in middle school, and 13.6% in high school.

Objective 2- By 2024 Garrard County Schools will increase the percentage of students with disabilities scoring proficient or above in math to 31.5% in elementary school, 19.1% in middle school, and 13.6% in high school.

All Garrard County English Learners will demonstrate English Proficiency on ACCESS testing within four years.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.).

The district's professional development and school improvement coordinator will institute monitoring efforts that reflect each area of the CDIP, which includes co-teaching structures established through professional development. District and school leaders will conduct monthly activities and monitoring through a collaborative process. During District Leadership Team meetings, CDIP components will be reviewed to examine evidence, artifacts, notes, and data.

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The Director of Special Education, Directors of Teaching and Learning, and principals will review the outcomes of professional development and learning experiences following each event.

The Director of Special Education, Directors of Teaching and Learning, and principals will review, monitor, and update co-teaching professional development schedules accordingly.

The Director of Special Education, Special Education Consultant, Directors of Teaching and Learning, and principals will provide feedback to co-teachers according to best practices for co-teaching following learning walks and walkthrough events.

Each semester, the District Leadership Team, facilitated by the Directors of Teaching and Learning, will review learning walk findings with school leadership following each event.

Each quarter, principals will share walkthrough data during SLT and local faculty meetings.

Student data, state and local, reviews will take place during SLT meetings and MTSS meetings.

EL Coordinator will conduct regular PLC meetings to monitor instruction, schedules, student planning, and assessment.

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

**Please describe in detail.**

The indicators of success will include:

School schedules will ensure support systems exist to improve EL and students with disabilities in settings that provide substantial levels of support.

Co-teachers work collaboratively to plan and design all aspects of instruction.

Learning walk observations and recommendations determine appropriate and consistent instruction levels in all EL support, co-teaching, and resource classrooms.

District and school-level team meetings reflect consistent and ongoing progress monitoring for the achievement gap group "students with disabilities".

State and local data analysis indicates increased proficiency and growth for the achievement gap group "students with disabilities".

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

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The target audience for Focus Area 1 will be district leadership, building-level leadership, special education teachers, co-teaching partners, EL personnel, and special education support personnel.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Garrard County Schools will partner with Southeast South-Central Educational Cooperative to design and implement professional learning experiences for the following improvement topics: IEP development, IEP Progress Monitoring, Specially Designed Instruction, Co-Teaching, and Differentiation. In some cases, certified and classified personnel may require release days to fulfill the prescribed professional development plan.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

The GCS CDIP outlines the monthly implementation and impact goals, responsibilities, and evidence for the priority area. District-level administrators will assist building administrators with coaching, ongoing training, and monitoring of special education and co-teaching classroom instruction. The Director of Special Education will lead monthly professional learning communities with each of the school's department leaders to share instructional practices, review progress, and analyze student work based on the goals shared during the professional development experience. The EL coordinator will lead regular PLC meetings to review program goals and objectives.

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the district goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Improving core instruction will begin with a comprehensive review and quality control measures to refine the alignment of curriculum documents and assessments with Kentucky Academic Standards. The objective is to build upon the prior year's professional development efforts and to improve instruction, activities,

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and lesson planning for teachers. District and school leaders will develop training for congruency protocols for monitoring and providing feedback to teachers.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

The intended results will provide our community with the assurance a guaranteed and viable curriculum is developed, implemented, and monitored. The 23-24 professional learning focused on the development of curriculum and assessment. Building on this progress, the 24-25 school year professional development will address teaching strategies, standards-based activities, and aligning the implemented curriculum to KAS. Our educators will successfully identify essential components of congruency and learn how best to facilitate activities and strategies to match. Through this process of professional learning and core content experiences, our students will benefit from the guaranteed curriculum that can be taught in the available time and scope as a student, kindergarten to twelfth grade.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

The professional development focus for 24-25 teaching and learning will be monitored by district and school leaders. GCS leaders will assist school leaders and teachers with alignment, congruence, viability, and totality of KAS standards through curriculum planning, walkthroughs, school visits, PLC meetings, and quality control measures. Specifically, district and school leaders are assigned as facilitators for grade levels to assist teachers during the implementation of the curriculum plans. Ongoing feedback to GCS educators about their use of the curriculum and assessment data to support students will be a professional learning community focus. Each unit (monthly) assessment will be analyzed for fidelity, and comparison, and used to update the district teaching and learning CDIP indicators of success. Ultimately, district leadership, school leadership, and teachers will use the monitoring efforts to support students and their families.

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

**Please describe in detail.**

Indicators for success that need to occur that would indicate the goals and objectives have been achieved include:

The refinement, (development in some instances) of a comprehensive learning targets document aligned to Kentucky Academic Standards.



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When asked, teachers and school leaders can describe the essential content and standards for their area(s) and/or grade(s).

A curriculum that meets the needs of all learners.

The written curriculum is analyzed to ensure it correlates with all Kentucky Academic Standards.

Assessments have been refined (developed in some instances) to accurately measure the written and taught curriculum, and quality control feedback provided.

The assessments are analyzed to ensure that they correlate with all Kentucky Academic Standards, and quality control feedback provided.

Assessment analysis includes comparisons to the district's CDIP goals and local school goals.

Planned instruction, activities, and strategies are congruent to the full extent of Kentucky Academic Standards.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

The target audience for Focus Area 2 will be district leadership, building-level leadership, general education, and special education teachers.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Garrard County Schools will partner with Southeast Southcentral Educational Cooperative and Central Kentucky Educational Cooperative to design and implement professional learning experiences for the following improvement topics: Instructional Alignment to Core Curriculum, Core Instructional Strategies, and Comprehensive Assessment Systems to improve student performance. Facilitators for each core content area will be utilized to improve teaching strategies through the lens of congruence. Special educators will attend the SESC summer conference to engage in learning experiences that includes co-teaching strategies, IEP development, behavior strategies, and compliance topics. In some cases, certified personnel may require additional release days to fulfill the prescribed professional development plan.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional



development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Through the process of curriculum refinement, instructional strategies, and focus on congruent planning, the Garrard County Schools district and school leadership will ensure the curriculum is kept up-to-date and relevant to the changes in state standards. The professional learning communities framework employed throughout the Garrard County School district will monitor and support the needs of students, teachers, and school leaders. Additional time will be provided to content teams and grade levels to complete ongoing curriculum and assessment alignment. District curriculum leaders, building administrators, and team/department leaders will utilize assessment results to create timely adjustments to student interventions, lesson planning, curriculum modifications, and recommend priority professional learning.

6. Optional Extension: If your district has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

NA

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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