



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

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

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## 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),

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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 Hopkins County Schools is to unite as one team to learn and inspire.

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.

- Our elementary schools need professional development in the science of reading and structured literacy. This training will enable us to close gaps that are causing literacy problems throughout the school experience. This will be of benefit to learners at all school, but specifically support West Hopkins who is scoring in the "yellow" range on KSA.
- Professional supports in special education, collaboration, and differentiation will be offered to all staff. This training will enable us to target special learners at all schools (including our growing EL population in addition to special education students), but will be specifically targeted for our two schools TSI for disability, Browning Springs and Madisonville North Hopkins.

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

Professional development in science of reading, structured literacy, special education, collaboration, & differentiation will support

- Goal 1 - Reading and Math Proficiency
- Goal 3 - Achievement Gaps
- Goal 4 - English Language Learner Proficiency

Structured literacy and science of reading training will support goal 1, as these researched base methods of instruction will improve the quality of reading instruction, thus increasing reading proficiency at the critical elementary years with benefits trickling in all grades. This training will also benefit goal 3 as students learn in this structured process and gaps close, and EL students will have a more regimented program for making gains and closing gaps. Training in special education, collaboration, and differentiation will benefit goals 1, 3, and 4. As teachers improve differentiated instruction, targeting specialized needs, and

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collaborating to reduce student ratio and provide more individualized instruction, reading and math proficiency will improve, achievement gaps will close, and EL students will make progress.

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.

Participants will

- develop an understanding of science of reading that indicates how children learn to read and instruction that gets them there
- learn highly explicit and systematic teaching of all important components of literacy. These components include both foundational skills and higher level literacy skills.
- receive training in the five components of structured literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension
- develop understanding of tier II and tier III intervention using science of reading and structured literacy concepts
- Create a classroom implementation plan

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

- Students will improve in overall reading proficiency and in reading fluency.
- Educators will apply research based structured literacy principals that are consistent across the district.
- Educators will belief that all students can read with the scientifically based instruction.

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.).

- MAP data, MAP fluency data, Lexia data, classroom work samples, and classroom observation / walk through data will be gathered and analyzed in PLCs for evidence of implementation.
- Teachers will gather classroom data. Instructional leaders and principals will gather assessment data and walk through data.
- Data will be analyzed at least monthly.

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.**

Indicators of success will include

- growth in MAP data
- growth in MAP fluency data
- growth in Lexia data
- growth in student work per our KAS / district pacing guide as measured by classroom assessments and report cards
- Evidence of teacher implementation in classroom observations and walk throughs

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

Elementary reading teachers, including elementary special education teachers and any elementary teacher providing intervention

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.)

- Trainers in science of reading / structured literacy
- UFLI manuals
- LEXIA core 5
- Title II / RDIF grant funds
- Beginning of year professional development days
- PLC time and / or subs for half day - full day job embedded PD

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.

- Teachers will have six hours of professional development before school begins to prepare for science of reading / structured literacy implementation

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- Science of reading / structured literacy coaches will work with school principals and instructional leaders to coach in classrooms and visit PLCs monthly
  - Teachers will analyze student work a minimum of monthly in PLCs
  - Additional job embedded PD will be offered throughout the year to continue to support the initiative

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.

1. Effective Collaboration:

- Develop strategies for effective collaboration between general education and special education teachers.
- Establish communication protocols for sharing student progress, challenges, and interventions.
- Foster a team approach to problem-solving and decision-making for students with diverse needs.

2. Implementing Differentiated Instruction:

- Learn strategies for differentiating instruction based on students' diverse learning needs and abilities.
- Explore flexible grouping strategies to support both struggling and advanced learners.
- Incorporate Universal Design for Learning (UDL) principles to create inclusive learning environments.

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

- Improving academic achievement to exit TSI status in disability at Madisonville North Hopkins and Browning Springs Middle School
- Reduce achievement gap for all disability students at all campuses
- Support the growing EL population in our school district
- Improve student engagement and motivation
- Increase inclusivity and equity
- Increase teacher efficacy

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.)
  - MAP data, MAP fluency data, Lexia data, other assessment data, classroom work samples, and classroom observation / walk through data will be gathered and analyzed in PLCs for evidence of implementation.
  - Teachers will gather classroom data. Instructional leaders and principals will gather assessment data and walk through data.
  - Data will be analyzed at least monthly.

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.**

- Exiting TSI status
- Increasing special education KSA scores
- Increased core instruction KSA scores at all levels
- Reduced special education achievement gap
- Enhanced teacher collaboration
- Improved instructional practices
- Increased student engagement and motivation
- Improved school culture
- Improved family engagement
- Increased teacher and PLC efficacy

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

all core academic area teachers and all special educators

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.)

- IDEA B funds
- Special education staff with high efficacy to provide training
- Cooperative trainers
- Initial summer professional development time
- Job embedded professional development time through PLCs and/or release time for additional professional learning



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.

- Structured collaboration time
- Coaching and mentoring
- Professional development opportunities
- Resource sharing
- Peer observations
- PLC support
- Building coach / special education district team support

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.

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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