



**GARRARD
COUNTY
SCHOOLS**

PROFESSIONAL DEVELOPMENT PLAN

2025-2026

2025-26 GCS Professional Development Plan

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.

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.

- 1) Achievement gap performance for students with disabilities in Reading. Garrard County Schools' walkthrough data and reports indicate the primary co-teaching model implemented is one-teach, one-assists, or team teaching.
- 2) Achievement gap performance for students with disabilities in Math. Garrard County Schools' walkthrough data and reports indicate the primary co-teaching model implemented is one-teach, one-assists, or team teaching.

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

1. The first focus area will address the areas outlined in the district's CDIP, Achievement Gap Goal, to increase the percentage of students with disabilities scoring proficient or above in reading.
2. The second focus area will address the areas outlined in the district's CDIP, Achievement Gap Goal, to increase the percentage of students with disabilities scoring proficient or above in math.

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 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 for effective co-teaching structures in all schools. 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 co-teaching structures, instructional groupings, and cognitive engagement practices.

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 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 2025, Garrard County Schools will increase the percentage of students with disabilities scoring proficient or above in reading to 46.7% in elementary school, 33.7% in middle school, and 18.2% in high school.

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.

1. The Director of Special Education, Director of Elementary Teaching and Learning, Director of Federal Programs and principals will review the outcomes of professional development and learning experiences following each event.
2. The Director of Special Education, Director of Elementary Teaching and Learning, Director of Federal Programs, and principals will review, monitor, and update co-teaching professional development schedules accordingly.
3. The Director of Special Education, Special Education Consultant, Director of Elementary Teaching and Learning, Director of Federal Programs, and principals will provide feedback to co-teachers according to best practices for co-teaching following learning walks and walkthrough events.
4. Each semester, the District Leadership Team, facilitated by the Director of Elementary Teaching and Learning, Director of Federal Programs, will review learning walk findings with school leadership following each event.
5. Each quarter, principals will share walkthrough data during SLT and local faculty meetings.
6. Student data, state and local, reviews will take place during SLT meetings and MTSS meetings.

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

The indicators of success will include:

1. Co-teachers work collaboratively to plan and design all aspects of instruction.
2. Learning walk observations and recommendations determine appropriate and consistent levels of instruction that are present in all co-teaching and resource classrooms.
3. District and school-level team meetings reflect consistent and ongoing progress monitoring for the achievement gap group “students with disabilities”.
4. State and local data analysis indicates an increase in proficiency and growth for the achievement gap group “students with disabilities”.

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

The target audience for the focus area will be district leadership, building-level leadership, special education teachers, general education teachers, and special education support personnel. There will be a focus on special and general education teachers participating in the same professional learning.

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

Garrard County District leaders will conduct professional learning to design and implement professional learning experiences for the following improvement topics: IEP development, IEP Progress Monitoring, Specially Designed Instruction, Co-Teaching, and Differentiation. An emphasis will also be placed on professional learning centered around the Kentucky Academic Standards, instructional strategies, and vibrant learning experiences.

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 support 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 Teaching and Learning will lead monthly professional learning communities with school leadership to share instructional practices, review progress, and analyze student work based on the goals shared during the professional development experience.

**For the second focus area requiring professional development, complete the following:
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 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 for effective co-teaching structures in all schools. 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 co-teaching structures, instructional groupings, and cognitive engagement practices.

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

- Objective 2- By 2025, Garrard County Schools will increase the percentage of students with disabilities scoring proficient or above in math to 35.1% in elementary school, 23.3% in middle school, and 18.2% in high school.

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 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.

1. The Director of Special Education, Director of Elementary Teaching and Learning, Director of Federal Programs and principals will review the outcomes of professional development and learning experiences following each event.
2. The Director of Special Education, Director of Elementary Teaching and Learning, Director of Federal Programs, and principals will review, monitor, and update co-teaching professional development schedules accordingly.
3. The Director of Special Education, Special Education Consultant, Director of Elementary Teaching and Learning, Director of Federal Programs, and principals will provide feedback to co-teachers according to best practices for co-teaching following learning walks and walkthrough events.
4. Each semester, the District Leadership Team, facilitated by the Director of Elementary Teaching and Learning, Director of Federal Programs, will review learning walk findings with school leadership following each event.
5. Each quarter, principals will share walkthrough data during SLT and local faculty meetings.
6. Student data, state and local, reviews will take place during SLT meetings and MTSS meetings.

5d. What will be the indicators of success? Consider the completed actions or markers

that need to occur that indicate the goals and objectives have been achieved. Please describe in detail.

The indicators of success will include:

1. Co-teachers work collaboratively to plan and design all aspects of instruction.
2. Learning walk observations and recommendations determine appropriate and consistent levels of instruction that are present in all co-teaching and resource classrooms.
3. District and school-level team meetings reflect consistent and ongoing progress monitoring for the achievement gap group “students with disabilities”.
4. State and local data analysis indicates an increase in proficiency and growth for the achievement gap group “students with disabilities”.

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 the focus area will be district leadership, building-level leadership, special education teachers, general education teachers, and special education support personnel. There will be a focus on special and general education teachers participating in the same professional learning.

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 District leaders will conduct professional learning to design and implement professional learning experiences for the following improvement topics: IEP development, IEP Progress Monitoring, Specially Designed Instruction, Co-Teaching, and Differentiation. An emphasis will also be placed on professional learning centered around the Kentucky Academic Standards, instructional strategies, and vibrant learning experiences.

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.

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 Teaching and Learning will lead monthly professional learning communities with school leadership to share instructional practices, review progress, and analyze student work based on the goals shared during the professional development experience.

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