



2024-2025 Phase Four: Professional Development Plan for Districts for School Year 2025-2026_03192025_08:37

2024-2025 Phase Four: Professional Development Plan for Districts for School Year
2025-2026

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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](#).

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. [704 KAR 3:035](#) establishes the annual professional development plan.

Per 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 further provides, "Each school and local district professional development plan shall contain the following five (5) 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."

1. Professional Development Plan

What is the district's mission?

Our district mission is to nurture, inspire, and empower the next generation to be successful contributors in an ever-changing world and to create a better future for all by providing joyful, authentic, meaningful learning experiences and instilling hope.

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. What are the **top two areas requiring professional development?**

According to the Needs Assessment and other data points, our areas of focus for the 2025-2026 school year will be professional learning around evidence-based reading and math instruction. Secondly, we will focus on improving our systems of interventions, including academic, behavioral and social-emotional.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

For the first goal of improving outcomes in reading and math through evidence-based instruction, our district is providing several professional learning opportunities during the 2025-2026 years. Ultimately, student outcomes will improve because of the specific objectives below:

1. Long-term- Teachers will build a greater awareness of HQIRs and how to personalize learning for their students in the classroom when using their resources.
2. Short-term- Teachers can identify and plan strategies to engage learners in the content.
3. Short-term- Teachers learn how to use manipulatives during math instruction to create greater conceptual understanding.
4. Short-term- Teachers can identify and implement strategies to strengthen student literacy skills.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

For the first goal of improving outcomes in reading and math through evidence-based instruction, our district is providing several professional learning opportunities during the 2025-2026 years. The specific objectives area below:

1. Teachers will effectively use HQIRs to ensure instruction is aligned to standards, with all students receiving grade level instruction.
2. Students receive more vibrant learning experiences, engaging students in meaningful learning within all subjects.
3. Equitable instruction where all students have access to rigorous, grade level tasks because the consistency and quality between classrooms is present.

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

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- i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?
 - ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)
 - iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

Implementation evidence is collected in many different formats and from a variety of sources.

i. Data to be gathered includes but is not limited to Learning Walks, coaching cycles, lesson plans, student work samples, PLCs and more.

ii. Administrators and the school leadership team

iii. Implementation data is analyzed at least weekly

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

During each professional development session, feedback is collected for the initial training quality. Assessments such as formatives, summatives and benchmark assessments will help indicate the success of the training. We also consider conversations with our teachers as important qualitative data to help identify areas of growth for the professional learning and next steps for leadership.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

We have multiple offerings to help the first goal. All certified staff in math and reading will receive HQIR training. K-6 math teachers will receive standards-based unit planning collaboration sessions with our math coach in the summer. We were recently awarded a math grant and the professional learning plans are not outlined yet, but we will be offering math training within the grant. Additionally, we are part of Numeracy Counts Academy, and those teachers pending their acceptance, will participate in training this summer. Our district is hosting a districtwide teacher-led conference in August where all certified staff K-12 register for their sessions.

Emphasizing our priorities with reading and math, we are offering sessions on conceptual math, cross-disciplinary literacy strategies, writing and more as additional points of support.

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

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional

development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

Due to the multiple professional learning offerings, a variety of resources will be needed.

i. Grants are utilized for both reading and math professional development. This includes a literacy grant, math grant and more.

ii. The summer of 2025 will begin the 2025-2026 professional development activities. Learning will not end at a certain time as there are embedded supports throughout the year. Our grants offer opportunities throughout the year for PD. The ACS Connect districtwide teacher-led conference will be August 2025.

iii. Staff, including instructional coaches will be utilized for trainings. We work to create a train-the-trainer model as much as possible, to ensure high quality and consistent training. Manipulatives will be used for math trainings as well as many hands-on materials for literacy trainings. HQIR and supporting materials will be used at each training.

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 3.

Staff, including instructional coaches will be utilized for trainings. We work to create a train-the-trainer model as much as possible, to ensure high quality and consistent training. District level coaches will be used for weekly PLCs, ongoing MTSS meetings, and other collaborative data-driven structures to provide ongoing supports.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

Secondly, we will focus on improving our systems of interventions, including academic, behavioral and social-emotional. The Needs Assessment pointed to a high demand for behavioral intervention training. MTSS training will occur and focused training on behavioral interventions and establishing a healthy learning environment.

Increase Staff Awareness & Implementation of Interventions- Ensure all staff members understand the core principles of behavioral interventions and can implement proactive behavioral strategies consistently in classrooms. In addition to

the behavioral objective, building staff awareness around the overall MTSS system will be essential.

Improve Classroom Management Practices – Equip teachers with evidence-based techniques to prevent disruptions, reinforce positive behaviors, and de-escalate conflicts effectively.

Enhance Student Engagement & Safety – Create a more structured and predictable learning environment that fosters student engagement while reducing behavioral incidents.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

The intended results from a focus on improving our systems of interventions, including academic, behavioral and social-emotional are below:

Reduce Discipline Referrals & Suspensions – Establish a data-driven approach to behavioral interventions, leading to a measurable decrease in office referrals and exclusionary discipline practices.

Improve Student Social-Emotional Outcomes – Strengthen students' self-regulation, conflict resolution, and social-emotional skills, contributing to improved academic performance and long-term success.

Improved Academic Outcomes- Achievement gaps are closed due to the effective and responsive MTSS systems in place.

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

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

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

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

Implementation evidence is collected in many different formats and from a variety of sources.

i. Data to be gathered includes but is not limited to Learning Walks, coaching cycles, lesson plans, student work samples, PLCs, MTSS meetings and more.

ii. Administrators, behavioral staff and the school leadership team

iii. Implementation data is analyzed at least weekly

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing

classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

During each professional development session, feedback is collected for the initial training quality. Assessments such as formatives, summative and benchmark assessments will help indicate the success of the training in terms of academic goals. For behavioral, student discipline referrals will decrease. We also consider conversations with our teachers as important qualitative data to help identify areas of growth for the professional learning and next steps for leadership.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

The district will provide an MTSS overview and an MTSS facilitator training in 25-26. The facilitator training is to ensure we always have an available training for new staff or to strengthen current practice anytime and anywhere needed within the district. For the behavioral intervention training, we will have a de-escalation training for classified and all new employees. Trauma-informed care will be provided for all staff. Safe crises management will be offered to teams in each building. Additionally, a youth mental health first aid will be offered districtwide and for those who administer behavior assessments, a Functional Behavior Assessment will be provided. Lastly, all certified staff P-12 will have the opportunity to sign up for Behavior Intervention training before the 2025-2026 school year begins in August. All of this is to provide a safe classroom environment for all students and to support the whole child for all students, helping to lay the foundation for all kids to experience more positive outcomes.

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

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

With the help of our behavior grant, each building has behavioral support specialists. Our school psychologists are supporting all trainings listed above.

Additionally, we have a five year mental health grant that is also providing funding for staffing who will also assist in the training and implementation from those sessions listed above. The trainings listed above will begin in the summer of 2025, implementation support is provided daily throughout the year and the end date will be the summer of 2026. It is important to note that many of the trainings listed above (ex. trauma informed care) will continued to be offered as part of our beginning of the year offerings. In conjunction with district MTSS team members, the whole child will be supported with this system to ensure growth in academic, social and emotional areas are occurring. An additional resource is ABRE, our data

dashboard platform to help ensure teams are analyzing the academic, social and emotional needs of our students for the best positive outcomes through a whole child approach.

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 4.

Our behavioral support specialists, school psychologists and district mental health team will provide ongoing support with implementation of the interventions throughout the year. In conjunction with district MTSS team members, the whole child will be supported with this system to ensure growth in academic, social and emotional areas are occurring.

5. If there is additional professional development information you would like to include, you may upload an attachment(s) here. **If you do NOT wish to include an optional extension, please list N/A in the space provided below.**

This summer, our district is offering a personalized, teacher-led professional development experience designed to align with the goals outlined above. Educators will have access to a variety of evidence-based training options that support choice, relevance, and real-world application. We believe teachers are well positioned to identify their professional growth areas. That's why we're empowering them to design their own learning paths, allowing for ownership, selecting sessions that meet their unique needs and instructional contexts. By tailoring professional development in this way, we are not only honoring educator voice and expertise, but also modeling the kind of personalized, responsive, and research-informed learning environment we envision for all students. This approach reflects our commitment to continuous improvement, collaboration, and meaningful adult learning that translates into high-impact classroom practices.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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