



2024-2025 Phase Four: Professional Development Plan for Districts for School Year 2025-2026_04252025_12:12

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

Henderson County
Bob Lawson
1805 Second St
Henderson, Kentucky, 42420
United States of America

Table of Contents

2024-2025 Phase Four: Professional Development Plan for Districts for School Year... 3

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

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?

The mission of Henderson County Schools is to provide extraordinary educational opportunities for every student.

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?**

Reading and math instruction are the district's top two priorities for professional development. These two priorities are the foundation for success in Henderson County Schools. The ability to read and perform math calculations at a deep level will allow students to have the opportunity to succeed in their post-secondary aspirations as it provides many different opportunities for success upon graduation.

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

Early intervention and education with our youngest students and vertical and horizontal alignment of standards and strategies for teachers.

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

Students become better readers at an earlier age to allow them more opportunities for learning as they become older.

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.)

Professional learning will be monitored for success through the ongoing analysis of student work samples, common formative and summative assessments, observations, feedback from training, and MAP and KSA data. Individuals involved in this analysis will include teachers, principals, instructional coaches, and district leaders.

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**.

KSA, MAP, Brigrance, and ACT will be used to measure our success by showing growth and academic improvement.

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

Students, teachers, school administrators, and district leadership are all impacted by this component of professional development.

- 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?

To support this professional development initiative, a variety of specific resources will be required. These include staff such as instructional coaches, content specialists, and external consultants to provide targeted training and support.

Funding will be necessary to cover costs such as staff compensation, travel, materials, and vendor-led professional learning. Technology resources, including laptops, interactive whiteboards, and access to online learning platforms like Canvas or Google Classroom, will be essential to facilitate both in-person and virtual professional development. Instructional resources such as research-based curriculum guides, assessment tools, and data platforms will be used to ensure the training is grounded in best practices. Partnerships with professional development vendors, such as Solution Tree, will help provide high-quality, content-specific training. Additionally, structured release time will be built into the school calendar, including designated professional learning days.

Funding for this professional development will be drawn from multiple sources, including Title II, Part A (Supporting Effective Instruction), Title I, IDEA funds for special education-related PD, and state or local district budgets dedicated to professional development. The professional development will begin on July 16, 2025, with initial training sessions scheduled to be completed by January 5, 2026. Ongoing support will continue throughout the year with PLC (Professional Learning Community) meetings held weekly.

To successfully implement this professional development, a variety of supplies and resources will be needed. These include professional texts and reference materials for all participants, printed training materials and handouts, notebooks, pens, chart paper, and markers for group work, and access to relevant online modules or recorded webinars. These resources will help ensure the professional development is effective, engaging, and aligned with district goals for instructional improvement.

- 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.

We currently have high-functioning professional learning communities; we will need to continue to refine and improve those. We will need to continue to provide embedded professional learning during the school year as well as summer professional learning. We do have instructional coaches in each school to provide ongoing support.

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

Early intervention and education with our youngest students and vertical and horizontal alignment of standards and strategies for teachers.

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

Students become better mathematicians at an earlier age to allow them more opportunities for learning as they become older.

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.)

Professional learning will be monitored for success through the ongoing analysis of student work samples, common formative and summative assessments, observations, feedback from training, and MAP and KSA data. Individuals involved in this analysis will include teachers, principals, instructional coaches, and district leaders

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**.

KSA, MAP, Brigance, and ACT will be used to measure our success by showing growth and academic improvement.

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

All teachers with a specific focus on preschool and elementary to build those foundational skills.

- 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?

To support this professional development initiative, a variety of specific resources will be required. These include staff such as instructional coaches, content specialists, and external consultants to provide targeted training and support.

Funding will be necessary to cover costs such as staff compensation, travel, materials, and vendor-led professional learning. Technology resources, including laptops, interactive whiteboards, and access to online learning platforms like Canvas or Google Classroom, will be essential to facilitate both in-person and virtual professional development. Instructional resources such as research-based curriculum guides, assessment tools, and data platforms will be used to ensure the training is grounded in best practices. Partnerships with professional development vendors, such as Solution Tree, will help provide high-quality, content-specific training. Additionally, structured release time will be built into the school calendar, including designated professional learning days.

Funding for this professional development will be drawn from multiple sources, including Title II, Part A (Supporting Effective Instruction), Title I, IDEA funds for special education-related PD, and state or local district budgets dedicated to professional development. The professional development will begin on July 16, 2025, with initial training sessions scheduled to be completed by January 5, 2026. Ongoing support will continue throughout the year with PLC (Professional Learning Community) meetings held weekly.

To successfully implement this professional development, a variety of supplies and resources will be needed. These include professional texts and reference materials for all participants, printed training materials and handouts, notebooks, pens, chart paper, and markers for group work, and access to relevant online modules or recorded webinars. These resources will help ensure the professional development is effective, engaging, and aligned with district goals for instructional improvement.

- 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.

We currently have high-functioning professional learning communities; we will need to continue to refine and improve those. We will need to continue to provide embedded professional learning during the school year as well as summer professional learning. We do have instructional coaches in each school to ongoing provide support.

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.**

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------