



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

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2025-2026

**Hopkins County**  
**Amy Smith**  
320 S Seminary St  
Madisonville, Kentucky, 42431  
United States of America

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

#### Top Two Areas Requiring Professional Development

1. High-Quality Literacy Instruction, Intervention, and MTSS Implementation  
Given the district's focused implementation of UFLI Foundations, Heggerty, and Lexia, as well as the alignment of Frye word lists and literacy pacing, there is a critical need for continued professional development to strengthen teacher capacity in delivering structured literacy aligned with the science of reading. This includes explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, along with effective progress monitoring. Additionally, professional development must address improving the Multi-Tiered System of Supports (MTSS) process, including how to use data to identify student needs, deliver evidence-based interventions, and monitor growth across all tiers. Building consistency and shared understanding of MTSS across schools will ensure that all students, including English Learners and those requiring Tier 2 and Tier 3 supports, receive timely, targeted instruction.
2. Deeper Learning, Future Ready Graduate Skills, and Student-Centered Practices  
The district is deeply committed to embedding Future Ready Graduate characteristics and Deeper Learning practices across all schools. To support this work, professional development is needed to help teachers design instruction that promotes critical thinking, problem-solving, collaboration, creativity, and communication. This includes equipping teachers with tools to incorporate student voice and choice into their lessons and to use student performance rubrics that clearly define success criteria. PD will also focus on how to implement learning defenses (opportunities for students to reflect on, explain, and defend their thinking), ensuring students take ownership of their learning and engage in meaningful dialogue about their progress. Training in project-based learning, authentic assessments, and classroom strategies that foster agency and engagement will be key to fully realizing the district's Future Ready Graduate vision.

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

First Identified Area: High-Quality Literacy Instruction, Intervention, and MTSS Implementation

a. Required District Goals from the Comprehensive Improvement Plan Supported:

- State assessment results in reading and math → Improve proficiency rates in reading by strengthening Tier 1 instruction and providing effective Tier 2/3 interventions.
- Achievement gap → Close gaps for at-risk groups, including students with disabilities, English learners, and economically disadvantaged students, through targeted MTSS supports.

- English learner progress → Increase English learners' proficiency and growth in reading and language skills by ensuring access to evidence-based instructional practices.
- Quality of school climate and safety → Improve student confidence and engagement through a system of supports that reduces frustration and builds success in literacy.

b. Specific Objectives for this Professional Development:

Long-term objectives:

- Build district-wide consistency in implementing the MTSS framework to meet all students' academic needs.
- Increase the percentage of students reaching proficiency in reading on state assessments.
- Reduce achievement gaps between subgroups by improving identification, intervention, and monitoring practices.
- Strengthen teachers' use of evidence-based literacy practices aligned to the science of reading.

Short-term objectives:

- Provide training on UFLI, Heggerty, Lexia, and other core literacy resources to ensure consistent Tier 1 instruction.
- Build teacher capacity to use screening, diagnostic, and progress monitoring data to identify student needs and adjust instruction.
- Train staff on MTSS structures, including intervention planning, documentation, and data review cycles.
- Support collaboration between general education, special education, and EL staff to provide integrated supports.

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

Intended Results of This Professional Development

- Student Outcomes:
  - Increased reading proficiency rates on state and local assessments.
  - Accelerated growth for struggling readers, students with disabilities, and English learners through effective Tier 2 and Tier 3 interventions.
  - Reduced achievement gaps between subgroups.

- Improved student engagement, confidence, and motivation in literacy tasks.
- Educator Beliefs:
  - Strengthened belief that all students can achieve literacy success with the right supports.
  - Increased understanding of the importance of early identification, prevention, and intervention.
  - Greater commitment to using data-driven decision-making to guide instruction.
- Educator Practices:
  - Consistent use of evidence-based literacy practices aligned with the science of reading.
  - Improved implementation of the MTSS framework, including progress monitoring, intervention delivery, and collaborative problem-solving.
  - More intentional differentiation of instruction to meet the needs of diverse learners, including English learners and students with disabilities.
  - Increased collaboration between classroom teachers, interventionists, special education staff, and EL staff.

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.)

How This Professional Development Will Be Monitored for Evidence of Implementation

i. Data to Be Considered and Gathered:

- Student work samples, including reading fluency passages, decoding practice, and comprehension tasks
- Curriculum-based assessments and progress monitoring data from UFLI, Lexia, and Heggerty
- Universal screening data and intervention progress monitoring reports within the MTSS framework

- Classroom observation notes focused on fidelity of literacy instruction and intervention delivery
- Teacher feedback through surveys, PLC reflections, and coaching conversations

ii. Who Is Responsible for Gathering Data:

- Classroom teachers (student work samples, progress monitoring data)
- Instructional coaches and interventionists (classroom observations, assessment data, coaching notes)
- School administrators (walkthrough observations, fidelity checks, teacher feedback)
- District leaders (review of school-level data, cross-school calibration)

iii. Frequency of Data Analysis:

- Classroom and intervention data: biweekly to monthly (during PLCs, MTSS team meetings)
- School-level data review: monthly (by school leadership teams)
- District-level data review: quarterly (by district instructional teams and leadership)

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**.  
Indicators of Success for This Professional Development

The success of this professional development will be measured by a combination of student outcomes, educator practices, and system-level improvements. Specifically, the following indicators will signal that the goals and objectives have been achieved:

- Improved Student Performance Data:
  - Increased proficiency rates on formative and curriculum-based assessments in reading.
  - Accelerated growth on progress monitoring measures, particularly for students receiving Tier 2 and Tier 3 interventions.
  - Reduced achievement gaps between subgroups, including students with disabilities, English learners, and economically disadvantaged students.

- Enhanced Teacher Practices:
  - Consistent, high-fidelity implementation of evidence-based literacy instruction aligned with UFLI, Heggerty, and Lexia.
  - Effective use of screening, diagnostic, and progress monitoring data to inform instruction and intervention plans.
  - Clear and documented use of the MTSS process, including student identification, intervention delivery, progress monitoring, and team-based problem-solving.
- Positive Teacher Efficacy and Perception Data:
  - Increased teacher confidence in delivering structured literacy instruction.
  - Positive shifts in teacher perception of their ability to meet the needs of struggling readers and diverse learners.
  - Stronger collaboration among classroom teachers, interventionists, special education staff, and EL teachers.
- Completed System Actions/Markers:
  - All schools conduct regular MTSS meetings with documented intervention plans and student progress data.
  - School and district leadership complete routine fidelity checks to monitor instructional practices.
  - Professional learning communities (PLCs) engage in regular data analysis cycles to adjust instruction and interventions.
  - Teachers, coaches, and administrators participate in ongoing professional learning and coaching cycles tied to literacy and MTSS practices.

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

The primary audience for this professional development includes:

- Elementary classroom teachers (K–5), with a focus on those delivering Tier 1 core literacy instruction
- Interventionists and reading specialists providing Tier 2 and Tier 3 supports
- Special education teachers supporting students with disabilities in literacy



- English learner (EL) teachers and staff providing language development and literacy support
- Instructional coaches who will guide implementation and provide job-embedded support
- School administrators and MTSS team members responsible for monitoring fidelity and supporting the MTSS process

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?

#### Specific Resources Needed to Support This Professional Development

- Staff:
  - Instructional coaches, interventionists, and district literacy leaders to lead and support training.
  - External consultants or vendors (e.g., UFLI, Heggerty, Lexia trainers) to provide specialized training and coaching.
  - School administrators and MTSS team members to monitor and support implementation.
- Funding:
  - Title I, Title II, and Title III funds (to support at-risk students, staff professional learning, and English learner needs).
  - Title IV funds (to support technology integration if needed).
  - IDEA funds (to support special education staff training).
  - General fund or state grants (if applicable) to cover release time and substitute costs.
- Technology and Instructional Resources:
  - Access to UFLI Foundations, Heggerty, and Lexia licenses and materials.

- Assessment tools and progress monitoring platforms (e.g., DIBELS, ESGI, FASTBridge).
- Data systems or platforms to track MTSS progress and monitor interventions.
- Release Time:
  - Teacher release time for training sessions, workshops, and coaching cycles.
  - Time for collaborative data analysis and MTSS team meetings.

i. Funding Source(s) to Be Utilized:

- Title I, Part A
- Title II, Part A
- Title III (for EL-focused PD)
- IDEA (for special education-focused PD)

ii. Start Date and Anticipated Completion Date / Frequency:

- Initial training → August 2025 (back-to-school PD days)
- Ongoing coaching cycles → Monthly, September 2025–May 2026
- Data analysis and MTSS meetings → Biweekly to monthly, August 2025–May 2026
- Follow-up workshops/refresher sessions → Midyear (January 2026) and end-of-year (May 2026)
- This professional development is ongoing across the school year, with embedded support and progress monitoring.

iii. Supplies and Resources Needed:

- UFLI Foundations teacher manuals, decodable readers, and intervention resources
- Heggerty curriculum materials and resources
- Lexia software licenses and login access
- Data collection tools (progress monitoring probes, screening tools, online platforms)
- Printed MTSS documentation forms, intervention tracking templates

- Professional learning materials (slide decks, handouts, videos)
- Technology access (laptops, projectors, interactive whiteboards) for training delivery
- Substitute teachers to allow for teacher release time

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.

#### Specific Ongoing Supports for Professional Development Implementation

- District-level instructional coaches will work with teacher teams monthly to provide job-embedded coaching on the implementation of UFLI, Heggerty, Lexia, and MTSS practices.
- Building-level coaches and interventionists will lead monthly professional learning communities (PLCs) focused on analyzing literacy data, sharing instructional strategies, and reviewing student progress within the MTSS framework.
- Bi-monthly release time for teachers will be provided to allow teams to collaboratively analyze student work, review progress monitoring data, and adjust intervention plans.
- Monthly MTSS team meetings at each school will be held to review schoolwide data, monitor intervention effectiveness, and problem-solve around student needs.
- Ongoing vendor or consultant support (e.g., UFLI, Heggerty, Lexia trainers) will be scheduled throughout the year to offer follow-up sessions, address implementation questions, and provide specialized coaching.
- Quarterly district leadership meetings will review implementation progress, identify areas of success or challenge, and plan for additional supports as needed.

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

## 1. Required District Goals from the Comprehensive Improvement Plan Supported

- State assessment results in reading, math, science, social studies, and writing → Improve student achievement by increasing engagement and rigor through deeper learning strategies.
- Achievement gap → Narrow gaps by increasing access to meaningful, high-level learning tasks for all students.
- Postsecondary readiness → Strengthen development of Future Ready Graduate skills like critical thinking, communication, creativity, and collaboration.
- Quality of school climate and safety → Increase student voice, agency, and belonging, which positively impacts school climate.

## 2. Specific Objectives (Long-term and Short-term)

### Long-term objectives:

- Embed deeper learning and Future Ready Graduate skills consistently across all grade levels and classrooms.
- Increase student ownership of learning through practices that incorporate voice, choice, and authentic assessment.
- Build a culture where students engage in learning defenses and use performance rubrics to reflect on and improve their work.

### Short-term objectives:

- Train teachers on designing and implementing project-based learning, authentic assessments, and student-centered strategies.
- Develop and introduce student performance rubrics aligned to deeper learning goals.
- Provide teachers with strategies to incorporate student voice and choice into daily instruction.
- Introduce learning defenses as a regular practice in classrooms to promote student reflection and accountability.

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

- Student Outcomes:
  - Increased engagement, motivation, and ownership of learning.

- Improved quality of student work and performance on authentic tasks and projects.
- Strengthened communication, collaboration, and critical thinking skills.
- Educator Beliefs:
  - Increased belief in the importance and feasibility of integrating deeper learning and student-centered practices.
  - Greater understanding that all students can benefit from voice, choice, and high-level tasks.
- Educator Practices:
  - Consistent use of project-based learning, learning defenses, and authentic assessment.
  - Regular incorporation of student input in lesson design and classroom decisions.
  - Use of performance rubrics to guide and assess student progress.

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.)

Data to Be Considered and Gathered:

- Student work samples from projects, learning defenses, and performance tasks.
- Classroom observation notes focusing on deeper learning strategies and student-centered practices.
- Teacher reflection logs, surveys, and feedback on implementation.
- Use of student performance rubrics to monitor growth.

ii. Who Is Responsible:

- Classroom teachers (collect student work, implement rubrics, provide reflections).
- Building-level coaches (observe classrooms, facilitate PLC discussions, provide feedback).

- Administrators (conduct walkthroughs, monitor school-level implementation).
- District leaders (review implementation progress across schools).

iii. Frequency of Data Analysis:

- Monthly PLC meetings at the school level.
- Quarterly district-level review of implementation progress and student work.
- Ongoing reflection and adjustments during coaching cycles.

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**.

- Student indicators:
  - High-quality student work that shows evidence of deeper thinking and application.
  - Active participation in learning defenses and reflection activities.
  - Increased student engagement and ownership as reported in surveys or focus groups.
- Teacher indicators:
  - Consistent use of student-centered instructional strategies.
  - Integration of student voice and choice in daily practice.
  - Use of student performance rubrics to guide instruction and assessment.
- System indicators:
  - School and district-level evidence of project-based learning, authentic tasks, and student-centered approaches.
  - Routine use of PLC time to analyze student work and share strategies.

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

- Elementary classroom teachers (K–5) across all subjects.
- Instructional coaches supporting classroom practice.
- School administrators providing leadership and monitoring.

- Student support staff (counselors, specialists) contributing to student-centered initiatives.

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?

- Staff:
  - Instructional coaches, building leaders, and teacher leaders to model and support implementation.
  - External consultants or experts in deeper learning and student-centered practices.
- Funding Sources:
  - Title II
  - Title IV
  - General fund or grants Start and End Dates / Frequency:
  - Initial training → August 2025 (back-to-school PD days).
  - Ongoing PLC and coaching support → Monthly, September 2025–May 2026.
  - Midyear check-in and follow-up PD → January 2026.
  - End-of-year reflection and celebration → May 2026.
- Supplies and Resources:
  - Student performance rubrics.
  - Learning defense protocols and templates.
  - Materials for project-based learning (hands-on supplies, technology tools).
  - Professional learning materials (guides, videos, handouts).

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.

- District-level coaches will work with teacher teams monthly to support lesson design, reflection, and implementation.
- Building-level coaches will lead monthly PLCs focused on student work analysis and instructional planning.
- Teachers will receive bi-monthly release time to plan collaboratively and review student work.
- External consultants will provide workshops and follow-up coaching across the year.
- Quarterly district-level meetings will review progress and identify needs for additional supports.

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) |
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