



2025-2026 Phase Four: Professional Development Plan for Districts  
(Implemented 2026-27 School Year)\_01272026\_10:59

2025-2026 Phase Four: Professional Development Plan for Districts (Implemented  
2026-27 School Year)

**Allen County**  
**Travis Hamby**  
570 Oliver St  
Scottsville, Kentucky, 42164  
United States of America

## Table of Contents

<u>2025-2026 Phase Four: Professional Development Plan for Districts (Implemented 20...</u>	3
---	---

## 2025-2026 Phase Four: Professional Development Plan for Districts (Implemented 2026-27 School Year)

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 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?**

Our professional learning will focus on aligning teacher practices to the science of reading and other evidence-based instructional strategies districtwide, and to maximize student engagement by using data-driven, evidence-based strategies to meet each student's social, emotional, and intellectual needs through rigorous, differentiated learning experiences. Both of these are steps toward our overarching district mission; our students are capable and successful contributors as individuals and within their community.

District professional learning is ongoing and job-embedded, supported by a list of select partners and events during the 2026–2027 school year, including Kagan Win-Win Discipline, Magnify Learning PBL, elevatED Studios, PBL training for new hires, Orton-Gillingham, and a district PD day featuring teacher-led sessions elevating implementation, impact, and alignment to our Instructional Model, vision, and mission with sessions directly targeting the two priorities. Additionally, Instructional Team meetings and Coaching meetings will focus on growing adult learners in these areas to support school leader leaders in implementation.

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

All areas are strengthened by increased literacy achievement. Objectives this professional learning supports are below.

Goal: The percent of students with disabilities who score novice in reading will reduce by 15% using the annual state summative assessment data in May 2025. The percent of students with disabilities who score novice in math will reduce by 10% using the annual state summative assessment data in May 2025.

Goal: Reading and math proficiency at all levels (elementary, middle, and high) will increase by 18 percentage points by May 2028, according to state-level assessment data.

Goal: Science proficiency will increase by 50% (ACIC from 37%) (JEBMS from 23%) (ACSHS from 18%) by May 2028, according to state-level assessment data. Social Studies proficiency will increase by 50% (ACIC from 28%) (JEBMS from 31%) (ACSHS from 33%) by May 2028, according to state-level assessment data. Writing proficiency will meet or exceed 60% (ACIC from 18%) (JEBMS from 36%) (ACSHS from 35%) by May 2028, according to state-level assessment data.

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

- Educators align practices to the science of reading.

- 
- Educators use high quality instructional resources paired with data around specific student needs to provide rigorous grade level instruction that meets the individual student needs.
  
  - Students receive instruction based on evidence-based practices aligned to the science of reading, increasing student literacy achievement.

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.)
  - i. Educator feedback is collected during our professional learning sessions to support continuous improvement. Each school within the district has learning walks, walkthroughs and analysis of student work sample structures in place to monitor implementation. During 2026-2027, we will have a process for monitoring the effectiveness of our HQIR implementation, strengthening student impact with leading indicator shifts to better support needs.
  - ii. Teachers, coaches and administrators all play a role in gathering data to strengthen implementation of literacy practices.
  - iii. Weekly PLCs monitor teacher practices of the science of reading, student work samples and weekly/monthly classroom observation structures are in place with school and district administrators. Other structures are in place for monthly monitoring, and daily observations are conducted by principals.

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**.

The district monitors observation, benchmark assessment, and MTSS data to ensure successful student impact around the science of reading professional learning. As the IPG (Instructional Practice Guide) is incorporated, schools will also use implementation data to support continuous improvement in the use of high-quality instructional resources for ELA classrooms, ensuring students are experiencing rigorous and meaningful classroom experiences. Additionally, another indicator of success is that literacy practices are embedded across all grades and disciplines.

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

---

Our district has developed a Comprehensive Literacy Plan to align all teachers on evidence based literacy practices. Professional learning in many forms (District PD Breakout Sessions, PLCs, HQIR trainings, CBPL, coaching cycles and more) will include all teachers through one or more of those formats. Our desire is for all teachers to adopt strong literacy practices, regardless of their discipline.

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?

i. District grants (ex. IAL and KyCL) will be used to fund literacy professional development.

ii. Our professional development is comprehensive and ongoing, not a singular event. Summer 2026 will be a continuation of curriculum based professional development alongside training on literacy practices focused on the science of reading. Coaching will also be ongoing throughout the year to support all professional development.

iii. Most supplies will involve Google tools. Materials needed for purchasing (ex. student print-based novels, teacher books, HQIRs) have been funded through district grants.

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.

District level coaches will work weekly and 1:1 coaching cycles for teacher support around evidence-based literacy practices. Additionally, data will be collected through PLCs, learning walks, walkthroughs, student work, IPGs to identify needs and next steps for support.

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

Goal: The percent of students with disabilities who score novice in reading will reduce by 15% using the annual state summative assessment data in May 2025. The percent of students with disabilities who score novice in math will reduce by 10% using the annual state summative assessment data in May 2025.

Goal: Reading and math proficiency at all levels (elementary, middle, and high) will increase by 18 percentage points by May 2028, according to state-level assessment data.

Goal: Science proficiency will increase by 50% (ACIC from 37%) (JEBMS from 23%) (ACSHS from 18%) by May 2028, according to state-level assessment data. Social Studies proficiency will increase by 50% (ACIC from 28%) (JEBMS from 31%) (ACSHS from 33%) by May 2028, according to state-level assessment data. Writing proficiency will meet or exceed 60% (ACIC from 18%) (JEBMS from 36%) (ACSHS from 35%) by May 2028, according to state-level assessment data.

Additionally, evidence-based practices are not limited to academic goals. Maximizing student engagement by using data-driven, evidence-based strategies to meet each student's social, emotional, and intellectual needs through rigorous, differentiated learning experiences impacts all goals within the CDIP. We know behavior is a common trend within our Needs Assessment. When our learners are experiencing evidence-based practices for their social, emotional and academic needs, this will impact even the Quality of School Climate and Safety data and other areas.

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

The intended results would be the following:

1. Adult practices will shift to using student data to differentiate instructional design, engaging students in rigorous and meaningful instruction across all disciplines.
2. Educator practices will include designing for rigorous tasks, higher order thinking and work that is consistently meaningful for students with real life connections and impact.
3. Student achievement will increase from engaging in high level tasks that are vibrant learning experiences.

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.)

i. Educator feedback is collected during our professional learning sessions to support continuous improvement. Each school within the district has learning walk, walkthrough and analysis of student work sample structures in place to monitor implementation. During 2026-2027, we will have a process for monitoring the effectiveness of our HQIR implementation, strengthening student impact. Our learning walks elevate the use of engagement strategies, bring to light the level of cognitive engagement and more.

ii. Teachers, coaches and administrators all play a role in gathering data to strengthen implementation of differentiatiation.

iii. Weekly PLCs support teachers in collaborating with coaches to design rigorous, differentiated, and engaging instruction, while student work analysis and regular classroom observations by school and district leaders monitor implementation. Learning walks are a monthly structure along with principal's routine walkthroughs monitoring implementation.

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**.

An important part of increasing student achievement as an instructional leader is to align high-quality, evidence-based instruction to rigorous standards and ensure it is consistently implemented through strong teacher practice, meaningful student engagement, and responsive use of data. The indicators of success for this area of professional learning include...

- Students receiving increased opportunities for higher order thinking, due to teacher's ability to design for engagement increases.

- Student meaningful collaboration will increase, therefore, the ability to make meaning with the content will increase.

- Teacher's use of data will improve as differentiation is better understood and individual student needs are met.

- increased student achievement data, both academic and behavioral

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

Evidence-based instructional strategies, leading to greater student engagement (behavioral, cognitive and emotional) are all transferable across disciplines. All teachers are targeted for work around increased student engagement through evidence-based and data driven instruction.

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?

i. District grants will be used to fund ongoing professional development and many learning experiences are led by district and school employees. District title funds will also be used toward professional learning focused on evidence-based instructional strategies to engage students in learning.

ii. Our professional development is comprehensive and ongoing, not a singular event. Summer 2026 will be a continuation of Kagan trainings K-12. Coaching will also be ongoing throughout the year to support all professional development. Our District PD Day will consist of engagement strategies, targeting all grade levels and disciplines.

iii. Most supplies will involve Google tools.

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 instructional team meetings will help support leadership, coaches will work weekly and 1:1 coaching cycles for teacher support around evidence-based literacy practices. Additionally, data will be collected through PLCs, learning walks, walkthroughs, student work, IPGs to identify needs and next steps for 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.**

No additional attached extension.

# Attachment Summary

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