



2025-2026 Phase Four: Professional Development Plan for Schools
(Implemented 2026-27 School Year)_03252026_14:52

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

Todd County
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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 school 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 school's mission?

The mission of Todd County Schools is Teaching, Caring, and Serving. Teaching all students from a rigorous and aligned curriculum; Caring by building positive mentoring relationships with all students; Serving by using varied, research-based instructional strategies that make learning relevant to the needs of our students and the community.

2. The needs assessment provides the framework for **all** schools 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?**

Goal 1. Reading: Continue to increase students' level of vocabulary attainment, fluency, and comprehension in all aspects of reading with a focus on insuring schools are using HQIR materials.

Goal 2: Writing: Starting in September, formal writing pieces will be incorporated into weekly lesson planning to ascertain growth, gaps and extensions that need to be implemented into instruction.

3. For the **first identified area requiring professional development**, what required school goal(s) from the Comprehensive Improvement Plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

Professional Learning will begin in the summer of 2026 with a Todd County Professional Learning Conference Day. A host of expert teachers within Todd County will present on best practices to include sessions on how to utilize the HQIRs to understanding how to maximize instruction through MAP fluency and growth reports. Throughout the school year, teams will continue to meet in PLC meetings to discuss strategies and data to plan for vibrant learning experiences. A focus of professional learning will emphasize how to increase struggling readers' achievement through differentiated practice and individualized plans for improvement. Each school will devise a specific time during the day to attend to student skill refinement and enhancement.

Teacher Support Specialists within the district will work with teachers to collaborate on effective lesson plan implementation and classroom supports to maximize student growth in reading and writing.

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

Objectives 1: Todd County teachers will continue to examine standards and determine priority standards. Vertical planning will occur to enlighten what prerequisite skills are needed for mastery.

Objective 2: Todd County teachers will continue to collaborate on success criteria including common rubrics to measure mastery.

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

The intended results of professional development is to build teacher capacity and improve student achievement outcomes. Teachers and students will become more aware of levels of growth and next steps for increasing student proficiency. Teachers will more accurately communicate with families about student levels of achievement and provide ways for families to actively participate in student learning.

Teachers will feel more equipped to assist students in next level learning utilizing high yield strategies and HQIRs.

A strong emphasis will be placed on the Profile of a Graduate competencies to ensure Todd County schools are all focused on providing high quality education.

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.)

Administrators and Teaching Staff will participate in the following:

Classroom Observations: Administrators and Teacher Support Specialists will Provide Feedback

Weekly PLC Meeting Reviews: Lesson Plan Review, Student Work Samples, Data Analysis

Routine Teacher Reflections: Highlight Strategies that Work, Identify Areas that Need Support

Monthly Student Data Analysis: Trends in Student Achievement Data, Differentiated Practices, Individualized Plans

Routine Peer Collaboration and Feedback: Coaching Systems, Culture of Collaboration

Ongoing Documentation of Objectives: Vertical Planning, Priority Standards, Common Rubrics

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**.

For Teachers:

Enhanced Lesson Planning: consistently use HQIRs, priority standards, success criteria

Collaboration Evidence: create clear and actionable rubrics, foster alignment across grade levels

Improved Instructional Practices: implementation of differentiated strategies and individualized plans

Professional Growth: Teachers report confidence and competency in their skills

For Students:

Improved Reading Achievement: growth evidenced by MAP score

Engagement in Learning: increased student participation and enthusiasm

Skill Mastery: higher rates of student success, demonstration of mastery

Individual Progress: evidence of struggling readers progressing due to tailored intervention plans

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

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?

Human Resources:

Teacher Support Specialists

Administrators to facilitate PLC meeting

Instructional Materials:

HQIRs

MAP Reports

Differentiated Resources

General Funds will be utilized. Professional Development will begin the Summer of 2026 (July). The PD will be ongoing throughout the 2026-27 school year to occur on a routine basis.

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.

Ongoing Collaborative Coaching via Teacher Support Specialists

Monthly Peer Observations and Administrator Walkthroughs

Weekly PLC Meetings

Focused Agendas with Facilitator Support

Teacher Surveys and Reflections

4. For the **second identified area requiring professional development**, what required school goal(s) from the comprehensive improvement plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

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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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