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

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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?

The mission of CCPS is to ensure meaningful learning experiences that empower ALL students IN reaching their fullest potential in a changing world. We will provide the tools for preschool to post-graduation success by uniting all shareholders to support diverse academic and social-emotional needs.

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?**

Based on multiple measures, achievement of students with disabilities in all content areas and secondary ELA and mathematics achievement will be the top two priority areas for professional learning that supports continuous improvement.

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

- Objective 1:
- Instructional support for ALL school leadership teams is in place and will continue through May 2027
- Objective 2
- Teacher Professional Learning, Coaching & Feedback will support all teaching staff by May 2027.
- Objective 3
- Enriched Learning Plan to address the needs of students who are identified as gifted and talented or
- Ensure resource classrooms are equipped with high-quality instructional resources (HQIR) in rea
- Ensure all schools have appropriate and rigorous goals and strategies for reducing reading and r
- School counselors work closely with interventionists, special education teachers, and leadership
- Ensure all schools have active, high-quality structures to support special education, including the
- Schools will establish advising programs that support enrollment of students with disabilities in
- Implement a co-teaching model with interventionists and special education teachers, providing i
- Specially Designed Instruction for School Leaders
- Specially Designed Instruction for Special Education Teachers
- Co-teaching training for special education teachers and administrators

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

1. Students with disabilities will show growth in reducing the achievement gap
2. Building leaders and teachers will gain better understanding of SDI
3. Special Education teachers will have a better understanding of co-teaching.

4. Increase special education teachers' understanding of the effective use of high-quality instructional resources (HQIR) within resource classrooms.

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.)

District special education staff including director and consultants will intentionally monitor and coach data analyzation, co-teaching in the classrooms, and HQIR implementation.

- Analyze and monitor student achievement data, including classroom data, state testing data
- Co-teaching Initiative classroom observations quarterly by co-op, admin, and district person
- Documented twice monthly meetings with be held with administration, special education co
- Special education teachers will be responsible for collecting and analyzing data for their case
- IEP schedules and school master schedules will be compared to monitor co-teaching minute
- Administration, special education building leaders and consultants as well as 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**.

1. Students with disabilities will reduce the % scoring novice in reading in math.

2. Administration and special education teachers will be trained in SDI and co-teaching.

3. An increase in co-teaching and collaboration will occur.

4. Intentional special education consultant structures in place to coach and model areas of high need (SDI, co-teaching, data driven decision making)

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

Special education teachers and school administrators

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?

1. Time for twice monthly special education consultant meetings

2. SDI training

3. Co-teaching training.

4. SDI resources for reading and math (HQIR)

Funding: Title II, District Instructional Funds. Training will begin Summer, 2026 and will take place throughout 2026-27.

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.

In order to support professional development initiatives, district special education consultants, principals, and instructional leaders will coach and support special education teachers in their learning. Professional learning communities occur weekly, which provides teachers with an opportunity to plan, implement, study and act. This cycle ensures continuous improvement as well as a supportive learning environment for teachers and staff. Twice monthly special education consultant meetings occur with building principals to monitor school plans.

For evidence of implementation, CCPS will have documentation of all meetings and all professional development held. CCPS will see a reduction in the percentage of students with disabilities scoring as a novice as well as an increase in co-teaching across the district.

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

The district goal for mathematics in grades 6 - 8 is to increase students scoring P&D on KSA in reading from 40% to 66.9% and in math from 28% to 59.4% by May 2028. For high school, the goal is to increase students scoring P&D on KSA in reading from 39% to 56.6% and in math from 30% to 46% by May 2028.

1. High Quality Instructional Resource in place for both ELA and Math for three years
2. Implementation of HQIR- The selected resource implementation will continue to be support
3. Training on HQIR- Training will occur for secondary ELA and math teachers to support imple
4. Job embedded vendor support- Quarterly classroom visits and support will take place for se
5. Regular teacher coaching will occur through school leadership teams to support HQIR imple

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

- Implementation of HQIR with fidelity for Tier 1 instruction
- Improvement in teacher capacity in standards and instruction in ELA and mathematics
- Student access to grade level appropriate material aligned to the rigor of the standards

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.)

Building level administrators as well as instructional supervisors and District Assessment Coordinator will collect and review data from the sources below:

- HQIR Implementation Rubric
- Classroom observations
- Mastery Connect data
- MAP data
- Mastery Prep data
- Usage reports

- SAT data
- PLCs PDSA cycle

Evidence of implementation can be monitored through formal (PGES and Instructional Monitoring Visits by district staff) and informal classroom observations (administrators, coaches, and peers). District instructional coaches and Instructional Supervisors can also monitor implementation through PLCs and data conversations. Classroom assessment monitoring will occur through the curriculum revision processes each year, and feedback will be offered for those assessments by the teachers implementing the assessments. Data analysis for ELA and mathematics is conducted in all schools by administrators and teachers, as well as at the district level by the instructional division to establish professional learning support plans.

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**.

See measurable goals above.

Classroom observations would elicit evidence of success and implementation of the mathematics professional development listed above.

MAP, Mastery Connect and Mastery Prep data shows continuous improvement in ELA and mathematics toward the measurable objectives set for CCPS.

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

Secondary ELA and math teachers and administrators.

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?

HQIR:

A continued focus on professional development around ELA and mathematics in the district would require funding for materials, teacher stipends, professional learning registration and other attendance costs. Time is another resource that is a considerable factor in designing a comprehensive professional learning plan that is meaningful to teachers.

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.

Ongoing supports include quarterly vendor support visits, the use of district instructional coaches, professional learning communities, building capacity in leadership to monitor and coach teachers, and time devoted to supporting ELA and mathematics during the district professional learning conference. Throughout the planning sessions during the professional learning conference, teachers will be able to build collaborative relationships with teachers not only in their own schools, but across the district.

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)