



2024-2025 Phase Four: Professional Development Plan for Schools for School Year 2025-2026_03212025_12:40

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

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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?

Each and Every Hawk, Each and Every Day!!!!

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?**

1. Response to Learning - The ways in which students react or engage with the learning process. It encompasses a wide range of behaviors, attitudes, and actions that indicate how well a student is understanding and absorbing the material being taught. These responses can be both cognitive (thought processes, understanding) and emotional (attitudes, motivation).

2. Writing - The use of an effective writing plan and structure can help strengthen knowledge of students throughout our school. By providing students with a structure to follow and appropriate prompts to answer that are linked to instructions, we can continue to keep students cognitively engaged.

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.)

All areas will be supported as this looks at the whole student and instructional process from engagement through assessment.

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

Long Term - response to learning is essential for understanding how students are processing information, staying motivated, and achieving learning goals. It can also provide valuable insights for educators to adjust teaching strategies to better meet the needs of students.

Short Term - focus on immediate improvements in a student's engagement, understanding, and skills. These goals are typically achievable within a few weeks or months and can guide both students and educators in monitoring progress.

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

The intended results of a response to learning focus on fostering a positive and effective learning experience, with the goal of enhancing student understanding, engagement, and performance. These results are typically linked to both academic and personal growth. These intended results help create a more supportive and effective learning environment where students are actively engaged and empowered to achieve their academic and personal goals.

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. Academic performance data, engagement data (class participation, attendance), student/teacher/peer feedback and observational data.
 - ii. Teachers and administrators
 - iii. Quarterly

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 in response to learning refer to observable signs that students are effectively engaging with and benefiting from the learning process.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?
All instructional 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?
 - i. Section 6 and Title 1 funds
 - ii. We will meet monthly to discuss in PLCs
 - iii. None

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.

Administrator will lead monthly PLCs

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.)

Writing Instruction across all grade levels

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

Short Term - Continues to allow for SJE to have a consistent structure for writing across grade levels and content areas.

Long Term - allows for teacher to understand the depth of knowledge that each student has for a particular area. This also allows for strengthens and weakness to be seen.

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

Student Outcomes - that we will focus on and measure are writing structure (which will look different in all grades), content understanding and the depth of the knowledge that students have for that writing piece.

Educator Beliefs - to build the understanding of all teacher, no matter the grade or content, to the purpose of writing.

Practices - to build a systematic school wide approach to writing across all content and grades.

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. We will use student work samples and grade level discussions to help deepen the knowledge of all teachers.
 - ii. Teachers and administrators will be responsible to gathering and discussing data
 - iii. Data will be analyzed on a monthly basis.

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**.
We will create exemplar folders to have for coming years. These will set the standard for what is expected through each grade and content.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?
All instructional 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?
 - i. Section 6 and Title 1 funds
 - ii. This will be an ongoing, with monthly meeting to discuss writing.
 - iii. None

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.

PLC Support that focuses on writing and success criteria.

Data talks to help all instructional staff understand where needs and gaps are and how to help fill those.

Coaching opportunities to help instructional staff implement and to help build and create writing lessons that are rigorous and comprehensive to meet the standards.

Para PLCs to help 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)
 SJE PD Plan 25-26	PD Plan	.