



2024-2025 Phase Four: Professional Development Plan for Districts for School Year 2025-2026_04292025_14:37

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

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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?

BE THE EXAMPLE- TO BETTER OURSELVES, TO BETTER OUR SCHOOLS, TO BETTER OUR COMMUNITY

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?**
Reading and Mathematics

ATTACHMENTS

Attachment Name

 CDIP Goals/Objectives/Strategies/Activities

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

By May 2025, at least 50%-55% of elementary, middle, and high school students will score proficient or distinguished in reading.

By May 2028, at least 60% of elementary, middle, and high school students will score proficient or distinguished in reading.

ATTACHMENTS

Attachment Name

 CDIP Goals/Objectives/Strategies/Activities

 Literacy Instructional Vision

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

By May 2028, at least 60% of elementary, middle, and high school students will score proficient or distinguished in reading.

See the BCPS Literacy Vision. As a result of ongoing professional learning in the area of reading, the student outcomes, beliefs, and practices listed in the vision should improve and become stronger across the school district.

ATTACHMENTS

Attachment Name

 CDIP Goals/Objectives/Strategies/Activities

 Literacy Instructional Vision

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.)

Walk-throughs, STAR/state assessment data, student work analyzed during PLC meetings, coaching cycle visits, District MTSS meetings, etc. The district's instructional team and principals will be responsible for monitoring on an on-going basis throughout the school year. Instructional Team Meetings occur twice a month. Principal visits and MTSS Meetings occur quarterly. School PLC meetings occur weekly.

ATTACHMENTS

Attachment Name



CDIP Goals/Objectives/Strategies/Activities



Literacy Instructional Vision

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**.

Increase in local and state test scores, increase in teacher/student self-efficacy and confidence in teaching reading and math, decrease in the need for tier 2 and tier 3 instructional supports, etc.

Please see the CDIP for more details.

ATTACHMENTS

Attachment Name



CDIP Goals/Objectives/Strategies/Activities



Literacy Instructional Vision

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

Elementary teachers will have specific professional learning related to their HQIRs in reading and math.

All teachers will have job-embedded professional learning as they work through the district's new PLC protocol throughout the school year.

Teachers will have opportunities to participate in professional learning through state sponsored reading and math academies/networks. Teachers will be provided support and professional learning opportunities by KDE through their specialists and Continuous Improvement Coaches, as well as on-going support provided by our district curriculum specialists.

Additionally, the district plans to work with KDE's Innovation Specialists to provide job-embedded professional learning and support to help teachers provide vibrant learning experiences in all content areas.

Last, the district will continue to provide training on how to effectively engage students through Kagan Cooperative Learning Structures, which can be implemented in all classrooms regardless of the content area.

ATTACHMENTS

Attachment Name



CDIP Goals/Objectives/Strategies/Activities

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?

Funding sources- Many KDE resources and specialists are free to us. Vendors offer training and support as part of most contracts. Otherwise, funding will be provided through the district's general fund, Title I, and IDEA (where appropriate).

Vendor training (HQIR)- August 2025

Kagan training- August 2025 and on-going support throughout the school year

PLC Protocol- Implemented beginning in the 2025-2026 school year

Universal Screening and Diagnostic Training- August 2025

Vibrant Learning PL - Beginning in August 2025 and continued support with the Innovation Specialist throughout the school year

Academies/Networks- Beginning summer 2025 and continuing throughout the school year

Supplies needed: Renewals of HQIR licenses and materials, Kagan books, internet access/computers, trainers, other materials specific to each training

ATTACHMENTS

Attachment Name



CDIP Goals/Objectives/Strategies/Activities

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.

Support from district curriculum specialists, coverage for half-day training/support throughout the school year, weekly PLC meetings using the district protocol, release time to attend academy/network meetings if necessary, on-going meetings with KDE specialists and Continuous Improvement Coaches throughout the school year

ATTACHMENTS

Attachment Name



CDIP Goals/Objectives/Strategies/Activities

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

By May 2025 ,at least 45-50% of elementary students and 40-45% of middle/high school students will score proficient or distinguished in mathematics.

By May 2028, at least 60% of elementary students and 50% of middle/high school students will score proficient or distinguished in mathematics.

ATTACHMENTS

Attachment Name

 CDIP Goals/Objectives/Strategies/Activities

 Math Instructional Vision

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

By May 2025 ,at least 45-50% of elementary students and 40-45% of middle/high school students will score proficient or distinguished in mathematics.

By May 2028, at least 60% of elementary students and 50% of middle/high school students will score proficient or distinguished in mathematics.

Teachers will spend their instructional time on grade-level standards, using strategies that support students' conceptual understanding, mathematical fluency, real-world application, and cognitive complexity. Teaching strategies will align to the standards for mathematical practices and support scaffolding, differentiation, and intervention needs.

See CDIP and Math Instructional Vision

ATTACHMENTS

Attachment Name

 CDIP Goals/Objectives/Strategies/Activities

 Math Instructional Vision

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)?

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 Math Instructional Vision

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**.
Increase in local and state test scores, increase in teacher/student self-efficacy and confidence in teaching reading and math, decrease in the need for tier 2 and tier 3 instructional supports, etc.

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 Math Instructional Vision

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?
All math teachers, including special education. There will be a continued special emphasis on elementary teachers to help support them in implementing Illustrative Mathematics with fidelity and providing strong Tier 1, Tier 2, and Tier 3 instructional strategies in math. However, all teachers will receive targeted support through weekly PLC meetings, access to district curriculum specialists, access to KDE support specialists and Continuous Improvement coaches, PL in Kagan Cooperative Learning Structures, and opportunities to participate in professional learning activities such as local and state networks/academies.

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Attachment Name



CDIP Goals/Objectives/Strategies/Activities

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.**

See attachments below.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CDIP Goals/Objectives/ Strategies/Activities		• 2 • a • b • c • d • e • f • g • a • b • c • d • e • f • g
 Literacy Instructional Vision		• a • b • c • d
 Math Instructional Vision		• a • b • c • d