



2024-2025 Phase Four: Professional Development Plan for Districts  
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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?

BREATHITT COUNTY SCHOOLS

VISION

Graduates Prepared for College, Career, and Community

MISSION

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Breathitt County Schools will accomplish this vision by:

1. Putting students FIRST in ALL decision making,
2. Setting high expectations for student achievement,
3. Advocating for every child,
4. Promoting growth for students and staff,
5. Actively engaging community stakeholders, and
6. Promoting positive school/community culture.

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?**

Priority for professional development 1--Strategies to address learning loss

Priority for professional development 2--Instructional planning

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

Priority 1 is directly related to our proficiency goals which our district has set for student achievement:

- Increase proficiency in reading in elementary from 42 to 65, in middle school from 32 to 68, and in high school from 34 to 60 by the 2027 - 2028 school year as measured by state-required academic assessments.
- Increase proficiency in math in elementary from 40 to 65, in middle school from 29 to 55, and in high school from 24 to 55 by the 2027 - 2028 school year as measured by state-required academic assessments.
- Increase proficiency in science in the elementary from 39 to 50, in the middle school from 10 to 38, and in the high school from 2 to 43 by 2027-2028 as measured by state-required academic assessments.
- Increase proficiency in writing in elementary 36 to 63, in the middle school from 13 to 39 and in the high school from 21 to 55 by 2027-2028 as measured by state-required academic assessments.
- Increase proficiency in social studies in the elementary from 39 to 73, in the middle school from 13 to 63 and in the high school from 25 to 50 by 2027-2028 as measured by state-required academic assessments.

Short Term:

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Establishing a district-wide expectation around differentiation of instruction and varied instructional strategies.

Long Term:

Provide professional learning for teachers focused on:

- Differentiation of instruction
- Scaffolding
- Formative assessment
- Intervention strategies
- Goal setting
- Active engagement
- Support for re-teaching

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

Closing the gap of learning loss

Decrease in SPED referrals

Educators feel more successful

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.)

eWalk Data

Progress monitoring data

Guided planning process

PLC data presentations

MTSS data

Teachers, building level administrators, and district level curriculum administrators will be responsible for gathering data for evidence of implementation.

Student data will be discussed in weekly school level PLC meetings, monthly district PLC meetings, monthly principal and district leadership meetings.

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 students scoring at proficiency or higher in all content areas, and particularly in reading and math. Novice reduction in all academic areas.

Decrease in the number of students in Tier 2 &3.

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

Teachers (P-12)

Support Staff

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?

Funding will be provided by the district through the expenditure of local, state, and federal funding sources. The district will also work with our local educational cooperatives (KVEC and KEDC) and grant partners to assist in meeting the professional learning needs of district personnel.

Professional learning will be year round from July 2025 to June 2026.

We will utilize district resources, cooperative resources, KDE resources, and district curriculum/program specific professional learning to meet the needs of district personnel.

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

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consultant)? The ongoing supports should be connected to the specific professional development area identified in question 3.

District PLC (monthly)

School PLC (weekly)

Feedback and Support Visits

Coaching and feedback from principals, curriculum team, literacy coach, DOSE

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

Priority 2 is directly related to our proficiency goals which our district has set for student achievement:

- Increase proficiency in reading in elementary from 42 to 65, in middle school from 32 to 68, and in high school from 34 to 60 by the 2027 – 2028 school year as measured by state-required academic assessments.
- Increase proficiency in math in elementary from 40 to 65, in middle school from 29 to 55, and in high school from 24 to 55 by the 2027 – 2028 school year as measured by state-required academic assessments.
- Increase proficiency in science in the elementary from 39 to 50, in the middle school from 10 to 38, and in the high school from 2 to 43 by 2027-2028 as measured by state-required academic assessments.
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- Increase proficiency in social studies in the elementary from 39 to 73, in the middle school from 13 to 63 and in the high school from 25 to 50 by 2027-2028 as measured by state-required academic assessments.

Short Term: Establishing and supporting a district wide expectation around lesson design, learning intentions, and success criteria.

Long Term: Provide professional learning for teachers focused on: classroom management, active engagement strategies, inquiry learning, success criteria, and learning intentions.

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

Teachers are provided with instructional strategies that focus on the priority need. Teachers are prepared to present high quality, effective instruction that provides a guaranteed and viable curriculum to students.

Decrease in SPED referrals

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Educators feel more successful

Better classroom assessment practices

Increased student engagement

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.)

eWalk Data

Progress monitoring data

Guided planning process

PLC data presentations

MTSS data

Curriculum team feed back visits monthly to each school

Teachers, building level administrators, and district level curriculum administrators will be responsible for gathering data for evidence of implementation.

Student data will be discussed in weekly school level PLC meetings, monthly district PLC meetings, monthly principal and district leadership meetings.

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**.

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Teachers (P-12)

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## Support Staff

### Administrators

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District PLC (monthly)

School PLC (weekly)

Feedback and Support Visits

Coaching and feedback from principals, curriculum team, literacy coach, DOSE

Mentor/Mentee program

Breathitt County

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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

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
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