



## 2024-2025 Phase Four: Professional Development Plan for Schools for School Year 2025-2026\_02172025\_16:41

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?

Our school mission is "learning as much as we can to be the best that we can".

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

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through the development of goals, objectives, strategies and activities. What are the **top two areas requiring professional development?**

The top two areas of focus for professional development are writing across all content areas and designing instruction that meets the needs of all students, specifically students identified in our GAP groups. (Add CSIP data here)

Cumberland Trace will collaborate to increase the percentage of P/D students in the area of reading for the following subgroups by 2024 as measured by state assessments:

- \* 28% to 46.7% for English Learners

- \* 37% to 45.4% for Students with disabilities

Cumberland Trace will collaborate to increase the percentage of P/D students in the area of math for the following subgroups by 2024 as measured by state assessments:

- \*39% to 60.1% for English Learners

- \*39% to 40.5% for Students with disabilities

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.)

The goals from the Comprehensive Improvement plan that will be supported through this professional development are as follows: By May 2025, Cumberland Trace will improve our percent of students scoring proficient/ distinguished in reading from 56% to 78.4% as measured by the KSA. assessment.mBy May 2025, Cumberland Trace will improve our percent of students scoring proficient/ distinguished in mathematics from 62% to 73.2% as measured by the KSA assessment.

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

CTE's top two priorities of professional development directly relates to our school goals related to Proficiency, Separate Academic Indicator, Achievement Gap, and Growth. The Cognitive Engagement Writing Professional Development will focus on designing tasks that will increase cognitive student engagement and writing. By focusing on writing, we expect our students to perform at a higher level in all academic areas (reading, math, science, social studies) The staff's involvement in

creating tasks that cross the rigor divide will assist all students, including EL and Sped. Ed, in accessing the content at their level.

The co-teaching professional development will allow teachers to plan and develop grade appropriate goals for all students based on their ability level.. As Special Education and EL teachers become more familiar with the content being taught and general education teachers learn and implement strategies for differentiating

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

By increasing the level of writing in all grade levels, we expect to increase student achievement. By incorporating Cognitive Engagement writing strategies into our daily instruction, we hope to promote the belief that student engagement is vital to learning. Our goals are as follows: By May 2025, Cumberland Trace will improve our percent of students scoring proficient/ distinguished in reading from 56% to 78.4% as measured by the KSA. assessment. By May 2025, Cumberland Trace will improve our percent of students scoring proficient/distinguished in mathematics from 62% to 73.2% as measured by the KSA assessment.

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.)

The professional development will be monitored through quarterly formal and informal observations conducted by the administrative team. Teachers and administrators will analyze data from iReady universal screening data, HMH Unit/ Module assessments, and KSA Assessment data to determine success of our instructional programs.

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**.

The indicators of success will be evidenced by documentation of cognitive engagement tasks used during classroom observations, as well as increased student achievement on standardized testing. By May 2025, Cumberland Trace will improve our percent of students scoring proficient/ distinguished in reading from 56% to 78.4% as measured by the KSA. assessment. By May 2025, Cumberland Trace will improve our percent of students scoring proficient/distinguished in mathematics from 62% to 73.2% as measured by the KSA assessment.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?  
The targeted audience for the professional development will be classroom teachers, special education and English Language teachers as well as administrators and curriculum coordinator.

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?

Resources needed to support the writing training will include: Funding for this training will come from Title II money, access to technology for all staff members attending the training, and access to the materials being used during the training.

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.

Reviewing writing tasks will be built into the PLC schedule. This will provide opportunities to review grade level tasks and provide suggestions for implementation as needed. Teachers will be expected to create tasks on a regular basis that allow for students to think critically and explain their thinking in writing.

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.)

The goals from the Comprehensive Improvement plan that will be supported through this professional development are as follows: By May 2025, Cumberland Trace will improve our percent of students scoring proficient/ distinguished in reading from 56% to 78.4% as measured by the KSA. assessment. By May 2025, Cumberland Trace will improve our percent of students scoring proficient/ distinguished in mathematics from 62% to 73.2% as measured by the KSA assessment.

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

A second area of weakness is the student achievement of our Disability GAP group. Only 37% of our students in that group scored proficient or distinguished in Reading, (versus 56% school-wide). The objective of our Co-Teaching professional development is to deepen teachers' understanding of rigor, engagement, and the scaffolding needed for all students, especially those in our disability gap group. The objective of our Co-Teaching professional development is to equip teachers to better meet the needs of struggling students, many of whom are in our disability gap group by designing goals that are appropriate to meet the students cognitive ability but also align to the grade level standards.

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

The intended results are that teachers will be able to create goals for all students that better meet the needs of struggling students. In response, students in our disability gap group will demonstrate higher achievement across content areas. By May 2025, Cumberland Trace will improve our percent of students scoring proficient/ distinguished in reading from 56% to 78.4% as measured by the KSA. assessment. By May 2025, Cumberland Trace will improve our percent of students scoring proficient/distinguished in mathematics from 62% to 73.2% as measured by the KSA assessment.

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iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

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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**.

The indicators of success will be evidenced by documentation of walk through data used during classroom observations, as well as increased student achievement on standardized testing.

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

The targeted audience for the professional development will be classroom teachers, special education and English Language teachers as well as administrators and curriculum coordinator.

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)?

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Co-planning time for general education teachers, special education teachers, and ELL teachers will be built into the master schedule. Reviewing student data, specifically students with academic goals will be built into the PLC schedule. This will provide opportunities to review grade level tasks and provide suggestions for implementation as needed.

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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