



2024-2025 Phase Four: Professional Development Plan for Schools for School Year 2025-2026_04292025_15:56

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?

To provide a safe and caring environment that will enable all students to reach their highest level of potential.

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?**

The top area of concern is math instruction. Another area for improvement is behavior management.

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.)

One of the goals on the Comprehensive Improvement Plan was to increase math achievement school wide. Through observations and assessments during the school year, the leadership team concludes that a focus on math lesson development, the proper pedagogy style for the standard, and the implementation of manipulatives and resources. One of our summer professional development sessions will focus strictly on these skills.

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

The objective of this professional development is to improve the skills of our teachers in developing strong lessons that engage students and cause them to seek out a deeper understanding.

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

The intended focus will be to improve instruction in the short term which will cause a shift in achievement schoolwide.

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 admin team will continue with random observations and walk-throughs. Weekly PLC's are held with the principal and curriculum coordinator. The school will be adding a teaching coach to the staff next year that will also be working closely with the staff to provide necessary supports and resources.

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 district uses i-1` ready to track student growth. The final indicator will be the Kentucky State Assessment.

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

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?

The professional development will be directed by the school admin team so there will be limited cost. This particular professional development will be held in the week prior to school beginning for the 2025-2026 school year. The professional development will be ongoing during PLC's and observations throughout the school year. The goal is for teachers to be more comfortable using and implemented the resources provided by the district.

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.

As mentioned before, the new teaching coach will work closely with the staff to provide the necessary supports as well as our weekly PLC's where we will discuss successes and address issues.

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.)

One of the targeted areas of concern in the school Comprehensive Improvement plan is behavior management.

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

The objective of this professional development is to provide strategies for teachers to develop their own classroom management strategy.

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

The intended result is to shift the focus in the classroom from classroom behavior issues to enhancing learning opportunities.

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.)

School admin will observe this also with our weekly walk-throughs. The Student services coordinator will track data and hold monthly meetings to follow up with the staff.

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 main indicator for the effectiveness of this professional development will be the tracking of office referrals.

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

All certified 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?

The district is providing this professional development opportunity and it will be offered on several dates throughout the summer to meet the needs of the staff. Monthly behavior meetings will be held to discuss progress and make adjustments.

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.

Teaching coach and monthly behavior meetings.

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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