



2024-2025 Lost River Elementary Phase Four: Professional
Development Plan for Schools for School Year
2025-2026_04282025_08:59

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

Lost River Elementary
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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?

The mission of Lost River Elementary School is "Growing Leaders".

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 two focus areas for Lost River Elementary for the coming year will be reading and math, as identified by state assessment scores.

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.)

Goal 1: Lost River Elementary School will increase proficiency in reading and math by 2029 as measured by state assessments.

-Increase P/D students in reading from 30% to 66.9%; and math from 22% to 56.7%

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

Objective 1: Lost River Elementary School will increase proficiency in reading from 32% to 39%. Professional Development Activities: Teachers will participate in further training in the implementation of the HMH core curriculum materials as it relates to state standard mastery. Professional development focused on reading strategies to meet the needs of struggling readers, including those with dyslexia, will be taking place prior to the 25-26 school year. Training in cognitive engagement and deconstructing standards will further ensure that teachers are meeting students with tasks that match the rigor of the standard and are delivering in a way that all students can be cognitively engaged.

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

The teachers will become better equipped to follow their core curriculum with fidelity, teachers will be better able to differentiate to the diverse learners in their classrooms, teachers will be better able to design or modify tasks to increase the rigor on a daily basis as well as increase student engagement, thus increasing student success both in the classroom as well as on assessments.

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. Data to be considered will include formative assessments, writing analysis, universal screener data, and core reading and math assessment data.

ii. Teachers will collect data and bring to PLCs and child study team meetings, in which the PLC (teachers, administrators, coaches, sped teachers and consultants will analyze and make instructional decisions.

iii. Teachers will meet weekly in PLCs. Data will be analyzed as it becomes available, depending on the frequency of the assessments

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 will be evident in student progress toward proficiency/grade level standards. Formative assessments will be analyzed to show student progress toward specific standards, guiding instruction as data is analyzed.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)? The specific targeted audience will be homeroom teachers, resource teachers, esl teachers, and school 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?

Federal Title I and II funds will be utilized to pay for training. Staff that is already employed at the school will be utilized to ensure implementation with fidelity of the skills that the professional learning has taught.

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.

School level coaches will be working with teachers on-going. These work sessions will take place during faculty meetings, PLCs, and continued professional learning sessions. PLCs meet weekly throughout the school year. District coaches will work with teachers during PLCs throughout the school year. Intentional planning will also take place weekly with the school's instructional coach, ensuring that teachers are implementing strategies learned in professional development in to their daily instruction.

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.)

Goal 1: Lost River Elementary School will increase proficiency in reading and math by 2029 as measured by state assessments.

-Increase P/D students in reading from 30% to 66.9%; and math from 22% to 56.7%

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

Objective 2: Lost River Elementary School will increase proficiency in math from 22% to 29%. Professional Development Activities: Teachers will participate in further training in the implementation of the HMH core curriculum materials as it relates to state standard mastery. Training on utilizing assessment tools and data to guide instruction will also take place prior to next school year. Training in cognitive engagement and deconstructing standards will further ensure that teachers are meeting students with tasks that match the rigor of the standard and are delivering in a way that all students can be cognitively engaged.

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

The teachers will become better equipped to follow their core curriculum with fidelity, teachers will be better able to differentiate to the diverse learners in their classrooms, teachers will be better able to design or modify tasks to increase the rigor on a daily basis as well as increase student engagement, thus increasing student success both in the classroom as well as on assessments.

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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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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