2025-2026 BES Professional Development Plan for Schools (Implemented 2026-27 School Year)

2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)

Burnside Elementary School
April Ridner Mounce
435 East Lakeshore Dr
Burnside, Kentucky, 42519
United States of America

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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?

Burnside Elementary will provide a challenging and supportive environment where all students achieve excellence in academics, citizenship and character.

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?**

1) Refinement of our co-teaching centering on a station model approach, in order to increase both student engagement and raise proficiency levels, with a specific focus on Specially Designed Instruction, and 2) improvement of Tier One instruction, specifically through better implementation of High Quality Instructional Resources and improved Instructional Strategies.

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.)

1.) The focus on refinement of co-teaching will center on changing the way coteachers plan and deliver content. This relates to our CSIP goal 2: Gap.

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

Improved co-teaching, several opportunities for professional learning will be provided. We continue to take part in the Marcia Kish cadre, which has enabled our staff at all levels to progress in the planning and delivery of instruction. The long term outcome will be increased student proficiency as well as engagement, and decreased time off-task and disciplinary issues. We continue to see academic and SEL growth in our co-teaching classrooms due to this focus.

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

Intended results are to not only close gaps for students with special needs, but also to close learning gaps for all students who may benefit from the direct engagement and data driven instruction that are at the core of effective station teaching. We have seen positive changes in the approach to co-teaching by our school level leadership as well as the classroom teachers. This includes growth in the collaborative efforts between SPED and regular ed teachers.

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. Primary data will be iReady, since all students use these programs. Other data will come through grade level assessment, and through PASS and discipline data. KSA summative data will also be used.

ii. Our Instructional coach will be responsible for data collection. However, teachers will also be responsible because their planning will include usage of immediate data to help plan instruction.

iii. Data should be analyzed on a minimal bi-weekly basis.

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 first completed action will be the planning and implementation of PD devoted to improving station teaching in the co-teaching classroom. These will occur in the summer at the end of instruction, but also before the start of school. The next completed action will be data monitoring through iReady, as well as discipline and mental health data monitoring.

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

Co-teachers in all grade levels and general education 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?

Title I funding will be utlized; 6/3/25-5/1/26. Most training will be provided by district staff. The primary need will be the time necessary for all co-planners to meet through the summer to not only receive training, but to create lesson plans that incorporate the station model. Schools will be allowed up to 12 hours to dedicate to this as they deem necessary, while 6 hours will be provided directly from the district. Continuing training with the techniques learned via the Marcia Kish cadre will be a focal point.

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.

District level support will be available to assist building leaders as they implement this model. Our Instructional coach will also provide supports, as will the Director of Special Education. School level PLC protocols will utilize student data to plan for next steps. School schedules will be adjusted as necessary to allow for common planning when possible to give co-planners dedicated time for lesson development and data analysis. PD in the summer will be specially designed to offer more support in this area, both from the district DOSE and on the district wide PD day in August.

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.)

2.) The focus on better Tier One Instruction relates directly to all CSIP Goals, since we recognize that our Tier One Instruction is not operating at a level that we consider to be "Blue" or Distinguished.

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

For the second priority need, Improvement of Tier One instruction, our district is already involved in the Deeper Learning Initiative with the purpose of equipping school and district leaders with the skills necessary to coach teachers on effective instructional techniques. This year we have expanded with UK Next Generation Deeper Learning Content Academy, with the aim of improving instruction through blended learning. In the short term, we intend to support this work with a PD day for all district teachers that will offer specific classroom level trainings that can be utilized immediately. Long term work will remained focused on the implementation of the principles of the Deeper Learning Initiative as well as blended learning.

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

To strengthen and improve Tier One instruction across all grade levels and content areas.

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. iReady data is the primary means of monitoring. Classroom data will also be used during the PLC process.

ii. Our Instructional Coach, will be responsible for gathering and analyzing data. Teachers will also have the responsibility of using data in the short term to alter instruction as necessary based on trends and evidence.

iii. Data is analyzed routinely at each school on no less than a bi-weekly basis. Formal data analysis will occur after Fall, Winter, and Spring diagnostics

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 greater levels of student proficiency on diagnostic summaries.

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

All teachers are targeted through the work of each school's respective Instructional Coach, as well as school level administration.

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?

Title I funding will be utlized; 6/3/25-4/1/26. Specific resources include the time dedicated to coaching teachers in each building. Funding and technology needs are met. The district will continue to provide supports to new teachers through our

TEAM I cadre and through our new teacher mentor program. The district will cover subs for those teachers involved in training for UK Next Gen Learning.

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.

A district level MTSS coach will be available to support our Instructional Coach through both formal and informal meetings. Additionally, our Instructional Coach will be implementing the techniques learned through the DLI cadre throughout the year. PLCs will continue to be utilized to improve instruction based on multiple data points. Additional ongoing supports include regular training for all teachers involved in UK Next Gen Learning.

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)