



2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)_08182025_09:33

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

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

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?

Northern Elementary School's mission is to provide a rigorous education in a safe and conducive environment that fosters a path toward success in life for all students.

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. Rigorous and aligned lessons seeking required standards mastery and collaborate to improve on instruction (Executive Functioning), planning (Predictable Routines and Environments) and assessment (Don't Work Harder Than Your Students).

2. Intervention systems are also a primary area as put forth from our Staff Survey seeking to improve overall classroom teaching and learning; a focus on every student, every day.

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 By 2027, Northern elementary will increase the Reading and Math performance by increasing the Reading Index from 67.6 to 79.4 and the Math Index from 68.4 to 79.0.

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

Long Term Goals for our strategic focus on increasing student performance indexes N.E.S. will seek to improve on all aspects of teaching and learning from instruction, to planning, and to assessment..

Short Term Goal is to ensure that all teachers are implementing standards delivery as effectively and efficiently as possible to the appropriate depth and rigor.

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

The intended results of the PD is to increase student performance in all areas (ELA, Math, SS, and Science) addressed through the collaborative work.

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.)

Evidence of Implementation will be through the Administrative Walkthrough and Observations as well as Staff Developer input on classroom practices.

- i. Current practices observed will be used as our starting points.
- ii. Staff will be responsible for implementation.
- iii. Data will be analyzed as needed throughout the concurrent school year

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 for students will be increased improvements in our CUA's and Diagnostics as evaluated and discussed in our weekly Grade Level PLC's.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)? Target will be all core classroom certified educators.

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?

F. Staff developers and NKCES will lead PD

i. N/A

ii. Anticipated August 6 and 7

iii. NKCES PD 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

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

Admin and Staff Developers will have ongoing oversight through PLC's, Formal and Informal Walkthroughs and Evaluations.

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 second identified area for professional development of strengthening intervention systems will directly support multiple required school goals outlined in the Comprehensive Improvement Plan. This work will impact state assessment results in reading and math by ensuring students receive targeted support based on data leading to improved academic performance. This goal will also help enhancing intervention systems that will address the achievement gap, as more intentional and structured supports will be put in place ensure student growth. Overall, strengthening intervention systems aligns with the goal of ensuring every student receives the support they need to succeed reinforcing the commitment to growth for every student, every day.

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

The long-term objectives of this professional development are to establish a sustainable and fully implemented intervention system that ensures all students receive timely, targeted, and data-driven support, leading to increased proficiency and reduced novice rates in reading and math as measured by state and local assessments.

In the short term, the focus is on building staff capacity to effectively analyze and use student data to identify needs and plan appropriate interventions.

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

The intended results will be increased proficiency and reduced novice rates in reading and math as measured by state and local 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.)

This professional development will be monitored through walkthrough, observation and PLC Dialogue to ensure consistent and effective implementation of intervention practices across classrooms.

i. Multiple sources of data will be collected to provide a clear picture of both instructional practices and student outcomes. These data sources will include student work samples, curriculum-based assessments such as CUA and the STAR Diagnostic.

ii. Responsibility for gathering this data will be shared among teachers, staff developer, and administrators.

iii. Data will be analyzed on an ongoing basis to ensure timely adjustments. Teachers will review student data weekly using PLC meetings, while school leadership and will conduct more formal review with staff developer supports.

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**.

Our primary indicator of success will be student growth as assessed using our STAR Diagnostic Tool and CUA's. We will use this diagnostic and compare students typical growth versus what is occurring within NES Students.

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

Our audience will be Teachers, Special Education Teachers and, Interventionists.

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?

f. Resources needed will be working with NKCES for the PD itself.

i. NA

ii. August 6 and 7 are the scheduled dates of PD for NES

iii. TBD

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.

Staff developers and admin will be ongoing with supports for the program with focus on Novice Rates and student Growth based off of Tri Annual STAR Assessments.

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)
 PD Plan 2026-27		.
 SBDM Agenda with PD Plan		.
 Vision and Mission		.

NES Professional Learning Plan for Classroom Teachers

Professional Learning DATE	# Hours	CONTENT/TOPIC	PARTICIPANTS	LOCATION
Prior to Opening Day	4.5	Safe Schools Training	All Classroom Teachers	NES
March	2	Testing Training	All Classroom Teachers	NES
TBD	2	Trauma Informed Care	All Classroom Teachers	NES
TBD	3	Smeken Kick Start Writing	All Classroom Teachers	NES
TBD	2	Don't Work Harder Than Your Students (NKCES)	All Classroom Teachers	NES
TBD	2	Executive Functioning (NKCES)	All Classroom Teachers	NES
TBD	2	Predictable Routines and Environments That Support Behavior (NKCES)	All Classroom Teachers	NES
TBD	1.5	Co-Teaching in Action (NKCES)	All Classroom Teachers and Special Education Teachers	NES
TBD	1	Setting Up An Impactful Intervention System in Your Classroom	All Classroom Teachers	NES
TBD	2	Flex Time from Technology	All Classroom Teachers	NES
TBD	2	Flex Time from Staff Developer Sessions	All Classroom Teachers	NES
Total	24			