



2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)_08182025_09:40

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

Southern Elementary School
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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 Southern Elementary is to provide a safe, student-centered learning environment, where all students are learning, challenged, and motivated through high expectations and goal setting with all staff working collaboratively to meet the needs of 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. Standards-Aligned Instruction and Differentiation (KCWP #1: Design and Deploy Standards):

- Our teachers need additional professional development to improve their ability to create and delivering challenging, standards-aligned Tier 1 instruction that all students can access, including those with disabilities. Data from the KSA, STAR, and Common Unit Assessments show that our reading and math proficiency are still an area of concern, especially for students with disabilities. Professional learning would increase our teachers understanding of the Kentucky Academic Standards, clarifying learning goals, directly connecting instructional learning activities with the standards' rigor, and adjusting instruction with scaffolds, accommodations, and specially designed practices to help students achieve mastery.

2. Data Analysis and Instructional Response (KCWP #4: Review, Analyze, and Apply Data):

- Professional development is also needed to improve our teachers' ability to analyze assessment data and apply results to instructional planning effectively. While our teachers regularly review STAR, PEAR, CUA, and formative assessment data during weekly grade level PLCs, continued support is needed to strengthen data-driven decision-making, progress monitoring, and intervention planning. Professional learning would focus on interpreting data, especially for students with disabilities, identifying instructional gaps, and using data to adjust Tier 1 instruction and targeted interventions to improve student outcomes.

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.)

Standards-Aligned Instruction and Differentiation (KCWP #1: Design and Deploy Standards)

- Directly supports the following required school goals from the Comprehensive School Improvement Plan: This professional development will support our school's goal to increase overall reading and math performance on the Kentucky Summative Assessment. PD focused on unpacking Kentucky Academic Standards, aligning instruction to grade-level standard rigor, and strengthening Tier 1 instructional practices would directly address areas of low proficiency identified in reading and math across multiple grade levels. This

professional development would also support the goal of improving achievement outcomes for students with disabilities. By strengthening our teachers' ability to differentiate instruction, implement specially designed instruction, and provide appropriate scaffolds within Tier 1 and resource instruction, our school's focus to increase the reading and math status score for our students with disabilities. In addition, by improving standards alignment with our instruction will increase consistency of our instructional expectations across all grade-levels and classrooms, which supports our CSIP goal of ensuring all students receive high-quality, rigorous instruction aligned to Kentucky Academic Standards.

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

Long-term Objective:

- By the end of the 2026 - 27 school year, our teachers will be able to consistently design and deliver standards-aligned, rigorous Tier 1 instruction in reading and math that includes effective differentiation and supports for our students with disabilities, resulting in improved proficiency and reduced novice performance on the Kentucky Summative Assessment.

Short-term Objectives:

- By the end of the first quarter of the 2026–27 school year, our teachers will be able to demonstrate the ability to unpack Kentucky Academic Standards and develop clear, measurable learning targets aligned to grade-level standards and expectations in reading and math.
- By the middle of the school year, our teachers will be able to plan and implement differentiated instructional strategies, including scaffolding, accommodations, and specially designed instruction, as evidenced through their unit plans, walkthrough data, and Grade-Level PLC minutes.
- Throughout the school year, teachers will apply standards-aligned instructional practices during Tier 1 and resource instruction, using formative assessment data to adjust instruction and support student mastery.
- By the end of the school year, walkthrough and formative observation data will show increased alignment between our instructional learning activities, learning targets, daily formative assessment and the rigor of Kentucky Academic Standards across all grade levels and classrooms.

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

The intent is for our teacher to strengthen their understanding of the Kentucky Academic Standards and how to design instruction that aligned to the rigor and intent of the grade-level content standards. Our teachers will be able to demonstrate increased confidence in deconstructing standards, developing clear learning targets directly connected to the standard, and providing instructional

learning activities that align with the grade-level expectations, so our teachers have a shared responsibility for ensuring all students, including students with disabilities, are provided high-quality Tier 1 instruction.

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.)

What data will be considered and gathered:

- Unit plans showing alignment to Kentucky Academic Standards, clear learning targets, and documented differentiation and accommodations.
- Student work samples that reflect grade-level rigor and progress toward mastery of reading and math standards.
- Formative and benchmark assessment data, including STAR, PEAR, and Common Unit Assessment results, to monitor student growth.
- Classroom walkthrough and formative observation data focused on standards alignment, instructional rigor, and differentiated instructional practices.
- PLC documentation, including meeting minutes and Teacher STAR & CUA analysis forms, which show instructional adjustments based on student data.
- Teacher feedback and instructional next steps collected during grade-level PLCs.

Who is responsible for gathering?

- Teachers will collect and analyze student work samples and assessment data and document instructional adjustments within grade-level PLCs.
- The principal will conduct classroom walkthroughs, review lesson plans, and monitor PLC documentation to ensure alignment and implementation.
- The special education lead teacher will oversee data collection related to differentiation, accommodations, and specially designed instruction for students with disabilities for all special ed. teachers.

How frequently will this data be analyzed?

- Weekly during grade-level and special education PLCs to review formative assessment data, student work samples, and instructional practices.
- Monthly through Principal Analysis of School Data, and grade-level PLC documentation.
- Quarterly through review of the School's Quarterly Board Report during our SBDM meetings to determine progress towards CSIP goals and to determine next steps.

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

- Unit plans consistently reflect clear alignment to Kentucky Academic Standards, including well-defined learning targets, instructional tasks aligned to the rigor of the standards, and documented differentiation and accommodations.
- Classroom walkthrough and observation data show increased consistency in standards-based instruction, including effective modeling, guided practice, and checks for understanding.
- PLC documentation reflects purposeful discussions focused on standards mastery, instructional adjustments, and targeted supports for students not at proficiency.
- Formative assessment data and Common Unit Assessments show an increase in the percentage of students demonstrating mastery of reading and math standards throughout the year.
- STAR Reading and Math benchmark data show measurable growth across grade levels, including a decrease in the percentage of students scoring novice.
- Students with disabilities demonstrate consistent progress toward proficiency.

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

Specific Targeted Audience

- Regular Education teachers in Kindergarten through 5th grade who are responsible for delivering Tier 1 reading and math instruction aligned to Kentucky Academic Standards.
- Special education teachers who provide resource and collaboration instruction to support students with disabilities in reading and math.
- Intervention teachers who provide targeted Tier 2 and Tier 3 reading and math interventions.

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?

What funding source(s) will be utilized to support this professional development?

- SBDM and district professional development allocations (Title I, Title II, ESS). These funding sources will be used to support professional learning materials, instructional resources, and any necessary training or coaching related to standards-aligned instruction and differentiation.

What will be the start date and anticipated completion date for each professional development activity?

- Professional development will begin in August 2026 and continue through May 2027. Training will be ongoing throughout the school year and embedded into existing structures, including:
 - Scheduled time from 2026-27 Professional Development and/or Planning Day hours will be used to focus on standards alignment, instructional planning, and grade-level expectations.
 - Weekly grade-level and special education PLC meetings for collaborative planning, data analysis, and instructional refinement.

What supplies and resources will be needed to implement this professional development?

- Kentucky Academic Standards documents and standards unpacking tools for reading and math.
- Instructional planning resources: Pacing guides, curriculum maps, and standards breakdown templates.
- Assessment platforms and data tools, including STAR, PEAR, and Common Unit Assessments, to support instructional decision making.
- Technology resources: Teacher devices, shared digital folders, and data dashboards, to support collaboration and monitoring.
- Professional texts and training materials focused on differentiation, scaffolding strategies, and specially designed instruction for students with disabilities.
- Release time and coverage for when it is necessary for our teachers to participate in professional learning or collaborative planning sessions during the school year.

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.

Ongoing Supports

- Grade-level PLCs will meet weekly to support collaborative planning, standards unpacking, instructional planning, and discussion of differentiated instructional strategies aligned to Kentucky Academic Standards. In addition to: analyze student work, review assessment results, and adjust and plan future instruction.
- The principal will provide ongoing instructional support through regular classroom walkthroughs and feedback focused on standards alignment, learning targets, and instructional rigor.
- The special education lead teacher will work with general and special education teachers to support implementation of accommodations, scaffolds, and specially designed instruction aligned to IEP goals and grade-level standards.
- Staff Developer will provide coaching and modeling during PLCs and/or grade-level planning time, to allow our teachers to apply professional learning directly to upcoming lessons.

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.)

Data Analysis and Instructional Response (KCWP #4: Review, Analyze, and Apply Data)

This professional development supports the school's goal to improve reading and math performance on the Kentucky Summative Assessment by strengthening teachers' ability to analyze assessment data and apply results to instructional planning. Improved data use will guide instructional adjustments, reteaching, and intervention planning to increase student proficiency and reduce novice performance. This professional development also directly supports the goal of closing the achievement gap for students with disabilities. By improving teacher capacity to interpret data, monitor progress, and evaluate the effectiveness of interventions. In addition, this will improve our consistency and effectiveness of instructional decisions at the classroom, grade-level, and schoolwide levels.

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

Long-term Objective:

- By the end of the 2026–27 school year, our teachers will consistently analyze and apply student assessment data to inform instructional decisions, resulting in improved reading and math achievement and measurable progress toward closing the achievement gap for students with disabilities.

Short-term Objectives:

- By the end of the first quarter of the 2025–26 school year, our teachers will demonstrate increased understanding in using STAR, PEAR, Common Unit Assessments, and formative assessment data to identify student strengths and areas of need.
- By the middle of the school year, our teachers will consistently use data analysis during PLCs to plan instructional adjustments, reteaching, and targeted interventions for students not meeting proficiency.
- Throughout the school year, grade-level and special education teams will regularly monitor student progress using benchmark and formative assessment data to evaluate the effectiveness of Tier 1 instruction and interventions.
- By the end of the school year, PLC minutes and data analysis forms will show consistent use of data-driven decision making across all grade levels and content areas.

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

The intended results of this professional development is to strengthen our teachers' ability to use data effectively to guide instruction, improve instructional practices, and increase student achievement in reading and math.

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.)

What data will be considered and gathered

- Assessment data from STAR, PEAR, Common Unit Assessments, and formative classroom assessments to monitor our students' progress in reading and math.
- Student work samples that demonstrate the use of instructional adjustments based on data analysis.

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- Grade-level PLC minutes and completed teacher and principal data analysis forms, showing how data informed instructional decisions.
 - Classroom walkthrough and formative observation evidence focused on instructional changes directly connected to data review during grade-level PLCs.
 - Teacher reflections and feedback recorded during grade-level PLCs.

Who is responsible for gathering?

- Teachers will collect and analyze assessment data and student work samples and document instructional responses during PLCs.
- The principal will review teacher analysis, conduct walkthroughs, and monitor the use of data in instructional planning.
- The special education lead teacher will support data collection and analysis related to our special education students' performance and intervention effectiveness.

How frequently will this data be analyzed?

- Weekly during grade-level PLC to review formative assessment data and adjust instruction.
- Monthly through Principal Analysis of School Data, and grade-level PLC documentation.
- Quarterly through review of the School's Quarterly Board Report during our SBDM meetings to determine progress towards CSIP goals and to determine next steps.
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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**.

Indicators of Success

- Grade-level PLC minutes show that teachers consistently analyze STAR, PEAR, Common Unit Assessments, and formative assessment data and use the results to plan instructional adjustments, reteaching, and targeted interventions.
- Classroom walkthrough and formative observation data show evidence of instructional changes that are directly connected to data analysis, including targeted small-group instruction and differentiated supports.
- Formative, CUA, and STAR assessments data show increased student growth in reading and math across all grade levels.

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- STAR Reading and Math benchmark data show a decrease in the percentage of students scoring novice and an increase in students scoring at or above proficiency
 - Students with disabilities show measurable growth toward proficiency
 - Teacher feedback indicates increased confidence in analyzing data and applying the results to instructional planning.
 - Regular and special education teachers show consistent collaboration around special education students' data and intervention planning.
 - Teacher and principal data analysis are completed and reviewed after each CUA and STAR assessment.
 - Grade-level PLC minutes consistently document data-driven instructional decisions and follow-up actions.
 - Schoolwide data reviews occur monthly & quarterly and result in documented adjustments to instructional practices and interventions.

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

Specific Targeted Audience

- Regular Education teachers in Kindergarten through 5th grade who are responsible for delivering Tier 1 reading and math instruction aligned to Kentucky Academic Standards.
- Special education teachers who provide resource and collaboration instruction to support students with disabilities in reading and math.
- Intervention teachers who provide targeted Tier 2 and Tier 3 reading and math interventions.

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?

What funding source(s) will be utilized to support this professional development?

- SBDM and district professional development allocations (Title I, Title II, ESS). These funding sources will be used to support professional learning materials, instructional resources, and any necessary training or coaching related to standards-aligned instruction and differentiation.

What will be the start date and anticipated completion date for each professional development activity?

- Professional development will begin in August 2026 and continue through May 2027. Training will be ongoing throughout the school year and embedded into existing structures, including:
 - Scheduled time from 2026-27 Professional Development and/or Planning Day hours will be used to focus on standards alignment, instructional planning, and grade-level expectations.
 - Weekly grade-level and special education PLC meetings for collaborative planning, data analysis, and instructional refinement.

What supplies and resources will be needed to implement this professional development?

- Kentucky Academic Standards documents and standards unpacking tools for reading and math.
- Instructional planning resources: Pacing guides, curriculum maps, and standards breakdown templates.
- Assessment platforms and data tools, including STAR, PEAR, and Common Unit Assessments, to support instructional decision making.
- Technology resources: Teacher devices, shared digital folders, and data dashboards, to support collaboration and monitoring.
- Professional texts and training materials focused on differentiation, scaffolding strategies, and specially designed instruction for students with disabilities.
- Release time and coverage for when it is necessary for our teachers to participate in professional learning or collaborative planning sessions during the school year.

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.

Ongoing Supports

- Grade-level PLCs will meet weekly to support collaborative planning, standards unpacking, instructional planning, and discussion of differentiated instructional strategies aligned to Kentucky Academic Standards. In addition to: analyze student work, review assessment results, and adjust and plan future instruction.

- The principal will provide ongoing instructional support through regular classroom walkthroughs and feedback focused on standards alignment, learning targets, and instructional rigor.
- The special education lead teacher will work with general and special education teachers to support implementation of accommodations, scaffolds, and specially designed instruction aligned to IEP goals and grade-level standards.
- Staff Developer will provide coaching and modeling during PLCs and/or grade-level planning time, to allow our teachers to apply professional learning directly to upcoming lessons.

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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Pendleton County Schools Professional Development

Name of School: *Southern Elementary*

2026-2027

DATE	# Hours	CONTENT/TOPIC	PARTICIPANTS	LOCATION
PD Dates in School Calendar: August 11, 2026; December 21 st and 22 nd 2026; and March 19, 2027 (6 hr days)				
Prior to 8.12.26	4.5	Safe Schools Training	ALL CERTIFIED STAFF REQUIRED	ONLINE
Prior to KSA Window	2	Administrative Code Training (KSA)	ALL CERTIFIED STAFF REQUIRED	ONLINE
Prior to KSA Window	2	Inclusion of Special Population Training	SELECTED CERTIFIED STAFF	ONLINE
TBD	2	Trauma Informed & PBIS	ALL CERTIFIED STAFF REQUIRED	SES MEDIA CENTER
TBD	3	District - Lead Technology Trainings	ALL CERTIFIED STAFF REQUIRED	TBA
TBD	3	Listening Gym - Building Student Stamina & Attention	ALL CERTIFIED STAFF REQUIRED	SES MEDIA CENTER
TBD	3	Vertical Alignment Summit (K-5th Expectations & Transitions)	ALL CERTIFIED STAFF REQUIRED	SES MEDIA CENTER
TBD	3.5	Differentiation in the Literacy Block (Small Groups, Scaffolds, Intervention)	ALL CERTIFIED STAFF REQUIRED	SES MEDIA CENTER
TBD	1	CPR & First Aid Refresher Training	SELECTED CERTIFIED STAFF	TBA
TBD	4	CPR & First Aid Initial Training	SELECTED CERTIFIED STAFF	TBA
TBD	1	Medication Training & Skills Assessment	SELECTED CERTIFIED STAFF	TBA
TBD	3	SBDM Refresher Training	SELECTED CERTIFIED STAFF	ONLINE
TBD	6	SBDM Initial Training	SELECTED CERTIFIED STAFF	ONLINE
TBD	6	District Special Ed. PLCs	CERTIFIED SPECIAL ED. STAFF	DISTRICT TRAINING RM.
Prior to 4.30.27	(6)	CSIP Related Trainings: Instruction and/or Behavioral	PRINCIPAL APPROVED STAFF	TBD
Total Hours = (Must Equal 24) _____				

Signatures Indicate Completion of 24 Professional Development Hours

Certified Employee: _____

Principal: _____