



2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)_08182025_09:53

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

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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?

PCHS is committed to fostering opportunities in a collaborative and innovative environment that empowers all to reach their full 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?**

KCWP #1 and #4

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.)

State assessment results in reading, math, science, and social studies.

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

The short-term goal will be to revise the summative and formative assessments. Long-term teachers will adjust pacing to reflect the time needed to teach the specific skills for each standard.

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

Teachers will better align their formative assessments to both summative and KSA assessments. The focus will be on making sure the rigor on the formative assessments matches the rigor on the summative assessments as well as the KSA.

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 expected deliverables will be the Unit Overview document for each unit to be taught. Teachers will also have a formative map pre-filled out for the units prepared and the formative map will be the deliverable that drives PLC discussions throughout the school year. Updates tests for all units.

Teachers are responsible

Data will be analyzed weekly.

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**.

Alignment of the formative and summative assessments. Rigor alignment and clear understanding of the standard skills.

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

All certified 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?

Northern Ky, CO-OP

SBDM funds

ATTACHMENTS

Attachment Name



26-27 PD

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.

Staff developer support daily

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.)

State assessment results and both formative and summative assessment results

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

Short term-formative analysis results

Long term-Summative analysis results

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

Student outcomes and rigor alignment

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 expected deliverables will be the Unit Overview document for each unit to be taught. Teachers will also have a formative map pre-filled out for the units prepared and the formative map will be the deliverable that drives PLC discussions throughout the school year. Updates tests for all units.

Teachers are responsible

Data will be analyzed weekly in PLC

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**.

Improved formative and summative assessment data.

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

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?

This is the same for both KCWP

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.

Weekly PLC, daily support from staff developer

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.**

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
 26-27 PD	PD plan	• f

Professional Learning Plan for Classroom Teachers

2026-27

PHS

Professional Learning Date	# Hours	CONTENT/TOPIC	LOCATION	Evidence (Sign-in Sheet or Certificate – if certificate, attach to this form)
Prior to Opening Day	4.5	Safe Schools Training	Classified and Certified	Certificates
TBA	2	Testing Training	PCHS Classified and Certified	Sign in Sheets
TBA	3	Technology Training	Certified Staff	Sign in Sheets
TBA	3	Best Practice Training	Certified Staff	Sign in Sheets
Aug 3 rd 8-11	2	The science of Reading and Writing	Library (PCHS) Certified Staff	Sign in Sheets
Aug. 3 rd	3	Trauma informed care Barren County “We are all on Duty”	Library (PCHS) Certified and classified	Sign in Sheets
Aug. 3 rd .	1.5	The PCHS way: School Systems	Library (PCHS) Certified Staff	Sign in sheets
Aug. 4 th	3	Core Systems for school success David young (CKEC) Focus-Standards, learning targets, and assessment congruency	Library (PCHS) Certified Staff	Sign in Sheets
Sept 15th	1	Don’t work harder than your students (Co-op)	Library (PCHS) Certified Staff	Sign in sheets
October 20th	1	Don’t work harder than your students (Co-op)	Library (PCHS) Certified Staff	Sign in sheets
Total Hours = 24				