2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)_05102026_16:14

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

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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 Kingston Elementary School is to work with students and families to continually improve the quality of education for our students by focusing on academic standards and building relationships while maintaining a safe learning environment.

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 first area of focus is to increase the number of students scoring Proficient/ Distinguished from 55% in Reading to 72% by spring of 2028. We will do this by looking for professional development that strengthens tier 1 instruction.

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.)

The school goal that will be supported though this work is increasing the percentage of special education students scoring proficient on the KSA reading for 3rd-5th grade.

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

As a building we working toward strengthening the phonemic awareness in the primary grades. We are partnering with the district to develop modules that will help support this work. We are also partnering with a local district to use their small group teaching model that supports tier 1 instruction.

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

Our intended result is to increase the percentage of students that are reading on or above grade level as its measured on KSA tests and I-Ready diagnostics.

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 school leadership team meets weekly. Part of their responsibility is to implement and monitor a schedule that ensures appropriate academic interventions are taking place without interfering with Tier 1 instruction. In addition, as IEPs come up for re-evaluation, the team will ensure that students are

placed in their least restrictive environment so that all students are engaged in quality grade level content.

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**.

For Kindergarten through 2nd grade we are going to use the I-Ready diagnostic to indicate if we successfully implemented our goal of increasing the amount students reading on or above grade level. For our 3rd through 5th graders we hope to increase the students scoring Proficient/Distinguished from 52% in Reading to 56% on the spring KSA test.

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 for the professional development is primary teachers and intermediate reading 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?

There are no specific resources needed at this time.

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.

We have a district reading coach that will be working with out kindergarten through third grade reading teachers, we also have a building coach that will also be supporting those teachers.

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.)

Our goal is to increase the number of students with IEP's reading on or above grade level. There is a gap between the reading scores of our general education students when compared to our special education students. Our goal is to close that gap.

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

Our goal is to increase the number of students with IEP's reading on or above grade level. There is a gap between the reading scores of our general education students when compared to our special education students. Our long term goal is to close that gap.

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

Increase the percent of students with IEPs scoring Proficient/Distinguished in reading on the KSA and I-Ready tests.

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 school leadership team meets weekly. Part of their responsibility is to implement and monitor a schedule that ensures appropriate academic interventions are taking place without interfering with Tier 1 instruction. In addition, as IEPs come up for re-evaluation, the team will ensure that students are placed in their least restrictive environment so that all students are engaged in quality grade level content.

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**.

Increase the percent of students with IEPs scoring Proficient/Distinguished in reading from 30% to 34% by spring of 2026 as measured by state required academic assessments.

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

Special Education teachers, Co-teachers, and special education paraprofessionals would be the targeted audience.

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?

No specific resources needed at this time.

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.

Teachers will continue to work with our building coaches as well as district coaches. They will meet in weekly PLC's and monthly vertical alignment meetings.

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)