



2025-2026 Phase Four: Professional Development Plan for Schools
(Implemented 2026-27 School Year)_02252026_21:09

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

Black Mountain 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?

Our mission is to provide a learning atmosphere that challenges each child's abilities and is one of positive involvement between students, parents, and our school by implementing innovative programs that utilize the resources available in our community.

Our Mission is to empower ALL STUDENTS for the choices and challenges of the 21st Century. We accept the responsibility of providing a quality education to ensure that each student regardless of gender, ethnicity, socioeconomic or physically challenged status, has the opportunity to develop their abilities to the highest level. We embrace the goals set forth in the Kentucky Education Reform Act: expecting high achievement from all students; commitment from the community, parents, faculty, staff and administrators placing emphasis on the relating education of real life experiences resulting in smooth transition into adulthood; and providing a risk free, caring, safe 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?**

Priority 1: Adequately train all teachers to have effective classroom management.

Priority 2: Teachers will continue to build on the resources previously provided in Research Based Instruction Strategies That Work, focusing on the 6 phases of learning. All teachers will continue to implement these strategies in the classroom and collaborate on best methods and practices for the 6 phases of learning.

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 goal of effective classroom management is creating an organized and constructive learning environment in which all teachers, students and staff members feel safe and affirmed. To teach pro-social behaviors, effectively address issues as they happen and prevent disruptive behavior, resulting in a positive learning environment. The long term effect of this will be constructive student engagement the establishment of clear expectations and boundaries.

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

Our top two priorities of Professional Development relate to our overall school goals in several ways. They relate by improving the delivery of daily instruction to students. Classroom management allows for the delivery of instruction in a consistent and organized rigorous manner.

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

The expected result of the professional development in part (a) is the building of positive relationships with students through open communication and mutual respect. Teachers can take the time to get to know their students on a personal level, showing genuine interest in their lives and experiences resulting in established trust and a productive environment.

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 various categories. Classroom observations completed by administration will be documented and kept on file. Student assessment data, including star test results, end of the year state test results, and supplemental in classroom testing will be documented and monitored. Student work samples will be made available throughout the school year. Peer observations by teachers and attendance by certified staff at various professional developments throughout the 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 desired results will include at least 70% of students in each grade level performing at or above grade level on the STAR math and reading test. An increase in the number of students performing at apprentice, proficient and distinguished levels on the Kentucky Summative Assessment (KSA), as well as a decrease in the number of students performing on a novice level on the KSA. Students that are referred for MTSS will be successful after receiving individual instruction.

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

The targeted audience for this professional development will include all classroom teachers, special education teachers and members of school administration. All classroom teachers will work in a collaborative approach to target gaps through PLC meetings. Teachers will receive training on Research Based Instructional Strategies.

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?

Staff will attend various professional development trainings in their designated content areas throughout the 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.

All teachers will continue to attend regular professional learning community meetings, as well as staff meetings where all teachers and administration discuss identified gaps. Members of school administration will continue to conduct regular classroom observations, to help identify educational gaps and monitor the implementation of strategies adopted to target said gaps. Classroom teachers, RTI support staff, save the children support staff and members of administration will also monitor assessment data to determine whether or not gaps are being identified and targeted adequately.

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.)

Priority 2: Teachers will continue to build on the resources previously provided in Research Based Instruction Strategies That Work, focusing on the 6 phases of learning. All teachers will continue to implement these strategies in the classroom and collaborate on best methods and practices for the 6 phases of learning.

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

Teachers have received training on Research Based Instructional Strategies That Work through Southeast South-Central Educational Co-op. The training focused on the 6 phases of learning. The goal is for teachers to continue to improve their understanding of strategies that have been proven to work to help our diverse student population to be successful. We have a large number of students below the

poverty level who have also been affected by the Covid pandemic. Our goal is to help these students overcome these difficulties by using innovative Instructional strategies.

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

The expected result of the professional development in part (a) is the building of positive relationships with students through open communication and mutual respect. Teachers can take the time to get to know their students on a personal level, showing genuine interest in their lives and experiences resulting in established trust and a productive environment.

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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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