



2025-2026 Phase Four: Professional Development Plan for Schools
(Implemented 2026-27 School Year)_01122026_09:14

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

Anchorage Independent Public 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?

The Anchorage Independent School District endeavors to unite with the Anchorage community to equip all students with the knowledge, skills, behaviors, and mindset that will inspire and empower them to make a positive impact on their community and world.

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Attachment Name

 2026-27 Anchorage Public School Professional Development Plan

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?**

New Math Instructional Resource Training/Reading Skills for all Areas of Curriculum - The adoption of a new math resource will require elementary teachers and middle school math teachers to participate in professional learning regarding effective teaching and learning of this new resource. Those teachers who do not teach math will take part in professional learning that will enhance their ability to integrate reading skills into all subject areas, increasing student engagement. This will also support teaching advanced learners.

Innovation Lab - Explore, Embrace, Embed - As Anchorage Public School continues to develop the Innovation Lab, teachers of all grade levels and subject areas will participate in professional learning that will enhance their ability to integrate the technology of the Innovation Lab into their curricula. As well, this will serve to support the student experience pillar of our Strategic Plan via vibrant learning and innovation.

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 first identified area requiring professional development will support CSIP/CDIP goals and our Strategic Plan of empower every student to grow, achieve, & succeed.

Goal 1(students with disabilities achieving proficiency); Goal 2 (improvement of state Reading and Math proficiency), Priority Indicator 1: (increased proficiency in Science, Social Studies and Writing), . The professional development will further students advanced coursework, as well as identifying areas of student academic need.

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

Goal 1(students with disabilities achieving proficiency); Goal 2 (improvement of state Reading and Math proficiency), Priority Indicator 1: (increased proficiency in Science, Social Studies and Writing), . The professional development will further

students advanced coursework, as well as identifying areas of student academic need. Via MAP and KSA assessments, formative and summative classroom assessments and teacher data students will show growth in academic areas.

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

The expected outcomes of this professional development is to both increase student achievement outcomes, as well as enhance teaching and learning in the classroom.

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.)

Teachers, interventionists and administrators will gather formative and summative data (throughout the school year), data from MAP (three times yearly) and KSA (once from previous school year) assessments, as well as anecdotal data from classroom teachers. PLC's will regularly discuss and analyze data in order to best meet the needs of students.

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 in reading and math assessment data, as well as improvement in Trimester analysis of data by the professional learning communities will be indicators of success. Improvement in student Science, Social Studies and Writing scores will be considered an indicator of success. Student goal setting will be adjusted based on current data. A decrease in the number of students who are projected as novice on MAP and KSA will also be considered a measure of success.

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

All classroom teachers are the targeted audience with administrative staff taking part. Classified staff may also take part in identified activities.

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?

Resources needed to support professional development include trained staff from within, from local cooperatives, the Kentucky Department of Education, or specific curriculum providers. Continued generous funding support of the school district as approved by the school board, APTA and community donors may provide needed resources for employee's professional development needs.

- 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.

Professional Development days, prior to the beginning of the school year as well as Friday early release days will provide the time for job embedded professional learning. Follow-up to formal professional learning via group sharing, vertical and horizontal curricular team meetings and grade level PLC meetings will take place throughout the school year.

- 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 requiring professional development will support positive learning environments by providing strategies to support emotional regulation, executive functioning and pro-social skills.

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

Teachers and staff will increase skills in promoting social skills, executive functioning and emotional regulation within the classroom and full school environment. This will support fostering a positive, student-centered culture within the school and community.

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

The expected outcomes of this professional development is to both increase student achievement outcomes, including enhancing learning in the classroom. Student self regulation will be evident through teacher, counselor and administrator observations. A positive school culture will be evident.

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 endeavors to ensure a year's worth of academic growth in a year's time for all students, including clear pathways for intervention and enrichment. Teachers and administrators will gather formative and summative data (throughout the school year), data from MAP (three times yearly) and KSA (once from previous school year) assessments. It is expected that anecdotal data regarding the articulation of the Innovation Lab with classroom curriculum will indicate both student and teacher excitement, student engagement.

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**.

Student success both academically and socially will be considered indicators of success. This will include such things are fewer referrals for behavior interventions, teachers and staff observations, classroom performance both socially and academically.

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

All teachers, as well as teaching assistants and administrators will 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?

Resources needed to support this professional development are trained staff, continued generous funding support of the school district - as approved by the school board. Additionally APTA and community help provide the needed resources for teacher professional development.


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.

Friday early release days will provide the time for job embedded professional learning, as well as follow up to formal professional learning via group sharing, vertical and horizontal curricular team meetings and grade level PLC meetings. Innovation lab personnel will provide both training and activities for curricular integration.

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.**

Please see the attached professional development plan with areas of focus.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2026-27 Anchorage Public School Professional Development Plan</u>	This is the plan for professional development for Anchorage Public School for school year 2026-2027.	• 1