



2025-2026 Phase Four: Professional Development Plan for Schools
(Implemented 2026-27 School Year)_04282026_20:00

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

Beechwood High School
Alan Yanke
54 Beechwood Rd
Fort Mitchell, Kentucky, 41017
United States of America

Table of Contents

2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026... 3

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?

Our mission statement is to provide innovative education grounded in tradition.

In addition, all district and school leadership collaborated to establish the meaning behind the frequently and historically used phrase "wearebeechwood." Through this collaboration, the P-12 leadership team was able to articulate the often-used phrase into "The Beechwood Way" as a means to communicate our expectations for all Beechwood students and staff. This message has been communicated and

modeled to all students and staff P-12. The Beechwood Way is aimed to articulate an actionable set of principles driven by our district vision and mission. The first three action statements guide us in our decisions and work for students:

“We design teaching and learning focused on students.”

“We build resilient learners and leaders who are fearless in the pursuit of excellence.”

“We are a uniquely intimate community developing globally competitive students.”

Learners and Leaders are a set of expectations for ALL students and ALL staff.

We are Learners: We are fearless. We pursue excellence. We are resilient. We reflect and grow.

We are Leaders: We are safe. We are respectful. We are responsible. We are proud.

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?**

Our top two professional development priorities are:

- 1) Ensuring vertical alignment across all content areas through implementation of new resources. Tied to this, we want to continue to purposefully utilize assessment data to impact instruction and personalize learning for all students.
- 2) Increasing experiential learning for all students.

Our priority one is ensuring vertical alignment across all content areas through implementation of new resources. Tied to this, we want to continue to purposefully utilize assessment data to impact instruction and personalize learning for all students which relates to our district goals of:

Personalized Learning - Aligned curriculum, data analysis to impact instruction, writing, common assessments, scope and sequence/end of grade level expectations, MTSS, and AP/SAT.

Leadership - Building leadership amongst staff in assessment literacy and data analysis to impact instruction

Our priority two is around increasing experiential learning for all students which relates to our school goals of:

Personalized Learning and Community Engagement - Aligned curriculum (including the EDGE program K-12)

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.)

Continue building assessment literacy and reviewing assessment data in planning period PLCs, team meetings, and faculty work sessions.

Grade level/department work sessions to create or revise common scope and sequence documents/curriculum maps. In addition, we will provide opportunities for vertical collaboration.

High school - since the high school has more individual classes - Work with individual teachers and departments on the progression of: 1) development/review of end of course expectations, 2) align midterm and final to end of course expectations, 3) build interim assessments that build towards the midterm and final, and 4) use data from the interim assessments to plan for future instruction as well as differentiation. Use of data/assessment tools for this purpose next year which will require professional learning.

Have departments and grade levels review assessment data and discuss assessment practices in department work sessions, grade level team meetings, and department days.

Continued MAP, CERT, enVision, HMH, SAT, and AP training and data check-ins.

Update and review data spreadsheet to track individual progress and trends. Continued training for teachers on use of data sheet, as needed.

Work on analyzing data to revise plans for special populations including intervention classes, the special education department, English learners, Gifted and Talented, etc.

Professional learning needed for new staff regarding our primary programs (i.e. enVision, HMH) as well as our curriculum continuum in each subject area.

Professional learning around AI and new technology resources.

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

High school - since the high school has more individual classes - Work with individual teachers and departments on the progression of: 1) development/review of end of course expectations, 2) align midterm and final to end of course expectations, 3) build interim assessments that build towards the midterm and final, and 4) use data from the interim assessments to plan for future instruction as well as differentiation. Use of data/assessment tools for this purpose next year which will require professional learning.

Have departments and grade levels review assessment data and discuss assessment practices in department work sessions, grade level team meetings, and department days.

Continued MAP, CERT, enVision, HMH, SAT, and AP training and data check-ins.

Update and review data spreadsheet to track individual progress and trends. Continued training for teachers on use of data sheet, as needed.

Work on analyzing data to revise plans for special populations including intervention classes, the special education department, English learners, Gifted and Talented, etc.

Professional learning needed for new staff regarding our primary programs (i.e. enVision, HMH) as well as our curriculum continuum in each subject area.

Professional learning around AI and new technology resources.

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

We intend for students to have certain guaranteed experiences with high quality instructional resources that are vertically aligned. In addition, assessment should be about learning and growth rather than about the grade. Effective assessment and data analysis practices should help teachers plan for instruction.

Educator practices – Continued refinement of course or grade level goals (end of course/grade level expectations), revisit scope and sequence documents through a vertical lens and with new resources, collaboration among departments and grade levels, continued refinement of assessments, and regularly using reliable data to not only plan for instruction but paint a picture of an individual student’s learning and growth.

Student outcomes - Increased achievement and academic growth for all students.

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 - student writing samples, student EDGE work samples, grade level common assessments, MAP, CERT, enVision assessments, HMH assessments, SAT, AP, Stanford 10

Responsible for collecting data - assistant superintendent, principals, teachers

Frequency - Regularly as assessments are given. There will be a calendar for each school to outline assessments, data reviews, and checkpoints throughout the 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**.

Completed and published end of course expectations or curriculum maps

Vertically-aligned and revised scope and sequence documents

Updated and aligned assessments – including a balanced assessment system when students demonstrate learning through various means

Departmental and grade level discussions and alignment

Teachers and students using and understanding assessment data

Growth on major assessments that we track over time - AP, SAT, MAP, KSA, CERT, Stanford 10, etc.

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

General education teachers

Special education teachers

Administrators

There will also be some learning by students and parents!

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?

Personalized and flexible professional learning menu/site

Conducive schedules

Funding (PD and substitutes) - SBDM Council funds, district funds, Title II funds

Materials

Time - elementary weekly team meetings, high school monthly PLCs and faculty/department work sessions, use of 4 PD days throughout the school year (both district/school work and flexible, personalized learning)

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 learning communities and team meetings

Individual coaching

Observations and post-observation conferences

Department work sessions

Faculty work sessions

Middle grades work sessions

Innovation Teams - around our strategic plan

Time to work with grade levels above and below

Collaboration with other schools using the same instructional resources

New teacher support/check-in system

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.)

Continued implementation of the EDGE program

One central electronic site for all EDGE challenges

A website or central location of exemplars of EDGE challenge products

Continue building experiential learning knowledge in planning period PLCs, team meetings, and faculty work sessions.

Continue the EDGE certification program building teacher-leaders in experiential learning

Have departments and grade levels discuss experiential learning opportunities in their content area and examine student work samples for feedback

Work with EDGE university/business partners to develop challenges (4 per year in each class)

Work with individual teachers on experiential learning challenge development

Teacher understanding of EDGE core concepts for students

Teacher understanding/development of skill and challenge rubrics

Additional challenge development and experiential learning training with EDGE teachers (minors and Seminar)

Continue defenses of learning for 6th, 8th, and 12th grades

New Teacher Support program - embedded learning about the EDGE program and practices

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

Continued implementation of the EDGE program

One central electronic site for all EDGE challenges

A website or central location of exemplars of EDGE challenge products

Continue building experiential learning knowledge in planning period PLCs, team meetings, and faculty work sessions.

Continue the EDGE certification program building teacher-leaders in experiential learning

Have departments and grade levels discuss experiential learning opportunities in their content area and examine student work samples for feedback

Work with EDGE university/business partners to develop challenges (4 per year in each class)

Work with individual teachers on experiential learning challenge development

Teacher understanding of EDGE core concepts for students

Teacher understanding/development of skill and challenge rubrics

Additional challenge development and experiential learning training with EDGE teachers (minors and Seminar)

Continue defenses of learning for 6th, 8th, and 12th grades

New Teacher Support program - embedded learning about the EDGE program and practices

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

Student outcomes – All students will have meaningful, personalized experiences and will develop skills that will prepare them for post-secondary (college or career).

Educator beliefs – All students can develop skills that will make them successful regardless of their post-secondary plans. Experiential and challenge-based learning is meaningful. Reflection and feedback is important for student growth. Quality student learning can occur when a teacher acts as a facilitator of learning. Assessment is about learning and growth rather than about the grade. Business and university partners can enrich our students' experiences.

Educator practices – Implementation of challenges in the classroom, teaching of EDGE core concepts, and partnerships with businesses/universities.

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 - Student EDGE work samples, defenses of learning and tracking of core concept scores, EDGE business partner feedback, EDGE challenge maps and curriculum reviews

Responsible for collecting data - assistant superintendent, principals, teachers

Frequency - Minimum of quarterly for EDGE student work sample review. 8th, and 12th grade defenses of learning will occur annually. EDGE business partner feedback will be regularly through their classroom visits (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**.

Completed and published EDGE site

Updated and aligned challenge templates for Seminar and EDGE minors

Updated log of elementary grade level EDGE challenges

Grade level, Seminar and EDGE minor team discussions

Student products from EDGE challenges

EDGE days

EDGE Expo and EDGE Showcase the evening before for families

EDGE folders for all students (collection of evidence)

8th, and 12th grade Defenses of Learning and tracking of scores/growth

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

General education teachers

EDGE (Seminar and minor) teachers

Administrators

There will also be some learning by students and parents!

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?

Personalized and flexible professional learning menu/site

Conducive schedule

Funding (PD and substitutes) - SBDM Council funds, district funds, Title II funds

Materials

Time - elementary weekly team meetings, high school monthly PLCs and faculty/department work sessions, use of 4 PD days throughout the school year (both district/school work and flexible, personalized learning), EDGE certified meeting time

Alignment K-12

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.

Professional learning communities and team meetings

Individual coaching

Observations and post-observation conferences

Department work sessions

EDGE support meetings

New teacher support/check-ins

5th-8th grade Seminar work sessions

EDGE Certified 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.**

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------