



2025-2026 Phase Four: Professional Development Plan for Districts (Implemented 2026-27 School Year)_03102026_10:20

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

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2025-2026 Phase Four: Professional Development Plan for Districts (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 district 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 district's mission?

Anchorage Public School unites with the community to equip all students with the knowledge, skills, behaviors, and mindset to make a positive impact on their community and world.

2. The needs assessment provides the framework for **all** districts 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?**

HQIR (Highly Qualified Instructional Resource) Training in Math & Reading - The adoption of a new middle school math resource, Ed Gems Math, will require teachers to participate in professional learning regarding effective teaching and learning of this new resource. Additionally, analysis of priority standards and assessments across grade levels in professional learning communities will enhance teachers' ability to assess student growth in math, reading, science, social studies, and writing. Teachers will participate in training to integrate reading instruction across all subject areas. The use of Artificial Intelligence as a tool will also be addressed in the 26-27 school year.

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. This will serve to support the student experience pillar of our Strategic Plan via vibrant learning and innovation.

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

The identified areas requiring professional development will support:

Goal1: Improvement of state Reading and Math Proficiency (growth and achievement)

Goal 2: Increased proficiency in Science, Social Studies, and Writing

Goal 3: Achievement of proficiency and growth for students with disabilities.

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 universal screener, MAP (three times

yearly), and fully analyze KSA (once from previous school year) assessments, as well as anecdotal data from classroom teachers for analysis.

Professional Learning Communities will regularly discuss and analyze data in order to best meet the needs of students and create plans to move students forward in growth and achievement.

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, in terms of student achievement data and growth across time will be analyzed to determine success. Systems of data analysis (formative, summative, and universal screener) will be hard-wired in the PLC processes across grade levels to determine growth and achievement in reading, math, science, social studies and writing. 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, as well as setting student goal for at least "one year's growth in one year's time."

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 and administrators are the targeted audience. Classified staff may also take part in identified activities as applicable to their job description.

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. The establishment of 7 "team leads" will provide a network across grade levels and special areas in order to facilitate necessary work in professional learning communities and teacher leaders. Additionally, the school interventionist and innovation lab teacher will assist with teacher leadership tasks and instructional coaching.

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

Professional learning in the Innovation Lab will support Goal 1 (improvement in state reading/math proficiency), Goal 2 (increased proficiency in science, social studies, and writing), and Goal 3 (students with disabilities achieving proficiency) by embedding and integrating technology within the curriculum.

To increase engagement and advance our curriculum, teachers will be required to extend content through the innovation lab. Short term objectives will require teachers to increase their working knowledge of the tools available for usage and to also work collaboratively with the innovation lab teacher to support or enrich mastery. These steps will allow us to move from "embracing to embedding" all available forms of technology and we would expect this to improve across time.

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

The expected outcome of professional development is to both increase student achievement and growth outcomes, including enhancing teaching and learning in the classroom. Increased student engagement will be observable through the utilization of all technology* resources made available to students and staff.

*This does not include increased Chromebook usage.

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.)

Ensuring "one year's growth in one year's time" is a collaborative effort across all school personnel. This guarantee includes clear pathways for intervention and enrichment. Teachers and administrators will gather formative and summative data (throughout the school year), data from our universal screener, MAP (three times yearly), and KSA (once from previous school year) assessments. It is expected that anecdotal data gathered from the usage and observations in the Innovation Lab and across electives will indicate both student engagement and teacher usage. Work samples and teacher feedback will be sources of evidence as collected by teams of teachers and administrators. Quarterly analysis will take place to inform next steps and improve the student experience.

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 success will be monitored through district and school leadership structures.

Identified data will be monitored for growth and achievement; Through observations, class participation and engagement will increase. (Increased engagement may also prove to be successful in noting fewer office check-ins/ referrals and the need for fewer behavior interventions in our MTSS structure.) Survey data, collected through strategic planning processes, will be collected from students, staff, and parents to gauge degrees of success and next steps from their anecdotal feedback.

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 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 4.

Our weekly early release days each Friday provide time for job-embedded professional learning, as well as follow up to formal professional development in vertical and horizontal curricular team meetings and grade level PLC meetings. Curriculum experts and Innovation lab personnel will also provide ongoing 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>2025-26 Anchorage Independent School District Professional Dev Plan for 2026-27</u>	This document contains the Anchorage Independent School District Professional Development Plan for 2026-27.	•

Anchorage Public School: 2026-2027 Professional Development Plan

School-Wide Focus: All Teachers (24 Total Hours & Job-Embedded Learning)					
	Vibrant Learning & Innovation	Teaching Advanced Learners	Curriculum, Instruction, and Assessment in Action	Positive Learning Environments	Individual Professional Learning
Focus	Continued Exploration and Implementation (includes effective and appropriate use of Artificial Intelligence in the Classroom)	Differentiation and Advanced Coursework for the Anchorage Student	CIA Work in APS Professional Learning Communities (also includes self-selected workshops for individual team needs and/or specialists.)	Strategies to support emotional regulation, executive functioning, and pro-social skills. (also includes K-2 Conscious Discipline)	Self-Selected, Included in Professional Growth Plan, and Approved by Principal
Delivery	Workshop/Training & Early Release	Workshop/Training & Early Release	Grade Level & Content Area Teams: Summer & Early-Release	PBIS Team, Grade Level Teams, Summer & Early Release	Self-Selected Workshop or Training; in-person, online
Notes	3 hrs. Required District PD & <i>Job-Embedded</i>	3 hrs. Required District PD & <i>Job-Embedded</i>	9 hrs. Required School-Based PD & <i>Job-Embedded</i>	3 hrs. Required K-2 Conference, School-Based PD & <i>Job-Embedded</i>	6 hrs. PD On-Site Training, School-Based PD & <i>Job-Embedded</i>
Strategic Planning & CSIP/CDIP Goals & Indicators	CoE: Goal 1 ESE: Goals 1 & 2 Goals 1, 2 & Priority Indicators 1, 2	CoE: Goal 1 ESE: Goals 1 & 2 Goals 1, 2 & Priority Indicators 1, 2	CoE: Goal 1 ESE: Goals 1 & 2 Goals 1, 2 & Priority Indicators 1, 2	CoE: Goal 1 ESE: Goals 1 & 2 Goals 1, 2 & Priority Indicators 1, 2	CoE: Goal 1 ESE: Goals 1 & 2 Goals 1, 2 & Priority Indicators 1, 2

Kentucky Framework for Teaching: Domain 4 — Component E

4E - Growing and Developing Professionally - Enhancement of Content Knowledge and Pedagogical Skill - Receptivity to Feedback from Colleagues - Service to the Profession	As in other professions, the complexity of teaching requires continued growth and development in order to remain current. Conscientiousness about continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities such as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.			
Critical Attributes	Ineffective - Teacher engages in no professional development activities to enhance knowledge or skill. - Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. - Teacher makes no effort to share knowledge with others or to assume professional responsibility.	Developing - Teacher participates in professional activities to a limited extent when they are convenient. - Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. - Teacher finds limited ways to contribute to the profession.	Accomplished - Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. - Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. - Teacher participates actively in assisting other educators.	Exemplary - Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. - Teacher seeks out feedback on teaching from both supervisors and colleagues. - Teacher initiates important activities to contribute to the profession.
	- The teacher is not involved in any activity that might enhance knowledge or skill. - The teacher purposefully resists discussing performance with supervisors or colleagues. - The teacher ignores invitations to join professional organizations or attend conferences.	- The teacher participates in professional activities when they are required or when provided by the school district. - The teacher reluctantly accepts feedback from supervisors and colleagues. - The teacher contributes in a limited fashion to educational professional organizations.	- The teacher seeks regular opportunities for continued professional development. - The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. - The teacher actively participates in professional organizations designed to contribute to the profession.	In addition to the characteristics of “accomplished”: - The teacher seeks regular opportunities for continued professional development, including initiating action research. - The teacher actively seeks feedback from supervisors and colleagues. - The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.
Possible Examples	- The teacher never takes continuing education courses, even though the credits would increase his salary. - The teacher endures the principal’s annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will simply discard the feedback form. - Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members’ time.	- The teacher politely attends district workshops and professional development days but doesn’t make much use of the materials received. - The teacher listens to his principal’s feedback after a lesson but isn’t sure that the recommendations really apply to his situation. - The teacher joins the local chapter of the American Library Association because she feels she might benefit from the free book—but otherwise doesn’t feel it worth much of her time.	- The teacher eagerly attends the school district optional summer workshops, finding them to be a wealth of instructional strategies he can use during the school year. - The teacher enjoys her principal’s weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day. - The teacher joins a science education partnership and finds that it provides him access to resources that truly benefit his students’ conceptual understanding.	- The teacher’s principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction. - The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. - The teacher founds a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.

Personalized PD Bank

Kentucky Academic Standards Implementation training

Numeracy Counts Academies

Conscious Discipline

Responsive Classroom

Innovative Schools Summit

OVEC

Eureka

Amplify

Open SciEd

Support for Advanced Coursework, Vibrant Learning and PLCs