



2024-2025 Phase Four: Professional Development Plan for Districts for School Year 2025-2026_01132025_13:30

2024-2025 Phase Four: Professional Development Plan for Districts for School Year
2025-2026

Middlesboro Independent
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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 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?

The mission of Middlesboro Independent Schools is to foster a relentless dedication to motivate and inspire student success.

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?**

MES: Novice reduction in math- math instruction and intervention

MMS: Novice reduction in writing and math

MHS: Novice reduction in science

District Wide: each school in the district will consistently perform at 80 or above in the areas of climate and school safety.

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

Identified Area Requiring Professional Development: Implementing targeted instructional strategies to reduce the number of students performing at the novice level in mathematics (elementary and middle school), writing (middle school), and science (high school).

District Goal(s) from the Comprehensive Improvement Plan Supported: This professional development directly supports the following district goals from the Comprehensive Improvement Plan:

- Improve state assessment results in math by reducing novice performance in elementary and middle school.
- Improve state assessment results in writing by reducing middle school novice performance.
- Improve state assessment results in science by reducing high school novice performance. These efforts will contribute to overall student achievement and help close performance gaps across grade levels and content areas.

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

Intended Results of This Professional Development:

Student Outcomes:

- A measurable decrease in the percentage of students performing at the novice level in:
 - Mathematics (elementary and middle school)
 - Writing (middle school)
 - Science (high school)

- Improved performance on state assessments as a result of more effective, targeted instruction.
- Increased student engagement and confidence in core content areas through more responsive and differentiated instruction.
- Stronger foundational skills in math, writing, and scientific thinking, leading to better preparedness for future academic success.

Educator Beliefs:

- Increased belief in their ability to impact student outcomes, especially for struggling learners.
- A shared commitment to continuous improvement and data-informed instruction.
- Greater understanding of the importance of tiered supports and high-impact strategies to reduce novice performance.

Educator Practices:

- More consistent use of data to inform instructional decisions and identify student learning needs.
- Integration of research-based strategies, including scaffolding, formative assessments, and feedback cycles.
- Increased collaboration among teachers through PLCs focused on analyzing student work and planning targeted interventions.
- Greater alignment of instruction with state standards and assessment expectations in math, writing, and science.

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.)

c. Monitoring the Implementation of Professional Development:

i. What data will be considered and gathered:

- Student work samples in math, writing, and science to assess skill development and application of taught concepts.
- Benchmark assessments, summative assessment, and formative assessments to track progress toward proficiency and identify gaps.

- State assessment benchmark data and interim assessment results to evaluate trends in novice performance.
- Classroom observation data using instructional walkthrough tools focused on evidence of strategy implementation.
- Teacher reflection logs and feedback surveys to assess perceived effectiveness and areas needing support.
- PLC notes/artifacts showing data discussions, intervention planning, and instructional shifts.

ii. Who is responsible for gathering the data:

- Teachers will collect student work samples and assessment data and contribute reflections on instructional practices.
- Instructional coaches/administrators will conduct classroom observations, facilitate PLCs, and help analyze formative data.
- Administrators will support walkthroughs, monitor implementation trends, and ensure follow-up support is provided.
- District leadership may review compiled data across schools to evaluate district-wide impact and guide future PD planning.

iii. How frequently will this data be analyzed:

- Monthly:
 - PLC teams will analyze classroom and formative assessment data.
 - Coaches and teachers will review student work samples for instructional adjustments.
- Quarterly:
 - School leadership teams will review benchmark and interim assessment data.
 - Classroom observation data and teacher feedback will be compiled to monitor strategy implementation and plan coaching support.
- Annually:
 - District teams will evaluate overall impact using state assessment results and year-end review of progress toward novice reduction goals.

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**.

To determine whether the professional development is effective, a combination of student outcome data, educator practice shifts, and implementation benchmarks will be used. These indicators will reflect progress toward the stated goals of reducing novice performance and improving instruction aligned to state assessment expectations.

1. Student Learning Indicators:

- Improved formative and curriculum-based assessment scores: An increase in student proficiency on classroom and benchmark assessments in math, writing, and science will reflect successful instructional shifts.
- Reduction in the percentage of students scoring novice on state assessments in:
 - Math (elementary and middle school)
 - Writing (middle school)
 - Science (high school)
- Evidence of skill progression in student work samples, including clearer writing, accurate problem-solving processes, and stronger scientific reasoning aligned to standards.

2. Instructional Practice Indicators:

- Increased implementation of evidence-based strategies in classrooms, observed through instructional walkthroughs and coaching cycles (e.g., use of scaffolds, student engagement strategies, formative checks for understanding).
- Consistent use of formative assessment practices by teachers, such as exit tickets, performance tasks, and student conferencing.
- Improved alignment between instructional tasks and state standards, ensuring students are being taught and assessed at the depth required.

3. Educator Belief and Collaboration Indicators:

- Active engagement in PLCs focused on using student data to adjust instruction, plan interventions, and reflect on instructional impact. Evidence may include PLC agendas, meeting notes, and instructional artifacts.
- Sustained collaboration with instructional coaches/administrators for lesson planning, modeling, and strategy refinement.

4. Implementation and Monitoring Benchmarks:

- Completion of scheduled PD sessions and coaching support with documented teacher participation and feedback.
- Regular review of student data and instructional practices during PLCs and leadership team meetings (e.g., data protocols, action plans).
- Ongoing administrative walkthroughs and feedback loops, ensuring fidelity of implementation and timely support where gaps are identified.

Summary of Success Markers: If the goals and objectives have been met, schools will see:

- Fewer students performing at the novice level on both classroom and state assessments.
- More confident and data-informed educators using high-leverage instructional practices.
- A system of ongoing monitoring, reflection, and collaboration focused on student growth.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)? The professional development is targeted to support instructional improvements aligned with novice reduction and state assessment outcomes. Specific focus areas include:

- Elementary and Middle School Math Teachers – to address strategies for reducing novice performance in mathematics through differentiation, use of high-quality instructional materials, and formative assessment practices.
- Middle School ELA and Writing Teachers – to improve student writing outcomes by integrating writing across the curriculum and using evidence-based instructional strategies.
- High School Science Teachers – to strengthen instructional practices that promote deeper understanding of scientific concepts and reduce novice performance on state science assessments.
- Instructional Coaches and Content Specialists – to support teachers through coaching, modeling, and data-informed planning aligned to PD outcomes.
- PLC Facilitators and School Leaders – to guide collaborative team discussions, support implementation, and monitor progress toward school and district goals.

However, all teachers across grade levels and content areas will receive professional development specific to their instructional needs during Middlesboro U, a two-day district-led event focused on advancing district goals, improving instructional practices, and addressing areas of need identified through data analysis. Middlesboro U serves as a foundational experience to ensure all educators are supported in the continuous improvement process.

- 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?

To ensure successful implementation and impact, the following resources are necessary:

i. Funding Source(s):

The professional development will be supported through a combination of the following funding sources:

- Title I – to support professional learning focused on reducing novice performance and closing achievement gaps for at-risk students.
- Title II – to provide high-quality professional development focused on strengthening teacher effectiveness and content knowledge.
- IAL (Innovative Approaches to Literacy) Grant – to enhance writing instruction and integrate literacy strategies across content areas, especially in middle school.
- PRI (Partnerships for Raising Instruction) Grant – to support coaching, professional learning communities, and the implementation of high-impact strategies in math, science, and writing.

ii. Timeline for Professional Development Activities:

DateProfessional Development ActivityAudienceFrequency/Notes

March-May 2025	End-of-year data analysis and planning	Teachers, coaches, admin	One-time session to review data, reflect, and set PD goals
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May 22, 2025 July 28–29, 2025	Eureka Math PD Middlesboro U – District-wide PD Event	Math K-8 All teachers	Curriculum training Two-day event tailored to teacher-specific needs and aligned to district goals
Ongoing throughout 2025–26	PLC-based professional learning and coaching cycles	Grade/content- level teams, instructional coaches	Occurs biweekly or monthly, depending on the building schedule

iii. Supplies and Resources Needed:

- Staffing and Personnel:
 - Instructional coaches and content specialists
 - External consultants or vendors (as needed for specialized PD)
- Technology:
 - Devices and online platforms for digital resources, data tracking, and virtual collaboration
 - Access to assessment platforms and student data dashboards
- Instructional Materials:
 - High-quality instructional resources (HQIRs) aligned to standards in math, writing, and science
 - PD guides, toolkits, and printed materials for in-session work
 - Writing rubrics, math/science practice tasks, and exemplar student work samples
- Facilities and Logistics:
 - Meeting spaces for Middlesboro U and PLCs
 - Presentation tools (projectors, whiteboards, etc.)

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.

To ensure sustained implementation of professional development strategies and continued progress toward novice reduction goals, the following ongoing supports will be provided:

1. District-Level Support:

- District instructional coaches will collaborate with teacher teams monthly to model high-impact instructional strategies, support lesson planning, and assist in data analysis specific to math (elementary/middle), writing (middle), and science (high school).

2. Building-Level Support:

- Building-level instructional coaches will facilitate monthly Professional Learning Communities (PLCs) using instructional materials and strategies introduced during Middlesboro U and other PD sessions. These PLCs will:
 - Review formative assessment and student work data
 - Co-plan lessons targeting novice learners
 - Share strategies and reflect on implementation
- Administrators and instructional leadership teams will conduct regular classroom walkthroughs to monitor implementation fidelity and provide targeted feedback.

3. Teacher Collaboration and Planning Time:

- Bi-monthly release time will be provided for teacher teams to:
 - Analyze student work and formative data to identify progress and gaps
 - Collaboratively plan differentiated lessons and interventions
 - Align instructional tasks with the rigor of state assessments

4. External Support (as applicable):

- ELA/writing specialists will be brought in to conduct walkthroughs, provide feedback, or host lab-classroom models in middle and high school.

These supports ensure that teachers are not only trained but consistently coached and empowered to implement strategies that directly address novice-level performance in core content areas. The structure also promotes ongoing reflection, collaboration, and alignment with district goals throughout the year.

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

Long-Term Objectives:

- Improve school climate and safety ratings so that 100% of schools score 80 or higher on climate and safety indicators by the end of the academic year.
- Establish a positive, proactive, and inclusive culture in every school that supports both academic success and emotional well-being.
- Build staff capacity to consistently implement restorative practices, social-emotional learning (SEL) strategies, and positive behavior interventions with fidelity across all schools.
- Reduce incidents related to behavior, bullying, and discipline referrals, contributing to a safer and more supportive learning environment.

Short-Term Objectives:

- Provide professional development for all staff on district-wide expectations and best practices for classroom management, SEL, de-escalation strategies, and trauma-informed instruction.
- Ensure every school has a school-wide safety and climate action plan that includes strategies to promote student voice, build relationships, and create consistent behavioral expectations.
- Train school leaders and staff to use school climate survey data to identify areas of strength and improvement and develop responsive action steps.
- Launch or enhance PBIS (Positive Behavioral Interventions and Supports) and/or restorative circles in classrooms to proactively address conflict and strengthen student relationships.
- Implement monthly school-based climate check-ins through PLCs or leadership teams to review data and reflect on progress toward the 80+ goal.

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

1. Student Outcomes:

- Improved school climate as measured by district and state surveys, with a goal of each school scoring 80 or above in climate and safety.
- Increased student engagement and sense of belonging, leading to better academic performance, higher attendance rates, and reduced behavioral incidents.
- Reduced discipline referrals and bullying incidents as a result of implementing positive behavior interventions and restorative practices.

- Improved mental health and well-being of students, supported by the integration of social-emotional learning (SEL) into daily instruction and classroom practices.
- Enhanced student voice and agency, where students feel more empowered to contribute to the school culture and participate in decision-making processes related to school safety and behavior.

2. Educator Beliefs:

- Increased educator belief in the importance of school climate as a foundational element for student success, with an understanding that a positive climate leads to improved academic and behavioral outcomes.
- Educators will feel more confident in their ability to address student behavior, using restorative practices and proactive strategies to prevent conflict and build positive relationships.
- Greater buy-in from staff regarding the value of SEL and trauma-informed practices as essential tools for creating safe, supportive learning environments.
- A shift in educator mindset toward relationship-building as a primary component of fostering a positive school climate.

3. Educator Practices:

- Consistent implementation of SEL strategies, restorative practices, and positive behavior supports across all classrooms and school settings, leading to a more supportive and safe environment for students.
- Increased use of data-driven decision-making regarding climate and safety, with educators using student feedback, behavioral data, and climate surveys to inform instructional and behavioral practices.
- Proactive classroom management strategies that emphasize prevention over reaction, leading to a reduction in discipline issues and promoting a sense of belonging for all students.
- Regular climate-focused reflection through PLCs and team meetings, with teachers and school leaders regularly assessing the effectiveness of strategies and adjusting practices based on feedback and data.
- Collaborative involvement of teachers, staff, and students in creating and maintaining a positive school culture, with clear expectations, consistent enforcement, and opportunities for student leadership.

These intended results aim to create a sustained improvement in school climate and safety, ensuring that every student feels safe, supported, and empowered to succeed. By achieving these outcomes, schools will create a strong foundation for

academic and social-emotional growth, setting students up for success both inside and outside 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.)

i. What data will be considered and gathered:

- Student Climate and Safety Survey Data: Data from district/state surveys will be reviewed to evaluate students' sense of safety, connection, and support at school.
- Behavioral Data (Office Referrals, Suspensions, Bullying Reports): Tracking reductions in disciplinary incidents and bullying will help determine the effectiveness of PBIS, SEL, and trauma-informed strategies.
- Classroom Observations: Admins and coaches will observe implementation of positive behavior supports, restorative practices, and trauma-informed approaches during instruction.
- Teacher Feedback and Reflection Logs: Teachers will provide feedback after PD sessions and during monthly PLCs and team meetings to reflect on implementation successes and challenges.
- Student Engagement Data: Attendance, participation in schoolwide events, and SEL indicators will be used to assess overall engagement and emotional safety.
- Focus Groups and Informal Check-ins: Teachers and students may participate in periodic focus groups or informal interviews to share their experiences and suggest improvements.

ii. Who is responsible for gathering this data?

- Teachers – log behavior data, reflect on SEL and PBIS use, and complete periodic surveys.
- Instructional Coaches – conduct observations, collect implementation data during PLCs, and support planning.
- Administrators – oversee schoolwide survey analysis, review behavior/discipline data, and monitor school safety plans.
- School Counselors and SEL/PBIS Leads – gather engagement data, lead trauma-informed and PBIS implementation tracking, and facilitate staff/student feedback opportunities.

iii. How frequently will this data be analyzed?

- Monthly:
 - PBIS Team Meetings will meet monthly in each building to review behavioral data, reinforce tiered supports, and monitor implementation of positive behavior strategies.
 - Trauma-Informed Care Teams will meet monthly to ensure consistent application of trauma-informed practices, identify staff and student needs, and align supports accordingly.
 - Classroom observations, teacher reflection logs, and behavioral data will also be reviewed monthly by coaches and administrators.
- Quarterly:
 - Climate and safety perception data from students and staff will be reviewed quarterly to assess progress toward the goal of scoring 80 or above in all schools.
 - Teacher and student feedback surveys will be summarized quarterly to inform next steps in PD and support.
- Annually:
 - A year-end comprehensive review will include climate data, student engagement metrics, behavior trends, and teacher implementation feedback to evaluate overall impact and plan for future PD cycles.

Including these consistent monthly PBIS and trauma-informed care structures ensures that implementation is collaborative, data-informed, and sustained over time.

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**. To determine whether the goals and objectives of the professional development have been achieved, the district will look for a combination of quantitative data, qualitative feedback, and observable changes in educator practice and student experience. The following will serve as key indicators of success:

1. Climate and Safety Survey Results

- Each school will show measurable growth on state or district school climate and safety surveys, with a target of reaching or exceeding a score of 80 by the end of the academic year.

- Increased student responses indicating a sense of belonging, safety, and emotional support at school.
- Higher levels of staff agreement with statements about the effectiveness of behavior supports, clarity of expectations, and overall school culture.

2. Behavioral Data and Incident Reduction

- A decrease in office discipline referrals, suspensions, and bullying reports compared to the previous school year.
- Reduction in the number of repeat behavior offenders, indicating the success of restorative and trauma-informed interventions.
- Improved behavior trends tracked monthly through PBIS team data reviews, with positive reinforcement systems consistently in place.

3. Implementation Fidelity and Classroom Practices

- Classroom observation data will show consistent implementation of:
 - Positive Behavior Interventions and Supports (PBIS)
 - Restorative practices (e.g., morning meetings, reflection circles)
 - Social-Emotional Learning (SEL) strategies
 - Trauma-informed care practices
- Lesson plans and instructional walkthroughs will reflect these strategies being embedded into daily routines and classroom culture.

4. Teacher Efficacy and Perception Data

- Results from post-PD surveys, reflection logs, and PLC discussions will indicate increased teacher confidence and competence in managing classroom behavior, building relationships, and supporting student needs.
- Teachers report feeling better equipped to handle challenging behaviors and build stronger relationships with students through trauma-informed and restorative approaches.

5. Engagement and Attendance Metrics

- Improved student attendance rates, particularly among students previously identified as chronically absent or disengaged.
- Increased participation in extracurricular and enrichment activities, suggesting a stronger connection to school.
- More positive teacher-student interactions and peer relationships, as reported in focus groups or informal check-ins.

6. Completion of Key Actions

- All teachers will have participated in Middlesboro U, the district's two-day PD event, and received individualized professional learning aligned to their school's needs and district priorities.
- Monthly PBIS and trauma-informed care meetings will occur with documented agendas, action steps, and follow-up items.
- School climate and safety goals will be embedded in school improvement plans, with progress monitored during monthly PLCs and leadership meetings.

These indicators, taken together, will provide a clear picture of whether the professional development has achieved its intended impact—and will guide any needed course corrections throughout the year.

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, K-12 As part of Middlesboro U, a two-day district-led professional development event, all teachers will receive training tailored to their specific content area and student needs, with sessions aligned to district goals (academic achievement, novice reduction, school climate, and safety).
- Support Staff and Related Arts Teachers These staff will participate in PD related to schoolwide expectations, trauma-informed care, and strategies to support positive behavior and climate across all learning environments.
- School Counselors, Instructional Coaches, and Administrators Focus: Leading and supporting the implementation of SEL, PBIS, and trauma-informed practices, as well as monitoring progress and coaching teachers throughout the year.

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?

- The following funding sources will support this initiative:
 - Title I: To support schoolwide interventions, SEL strategies, and climate-enhancing tools that target at-risk students and build a stronger sense of belonging.

- Title II: To fund professional development on trauma-informed care, restorative practices, and classroom management strategies that directly impact school climate and safety.
- IAL (Innovative Approaches to Literacy) Grant: To support literacy-based SEL resources and schoolwide engagement activities that contribute to a positive climate.
- PRI (Promoting Resilient Individuals) Grant: Specifically targeted for training and materials related to trauma-informed care, mental health supports, and staff wellness—critical components of a safe and supportive school climate.
- ii. Timeline of Professional Development Activities:
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- May: Initial planning, data review, and reflection sessions with school leaders and teacher leaders to prepare for implementation.
- July 28–29: Middlesboro U A two-day district-led PD event where all staff will receive training tailored to their role, including sessions on PBIS, trauma-informed care, SEL integration, and building schoolwide culture.
- Ongoing Throughout the Year:
 - Monthly PLC Meetings: Teachers will engage in collaborative planning and discussion around student relationships, SEL strategies, and behavior trends.
 - Monthly PBIS Meetings: School teams will meet to monitor and respond to behavior data and refine schoolwide positive behavior systems.
 - Monthly Trauma-Informed Care Meetings: Staff will meet to reflect on implementation, discuss student needs, and share strategies to maintain emotionally safe classrooms.
 - Quarterly Climate & Safety Data Reviews: Surveys and other indicators will be reviewed quarterly by administrators and coaches to assess progress and plan next steps.
- iii. Supplies and Resources Needed:
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To implement this professional development effectively, the following will be required:

- Staffing and Personnel:
 - District coaches and SEL leaders to facilitate PD and provide ongoing support
 - External trainers in trauma-informed care, PBIS, and restorative practices
 - School counselors and wellness coordinators for on-site support
- Training and Instructional Materials:
 - SEL toolkits, trauma-informed resources, and behavior intervention guides
 - Access to high-quality professional learning modules or platforms
 - Printed PD materials, reflection tools, and implementation guides
- Technology and Tools:
 - Digital tools to administer and analyze climate surveys (e.g., Google Forms)
 - Online collaboration tools for sharing strategies and tracking implementation
- Logistical Resources:
 - Meeting space and technology for in-person and virtual PD sessions
 - Supplies for behavior incentive systems (e.g., tokens, charts, certificates)
 - Materials for schoolwide initiatives that support a positive climate (e.g., posters, signage, SEL-themed bulletin boards)

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.

1. District-Level Coaching and Leadership Support

- District SEL/PBIS Coaches will provide monthly on-site coaching and classroom support to help teachers implement positive behavior strategies, trauma-informed care practices, and SEL routines.
- The district will maintain an implementation calendar and coaching cycle to ensure regular feedback loops between school staff and district leadership.
- District leaders will host quarterly leadership team meetings to review school-level climate data, ensure alignment to the district vision, and provide strategic adjustments where needed.

2. Monthly PBIS Team Meetings (School-Based)

- Every school will host monthly PBIS team meetings to:
 - Review discipline and behavior data
 - Monitor schoolwide incentive systems and Tier I interventions
 - Plan and deliver schoolwide climate-building initiatives
 - Provide targeted supports for students with escalating behavior needs

3. Monthly Trauma-Informed Care Meetings

- Schools will hold monthly trauma-informed care team meetings to:
 - Discuss the implementation of trauma-sensitive practices
 - Identify students needing additional support
 - Provide check-ins for staff wellness and promote self-care strategies
 - Review feedback from staff on emotional safety and classroom climate

4. PLCs Focused on Climate and Classroom Practice

- Building-level coaches and school counselors will co-lead quarterly PLCs, embedding professional development content into:
 - Relationship-building strategies
 - Managing classroom behavior positively and proactively
 - Embedding SEL and emotional check-ins into daily routines

- Teachers will collaboratively analyze climate-related student data (referrals, attendance, SEL surveys) and plan for improvements.

5. Teacher Voice and Feedback Loops

- The district will implement bi-monthly teacher feedback surveys to gather input on:
 - Implementation challenges and successes
 - Effectiveness of trauma-informed and PBIS strategies
 - Suggestions for improving climate and professional development relevance
- Feedback will be shared with leadership teams and used to differentiate ongoing supports.

6. School Counselor and Administrator Collaboration

- School counselors and administrators will partner to lead classroom walk-throughs and check for visible implementation of PD strategies (e.g., SEL practices, trauma-informed routines).
- This collaboration will also ensure early intervention for students at risk of disengagement or unsafe behaviors.

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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