2025-2026 Phase Four: MMS Professional Development Plan

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

Madison Middle School
Amie Gallion
101 Summit Street
Richmond, Kentucky, 40475
United States of America

©Cognia, Inc.

Table of Contents

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

Attachment Summary 9

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?

MMS Mission is to ensure students are on grade level in reading and math before they leave for high school.

Panthers, our passion is YOUR future!

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?**

Coteaching structures and consistent implementation in classrooms

High quality tier 1 instruction that is equitable across all classrooms, contents, and grade levels

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.)

Improving reading and math assessment scores on KSA for our students with disabilities to close the achievement gap

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

January 2026 - KDE support and training on coteaching structures and implementation

Feb-May 2026 - classroom observations by KDE support, instructional coach, district representatives, admin to collect data on implementation, use of walk-through tool

Summer 2026 - data review and master schedule adjustments

Fall 2026 - refresher training and implementation of scheduled weekly walk-throughs to ensure implementation

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

Improved student outcomes and educator practices resulting in improved student achievement scores

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. student assessment scores, classroom observations and walk-throughs (using tool)

ii. teachers, coaches, administrators, district support

iii. monthly during PLCs with goal-setting meeting

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 would be the improved teacher practices of collaboration and co-teaching leading to improved student assessment scores. We would want co-teaching structures to be part of weekly planning when teachers are deciding what instructional strategies to use. We want the co-teaching structures to be so understood and used that they flow fluidly within the classroom. We want outside folks to not recognize who is the content teacher and who is the co-teacher.

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

Co-teaching teams implementing HQIRs

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?

i. none needed

ii. Jan 2026, ongoing and weekly through PLCs with check-ins and data shares monthly

iii. coverage for PLCs each week

ATTACHMENTS

Attachment Name

Co-teaching walk-through tool

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.

Building level coaches and admin will lead PLCs each week; monthly there will be data reviews from walk-through data; quarterly, district admin teams will conduct walkthroughs to provide their feedback; lessons with co-teaching structures will be modeled and videoed throughout the year to allow teachers to review and provide their own feedback for each other

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.)

State assessment results in reading and math; use of HQIR

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

improved implementation of HQIR in reading and math classrooms

improved student outcomes in reading and math on standardized assessments

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

improved implementation of HQIR in reading and math classrooms

improved student outcomes in reading and math on standardized assessments

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. iReady diagnostic scores (fall, winter, spring); KSA assessment results

ii. teachers, coaches, admin

iii. quarterly, annually

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 improved student assessment scores on standardized assessments (iReady and KSA). We will look at trend data from the last 3 years and compare to the same time during the 26-27 school year to assess growth. We will compare gap groups and their progress.

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

Content teachers in math and reading, along with resource and co-teachers

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?

i. SIF grant for purchase of HQIR

ii. Jan. 2026-May -2027

iii. release time for teachers, summer curriculum work, weekly PLC time

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.

Building level coaches and admin will lead weekly PLCs to cooperatively plan and implement the HQIR appropriately and with fidelity; analysis of student work will be part of this process as well. We will also review assessment data from the common HQIR assessments and compare with data from iReady and other standardized sources.

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)
Co-teaching walk-through tool	co-teaching walk-through tool	• f
Sample PLC agenda	Sample PLC agenda	•