Foley Middle School 2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)_04212026_09:51

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

Foley Middle School
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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 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?

Every Warrior, Every Day, Everywhere

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?**

Priority Area #1: Math curriculum planning and HQIR implementation and ELA curriculum planning and HQIR implementation.

Priority Area #2: Quality of School Climate and Safety.

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.)

Priority Area #1: Math curriculum planning and HQIR implementation.

3-5 Year Goal: Increase the averaged combined reading and math assessment scores for middle students by 5% as measured by 2025-2026 KSA assessment results.

Achievement Gap Goal: FMS will increase the percentage of students with disabilities scoring proficient/distinguished in math from 19% to 30% through teacher learning opportunities.

FMS will increase the averaged combined reading and math scores through teacher learning opportunities.

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

Long-Term Objectives:

- Focus 1: Understanding HQIR Overall and at the Unit Level
- Focus 2: Understanding HQIR at the Lesson Level
- Focus 3: Understanding HQIR at the Lesson Level with Emphasis on Practice
- Focus 4: Measuring Progress Through Student Work Analysis

Short-Term Objectives:

- Focus 1:
- Teachers will identify how the KAS fall within the yearlong progression.
- Teachers will be able to design scope and sequence for the year.
- Teachers will create and analyze an assessment plan for student mastery.
- Teachers will select instructional strategies that align to the learning goals.

- Teachers will create a communication plan to share with their grade-level Enrichment (i.e., intervention) teacher to share student needs.
- Focus 2:
- Teachers will create formative assessments.
- Teachers will align expectations to instructional tasks.
- Teachers will review lesson goals and annotate the lesson, including any teacher notes.
- Teachers will construct essential questions for the lesson.
- Teachers will construct learning plans (e.g., learning intentions, success criteria, and why the learning is important) for the lesson.
- Teachers will identify anticipated student misconceptions and gaps.
- Focus 3:
- Teachers will develop norms for practice and feedback.
- Teachers will identify portions of a lesson that could be challenging and rehearse that section, refining with peer support.
- Teachers will create individualized walkthrough look-fors for the lesson they are rehearsing.
- Focus 4:
- Teachers will select student work exemplars and rubrics.
- Teachers will use learning from Focus 2 to develop Success Criteria for the selected vibrant learning experience.
- Teachers will create common scoring agreements.
- Teachers will collect and sort student work samples based on created criteria/ rubric.
- Teachers will analyze student work for patterns and trends.

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

Teachers will create a KAS-alignment/scope & sequence document.

Teachers will have written assessment plan.

Teachers will have a clear communication plan to communicate learning goals and needs to Enrichment teacher.

Teachers will create formative assessments.

Teachers will construct essential questions for the lesson.

Teachers will create success criteria.

Teachers will construct learning plans for each lesson.

Teachers will create walkthrough plans.

Teachers will create scoring agreements.

Student body will show increasing proficiency throughout the year.

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 work samples, curriculum-based assessments, classroom observations, teacher feedback, and curriculum documents.

ii. Teachers, district math coach, principal, assistant principal

iii. monthly and quarterly

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**.

Improved formative assessment data - teachers will share and discuss data in department PLCs.

Teacher perception data - teachers will provide feedback on professional development and curriculum implementation 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)?

Math teachers and resource math teacher. All will be implementing the HQIR.

ELA teachers and resource ELA teacher. All will be implementing the HQIR.

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. Title I and Section 6.

ii. Initial Teacher Summer workshop - July 27-July 29; Savvas vendor training will take place twice in the year; Department PLCs will take place twice a month; Staff release time will happen quarterly.

iii. Savvas Staff will provide professional development, as will district math coach and assistant principal. We will need substitute teachers for release 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 3.

District coaches will work with teacher teams monthly between PLC cycles. Teachers will receive quarterly release time to work on curriculum

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.)

Priority Area #2: Quality of School Climate and Safety.

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

The long-term goal of this professional development plan is to establish a sustainable, trauma-informed, and prevention-focused school culture in which all students feel safe, supported, and connected. Specifically, the school will:

- Develop a cohesive schoolwide framework that integrates Social-Emotional Learning (SEL), MTSS/PBIS, and harm prevention into daily practice rather than treating them as separate initiatives.
- Reduce behavioral incidents and exclusionary discipline practices (e.g., suspensions, office referrals) through consistent implementation of proactive and restorative strategies.
- Increase students' social-emotional competencies, including self-regulation, relationship skills, and responsible decision-making.

- Build staff capacity to recognize and respond to early warning signs of harm (self-harm, bullying, violence risk, substance use, etc.) using evidence-based protocols.
- Strengthen a positive, predictable school climate where expectations are explicitly taught, reinforced, and culturally responsive.
- Ensure equitable outcomes across student groups, particularly for students with disabilities and other historically underserved populations, by embedding supports within MTSS.
- Create a shared staff belief system that prioritizes prevention, connection, and accountability over punishment.

Short-Term Goal:

Within the first year of implementation, professional development will focus on building foundational knowledge, consistency, and early implementation practices:

- Establish a common understanding of SEL, MTSS/PBIS, and harm prevention frameworks among all staff, including how they interconnect.
- Train 100% of staff on Tier 1 PBIS practices, including:
  - Teaching and reinforcing behavioral expectations
  - Using consistent acknowledgment systems
  - Implementing effective classroom management strategies
- Provide foundational SEL training aligned to a recognized framework (e.g., CASEL competencies), enabling teachers to:
  - Embed SEL into daily instruction
  - Facilitate explicit SEL lessons
  - Use strategies to support emotional regulation and student engagement
- Introduce a universal harm prevention protocol, including:
  - Recognizing warning signs of crisis or risk behaviors
  - Understanding reporting procedures
  - Practicing appropriate adult responses through scenarios
- Develop and implement a Tier 1 behavior matrix and schoolwide expectations, ensuring visibility and consistency across all settings.
- Train staff on MTSS processes, including:
  - How to identify students in need of Tier 2 and Tier 3 supports
  - How to use behavior and SEL data for decision-making
  - How to participate effectively in intervention teams
- Increase consistency in adult responses to student behavior, reducing variability across classrooms.
- Begin collecting and analyzing baseline data, including:
  - Office discipline referrals (ODRs)
  - Attendance

- Climate survey results
- Behavior incident trends

- Build staff confidence and efficacy in managing behavior proactively, as measured through surveys and feedback.

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

1. Student Outcomes

As a result of consistent implementation of SEL, MTSS/PBIS, and harm prevention practices, students will demonstrate:

- Improved social-emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Increased sense of safety and belonging, as measured by school climate surveys and student feedback.
- Decreased behavioral incidents, including reductions in office discipline referrals, classroom disruptions, bullying, and aggressive behaviors.
- Reduced exclusionary discipline practices, such as suspensions and expulsions.
- Improved attendance and engagement, including reductions in chronic absenteeism.
- Earlier identification and support for at-risk students, resulting in fewer escalated crises.
- More equitable outcomes across student groups, particularly for students with disabilities and other underserved populations.

2. Educator Beliefs and Mindsets

The professional development will shift educator beliefs toward a more proactive, student-centered approach to behavior and safety. Staff will:

- Adopt a prevention-oriented mindset, recognizing that behavior can be taught and supported, not just managed or punished.
- View SEL as an essential component of instruction, not an add-on or separate initiative.
- Increase belief in collective responsibility, understanding that school culture and safety are shared among all staff.
- Demonstrate greater cultural responsiveness and equity awareness, particularly in interpreting and responding to student behavior.
- Develop confidence in addressing sensitive issues, including mental health concerns, bullying, and potential harm indicators.

- Recognize the importance of relationships and connection as foundational to both learning and behavior.

3. Educator Practices

Professional development will lead to consistent, observable changes in classroom and schoolwide practices, including:

- Implementation of Tier 1 PBIS with fidelity, including:
  - Explicit teaching of behavioral expectations
  - Consistent reinforcement systems
  - Predictable routines and procedures
- Integration of SEL into daily instruction, through:
  - Embedded SEL strategies within academic content
  - Dedicated SEL lessons and activities
  - Use of regulation and de-escalation strategies
- Use of MTSS processes for decision-making, including:
  - Data-based identification of student needs
  - Participation in intervention planning and progress monitoring
  - Collaboration within teams to support Tier 2 and Tier 3 interventions
- Consistent, restorative responses to behavior, emphasizing accountability, reflection, and repair rather than punishment alone.
- Application of harm prevention protocols, including:
  - Recognizing early warning signs
  - Following clear reporting and referral procedures
  - Responding appropriately to student disclosures or concerns
- Improved classroom management practices, resulting in increased instructional time and reduced disruptions.

4. Schoolwide Systems and Culture

At the systems level, the school will experience:

- Alignment across initiatives, reducing fragmentation between SEL, PBIS, MTSS, and safety efforts.
- Stronger Tier 1 foundation, decreasing the number of students requiring intensive interventions.
- Data-driven decision-making culture, where teams regularly review and respond to behavior and climate data.
- Clear, consistent expectations across all settings, improving predictability for students.
- Enhanced collaboration among staff, including general education, special education, and support personnel.

- A safer, more supportive school environment, where prevention and early intervention are the norm.

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.)

1. Student Data (Outcomes & Impact)

- Office Discipline Referrals (ODRs), including location, time, and subgroup trends
- Suspension/expulsion rates
- Attendance and chronic absenteeism data
- Behavior incident reports (e.g., bullying, threats, self-harm concerns)
- School climate survey results (student perception of safety, belonging, and relationships)
- MTSS Tier movement data (number of students in Tier 1, 2, and 3)

2. Classroom & Schoolwide Practice Data (Fidelity of Implementation)

- Classroom observation data using a PBIS/SEL walkthrough tool, capturing:
  - Teaching and reinforcement of expectations
  - Use of SEL strategies
  - Classroom management practices
- Tier 1 fidelity tools (e.g., PBIS Tiered Fidelity Inventory or similar rubric)
- Evidence of posted expectations and behavior matrices across settings
- Lesson plans or artifacts demonstrating embedded SEL instruction
- Documentation of restorative practices (e.g., reflection sheets, restorative conversations)

3. Intervention & MTSS Data

- Tier 2 and Tier 3 intervention logs and progress monitoring data
- Student goal tracking (behavioral and SEL goals)
- Intervention team meeting notes and decisions
- Frequency and outcomes of referrals to support services

4. Staff Implementation & Perception Data

- Teacher self-assessment surveys on SEL, PBIS, and harm prevention practices
- Professional development feedback forms after each session
- Staff climate/culture surveys (perception of support, consistency, and safety)
- Coaching logs and feedback cycles

5. Harm Prevention & Safety Data

- Documentation of reported concerns and follow-up actions
- Timeliness and appropriateness of staff responses to risk indicators

ii. Teachers, administrators, and coaches will be responsible.

iii. monthly and quarterly.

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**.

1. Implementation Fidelity Indicators (Are we doing it as intended?)

The following markers will demonstrate that SEL, MTSS/PBIS, and harm prevention practices are being implemented consistently and with quality:

- Tier 1 PBIS practices are evident in 90%+ of classrooms, as measured by walkthrough data, including:
  - Clearly posted and explicitly taught expectations
  - Consistent use of acknowledgement/reinforcement systems
  - Established routines and proactive classroom management
- Schoolwide expectations and behavior matrix are visible and used across all settings (classrooms, hallways, cafeteria, buses), with evidence of direct instruction to students.
- SEL instruction is embedded consistently, as shown by:
  - Lesson plans reflecting SEL integration
  - Observed use of SEL strategies (e.g., check-ins, regulation strategies, collaborative learning)
  - Scheduled and implemented SEL lessons at each grade level
- MTSS processes are functioning with fidelity, including:
  - Regularly scheduled team meetings with documented agendas and decisions
  - Use of data to identify students and monitor interventions
  - Accurate tracking of Tier 2 and Tier 3 supports

- Harm prevention protocols are consistently followed, evidenced by:
    - Staff adherence to reporting procedures
    - Documentation of timely and appropriate responses to concerns
    - Increased early identification of at-risk students

2. Educator Capacity & Belief Indicators (Are adults thinking and working differently?)

These indicators reflect shifts in staff knowledge, confidence, and mindset:

- Increased teacher efficacy, as measured by pre/post surveys, with targeted growth in:
    - Confidence in managing behavior proactively
    - Ability to integrate SEL into instruction
    - Knowledge of MTSS and intervention processes
    - Comfort responding to student safety concerns
- Improved staff perception of school culture and consistency, including:
    - Increased agreement that expectations are clear and consistently enforced
    - Increased belief in shared responsibility for student behavior and safety
- High levels of staff participation and engagement in PD and coaching cycles, including:
    - Completion of required training modules
    - Active involvement in coaching, PLCs, or data meetings
- Reduction in variability of adult responses to behavior, as indicated by:
    - Observation data showing consistent strategies across classrooms
    - Decreased reliance on exclusionary or reactive discipline

3. Student-focused indicators will demonstrate the impact of adult practice on school culture and safety:

- Reduction in office discipline referrals (ODRs) by a targeted percentage (e.g., 20–30%), particularly for repeat offenses.
- Decrease in suspensions and expulsions, with a focus on reducing disproportionality among student subgroups.
- Improved attendance rates and reduction in chronic absenteeism, indicating increased student engagement and sense of belonging.
- Positive trends in school climate survey data, including:
    - Increased student reports of feeling safe
    - Increased sense of belonging and connection to adults
    - Decreased reports of bullying or unsafe behavior

- Improved Tier distribution within MTSS, including:
    - Increased percentage of students successfully supported at Tier 1
    - Decreased number of students requiring intensive Tier 3 interventions
- Earlier identification and intervention for at-risk students, reflected in:
    - Increased referrals for support at earlier stages
    - Fewer crisis-level incidents over time

4. System & Sustainability Indicators (Will this last?)

These indicators ensure the work is embedded and maintained over time:

- Established and functioning leadership/MTSS team that meets regularly, uses data effectively, and guides decision-making.
- Documented systems and routines, including:
    - Written PBIS/SEL framework and procedures
    - Clearly defined harm prevention protocols
    - Annual PD and onboarding plans for new staff
- Ongoing coaching and support structures in place, rather than one-time training events.
- Integration of SEL, PBIS, and MTSS into school improvement planning, ensuring alignment with broader goals.
- Annual fidelity assessments showing sustained or improved scores, indicating that practices are maintained beyond initial implementation.
- Staff retention and morale indicators improve or remain stable, reflecting a more supportive and manageable work environment.

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, Support Staff, Student Support Personnel.

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. Title I funds and Section 6 funds.

ii. Initial training - Early August PD dates; ongoing training and support in Team PLCs twice a month.

iii. SEL curricular resource, training, training staff, data tracking systems (i.e., NextPath)

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.

Admin will work with teachers during and between PLC cycles.

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)