2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)_01222026_10:48

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

Clark-Moores 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?

At Clark-Moores, our mission is to make ever decision based on what is best for kids. We will develop lifelong learners with skills necessart to be contributing citizens of our society.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process

through the development of goals, objectives, strategies and activities. What are the **top two areas requiring professional development?**

Our economically disadvantaged students' combined reading and math status score on KSA

Our combined science, social studies and writing status score on the KSA

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.)

By Fall 2027 All students' combined reading and math status score will increase

from 65.7 to 68.

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

Objective 1: By Fall 2026 our reading status score (all students) on the KSA will increase from 81 to 84.

Objective 2: By Fall 2026 our math status score (all students) on the KSA will increase from 69 to 72.

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

All students will reach their math and reading goal in IREADY diagnostic by May 2027

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.)

Clark-Moores Middle School is actively implementing a comprehensive, data-driven approach to ensure all students meet their math and reading growth goals on the i-Ready Diagnostic by May 2027. Central to this work is the consistent use of our

MTSS Team, which meets regularly to review student performance data, identify trends, and make informed decisions about instructional supports.

Through structured team meetings, staff analyze i-Ready data alongside classroom performance and STAR intervention observations to monitor student progress and identify specific skill gaps. These conversations allow teachers and interventionists to adjust instruction, provide targeted small group support, and align interventions with student needs.

Our MTSS framework ensures intentional movement through Tier I, Tier II, and Tier III supports. Students are flexibly grouped based on current data, and progress is closely monitored to determine responsiveness to interventions. When students demonstrate growth, they may transition to less intensive support; when progress is limited, interventions are intensified or adjusted.

Additionally, ongoing observations during STAR intervention blocks provide real-time insight into student engagement, strategy use, and areas of need. This allows for immediate instructional adjustments and strengthens the alignment between intervention and core instruction.

Overall, CMMS is committed to a continuous cycle of data analysis, targeted instruction, and responsive intervention to maximize student growth and ensure all learners are on track to meet their i-Ready 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**.

Increase student achievement and engagement, summative test scores and students reaching their growth goals or stretch goals.

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

Target audience for PD is all certified employees including special education 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?

Resources will be training offered through district as well as SESC, Savvas as well as the school.

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 Math coach and administration will be available to meet with the teachers weekly to plan lessons, discuss appropriate materials and strategies to help students generate new knowledge, help student extend critical thinking and help students promote reflection on their learning.

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.)

By Fall 2028 our combined science, social studies and writing status score on the KSA will increase to 71.

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

Objective 1: By Fall 2027 our science status score (all students) on the KSA will increase from 60.6 to 62.

Objective 2: By Fall 2027 our social studies status score (all students) on the KSA will increase from 70.5

to 72.

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

Increase cross curricular collaboration with teachers on reading, writing and critical thinking skills.

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.)

Based on PLC discussion focused on curriculum based professional learning and rigorous summative assessments. Student work with implementing writing in all contents.

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**.

Our science status score (all students) on the KSA will increase

Our social studies status score (all students) on the KSA will increase

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

Teachers Science, Social studies and related arts.

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?

Curriculum based PD such as Savvas and Open Sci Ed.

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.

Consistent department PLC twice a month.

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**.

Attachment Summary

Attachment Name	Description	Associated Item(s)