



# Madison Central 2024-2025 Phase Four: Professional Development Plan for Schools for School Year 2025-2026\_04292025\_13:12

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

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

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?

The mission of Madison Central High School is to Ignite Greatness.

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

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

Madison Central's professional development next year focuses on equipping teachers with strategies, resources, and best practices for both the special education teacher and the general classroom teacher in an effort to provide more consistent high quality instruction for students with IEPs and English Language Learners thus increasing student scores in both Reading and Math. We will also gear our professional development toward improving our students' sense of school culture and safety and determining reasons why students feel this way and how we can work to improve. Both of these areas were critical areas we identified through our needs assessment. Madison Central's top two focus areas came from looking at school data, talking with students and teachers, and identifying areas for improvement.

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.)

A primary school goal is to prepare students for life after high school, so there is a clear tie to improving the college and career readiness status of all students, especially those with IEPs and English Language Learners. Equipping teachers with high yield instructional practices will also increase student achievement in core content areas. Increasing core content instruction will produce higher scores on assessments like ACT, KYOTE and KSA.

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

Our professional development series will build competency among faculty for high-yield instructional strategies and resources that are geared toward English and Math that are appropriate for students with a variety of learning needs. Students will show improvement as assessed formatively and summatively in their core classes. MCHS will increase the percentage of students that are proficient and distinguished as a school but more specifically those students with an IEP and ELL.

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

Teachers at all levels will implement high yield instructional strategies daily in their classrooms specifically targeting setting instructional outcomes, questioning techniques and practices, as well as increasing student engagement. Through our professional development focus, all staff will have an increased belief that all students can achieve and all students can learn on grade level content regardless of disability or native language. Similarly, administrators and counselors will plan,

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implement, and assess the impact of opportunities for postsecondary readiness for students with IEPs. This increased capacity of school personnel will result in higher levels of postsecondary readiness for our students and state assessment 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.)

At the classroom level, teachers will collect and share data during collaborative meetings. At the department level, team leads and administrators will evaluate the effectiveness of interventions and strategies by monitoring student growth. At the schoolwide level, the leadership team (administrators and counselors) will monitor postsecondary readiness using Kentucky postsecondary readiness measures.

The data we will collect and assess will include grade-level assessments, curriculum maps/pacing guides, the master schedule, classroom observations, state- and national-level exam results.

Collaborative team lead teachers, administrators, and counselors will be responsible for gathering data at their respective levels.

The data will be regularly monitored and formally discussed at least three times throughout the academic year (early year, mid-year, late-year).

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 primary indicator of success will be the percentage of students who are proficient and distinguished as well as post postsecondary ready as measured by Kentucky postsecondary readiness measures (e.g., EOP assessments, ACT, KYOTE, KDE-approved pathway completion). Our goal will be to improve both our core content tested areas and postsecondary readiness mark beyond the "maintain" designation on the School Report Card.

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

High school teachers in all content areas will participate in the professional development, and high school special education teachers will receive additional professional development for instructional resources specific to students in resource classes.

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?

We will need the following instructional resources: Pear Assessment, Math Nation, Reading Plus, ACT, KSA, and EOP released items, other diagnostic assessments, release time for professional learning (e.g., Kagan training, KDE Adolescent Literacy Cohort, Reading Plus training), and administrator- and peer- observations.

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.

We will include the following ongoing supports: teacher Professional Growth Plans and related meetings with administrators and mentors (at least 1x per semester); Professional Development day meetings (as available throughout the year) with collaborative team leads, department chairs, and administrators to analyze data and set next steps; exploration of additional staffing capacity (e.g., assessing who is able to teach dual credit or pathway classes).

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 2026, MCHS would like to increase the quality of school climate indicator score to 70.

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

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Our professional development series will also focus on improving students' sense of school culture and safety. This will require training to enhance our administrative and faculty prevention and response practices, which should provide the longer-term culture shift we are seeking.

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

Specifically, we will equip teachers with management techniques to prevent and address safety/discipline concerns equitably and efficiently, and we will discuss ways to give students a stronger sense of belonging at our school.

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.)

We will consider a variety of data for monitoring the effects of our professional development efforts. These will include student survey data (during KSA testing and before), anecdotal data from student representatives and teachers, classroom observations, observation data (required observations and stop-ins), and our school discipline data.

The MTSS team (with representatives from the faculty, administration, counseling office, YSC, and district) will regularly monitor discipline data. The administrative team will review observation and student data.

The MTSS team will monitor their data monthly. The administrative team will analyze their data monthly and communicate the data to faculty 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**.

Our primary indicator of success will be the end-of-year Student School Culture and Safety survey. Using the 2023-24 data as a baseline, we will look for improvement in each indicator, as well as the overall score. We will also look for improvement in the specific data points mentioned throughout the year. We also plan to look at the school student voice data by analyzing teachers by grade level and subject taught as well as the school as a whole.

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

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The target audience includes all faculty and staff members, including the leadership team.

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?

We will use a variety of resources, including but not limited to the following: Green Dot program training (anti-bullying), equity training (provided by the district), SEL instructional resources, MTSS/PBIS resources (provided online and through the district), and funding as required by additional PD opportunities. All of the above mentioned items are on ongoing PD will occur on professional development days throughout the year. The student involved PD will occur within groups and/or classes of students monthly.

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.

The MTSS team will meet monthly to assess data and seek input from stakeholders. The district MTSS coordinator will also provide input and support during MTSS meetings. The administration will meet weekly and discuss relevant data as well. Based on the findings, the administration will adjust ongoing supports to address faculty and student needs. As a starting point, the administration will provide training, resources, and information to support faculty in these efforts at each professional development day throughout the year, starting with a summer professional development induction program for teachers new to the school.

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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