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

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Madison County
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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?

Madison County Schools, in partnership with the community, strives to equip educators and students with the skills to lead by example, develop and speak with a unique voice, and explore their academic curiosity to make a positive impact on our community and world.

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?**

The top two priorities of professional development fully support the goals established by the district. A strong Tier 1 foundation is one of our focus areas. Having curricular documents with standards based units that imbed the rigor of the standard and include learning intentions/targets, success criteria, lessons, appropriate formative and summative assessments as parts of a complete unit is required work of the PLC. Additionally, utilizing district coaches, to help teachers in analyzing diagnostic results from iReady and other assessments to determine and address identified needs. With these pieces in place, a strong tier 1 foundation can be established that will impact the identified gap within students with disabilities.

Our second PD priority will be focusing on increasing student engagement by utilizing effective instructional strategies. We will continue on focusing on Kagan Cooperative Learning and/or Jim Shipley's Continuous Classroom Improvement. All six required goals within the CDIP are ultimately affected by the implementation of Continuous Classroom Improvement. These professional learning priorities are long-term implementation.

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

Teachers and administrators will learn and implement school developed curriculum that includes a comprehensive unit planning process using Kentucky Academic Standards. Professional Learning Communities will work collaboratively to design an effective classroom culture that ensures all standards are taught to the intended depth or rigor expected through pre-planned key experiences that will meet the needs of every student. In addition to unit planning, pacing guides, learning activities, and assessments will continue to be revised at each school.

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

The Comprehensive Unit Planning Process will improve tier 1 instruction due to the deeper content knowledge developed within teacher teams and foster teacher efficacy that will impact student achievement. As teams revise assessments that will guide daily instruction and team planning for potential remediation needs and to affect students in the gap. The end product will be an aligned, viable curriculum within each school that supports student achievement for all students.

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.)

Professional development will be monitored through the plans for professional learning, implementation checks, and student success. To measure student success, careful examination of both achievement and growth will occur. Professional development will be measured through classroom observations, minutes from PLC meetings, plus/deltas from learning sessions, as well as professional growth plans. The true impact of professional growth will be measured by student growth and achievement. Schools will use both a universal screener to measure growth and achievement. Classroom data will also be used to measure student success on standards-based assessments.

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**.

Curriculum documents that include deconstructed standards, learning intentions, success criteria, common formative and summative assessments and PLC assessment analysis with actions steps from that evaluation of data will indicate that teachers have been successful in development of an aligned curriculum. Best practices of instruction will be observed and documented as evidence collected from formal observations, walkthroughs and informal classroom visits. Success will be indicated by full implementation of best curricular and instructional practices.

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

Classroom teachers, paraprofessionals, building administrators, district administrators

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?

District coaches, school-level instructional coaches, funding for training and professional learning events, resource materials, and Professional Learning Community work time.

i. District funds, Title 1 funds

ii. Some training will begin in late mid July 2026. PLC meetings within the school setting occur on a weekly or twice monthly timeframe.

iii. Curriculum documents are developed utilizing multiple sources including HQIRs purchased with district funds and school funds.

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 administration attends PLCS on a regular basis to provide support. District coaches support schools on a monthly to twice monthly basis. Building coaches (in buildings that have one) work with teachers and teacher teams on a daily/weekly basis. Building administrators are also working with teachers and teacher teams on a daily/weekly basis. PLC supports from building coaches and building administrators occurs on a weekly to twice monthly schedule.

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

Teachers will develop and implement within their classroom a continuous system of improvement where students are providing feedback on how strategies and activities used within instruction have helped or not helped their learning. Teachers will use feedback to modify instructional practice, and/or modify strategies and activities used for specific instruction. Additionally, a classroom culture of teamwork, respect, and goal setting are consistently being established. All of these weave together to create a learning environment where students are highly engaged.

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

Intended results are high student engagement that result in a positive classroom culture where students are focused on improving their learning; and increased student achievement on authentic classroom standards-based assessment, normed diagnostic assessment, and state standards assessment. Additionally, teachers will see the value in student feedback to their own instructional practices.

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.)

Learning walks/walkthroughs will be conducted within schools for teachers and administrators to both see evidence of implementation as well as examples of how teachers implement the steps and strategies from classroom to classroom. Building administrators will collect data on implementation. Data will be analyzed each semester.

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**.

Evidence of student goal setting; Students sharing their own progress; Progress toward goals set by both the class as a whole and individual students; posted class goals; posted class mission statements; evidence of students providing feedback through plus/deltas; evident of student and teacher addressing "deltas" with actionable changes to instructional practice.

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

Classroom teachers, paraeducators, building administrators, district administrators

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?

CCI "coaches" within the building; CCI district lead, funding for training resource materials, funding for professional learning events

i. District and school funds

ii. Training will occur in July. Implementation checks will occur every quarter.

iii. Training materials from CCI

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.

Coaching and PLC conversations to include planning, implementation and evaluation of system implementation.

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)