



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

**Madison Central High School**  
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## 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?

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

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

Madison Central High School will focus professional development on two priority areas identified through the needs assessment process, including analysis of student performance data, stakeholder feedback, and school climate data.

The first focus area is strengthening instructional practices to better support students with IEPs and English Language Learners (ELLs). This includes equipping both general education and special education teachers with high-yield instructional strategies, differentiation techniques, and appropriate resources to improve student achievement in reading and mathematics and increase postsecondary readiness.

The second focus area is improving school culture and safety. Professional learning will focus on identifying factors impacting student perceptions of belonging and safety, while equipping staff with effective prevention, intervention, and relationship-building strategies to foster a positive and supportive school environment.

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.)

This professional development supports goals related to increasing student achievement in reading and mathematics, closing achievement gaps for students with IEPs and ELLs, and improving postsecondary readiness indicators.

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

Short-term:

- Increase teacher capacity to implement high-yield instructional strategies targeting literacy and
- Improve differentiation and scaffolding practices for students with IEPs and ELLs.

Long-term:

- Increase the percentage of students scoring proficient and distinguished in reading and math
- Improve postsecondary readiness rates, particularly among identified student groups.

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

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Teachers will consistently implement effective instructional strategies, including clear learning targets, higher-order questioning, and engagement techniques. Staff will demonstrate a shared belief that all students can achieve grade-level expectations with appropriate support.

Students will demonstrate improved performance on formative and summative assessments, increased engagement in learning, and higher rates of postsecondary readiness.

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. Data Collected:

- Student work samples and common formative assessments
- Curriculum maps and pacing guides
- Classroom observation data
- State and national assessment data (ACT, KSA, EOP)
- Teacher feedback

ii. Responsibility:

- Teachers (classroom-level data)
- Team leads and department chairs
- Administrators and counselors

iii. Frequency:

- Ongoing in PLCs
- Formally reviewed at least three times per year (beginning, mid-year, end-of-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**.

## Indicators of Success

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- Increased percentage of students scoring proficient/distinguished in reading and math
- Improved postsecondary readiness rates (SAT, ACT, KYOTE, pathway completion, EOP)
- Observable implementation of high-yield strategies during classroom observations
- Improved formative assessment results across content areas

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?  
All high school teachers will participate, with additional targeted support for special education teachers and those working directly with ELL students.

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. Funding Sources: District professional development funds, school instructional funds, and grant opportunities as available

ii. Timeline:

- Initial training: Summer/Fall 2026
- Ongoing PD: Throughout the 2026–2027 school year (monthly/quarterly as scheduled)

iii. Resources Needed:

- Edulastic/Pear Assessment
- Math Nation
- Reading Plus
- SAT, ACT, KSA, and EOP released items
- Diagnostic assessment tools
- Kagan training, KDE Adolescent Literacy Cohort

## • Release time for collaboration and observations

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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.

### Ongoing Supports

- Professional Learning Communities (PLCs) meeting regularly
- Teacher Professional Growth Plan meetings (minimum once per semester)
- Ongoing data analysis during PD days
- Instructional coaching and peer observations
- Administrative and counselor support for postsecondary readiness planning

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.)

This professional development supports the goal of increasing the Quality of School Climate and Safety indicator score to 70 by 2027.

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

### Short-term:

- Improve staff capacity to implement proactive classroom management and relationship-build
- Increase awareness of student perceptions of school safety and belonging

### Long-term:

- Improve overall school climate and safety scores
- Establish a more consistent, positive, and inclusive school environment

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

Staff will implement consistent and equitable discipline practices, build stronger relationships with students, and foster a greater sense of belonging.

Students will report improved perceptions of safety, support, and engagement within the school environment.

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. Data Collected:

- Student survey data (KSA and local surveys)
- Discipline data
- Classroom observation data
- Stakeholder feedback

ii. Responsibility:

- MTSS team
- Administrators
- Counselors

iii. Frequency:

- Monthly review by MTSS team
- Ongoing administrative review
- Quarterly updates to staff

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

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- Increased school climate and safety survey scores
- Reduction in discipline incidents
- Improved student feedback regarding belonging and safety
- Evidence of consistent classroom management practices

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?  
All faculty and staff, including administrators and 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. Funding Sources: District funding and school-based PD funds

ii. Timeline:

- Initial training: Summer 2026
- Ongoing implementation: Throughout the 2026–2027 school year
- Student-focused activities: Monthly

iii. Resources Needed:

- Green Dot training
- Equity training (district-provided)
- SEL resources
- MTSS/PBIS frameworks and materials

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building

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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.

#### Ongoing Supports

- Monthly MTSS team meetings
- Weekly administrative team meetings
- District MTSS coordinator support
- Ongoing PD sessions during the year
- New teacher induction support

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

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# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
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