2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)_03182026_12:34

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

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Table of Contents

2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026... 3
Attachment Summary 10

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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?

TEAM Southern:

TEACH (skills for present and future success)

EMPOWER (students to be life-long learners)

AFFIRM (stduents as valuable individuals who can contribute to their community)

MOTIVATE (students to set and reach high goals for themselves)

ATTACHMENTS

Attachment Name

MSHS Mission Statement

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 top two areas for improvement will remain reading/writing and math fundamental strategies for disabled students as Tier 1 instruction.

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 May 2028, Madison Southern High School will increase the percentage of students scoring at, or above, proficiency as measured on the KSA in reading to 73% and math to 65%. Current reading proficiency is 70%, writing proficiency is 53%, and current math proficiency is 63%.

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

General classroom teachers will integrate high-yield strategies to help disabled students improve reading proficiency in Tier 1 instruction.

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

Outcome #1: General classroom teachers will become more comfortable in their teaching pedagogy and practice that will allow increased support to students.

Outcome #2: Student reading proficiency will increase, seeing less students need pull-out RTI; therefore, focusing on more intense support for students and smaller group sizes during RTI.

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. Gathered data will include benchmark assessments created by our English teachers prior to instruction beginning, classroom observations by administration team, teacher feedback and STAR Assessment data.

ii. Teachers will gather data from assessments. Administators will gather all other data.

iii. Benchmark assessments will be analyzed once during the first semester, and at least twice during the second semester. Other data will be analyzed at least every 9 weeks.

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 will be improvement on each benchmark assessment; observation of high-yield strategies in at least 80% of the class periods observed.

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

General classroom English teachers at Madison Southern High School

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. A survey created by our administration team will be sent to all teachers in order for teachers to self-identify areas of need for professional development. Based on results from this survey, we will tailer professional development to individuals, small groups, and whole faculty both at the end of the 25-26 school year and throughout

the 26-27 school year. School-level professional development funds will be used to support this effort.

This will be in addition to professional development offered to staff through the Souteast- South Central Education Cooperative of which Madison County Schools is a member. Other opportunities for professional development will also be offered to our faculty through Madison County Schools. District-level professional development funds will be used to support this effort.

Our current RTI Reading teachers will lead professional development and supply resoursces to the general classroom English teachers. Our school purchased a platform for aiding in assessment of these strategies previously. This platform will be available to all English teachers for use throughout 25-26 and 26-27 school year.

ii. Start date for professional development implementation will be:

April 2026 - Faculty professional development needs survey

May 2026 - Identified needs professional development sessions begin.

RTI Teacher-led professional development sessions begin.

August 2026 - March 2027 - Data collection occurs

March 2027 - evaluation of professional development plan

iii. Supplies and resources will largely depend on professional development needs survey and will be evaluated once data is received.

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.

Professional development sessions along with in-house academic coaching will continue through the 26-27 school year.

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 May 2028, Madison Southern High School will increase the percentage of students scoring at, or above, proficiency as measured on the KSA in reading to 73%, writing proficiency is 53%, and math to 65%.

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

Special education math teachers will integrate high-yield math strategies to help disabled students improve math proficiency in Tier 3 instruction.

General classroom Math and Science teachers will integrate high-yield calculator strategies to help all stduents improve math proficiency in Tier 1 instruction.

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

Outcome #1: Disabled student math proficiency will increase, resulting in less intense remediation in special education math classes.

Outcome #2: Student math proficiency will increase, seeing less students needing pull-out RTI; therefore, focusing on more instense strategies and smaller groups in RTI pull-out groups.

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. Gathered data will include benchmark assessments created by our Math teachers prior to instruction beginning, classroom observations by administrations team, and teacher feedback.

ii. Teachers will gather data from assessments. Administators will gather all other data.

iii. Benchmark assessments will be analyzed once during the first semester, and at least twice during the second semester. Other data will be analyzed at least every 9 weeks.

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 will be improvement on each benchmark assessment; observation of high-yield strategies in at least 80% of the class periods observed.

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

General classroom Math and Science teachers at Madison Southern High School

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. A survey created by our administration team will be sent to all teachers in order for teachers to self-identify areas of need for professional development. Based on results from this survey, we will tailer professional development to individuals, small groups, and whole faculty both at the end of the 25-26 school year as well as throughout the 26-27 school year. School-level funds will be used to support this effort.

This will be in addition to professional development offered to staff through the Souteast- South Central Education Cooperative of which Madison County Schools is a member. Other opportunities for professional development will also be offered to our faculty through Madison County Schools. District-level professional development funds will be used to support this effort.

Our current RTI Math teacher will lead professional development and supply resoursces to the general classroom Math and Science teachers.

ii. Start date for professional development implementation will be:

April 2026 - Faculty professional development needs survey

May 2026 - Identified needs professional development sessions begin.

RTI Teacher-led professional development sessions begin.

August 2026 - March 2027 - Data collection occurs

March 2027 - evaluation of professional development plan

iii. Supplies and resources will largely depend on professional development needs survey and will be evaluated once data is received.

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.

Professional development sessions along with in-house academic coaching will continue through 26-27 school year.

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)
MSHS Mission Statement		• 1