Madison Kindergarten Academy 2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)_10092025_15:02

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

Madison County Kindergarten Academy
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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?

Mission: The mission of MKA is to help every child learn & grow in a safe welcoming place while building a strong foundation for school and life.

Vision: Strong Starts for Lifelong Success

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?**

Academically, our needs assessment states that a continued work in Number and Operations and Operations and Algebraic thinking are needed still. In literacy, phonemic awareness, phonics, content vocabulary, and basic foundations in reading are needed since iReady and F &P data indicate these are areas we do not have at least 80% of our students showing mastery in.

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.)

Our mission statement echoes this as a priority for kindergarten education. Building a foundation academically and checking data for benchmarks lets us know we are moving forward to systematic issues with kindergarten readiness. We feel our best options include strategies that include direct instruction in Tier 1 standards regardless of incoming data. This also includes an RTI process that intervenes with students after Tier 1 instruction has been monitored for effectiveness in reading and math that fit our needs assessment.

In math the specific supported goals are:

- Count forward 0-100
- Count backward 30-0
- Identify numerals 0-30

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

Long Term Goal-for OA and NBT: data to increase by 10% from last year according to iReady data.

Short Term Goal: instruction in mathematics classrooms to include Marzano high yield strategies and more specific short term counting & cardinality strand formatives scheduled during the Tier 1 unit work.

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

Educators will understand how to utilize high yield strategies in the mathematics and reading classrooms.

Student outcomes will be increased conceptual understanding in mathematics and readiness for reading before entering first grade.

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. We will use Tier 1 student assessments in those strand areas, classroom observations, student work to monitor our effectiveness in implementation, and schedules from all interventionists.

ii. PD will be monitored by me during this school year.

iii. We will have monthly data analysis to monitor progress and instructional effectiveness.

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**.

PLC work that includes ongoing training in engagement strategies, in planning instruction, and analyzing student data and assessments. Determining what levels of support and interventions are needed to foster mastery in all students.

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

Staff and faculty of Madison Kindergarten Academy; teachers, paras, support staff

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. Title 1 funds, school funds, and ESS funds.

ii. We will have ongoing PD for our new Math Curriculum. This will take place in weekly PLC meetings, afterschool faculty meetings, and school level leadership meetings over the course of the school year.

iii. Time in weekly PLC's, games that promote mathematical thinking, materials to make settings that support numeracy learning Professional development outside the school (focused on K-2 grade levels), ESS support for students with deficit areas.

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 Learning communities are scheduled weekly at MKA. Most ongoing support comes from those. There are established Team Leads who also provide supports to the teams. We also have a building coach who supports staff by finding resources or helping plan instruction. We have a part-time ESS teacher in the second semester to help provide intervention in tier 2 and tier 3 math instruction.

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.)

Our mission statement echoes this as a priority for kindergarten education. Building a foundation academically and checking data for benchmarks lets us know we are moving forward to systematic issues with kindergarten readiness. We feel our best options include strategies that include direct instruction in Tier 1 standards regardless of incoming data. This also includes an RTI process that intervenes with students after Tier 1 instruction has been monitored for effectiveness in reading and math that fit our needs assessment.

In literacy the specific supported goals are:

- Identify all 52 letters
- Identify all 31 sounds

- Read independently at a D text level.

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

Long Term Goal for Phonemic Awareness, Phonics, and foundations work: increase by 10% according to iReady data.

Short Term Goal-for instruction: is the use of UFLI phonics tier 1 instruction, the full implementation of our HQIR Literacy program from Savvas, and increased benchmarked RTI based off of Tier 1 data and instructional scope and sequence.

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

Educators will understand how to utilize high yield strategies reading classrooms. Student outcomes will be increased conceptual understanding and readiness for reading before entering first grade.

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. We will use Tier 1 student assessments in those strand areas, classroom observations, student work to monitor our effectiveness in implementation, and schedules from all interventionists.

ii. PD will be monitored by me during this school year.

iii. Data will be analyzed and monitored monthly.

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**.

PLC work that includes ongoing training in our UFLI program components, strategies in planning for increased student engagement during instruction, and analyzing student data and assessments.

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

Staff and faculty of Madison Kindergarten Academy; teachers, paras, support staff

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. Title 1 funds, School Funds, RTA Grant funds, and ESS funds

ii. We will have ongoing PD for our Literacy Program. This will take place in weekly PLC meetings, afterschool faculty meetings, and school level leadership meetings over the course of the school year.

iii. Time in PLC's scheduled weekly, additional texts to practice decoding, trade books and materials that support using phonemic awareness and phonics in Tier 1 settings (chart paper, markers, trade books, sentence strips), PD outside the school setting that includes the Elevate Education Conference & literacy training specific to grades K-2, Reading interventionist & building coach working with all teachers in coaching cycles for whole group and small group instructional practices.

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 Learning communities are scheduled weekly at MKA. Most ongoing support comes from those. There are established Team Leads who also provide supports to the teams. We also have a building coach who supports staff by finding resources or helping plan instruction. Our reading interventionist is also on grant that works directly with students and with teachers (providing modeling and mentoring with strategies to implement Tier 1 literacy instruction.

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)