



2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)_06052026_17:31

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

Mercer County Senior High School
Michael Floro
1124 Moberly Rd
Harrodsburg, Kentucky, 40330
United States of America

Table of Contents

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

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 Mercer County Senior High School mission statement is "Preparing every student to successfully compete in every endeavor, at every level, and in every stage of life".

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?**

1) Improving rigor and student engagement in the classroom across all content areas.

2) Training our staff on the resources available through our Gear Up Kentucky grant to provide all students with access and knowledge of what their individualized postsecondary plan entails.

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.)

Improving rigor and student engagement in the classroom relates directly to the school goals of improving proficiency on the SAT/ACT, On-Demand writing, reduction of novices across the board in all tested areas, and addressing the gap special education population at MCSHS.

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

The first goal of improving rigor and student engagement in the classroom has specific objectives of learning about different techniques and strategies to fully engage the students in a rigorous environment with critical thinking skills to promote student achievement.

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

Teachers/staff will be more proficient in developing lessons that promote rigor, which in turn, increases student engagement, which will increase student performance in the classroom and on state assessments.

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.)

This professional development will be mandatory by all staff on August 5th and 6th during the summer of 2026.

i.) Student performance data will be collected on Common assessments and state testing data. Our Junior class will also have ACT/SAT data to analyze.

ii.) All stakeholders will gather the data. (Principal, Counselors, Assistant Principals, Teachers, and Instructional Coaches)

iii) Common Assessments will be collected on a monthly basis from unit-assessments. State testing data will be collected in August (from the previous school year). ACT/SAT data will be collected yearly (approximately 6 weeks from the March test date).

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**.

Intended outcomes will include more efficiency from teachers/staff in developing lessons that promote rigor and critical thinking skills in the classroom.

Specific goals will be the items listed on school improvement plan - higher proficiency rates in Math and Reading, accompanied by a reduction of Novice scores in Math and Reading. Another indicator will be an increase on school SAT/ACT composite average.

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

All teachers and staff at Mercer County Senior 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?

Partnership with our district to put on the August 5th and 6th PD. The goals listed above are shared goals with the district.

i) District will cover the cost of 8/5 and 8/6 PD.

ii) 8/5 and 8/6 will be the entire professional development - ongoing assessment will happen weekly and monthly at the school level weekly Instructional Meetings and monthly at the district level Instructional Meetings.

iii) N/A - other than technology devices and office supplies. Teachers will have to bring their own school-sponsored teacher devices.

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 instructional coaches along with school administrators will provide resources and coaching to teachers/staff after the original scheduled PD. GUK will also be available for the next 7 years, throughout the renewal of the grant cycle.

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.)

All students will have a plan for postsecondary readiness, as determined by their Titan Time teachers, school administration, instructional coaches, and our school-level Gear-Up Coordinator.

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

a) short term - All students will learn how to access and navigate a postsecondary ready platform (database) that will be created during the 8/4 PD.

b) long term - All graduating seniors will have a defined plan, in which, school officials have worked collaboratively with them to create on what their postsecondary plan looks like.

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

There will be more productive citizens graduating from high school who are better-prepared to succeed at their next steps of life after high 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.)

This professional development will be mandatory by all staff on August 4th during the summer of 2026.

i.) Graduating Senior Data will be analyzed - students entering college, students joining the military, students joining the workforce.

ii.) All stakeholders will gather the data. (Principal, Counselors, Assistant Principals, Teachers, and Instructional Coaches)

iii) Yearly

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 a 10% increase in students that have a postsecondary ready plan upon graduating from high school, compared to those students of the prior year.

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

All teachers and staff at Mercer County Senior 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?

The August 4th PD will be administered by the Mercer County Senior High School Gear Up Team, in conjunction with the State Gear Up Team and Beth Lawson.

i) The school will cover, but be reimbursed by Advance KY / GUK on the 8/4 PD.

ii) 8/4 PD will be the only day, however, the skills learned will be applied daily by teachers to students through their Titan Time (homeroom) 20 minute block.

iii) N/A - other than technology devices and office supplies. Teachers will have to bring their own school-sponsored teacher devices.

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.

We will lean heavily on our partnership with Gear Up Kentucky and Advance Kentucky for help in implementing and tracking this plan.

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)
-----------------	-------------	--------------------