



2024-2025 Phase Four: Professional Development Plan for Districts for School Year 2025-2026_09182024_14:24

2024-2025 Phase Four: Professional Development Plan for Districts for School Year
2025-2026

Marion County Public School District
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2024-2025 Phase Four: Professional Development Plan for Districts for School Year 2025-2026

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?

The mission of Marion County Public Schools is to build a dedicated community focused on preparing learners for academic and career success. Our vision is to ensure that every student has the skills and knowledge necessary to thrive.

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2025-26 Professional Learning Survey

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?**

Based on the needs assessment, instructional data, and professional development district survey, the top two focus areas for the Marion County Public School district are standards-based instruction/assessments using High-Quality Instructional Materials and building classroom cultures that support instructional tools/strategies that engage learners in higher-order thinking and problem-solving. District data suggest that our teachers need a more comprehensive understanding of how to deconstruct standards, design learning targets that are congruent with the standards, and create rigorous assessments that are aligned with KAS. More support is also needed with the recent purchase of high-quality instructional materials at various grade levels.

In addition, recent KSA data suggests that we need a more cohesive approach to meeting the needs of all learners. Students require more than a "sit and get" learning environment. Our district vision is ensuring every student has the skills and knowledge necessary to thrive. By equipping teachers with instructional tools/strategies that engage students, deepen their understanding, and improve classroom management, we can better structure lessons, differentiate instruction, and foster critical thinking. All of these elements empower students to become independent learners while making our teaching more intentional and impactful

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

The first focus area for district professional development will be standards-based instruction/assessment and full implementation of high-quality instructional materials. The specific objectives for these sessions will be to help teachers develop curriculum units and assessments that are rigorous and aligned to KY standards. Before developing unit assessments, teachers will also receive curriculum-based professional learning on content-specific high-quality instructional resources. The district has purchased various HQIRs to help support rigorous content instruction. After the training, teachers will develop a sequence of learning that lists all targets to be taught in each unit of study with a general time frame in which the standards will be taught. After consulting both the KY standards and HQIRs, teachers will create assessments developed from the language of the standards. Throughout the school year, district and school administrators will continuously review and analyze assessments to ensure that they are properly standards-aligned and that students are showing mastery of the standards. Each school will use the PLC Protocol process

and the MCPS Academic Best Practices to analyze data and determine the next steps to enhance student performance. Feedback through walk-throughs at the principal and teacher levels is key in the progress monitoring phase.

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

The intended results of the professional development are teachers with a more in-depth knowledge of content standards and who can create rigorous learning targets, instructional activities, and assessments aligned with Kentucky Academic Standards. In essence, we want a standards-aligned curriculum in all content areas.

In addition to standards-aligned assessments, we want teachers to be well-acquainted with the recently purchased high-quality instructional resources. They will learn the unit/lesson internalization process and how to use the curriculum with integrity. This will help teachers to see how lessons fit into the "big picture" of the overall materials.

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.)

Standards-based instruction/assessments professional development will be monitored via the collection of district walk-through data, PLCs, and student performance data (iReady, common assessments, formative/summative assessments, and KSA reporting).

Grade-level/content teachers will develop grade-level assessments. PLCs will be conducted to collect, monitor, analyze, and plan the next steps using student data (iReady, common assessments, formative/summative assessments, and KSA reporting). Principals will monitor assessments, and instructional coaches will provide instructional resources to enhance student performance.

Teachers must be the actual owners of data to monitor assessments and reteach content differently to reach student mastery. As a PLC team (teachers and principals) will work together to analyze student data and plan for the next steps. Student work examples will also be used for calibration purposes, success criteria, and for analyzing student misconceptions.

Student performance data will be analyzed three times each year using our iReady diagnostic for both math and reading. At the high school level, CERT will be given as an academic indicator for state ACT scores. Common assessment work will be phased into professional development throughout the next two years. This will be

an ongoing process as our district learns to develop our own assessments. Formative and summative data will be analyzed regularly during PLCs.

At the district level, academic progress will be reported quarterly using KSA, iReady, and Mastery Prep/ACT data. District administrators will help guide school-level administrators through the PLC Process and consistently monitor data throughout the 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**.

The indicators of success can best be described in the following questions. When students, teachers, and administrators can answer these three questions, it is then that our goals/objectives have been achieved.

1. Where am I going?

Our teachers can create clear and understandable learning targets that are aligned with KY standards. At this point, teachers also provide models of strong and weakly aligned student work samples.

2. Where am I now?

Teachers provide purposeful/meaningful feedback that impacts student performance. Additionally, teachers create an environment where students self-assess, analyze their performance, and set goals/next steps for their academic growth.

How can I close the gap?

Success indicators at this level require teachers to design assessments and an instructional sequence that focuses on grade-appropriate learning targets. Consequently, teachers will use the assessment data to gauge student mastery and spiral back or reteach until mastery is reached for each learner. This will require teachers to know and adjust to various learner styles and chunk content material to allow individualized instruction. Ultimately, by the end of this process, we will have students who self-reflect on their own performance and share their achievements with others. These final steps return to our district's mission of preparing learners for academic and career success.

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

The targeted audience for the district professional development is all K-12 certified staff in all content areas.

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PD Schedule

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 resources needed to support the professional development include curriculum-based professional learning from specific vendors (Savvas, Amplify CKLA, HMH) and training through a partnership with the Central Kentucky Education Cooperative. In addition, we will have KDE State Literacy coaches assist in initial HQIR training at the elementary level. District administrators and all school-level administrators will provide follow-up training. Teachers, administrators, and instructional coaches will receive official training on newly purchased high-quality instructional resources.

It is crucial that school/ district administrators and teachers internalize the curriculum for it to be carried out with fidelity.

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 support will be provided for standards-based instruction/assessment and high-quality instructional materials through PLCs, team planning meetings, faculty meetings, coaching cycles with district instructional coaches, and during our district staff day.

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

Goals one and two from the MCPS CDIP address state assessment results in reading, math, science, social studies, and writing. Based on our KSA data, our second area of focus is to provide a more cohesive approach to meeting the needs

of all learners by equipping teachers with instructional tools/strategies that engage students, deepen their understanding, and improve classroom management. Through this professional learning, we can better structure lessons, differentiate instruction, and foster critical thinking. Throughout the 2024-25 school year, a cohort of teachers across the district has been learning about the work of Harvey Silver through a district partnership with Thoughtful Classroom (Silver, Strong & Associates). All K-12 teachers will have professional learning from this group to strengthen classroom instruction.

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

Training in Thoughtful Classroom will help teachers see improvements in student outcomes and teacher effectiveness. Through the use of these high-yield, high-impact strategies, students will be more engaged, classroom management will improve, they will think more critically and problem-solve, there will be more differentiation and student-centered learning, and teachers will be more reflective.

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 monitored by school/district walkthroughs, teacher-sharing sessions during PLCs and faculty meetings, and district professional learning sessions.

School/district administrators will gather data from walkthroughs. Monthly meetings with administrators and instructional coaches will help to spotlight effective strategies/tools that are impactful in the classrooms.

Strategies will be analyzed throughout the year to build a "toolbox" of strategies that work at each grade/content level. These strategies will be highlighted throughout the year and on district staff work days.

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**.

The following will be indicators of success for this professional development:

- increased student engagement
- improved classroom management
- stronger critical thinking and problem-solving skills

- better differentiation and student-centered learning
- higher student achievement
- more confident and reflective teachers

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?
The targeted audience for the district professional development is all K-12 certified staff in all content areas.

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 resources needed to support this professional development include a district-wide professional learning session on August 7, 2025, with Silver, Strong & Associates (Thoughtful Classroom). This district-wide session will introduce teachers to a series of classroom tools to enhance instruction.



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.

On-going support will include purchasing Thoughtful Classroom books, teacher feedback from strategies noted during walkthroughs, teacher-sharing, and reflections on instructional tools.

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.**

Additional professional development priorities include external training from vendors.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2025-26 Professional Learning Survey	This survey was sent to all certified staff in the district.	• 1
 PD Schedule	This document outlines PD offerings for the district.	• e

