



2025-2026 Phase Four: Professional Development Plan for Districts
(Implemented 2026-27 School Year)_12122025_08:35

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

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

Mission Statement: To build a dedicated community focused on preparing learners for academic and career success.

Vision Statement: Marion County Schools will ensure that every student has the skills and knowledge necessary to thrive.

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?**

Priority Area #1:

Based on current data and instructional needs, our first priority for professional learning is learning targets, formative assessment and re-teaching.

Priority Area #2:

A second area requiring focused professional development is student engagement using Thoughtful Classroom instructional tools.

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

Comprehensive Improvement Plan goal support:

- Reading
- Math
- Science
- Writing
- Achievement Gap
- EL Progress

This professional development will impact this goal by providing teachers with quality structures and strategies to implement quality lesson components across content areas.

Long-Term Objective (End of Year Impact):

By May 2027, we will identify specific formative assessment structures through each department and provide teachers with a toolkit of resources.

Short-Term Objectives

Quarterly/Monthly: Departments will meet in PLCs to analyze data and reflect on best practices for re-teaching and assessment.

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

Intended Results:

As a result of this professional development teachers will have a greater buy-in and autonomy in unit development and progression.

Student Outcomes:

Students will demonstrate a greater mastery of standards as measured through a variety of formative/summative assessments.

Educator Practice Changes:

Instructional practices will reflect a better understanding of standards and assessment practices.

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.)

Monitoring Plan: Implementation will be monitored through PLCs and planning meetings.

What Data Will We Collect? (examples)	Who Collects It?	How Often?
Walkthroughs	School/District Administrators	Weekly
PLC Artifacts (assessments, data meetings, etc.,)	School/District Administrators	Bi-Monthly
Assessment Development	School Administrators and Instructional Coaches	Weekly

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 include:

- Improved formative assessment trends
- Evidence in walkthrough tool
- PLC minutes show data analysis

Specifically, we expect to see a higher quality of assessments and improved teacher instructional strategies as a result of this professional learning.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?
K-12

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?

Funding Source(s):

- Title I
- Title II
- General Fund

Professional Learning Activities Planned:

Aug. 3-5, 2026 (Completion end of year): Content/Grade Level Team Meetings for Alignment/ Pacing /HQIRs trainings

Materials Needed:

- Instructional Coach support
- Content area team meetings
- HQIRs
- Instructional Timelines

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 Plan

- District Coach Support
- Building PLC Structures
- Staff Development Days
- Data Meetings
- Vendor Support

These supports directly connect to the priority by prioritizing PLCs focused on developing clear learning targets, implementing formative assessment strategies, and collaboratively planning targeted re-teaching.

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

Priority Area #2:

A second area requiring focused professional development is student engagement using Thoughtful Classroom instructional tools.

Which Comprehensive Improvement Plan goal does this support?

- Reading
- Math
- Science
- Writing
- Achievement Gap
- EL Progress

This professional development will impact this goal by adding to teachers' toolboxes of instructional and engagement strategies.

Long-Term Objective (End of Year Impact):

By May 2027, we would like for teachers to be more confident and intentional in selecting from a variety of student engagement strategies.

Short-Term Objectives: We would like to use a portion of PLC meetings for teachers to share instructional strategies with their peers and use student samples to help guide a variety of Thoughtful Classroom tools. Intended Results: As a result of this professional development teachers will broaden their toolkits of instructional strategies. Student Outcomes: Students will demonstrate increased engagement

and better content understanding. Educator Practice Changes: Instructional practices will reflect better use of engagement strategies.

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

Intended Results:

As a result of this professional development teachers will broaden their toolkits of instructional strategies.

Student Outcomes:

Students will demonstrate increased engagement and better content understanding.

Educator Practice Changes:

Instructional practices will reflect better use of engagement strategies.

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.)

Implementation will be monitored through walkthroughs, PLCs, and PGPs.

What Data Will We Collect?	Who Collects It?	How Often?
Walkthroughs	School/District Administrators	Weekly
PLC Artifacts (assessments, data meetings, etc.,)	School/District Administrators	Bi-Monthly
Student work samples	School Administrators and Instructional Coaches	Weekly
Professional Growth Plans	School Administrators	Beginning, Mid, End of Year PGP meetings

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**. What will success look like in observable terms?

Improved formative assessment trends

- Evidence in walkthrough tool
- PLC minutes show data analysis

Specifically, we expect to see more engaged students and improved teacher practice. As a result, students will show increased content mastery.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?
K-12

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?

Title II

Start Date	Completion Date	Activity	Ongoing Frequency
Aug. 6, 2026	End of School	District PD--Thoughtful Classroom	Throughout the year

Materials Needed:

Vendor support, principal support, Thoughtful Classroom books

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.

Ongoing Support Plan



- District Coach Support
- Building PLC Structures
- Staff Development Days
- Data Meetings
- Vendor Support

These supports directly connect to the priority by emphasizing better lesson structure and engagement strategies.

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.**

Attached is our District Comprehensive Improvement Plan and PD Schedule

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2026-27 PD Schedule	This documents outlines the professional development for 2026-27	•
 MCPS CDIP	This is a glimpse of our CDIP condensed to one page.	•

Marion County Public Schools 2026-27 Professional Development Schedule

Date	Professional Development Session	Location	Time	PD Hours	Targeted Group	Presenters
K-12						
Summer 2026	CKEC Summer Professional Learning	Lexington/Harrodsburg, KY	TBD	TBD	K-12	CKEC
Summer 2026	GRREC Summer Professional Learning	Bowling Green, KY	TBD	TBD	K-12	GRREC
June 3, 2026	Safe Crisis Management Recertification Training	Glasscock Elementary	8:30-11:30 1:00-4:00	3	SCM Personnel	Ashley Lamkin & Emily Fenwick
July 31, 2026	New Safe Crisis Management Training	Glasscock Elementary	8:30-11:30 1:00-4:00	6	SCM Personnel	Ashley Lamkin & Emily Fenwick
June 24-26, 2026	KY Shape: #Move_Thrive 5 Conference	Tates Creek High School Lexington, KY	TBD	18	K-12 Physical Education Teachers	KY Shape Presenters
June 16-June 30, 2026	KET Summer Arts PD	TBD	TBD	6	Arts & Humanities Teachers	KET
July 21-22, 2026	KEDCAI Summit: From Spark to Impact: All in Action	Hyatt Regency, Lexington, KY	9:00 am-4:30 pm	12	K-12	Kentucky Educational Development Corporation
July 31, 2026	New Teacher Academy	MCHS Library	9:00-2:00	4	MCPS New Teachers & Mentors	Central Office Administrators & Instructional Coaches
August 4, 2026	ECE Day	Lebanon Middle School Cafeteria	8:30-3:30 pm	6	K-12 ECE Teachers	Carol Cravens
K-5						
August 3, 2026	Amplify K-5 ELA	Glasscock Elementary School	8:30-3:30 pm	6	K-5	Amplify & School/District Staff
August 3, 2026	Grades 4-5 i-Ready Math	Glasscock Elementary School	8:30-3:30 pm	6	K-5	Paige Mattingly
August 3 2026	4th Grade Science Content Day	Marion County High School	8:30-3:30 pm	6	K-5	Kacey Huffaker & Tammy May
August 3-4, 2026	5th Grade Social Studies Curriculum/Assessment Work	Glasscock Elementary School	8:30-3:30 pm	6	K-5	Tammy May
August 4, 2026	4th Grade Science Curriculum/Assessment Work	Glasscock Elementary School	8:30-3:30 pm	6	K-5	Tammy May
August 4, 2026	K-5 ELA & Math Curriculum/Assessment Work	Glasscock Elementary School	8:30-3:30 pm	6	K-5	Paige Mattingly/Cathy Mattingly
August 5, 2026	School Mission/Vision	Individual Schools	8:30-3:30 pm	6	K-5	School Administrators
August 6, 2025	District Professional Development	Individual Schools	8:30-3:30 pm	6	All Certified Staff	School Administrators
6-8						
July 21-24, 2026	Laying the Foundation Training	Danville--Location TBD	TBD	24	Middle School Math Teachers	Advance Kentucky
August 3, 2026	ELA Training	Lebanon Middle School	8:30-3:30 pm	6	ELA Teachers	Instructional Coach
August 3, 2026	Social Studies Curriculum & Assessment	Lebanon Middle School	8:30-3:30 pm	6	Social Studies Teachers	Administrators
August 3, 2026	Grades 6-8 Science Content PD	Marion County High School	8:30-3:30 pm	6	4-12 Science Teachers	Instructional Coaches
August 4, 2026	CKEC Accommodations Training	Marion County Middle School	8:30-11:30 am	3	MCMS Teachers	CKEC

2026-27 PD Schedule

August 4, 2026	MCMS School Mission/Vision Work	Marion County Middle School	12:30-3:30 pm	3	MCMS Teachers	Administrators
August 4, 2026	Making Thinking Visible	Lebanon Middle School	8:30-11:30 am	3	LMS Teachers	CKEC
August 4, 2026	LMS School Mission/Vision Work	Lebanon Middle School	12:30-3:30 pm	3	LMS Teachers	Administrators
August 4, 2026	ECE Day	Lebanon Middle School Cafeteria	8:30-3:30 pm	6	K-12	Carol Cravens
August 5, 2026	Science & ELA Curriculum & Assessment Work	Marion County Middle School	8:30-3:30 pm	6	6-8	Instructional Coaches and Administrators
August 5, 2026	Grades 6-8 Social Studies Content PD	TBD	8:30-3:30 pm	6	6-8 Social Studies Teachers	Instructional Coaches
August 6, 2025	District Professional Development	Individual Schools	8:30-3:30 pm	6	All Certified Staff	School Administrators
9-12						
June 1, 2026	Social Studies Content PD	Marion County High School	8:30-3:30 pm	6	Social Studies Teachers	Kacey Huffaker
June 1, 2026	Algebra 1 Standards, Pacing, and Assessments	Marion County High School	8:30-3:30 pm	6	Algebra 1 Teacher	Instructional Coach
July 20-23, 2026	Kentucky CTE Summer Program	Galt House, Louisville, KY	TBD	12	CTE Teachers	KACTE
August 3, 2026	Grades 9-12 Science Content PD	Marion County High School	8:30-3:30 pm	6	4-12 Science Teachers	Instructional Coach
August 3, 2026	MCHS Staff--Horizontal and Vertical Alignment, Pacing, and Assessment	Marion County High School	8:30-3:30pm	6	9-12 Teachers	Instructional Coaches and Administrators
August 4, 2025	SAT Integration Across the Curriculum; Instructional Toolkit; AI Tools; High In Plain Sight/CEP and PGP Goal	Marion County High School	8:30-3:30 pm	6	9-12 Teachers	Instructional Coaches and Administrators
August 5, 2025	Core Content PLCs to Review Horizontal and Vertical Alignment, Pacing, and Assessment	Marion County High School	8:30-3:30 pm	6	9-12 Teachers	Instructional Coaches and Administrators
August 6, 2025	District Professional Development	Individual Schools	8:30-3:30 pm	6	All Certified Staff	School Administrators
District Required PD for K-12 Certified Staff = 24 hours						
All PD sessions must include the completion of PD evaluation for impacting student learning.						