



JCPS 2022-23 Phase Four: Professional Development Plan for  
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2022-23 Phase Four: Professional Development Plan for Districts for School Year  
2023-2024

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## 2022-23 Phase Four: Professional Development Plan for Districts for School Year 2023-2024

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. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

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. Each school and local district professional development plan shall contain the following 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

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](#).

1. What is the district's mission?

The district mission is that "We, the stakeholders of the Jackson County Public School District, accept the responsibility to create lifelong learners and successful citizens by providing an exemplary instructional environment characterized by high academic standards and expectations that accommodate the individualized learning needs of all students."

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

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through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the district's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

The district's top two priorities for professional development are

(1) To provide professional learning opportunities for teachers and administrators that will support the development and implementation of an **articulated curriculum** across all grades (K-12) and content areas that engages students in an aligned, rigorous curriculum that promotes students' deeper learning and leads to increases in student achievement.

(2) To provide professional learning opportunities for teachers and administrators that will support and extend teachers' abilities to **design, develop, and deliver effective instruction** that is differentiated to the needs of each learner and includes effective use of instructional strategies, activities, and high quality resources so as to actively engage all students in learning across all grades (K-12) and all content areas: literacy (reading and writing) math, science, social studies, career and technical education, and the related arts in a traditional in-person learning environment and virtual learning environment so as to positively impact student achievement across all content areas.

3. How do the identified **top two focus areas** requiring professional development relate to district goals?

The top two focus areas for professional learning (1) the development and implementation of an articulated curriculum and (2) the design, development, and delivery of effective instruction (including the effective use of instructional strategies, activities, and high quality instructional resources) are directly related to the district's academic goals to increase student proficiency across all content areas:

(1) By 2025, the district will increase the percentage of students who are proficient/distinguished in reading to 69.1% (elementary), 67.9% (middle), and 54.9% (high), and the district will increase the percentage of students who are proficient/distinguished in math to 60.8% (elementary), 66% (middle), and 52.2% (high) as measured by the Kentucky Summative Assessment (KSA); and

(2) By 2025, the district will increase the percentage of elementary students who are proficient/distinguished in science to 56.2%; the percentage of middle school students who are proficient/distinguished in science to 28.9%, and increase the percentage of high school students who are proficient/distinguished in science to 47.1%; increase the percentage of elementary students who are proficient/distinguished in social studies to 78.2% and the percentage of middle school students who are proficient/distinguished in social studies to 65.4%; and increase the percentage of high school students who are proficient/distinguished in social studies to 52.2; and increase the percentage of elementary students who are

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proficient/distinguished in writing to 60.2%, increase the percentage of middle school students who are proficient/distinguished in writing to 39%, and increase the percentage of high school students who are proficient/distinguished in writing to 71% as measured by the Kentucky Summative Assessment (KSA).

(3) By 2025, the district will increase the percentage of high school students who are Postsecondary Ready to 95% as reported on the School Report Card.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the district goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

**All teachers (K-12) will develop and implement an articulated curriculum across all grades (K-12) and content areas that engages students in an aligned, rigorous curriculum that promotes students' deeper learning and leads to increases in student achievement** so that by 2025, the district will increase the percentage of students who are proficient/distinguished in reading to 69.1% (elementary), 67.9% (middle), and 54.9% (high), and the district will increase the percentage of students who are proficient/distinguished in math to 60.8% (elementary), 66% (middle), and 52.2% (high) as measured by the Kentucky Summative Assessment (KSA); and by 2025, the district will increase the percentage of elementary students who are proficient distinguished in science to 56.2%; the percentage of middle school students who are proficient/distinguished in science to 28.9%, and increase the percentage of high school students who are proficient/distinguished in science to 47.1%; increase the percentage of elementary students who are proficient/distinguished in social studies to 78.2% and the percentage of middle school students who are proficient/distinguished in social studies to 65.4%; and increase the percentage of high school students who are proficient/distinguished in social studies to 52.2; and increase the percentage of elementary students who are proficient/distinguished in writing to 60.2%, increase the percentage of middle school students who are proficient/distinguished in writing to 39%, and increase the percentage of high school students who are proficient/distinguished in writing to 71% as measured by the Kentucky Summative Assessment (KSA): and by 2025, the district will increase the percentage of high school students who are Postsecondary Ready to 95% as reported on the School Report Card.

a. All teachers will deconstruct content standards and write learning intentions, success criteria, and establish the rationale for the learning intention for units of study and daily lessons.

b. All teachers will map a scope and sequence for his/her class(es) or course(s).

c. All teachers will utilize the district provided curriculum template to develop standards based units of study.

d. All teachers will select and utilize high quality instructional resources in the design and delivery of curriculum and instruction.

e. All teachers at a grade/course will develop and implement common assessments that are aligned to the district curriculum across all grades and content areas.

4b. What are the intended results of the professional development as related to the specific objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Teachers' will implement the aligned district curriculum with fidelity. This will increase equitable access for all students across grades and schools to an aligned, rigorous curriculum so as to increase student achievement across all content areas.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.).

The implementation of the professional learning in regard to the design, delivery, and implementation of the curriculum will be monitored through multiple sources of evidence. The district will monitor the implementation of the curriculum at the end of each nine weeks to ensure that all teachers are on pace with the delivery of the curriculum through pacing guides and classroom observations. The district will also utilize available local data (benchmark assessments/common assessments) to measure student proficiency at a minimum three times per year (Beginning of Year; mid-Year; End of Year). Data will be collected by school and district administrators.

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

**Please describe in detail.**

The ultimate indicator of success will be student achievement. As such, the district will utilize available local data and state summative assessment data to measure student proficiency.

Other indicators of success will include completed pacing guides, curriculum documents, and common assessments for each content area by grade.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

All teachers (K-12) will participate in professional learning focused on the development and implementation of an **articulated curriculum** specific to the class(es)/course(s) that he/she teaches across all grades (K-12) and content areas that engages students in an aligned, rigorous curriculum and promotes students' deeper learning and leads to increases in student achievement.

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4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

The district leadership team and Deeper Learning Coaches will facilitate the development of Articulated Instructional Vision statements for each content area using the state's Model Curriculum Framework. The district leadership team will also design the district curriculum template to ensure uniformity across the district at all grades and in all content areas.

The district will work with the SE/SC Co-op to schedule trainers and facilitators to deliver professional learning on deconstructing the standards and the facilitation of the development of the pacing guides and the units of study (using the district curriculum template.) The district leadership team will also facilitate this work. It is anticipated that the initial work will take 12 hours and that there will be additional follow-up (once per nine weeks, at a minimum) facilitated by school/district administrators and school level Deeper Learning Coaches during PLC meetings at each school. The district may also lead virtual grade/content specific meetings (as needed) during the school day. SE/SC staff will also provided job embedded support through out the school year.

All staff will need access to a computer or Chromebook, to the district templates (e.g. pacing guide, district templates), and to the curricular resources available on [kystandards.org](http://kystandards.org).

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Schools will utilize monthly PLC's and in-house teacher leaders (e.g Deeper Learning Coaches) for follow-up activities and on-going support. District Administrators will provide technical support as appropriate.

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the district goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

***All teachers K-12 will design, develop, and deliver effective instruction that is differentiated to the needs of each learner and includes effective use of instructional strategies, activities, and high quality resources so as to actively***



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***engage all students in learning across all grades (K-12) and all content areas*** so that by 2025, the district will increase the percentage of students who are proficient/distinguished in reading to 69.1% (elementary), 67.9% (middle), and 54.9% (high), and the district will increase the percentage of students who are proficient/distinguished in math to 60.8% (elementary), 66% (middle), and 52.2% (high) as measured by the Kentucky Summative Assessment (KSA); and by 2025, the district will increase the percentage of elementary students who are proficient/distinguished in science to 56.2%; the percentage of middle school students who are proficient/distinguished in science to 28.9%, and increase the percentage of high school students who are proficient/distinguished in science to 47.1%; increase the percentage of elementary students who are proficient/distinguished in social studies to 78.2% and the percentage of middle school students who are proficient/distinguished in social studies to 65.4%; and increase the percentage of high school students who are proficient/distinguished in social studies to 52.2; and increase the percentage of elementary students who are proficient/distinguished in writing to 60.2%, increase the percentage of middle school students who are proficient/distinguished in writing to 39%, and increase the percentage of high school students who are proficient/distinguished in writing to 71% as measured by the Kentucky Summative Assessment (KSA); and by 2025, the district will increase the percentage of high school students who are Postsecondary Ready to 95% as reported on the School Report Card.

a. All teachers will engage students in learning experiences that include high yield instructional strategies and activities that are rigorous, engaging, and aligned to the standards so as to promote students' deeper learning of grade level content.

1. All teachers will participate in professional learning modules delivered by the Deeper Learning Team that address high yield strategies: Clarity for Learning; Cooperative Learning; Structured Lessons; Explicit Instruction; Questioning and Feedback; Differentiation; Metacognition Strategies and Problem Solving; Spaced interactions and multiple exposures to knowledge and concepts; and worked examples.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Teachers' instructional practice will include the use of high quality instructional resources and a variety of appropriate high yield instructional strategies and activities that are proven to actively engage students, to promote deeper learning, and to increase student proficiency in both a traditional and virtual learning environment.

Student literacy and student achievement will increase across all content areas.



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5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

The implementation of the professional development will be monitored through multiple sources of evidence. The district will monitor the implementation of effective strategies and activities and the use of high quality instructional resources at a minimum of three times per year to ensure that all teachers are utilizing effective instructional strategies and activities and high quality instructional resources.

Monitoring will include school/district classroom observations and review of usage reports for district provided resources (Clarity Learning Reports as available). The district will also utilize available local data (benchmark assessments/common assessments) to measure student proficiency at a minimum three times per year (Beginning of Year; Mid-Year; End of Year). Data will be collected by school and district administrators.

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

**Please describe in detail.**

The ultimate indicator of success will be student achievement. As such, the district will utilize available local data and state summative assessment data to measure student proficiency.

Other indicators of success will include observations of changes in instructional practice and student engagement. Successful implementation would be observed through classroom observations that would include evidence of teachers implementing effective instructional strategies and activities in the classroom and evidence of students actively/authentically engaging with the curriculum, their peers, and their teacher.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

All teachers (K-12) will participate in professional learning focused on the **design, develop, and deliver effective instruction** that includes the effective use of instructional strategies, activities, and high quality instructional resources in a traditional and virtual learning environment so as to actively engage all students in rigorous, aligned, grade level content that promotes deeper learning.

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5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

The district will design, develop, and facilitate a 6 hour workshop in July 2023: Level Up. This professional learning event will include state, regional, and local presenters. Approximately 45-50 sessions will be offered to participants. Sessions will focus on best practices, high yield strategies and activities (e.g. Deeper Learning), high quality instructional resources (e.g. Into Reading, Into Literature, enVision Math, Savvas Social Studies, McGraw Hill Social Studies, Pimser Science Resources, KET), and blended learning (Marcia Kish). Teachers will self-select sessions to attend based on their individual professional learning needs and interests. Participants are encourage to actively participate and bring a device to each session.

The district is also collaborating with the Kentucky Department of Education to provide Marcia Kish's Blended Learning Model to a team of approximately 20 teachers. This is the second year of implementation. The focus is on utilizing Marcia's model of blended learning. This professional development will consist of in-person training with Marcia, monthly google meets, and district meetings to support implementation.

In addition, the district leadership team and Deeper Learning Coaches will facilitate the development and delivery of professional learning modules focused on high yield strategies for staff that will be delivered during regularly scheduled PLC meetings at the school level. These modules will be developed in collaboration with SE/SC as needed. The school level Deeper Learning Coaches will delivery the modules and provide coaching support to the teachers. The district will utilize Deeper Learning Resources to provide release time to the Deeper Learning Coaches to deliver the modules.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Schools will utilize monthly PLC's and in-house teacher leaders (e.g Deeper Learning Coaches) for follow-up activities and on-going support. District Administrators will provide technical support as appropriate.

6. Optional Extension: If your district has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

NA

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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