

***2020-21 Phase Three: Professional Development Plan for
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2020-21 Phase Three: Professional Development Plan for Districts

Jefferson County

Martin "Marty" Pollio
3332 Newburg Rd
Louisville, Kentucky, 40218
United States of America

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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

1. What is the district's mission?

To challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments

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.

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 priorities** for professional development that support continuous improvement?

Racial Equity (JCPS Pillar) Instructional Planning and Practice for Deeper Learning (JCPS System 3) Please see attached Needs Assessment.

ATTACHMENTS

Attachment Name



JCPS Needs Assessment

3. How do the identified **top two priorities** for professional development relate to district goals?

Racial Equity: Our MAP disaggregated data tells us we have an over-representation of students in the lowest decile range. What this means is that we must increase focus on acceleration plans using MAP data to increase proficiency rates. The disproportionality data in both academic and non-academic areas tells us we must continue our intense support and implementation of the District Racial Equity Plan. The work in this area will directly impact the district goals around the

Growth and Achievement Gap as well as the goals outlined in the District's Racial Equity Plan. Instructional Planning and Practice for Deeper Learning: What the academic data tells us is that core instruction of grade-level content standards is a priority. Professional development in this area will directly impact the district goals around Proficiency and Transition Readiness.

4a. For the first priority need, 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.

Our District Racial Equity Plan specifies our goal is to increase the number of staff participating in culturally responsive PD opportunities from 3,919 in 2018 to 8,000 in 2020. Equity Institutes and Implicit Bias trainings are provided annually to administrators, teachers, and other staff. With a new strategic plan being developed, new goals will be established in the upcoming year. Another goal is that 100% of administrators and teachers include a racial equity goal in their professional growth plans.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

By increasing the number of staff participating in culturally responsive PD opportunities, we aim to reduce implicit bias and increase the use of culturally responsive teaching practices. Ultimately, our intent is to improve the academic and non-academic outcomes for students of color.

4c. 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.

In addition to the metrics in the District Racial Equity Plan, the indicators of success within the CDIP will be progress in the areas of the Growth goal and the Achievement Gap goal.

4d. Who is the targeted audience for the professional development?

All educators

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All staff and students

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Funding is critical to support this and the District Racial Equity Plan aims to dedicate \$2 million dollars at a minimum to racial equity initiatives. The Equity Institutes require funding to hire instructors with expertise in culturally responsive teaching and methods. Pre-COVID, JCPS provided funding to rent meeting venues to accommodate the Equity Institutes as well as other associated costs (e.g., materials, technology).

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

JCPS has a dedicated Diversity, Equity, and Poverty (DEP) staff that leads the work on professional development and support. They have created tools such as the Racial Equity Analysis

Protocol (REAP) for all staff, and the Equity Monitoring Progress Tool (EMPT) for schools and the Affirming Racial Equity (ARE) tool for PLCs. DEP resource teachers support the schools with their implementation and monitoring of culturally responsive teaching practices.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Exit surveys are conducted after the professional developments to assess quality and improvement efforts. The monitoring tools noted above- REAPs, EMPTs, and AREs are being monitored and analyzed for additional supports. The DEP district resource teachers are also conducting classroom observations when possible to gather evidence of the student experience. The district vital signs and NTI data, which include academic, non-academic, and perception data are disaggregated by student group. The REAPS are reviewed and analyzed by a district REAP committee.

As noted in the Needs Assessment, regular monitoring protocols and persons responsible are in place and include the following routines:

- District Support to Schools – Beginning in 2019-20 and continuing in 2020-21, JCPS central office implemented a new centralized tracking system to progress monitor department supports to schools. The centralized system was developed to help analyze how central office can better support schools, and incorporates virtual supports this year.
- Participation Reports: Completed by school staff daily, JCPS is closely monitoring the participation and non-participation data.
- Bi-Weekly Reflections: Completed bi-weekly within Google Classroom. Zone/Level Teams provide feedback, note improvements, and/or ask questions to promote additional reflection.
- Principal Professional Learning Communities (PPLCs) – Taking place often weekly during NTI 2.0, each zone/level Assistant Superintendents use this structure to bring principals together in small groups to discuss ideas, challenges and share ideas.
- NTI Board Progress Reports: – From July through October 2020, the Board has received 10 reports from staff during the board meetings regarding NTI planning and implementation, specifically in the areas of academics, services for special populations (ECE, ELL, Early Childhood), technology, operations, communications and human resources.
- Corrective Action Plan Progress Reports: Each month, District leaders provide progress notes and upload associated evidence for all 276 action items outlined in the 10 corrective action plans. Additionally, Cabinet reviewed CAP updates each week and the Board received updates every two months for the past two years. District leaders will continue to provide progress notes through at least December 2020. At that point, the District will identify key indicators that will continue to be carefully monitored and reported on including any potential follow-up items from the KDE audit in the Fall of 2020. When school returns in-person, several monitoring routines will be taking place district-wide in addition to the data monitoring above:
- Collaborative Calibration Visits (CCVs) 2 times per year: In order to support a clearly defined focus on three pillars and six systems, a district team will be deployed to the school to conduct a non- evaluative collaborative calibration systems check. In collaboration with the Assistant Superintendent and Executive Administrator, the leadership team will prioritize feedback and co- design next-steps.
- Vital Signs every 6 weeks: Monitors progress regarding key performance indicators (KPI) in the areas of Learning and Climate/Culture, discuss trends, and identify needed additional support. Vital Signs also establish next steps needed to improve outcomes and create a sense of ownership among leadership team members.
- Weekly Reflections: Completed weekly within Google Classroom and Zone/Level Teams

provide feedback, note improvements, and/or ask questions to promote additional reflection.

- **Comprehensive Systems Reviews (CSRs):** Starting in 2019-2020, schools will be reviewed on a 3- year cycle by an independent review team utilizing a research-based approach. The goals of the CSRs are to 1) provide an independent and research-based review of a school's instructional systems and to examine the impact on student experiences, perceptions, and outcomes and 2) provide valuable information to school leaders in guiding improvement planning, as well as provide beneficial information to the JCPS community- at-large in sharing insights and innovations across the district.

5a. For the second priority need, 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.

Instructional Planning and Practice for Deeper Learning: Develop a professional learning system that provides common understanding of deeper learning and deeper learners constructs with clear exemplars to improve shared understanding districtwide.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

To improve teacher practice in implementing deeper learning approaches and strategies and to improve student learning.

5c. 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.

The indicators of success within the CDIP will be progress in the goal areas of Transition Readiness, Proficiency, and Separate Academic Indicator. In addition to the state required goals, JCPS indicators of success will also include data from the Backpack of Success Skills and 5th, 8th, and 12th grade defenses.

5d. Who is the targeted audience for the professional development?

All educators

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All staff and students

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Dedicated staffing and funding for professional development and the Deeper Learning Symposium are the key resources needed for the work. The district has created the Deeper Learning Resource team and funded the annual Deeper Learning Symposium since 2018.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Multiple divisions are involved in the supports for professional development, but especially, the Curriculum Design and Learning Innovation team (CDLI), the IT3 Digital Innovation Team, and the Diversity, Equity, and Poverty division. This period of NTI has only emphasized the importance of relevant and authentic learning experiences for each student and the importance of flexible

professional development offerings. The JCPS Digital Learning Channel has over 12,000 viewing hours since the first week of school this year and provides both live learning sessions and on-demand offerings. District resource teachers are providing coaching and support through their zone/level meetings and their direct work with schools.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

CSR rating on System 3: With all schools being on a 3 year review cycle on the Comprehensive Systems Reviews (CSR), our goal is to see all schools move into the “Evident” category for System 3. In 2019-20, 17% of schools were in the “Beginning” stage and 83% were in the “Emerging” stage for this system based on a composite data of classroom observations, student work, teacher survey, and student focus groups. These systems reviews at each school provide system-level evidence of the impact of professional development on the student experience.

The Accountability, Research, and Systems Improvement Department coordinates this data collection. Trained school reviewers provide an objective and evidence-based analysis of the processes, procedures, and interconnected systems that lead to student experiences and outcomes. The CSR team is composed of practitioners and researchers with a robust array of experience, including: teacher, assistant principal, principal, early childhood education data manager, curriculum specialist, statewide director of school development and transformation, AdvancED Accreditation team member, Public Policy Director, and KDE Research Analyst. The team includes experience from a retired Assistant-Superintendent, a retired principal, and a peer principal. The review team provides expertise in school leadership, program evaluation, student support-structures for learning, as well as teacher engagement and retention strategies.


Between CSR visits, the district’s monitoring routines include the following:

- Vital Signs every 6 weeks: Monitors progress regarding key performance indicators (KPI) in the areas of Learning and Climate/Culture, discuss trends, and identify needed additional support. Metrics include a review of artifacts in students’ Backpack of Success Skills and tracking of student defenses in 5th, 8th, and 12th grade. Vital Signs also establish next steps needed to improve outcomes and create a sense of ownership among leadership team members.
- Collaborative Calibration Visits (CCVs) 2 times per year: In order to support a clearly defined focus on three pillars and six systems, a district team will be deployed to the school to conduct a non-evaluative collaborative calibration systems check. In collaboration with the Assistant Superintendent and Executive Administrator, the leadership team will prioritize feedback and co-design next-steps.

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h 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.

N/A

Attachment Summary

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