



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

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

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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?

JCPS Mission: To challenge and engage each learner to grow through effective teaching and meaningful experiences with 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. What are the **top two areas requiring professional development?**

Data from the JCPS needs assessment identified two priorities to support continuous improvement:

(1) Continuing professional development around implemented universal curricula and internalization of resources: K-8 ELA: EL, K-8 Math: IM, Algebra 1: IM, 6-8 Science: OpenSci Ed, and 9-12 ELA: My Perspectives and

(2) Professional development on: 9-12 Geometry & Algebra 2: IM 360, and Journey to Success: A developmental framework focused on transformational, student-driven learning.

Data from the needs assessment revealed that the district has variability in academic achievement between grade levels and schools is a concern. While we had a slight increase in Math proficiency, our Reading proficiency rates are similar to 2022 rates. When reviewing the school-level disaggregation, we have a large range of performance among our schools. Additionally, a leverage area is the achievement gaps that exist between our student groups. The gaps range from 27 to 30 points between African American and White students scoring proficient or higher. While elementary saw a slight decrease in gap compared to 2023, the distance remains with 22% of African American students scoring proficient or higher in Reading and 15% in math, compared to 52% and 45% of White students respectively. At the middle school level, 18% of African American students score proficient or higher in Reading and 10% in math, compared to 45% and 38% of White students respectively. At the high school level, 20% of African American students score proficient or higher in Reading and 12% in math, compared to 50% and 40% of White students respectively.

3. For the **first identified area requiring professional development**, what required district 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.)

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

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The short-term objective is to provide ongoing professional development to deepen existing knowledge around EL and IM. JCPS has expanded differentiated learning pathways for educators. In the summer of 2024, training for those who were experienced with EL/IM was provided. In fall of 2024 training for staff who are new to IM and EL curriculum was provided. All new curriculum was onboarded (Science and Algebra 1).

In the summer of 2025, staff will showcase their internalization of high-quality instructional resources through the Academic Innovation Summit. They will share best practices that were used in their classrooms with their peers across the district.

Thus, K-12 educators will engage in professional learning that aligns to where they are in their adoption journey. This professional development will focus on ensuring teachers can implement the curriculum with integrity, thereby improving student proficiency rates and reducing achievement gaps in Reading, Math, and Science in the long-term.

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

The intended result is to have 100% of K-12 teachers who teach the adopted curriculum continue internalization of the instructional materials and resources; learning through one another and at the Academic Innovation Summit. Additionally, those new to JCPS will begin their professional learning around the curriculum. This will include supports to provide additional coaching as needed so that the curriculum can be implemented with integrity. Student proficiency rates in reading, math, and science will improve and achievement gaps will reduce.

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.)

- **Academic Readiness Measures (ARM)** - The Academic Readiness Goals represent an internal measure of accountability for JCPS Schools that values both standardized measures of assessment and success skills to form a more accurate picture of student achievement. The JCPS Academic Readiness measure represents student readiness to transition to the next level (i.e., middle, high, or postsecondary). The composite score is based on student performance of academic assessments and their defense of learning.

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- **Learning Walk** – Weekly classroom observation data is collected using the Literacy and Math HQIR Best Practice Tool to monitor the extent of usage of EL and IM best practices.
  - Exit surveys - Conducted after each professional development to assess quality and improvement efforts and used by PD providers in designing future sessions to meet the needs of adult learners.
  - **Vital Signs** every 6 weeks: Monitors progress regarding key performance indicators (KPI) in the areas of Goals and Guardrails, Learning and Climate/Culture, discuss trends, and identify needed additional support. District and school leadership teams have protocols to review the data and decide next steps. Specific related data indicators include chronic absenteeism, success skills artifacts, defenses, and transition readiness.
  - **Formative Systems Reviews** (FSRs) 2 times per year: To support a clearly defined focus on three pillars and six systems, a district team conducts a non-evaluative collaborative systems check. In collaboration with the Assistant Superintendents and Executive Administrators, and the school leadership team will prioritize feedback and co-design next-steps.
  - **Comprehensive Systems Reviews** (CSRs): Schools are reviewed on a 3-year cycle by an independent review team utilizing a research-based approach. The overall goal of the CSRs is to provide an independent and research-based review of a school's instructional systems and to examine the impact on student experiences, perceptions, and outcomes.
  - **Academic School Division Meetings**: Zone/Level Asst Sup. teams meet monthly to review district actions for schools, provide feedback, and discuss emerging common needs across schools.
  - **Principal Professional Learning Communities** (PPLCs) – Each zone/level Assistant Superintendents use this structure to bring principals together in small groups to discuss ideas, challenges, and share ideas on a monthly basis.

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 but are not limited to: the number of educators attending the Academic Innovation Summit, quality of presentations conducted by teachers at the Academic Innovation Summit, new teachers trained, the number of coaching sessions held to support educators, integrity of implementation as evidenced by classroom observations, and student proficiency rates in reading and math as measured by the MAP assessment.

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 includes teachers in content areas where JCPS has adopted curricula; all JCPS teachers are implementing Journey to Success within their classroom contexts.

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 District is committing close to \$11.4 million for curriculum materials and professional development to support the implementation of the ELA, math and science curriculum. In collaboration with the vendors, divisional supports are allocated for developing the process and logistics to accommodate adult learning around adopted curriculum.

Resources and Support Include:

- Academic Innovation Strands related to content literacy, numeracy, assessment, and progress monitoring (summer 25 & 26).
- Cohort coaching to all approved Academic Innovation teacher presenters (spring 2025).
- Gold Day support for teachers, coaches, and leaders through virtual and in-person sessions (11/3 and 2/16).
- Onboarding new hires to curriculum through streamlined PD after start of school and throughout the year (fall, winter, and spring).
- Quarterly content academy sessions based on teacher feedback and identified needs (4Xs a year).
- Coaching and PLC support to schools as requested by school leaders, department chairs, and/or coaches (ongoing).
- District level specialist, lead, and coach meetings with teacher teams to plan and co-teach lessons with reflective debriefing (ongoing).
- Consultation with school leaders on areas of growth for content teaching and learning, followed by tailored site-specific PD (held during job embedded PD, faculty meetings, Gold Day, etc.; ongoing).
- AIC meeting sessions to provide ongoing support for coaches (monthly).

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.

Coaching supports are provided during Academic Instructional Coach meetings. Sites also can book direct specialist and lead support around Journey to Success to push into PLCs, faculty meetings, and embedded professional development time. In the new math curriculum, staff engage in coaching through quarterly academies. Additionally, supports include:

- Journey to Success Scoring Panel Training (ongoing)
- Specific training to Journey to Success Leads (multiple touchpoints)
- JCPS specific digital resources and tools (on demand)
- Real time professional learning videos (on demand)
- High Quality look-fors, exemplars, and best practices videos (on demand)
- Academic Innovation Summit strands specific to Journey to Success (summer 25 & 26)

4. For the **second identified area requiring professional development**, what required district 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.)

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

The short-term objective is to provide initial professional development around the newly adopted high school math curriculum. The long-term objective is teacher integrity around the curriculum and, ultimately, an increase in student proficiency in math.

For Journey to Success, all students will have milestone experiences or a defense of learning. Success skills will be incorporated into classrooms. Students internalize the success skills and show evidence of growth in skills as they matriculate in JCPS.



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

The intended result is for 100% of Geometry and Algebra 2 teachers to attend training and utilize HQIRs (IM 360). Additionally, all students will engage in milestone experiences and students in their 5th, 8th and 12th grade years will complete a defense of learning, scored according to the districtwide rubric(s).

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.)

- **Academic Readiness Measures (ARM)** - The Academic Readiness Goals represent an internal measure of accountability for JCPS Schools that values both standardized measures of assessment and success skills to form a more accurate picture of student achievement. The JCPS Academic Readiness measure represents student readiness to transition to the next level (i.e., middle, high, or postsecondary). The composite score is based on student performance of academic assessments and their defense of learning.
- **Learning Walk** - Weekly classroom observation data is collected using the Literacy and Math HQIR Best Practice Tool to monitor the extent of usage of EL and IM best practices.
- Exit surveys - Conducted after each professional development to assess quality and improvement efforts and used by PD providers in designing future sessions to meet the needs of adult learners.
- **Vital Signs** every 6 weeks: Monitors progress regarding key performance indicators (KPI) in the areas of Goals and Guardrails, Learning and Climate/ Culture, discuss trends, and identify needed additional support. District and school leadership teams have protocols to review the data and decide next steps. Specific related data indicators include chronic absenteeism, success skills artifacts, defenses, and transition readiness.
- **Formative Systems Reviews** (FSRs) 2 times per year: To support a clearly defined focus on three pillars and six systems, a district team conducts a non-evaluative collaborative systems check. In collaboration with the Assistant Superintendents and Executive Administrators, and the school leadership team will prioritize feedback and co-design next-steps.
- **Comprehensive Systems Reviews** (CSRs): Schools are reviewed on a 3-year cycle by an independent review team utilizing a research-based approach. The overall goal of the CSRs is to provide an independent and research-based

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review of a school's instructional systems and to examine the impact on student experiences, perceptions, and outcomes.

- **Academic School Division Meetings:** Zone/Level Asst Sup. teams meet monthly to review district actions for schools, provide feedback, and discuss emerging common needs across schools.
- **Principal Professional Learning Communities (PPLCs)** – Each zone/level Assistant Superintendents use this structure to bring principals together in small groups to discuss ideas, challenges, and share ideas on a monthly basis.

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 but are not limited to: number trained in newly adopted math curricula, the number of coaching sessions held to support educators, integrity of implementation as evidenced by classroom observations, and student proficiency rates in math as measured by the assessments.

Journey to success indicators of success include milestones and defenses of learning completed and documented within the Otus platform.

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

The target audience include Geometry and Algebra 2 teachers. Journey to Success is implemented across all JCPS schools.

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 District is committing close to \$11.4 million for curriculum materials and professional development to support the implementation of the ELA, math

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and science curriculum. In collaboration with the vendors, divisional support staff are allocated for developing the process and logistics to accommodate adult learning around adopted curriculum.

- The District is committing 2.4 million to the Journey to Success revamp, Otus platform, digital resources, and supports.
- Gold Day support for teachers, coaches, and leaders through virtual and in-person sessions (11/3 and 2/16)
- Quarterly content academy sessions based on teacher feedback and identified needs (quarterly)
- Coaching and PLC support to schools as requested by school leaders, department chairs, and/or coaches (ongoing)
- District level specialist, lead and coach meetings with teacher teams to plan and co-teach lessons with reflective debriefing (ongoing)
- Consultation with school leaders on areas of growth for content teaching and learning, followed by tailored site-specific PD (held during job embedded PD, faculty meetings, Gold Day, etc.; ongoing)
- AIC meeting sessions to provide ongoing support for coaches (monthly)
- Academic Innovation Team of specialists and leads to support with coaching and ongoing support around milestones, defenses of learning, and OTUS usage at the district and school level. (ongoing)

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.

Coaching supports are provided during Academic Instructional Coach meetings. Sites also can book direct specialist and lead support around Journey to Success to push into PLCs, faculty meetings, and embedded professional development time. In the new math curriculum, staff engage in coaching through quarterly academies. Additionally, supports include:

- Journey to Success Scoring Panel Training (ongoing)
- Specific training to Journey to Success Leads (multiple touchpoints)
- JCPS specific digital resources and tools (on demand)
- Real time professional learning videos (on demand)
- Academic Innovation Summit strands specific to Journey to Success (summer 25 & 26)

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)
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