



2025-2026 Phase Four:  
Professional Development Plan for Districts Year 2026-2027

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## **2025-2026 Phase Four: Professional Development Plan for Districts (Implemented 2026-27 district 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 it can also 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 with 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 district 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 district professional development plan shall be incorporated into the district improvement plan and made public before its implementation. The local district professional development plan shall be integrated into the district improvement plan and posted on the district's website prior to implementation.

Section 3 further provides, "Each district and local district professional development plan shall contain the following five (5) elements:

1. A clear statement of the district 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 district 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?**

The JCPS Cognia Accreditation Review (July 2025) indicated identified developing a professional learning framework as an area of improvement:

- Develop, implement, and evaluate a professional learning framework that supports the use of high-quality instructional resources and personalized learning for students. (Cognia Standards 6 and 29)

When instruction is engaging and/or personalized, then student engagement and achievement could increase, which could lead to improvements in discipline, a more positive school climate, more effective teacher feedback, and greater advances in student learning. Data from the JCPS needs assessment identified two priorities to support continuous improvement requiring professional development:

(1) Continuing initial professional development around implemented universal curricula (HQIR) 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 9-12 Geometry & Algebra 2: IM 360, and Journey to Success: A developmental framework focused on transformational, student-driven learning. Within initial HQIR training, there will be a focus on supporting diverse learners.

Strengthening core instruction - Although district proficiency on the 2024-2025 KSA increased in all tested content areas compared to last year, our overall performance remains below state levels, with 35% of students proficient or distinguished in reading, 30% in math, 21% in science, 28% in social studies, and 29% in writing. Elementary proficiency trends are mixed, with science improving, math remaining flat, and other subjects declining slightly. Middle and high schools show stronger upward trends, with middle schools improving across all subjects, and high school science showing a notable gain. This suggests a need to strengthen core instruction and intervention systems to raise academic performance for all students, particularly in subjects and schools where proficiency lags.

Disparities in performance across demographic groups - When comparing the 2024-2025 KSA results to last year, most student groups experienced modest changes in proficiency. While some groups improved slightly, the overall pattern of achievement gaps remained consistent across subjects. The gaps ranged from 22 to 30 points between African American and White students scoring proficient or higher. Overall, the data reveal persistent and systemic inequities, particularly for students of color, multilingual learners, economically disadvantaged students, and those with disabilities. While narrowing the gap is important, all JCPS students need to improve their proficiency levels.

(2) Providing targeted, site-based job-embedded professional learning to staff along the plan-do-study-act improvement science cycle through designated regional coaches.

As mentioned in PD priority 1, the current state reveals substantial subgroup disparities are evident across academic performance and readiness outcomes. White and Asian students significantly outperform all other groups across every KSA content area, with Asian students demonstrating the highest proficiency levels, while African American, Hispanic, English Learners (EL), Economically Disadvantaged, and especially students with disabilities lag far behind.

Districtwide support around strengthening instructional practice will be provided by the Curriculum Office. Targeted support will also be provided by the regional coaches, beginning with schools that have a federal designation. Currently, JCPS has 9 schools as TSI (Targeted Support and Improvement), 18 schools as ATSI (Additional Targeted Support and Improvement), and 41 CSI (Comprehensive Support and Improvement).

### Targeted Support Schools

Elementary: 6 TSI, 4 ATSI, 26 CSI

Middle: 10 ATSI, 10 CSI

High: 3 TSI, 4 ATSI, 5 CSI

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.)

3a. 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 adopted curricula to all new teachers and staff new to JCPS. The long-term objective is teacher integrity around the curriculum and, ultimately, an increase in student proficiency in each content area.

3b. What are the **intended results** of this professional development (e.g., student outcomes, educator beliefs, practices)?

The intended result is to have 100% of new K-12 teachers who teach the adopted curriculum have received initial instructional tools and resources. Teachers will implement Tier 1 instruction with integrity to the adopted resources, making adjustments to meet the needs of their student population. Student proficiency rates in reading, math, and science will improve, and achievement gaps will reduce.

3c. 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 JCPS Academic Readiness Measures represent an internal measure of accountability for JCPS Schools that value both standardized measures of assessment (i-Ready and CERT) and our Success Skills to form a more accurate picture of student achievement. The ARM composite score represents the average of the Academic Assessment score and the Defense of Learning score. A score of 3.5 or higher indicates readiness to transition to the next educational level (middle, high, or postsecondary).
- **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. These surveys are based on Dr. Tom Guskey's Critical Levels of Professional Development Evaluation.
- **Vital Signs** - Monitors progress every 6 weeks regarding key performance indicators (KPI) in the Academic Readiness Measures, Learning, and Climate/Culture. School and district leaders discuss trends and identify needed additional support through protocols to review the data and decide next steps. Specific related data indicators include chronic absenteeism, Success Skills artifacts, Defenses of Learning, and transition readiness.
- **Formative Systems Reviews (FSRs)** - Regional Assistant Superintendents and Principal Supervisors conduct a non-evaluative collaborative systems check in the Fall and Spring with school leadership teams to 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 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)** - The Regional Assistant Superintendents use this structure to bring principals together in small groups to discuss ideas, challenges, and share ideas on a monthly basis.

**3d.** 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 them in detail**.

Indicators of success will include, but are not limited to: number trained in adopted curricula, number of coaching sessions held to support educators, integrity of implementation as evidenced by Learning Walks, and student proficiency rates as measured by assessments. New teacher satisfaction in professional learning provided by the district and retention rate are also additional indicators.

**3e.** Who is the **specific targeted audience** for this professional development (e.g., elementary math teachers, those implementing high-quality instructional resources)?

The target audience includes new K-12 Math & ELA, and 6-8 science teachers.

**3f.** 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 2.8 million for curriculum materials for all JCPS students and \$40,000 professional development to support the onboarding of the ELA, math, and science curriculum for the 26-27 school year.

Resources and Support Include:

- Initial training is held three times a year to support summer and rolling hires.
- HQIR-based extension learning sessions held on PD Flex Days (9/28 and 3/26).
- Gold Day support for teachers, coaches, and leaders through virtual and in-person sessions (11/2 and 2/15).
- 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).

**3g.** 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.

New teachers can book direct specialists and instructional coach support around HQIR (with options to push into PLCs, faculty meetings, and embedded professional development time). Staff may engage in coaching through quarterly academies. Additionally, supports include:

- 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)

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.)

4a. What are the specific **objectives** (long-term and short-term) for this professional development?

The short-term objective is to provide targeted professional development and coaching to specific sites for a predetermined period of time. Professional development and coaching will be provided by designated regional coaches. Pre and post improvement cycle data will be collected to determine the impact.

4b. What are the **intended results** of this professional development (e.g., student outcomes, educator beliefs, practices)?

Each site will have its own specific intended results based on site needs, assessment results, and federal designation status. Within the coaching cycle, there will be an increase in student academic achievement as evidenced by the pre-post assessments. After the improvement cycle, schools will sustain growth through internal shifts in practices, monitored through FSRs. Student growth will be measured by improvement in i-Ready diagnostic data.

4c. 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 JCPS Academic Readiness Measures represent an internal measure of accountability for JCPS Schools that value both standardized measures of assessment (i-Ready and CERT) and our Success Skills to form a more accurate picture of student achievement. The ARM composite score represents the average of the Academic Assessment score and the Defense of Learning score. A score of 3.5 or higher indicates readiness to transition to the next educational level (middle, high, or postsecondary).
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- **Vital Signs** - Monitors progress every 6 weeks regarding key performance indicators (KPI) in the Academic Readiness Measures, Learning, and Climate/Culture. School and district leaders discuss trends and identify needed additional support through protocols to review the data and decide next steps. Specific related data indicators include chronic absenteeism, Success Skills artifacts, Defenses of Learning, and transition readiness.
- **Formative Systems Reviews (FSRs)** - Regional Assistant Superintendents and Principal Supervisors conduct a non-evaluative collaborative systems check in the Fall and Spring with school leadership teams to 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 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)** - The Regional Assistant Superintendents use this structure to bring principals together in small groups to discuss ideas, challenges, and share ideas on a monthly basis.
- **Pre/Post Assessments** - Regional coaches will utilize HQIR-based assessments to determine growth during the Plan-Do-Study-Act cycle.

**4d.** 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 include best practices that are introduced by regional coaches and then, after the improvement cycle, made routine by local site leadership. There will be increased integrity of implementation of HQIR tools in tier 1 instruction and overall initiative fidelity across schools and classrooms.

**4e.** Who is the **specific targeted audience** for this professional development (e.g., elementary math teachers, those implementing high-quality instructional resources)?

The target audience includes sites identified for the improvement cycle by regional superintendents, with a priority on TSI, ATSI, and CSI sites.

**4f.** 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 has reorganized the Schools and Academics central office divisions to support regional coaching along the Plan-Do-Study-Act cycle. To increase initiative fidelity, the following changes have been made:

- Consolidation of the Schools and Academics division into a singular Academics Division
- Allocation of Regional Academic Specialists for each level and 2 for enhanced support zone schools.
- Allocation of 11 coaches at each level, 12 at the enhanced support zone level, along with content-specific instructional leads.

**4g.** 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 support will be provided during monthly principals', AP meetings, and regional coach calibrations. Additionally, sites can also directly book specialists and instructional leads through the Curriculum office.

- Monthly principal + 1 meetings
- Monthly AP-specific meetings
- Monthly regional coach calibrations
- Job-embedded, on-site coaching and professional development

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.**

### **Stakeholder Teams and Meeting Processes - From Needs Assessment**

As part of the development of the 2025-2026 Comprehensive District Improvement Plan, key stakeholders review multiple data sources as part of a thorough needs assessment. In late November, school and district leadership teams will analyze their 24-25 Kentucky Summative Assessment results and key performance indicators in academic and non-academic areas from the first six weeks of the 25-26 school year (i.e., vital signs). From this initial data review process, JCPS identifies areas of strength and improvement as well as possible contributing factors and next steps, which are then incorporated into the CDIP. The information below outlines the key processes and stakeholder groups that review key performance indicators throughout the school year.

The following teams of district stakeholders are involved in monitoring district- and school-level data regularly and prioritizing district work relative to those data. Our Cabinet Members, Academic and Schools Division Leaders, and Jefferson County Board of Education are involved in monitoring district- and school-level data regularly and prioritizing district work relative to those data. Cabinet meets weekly, while the Academic and Schools Division meets as a team monthly and meets bi-weekly in individual zones/level leadership meetings. The Diversity, Equity, and Poverty leadership meets bi-monthly with Cabinet members and their division leadership team to review progress on the District's Racial Equity Plan. Additional data reviews are occurring in the 2025-2026 school year on key metrics. Meetings are documented through meeting agendas and meeting minutes.

Our principals meet monthly within their respective zones and levels throughout the year. During these meetings, the Superintendent and Chief of Schools share major initiatives and updates, while principals provide feedback and input. Zone- and level-specific meetings also allow for more targeted training and differentiated support in smaller groups. Additionally, Assistant Superintendents have regular meetings with their direct reports regularly to address needs and processes.

Beginning this school year (2025–2026), our MRI schools will lead data reviews with Cabinet leadership to share outcomes, reflect on effective strategies, and identify supports needed. Additionally, schools will begin presenting data at Board meetings.

Lastly, district leadership provides a summary of the progress of district goals during regular board meetings of the Jefferson County Board of Education. Those reports outline progress toward the goal, followed by identified effective strategies, opportunities for growth, and next steps. The progress monitoring reports are available here:

<https://www.jefferson.kyschools.us/documents/about/leadership-%26-organization/board-of-education/goals-and-guardrails/progress-monitoring-reports%E2%80%94goals-and-guardrails/732158>.