



## 2022-23 Phase Four: Professional Development Plan for Districts for School Year 2023-2024\_03282023\_10:16

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 mission of Jenkins Independent School is to encourage our students to do their best and engage them in the educational process so they can excel to their full potential. Our motto is ENCOURAGE-ENGAGE-EXCEL. Additionally, our goal is to create competitive, committed citizens who will help to rebuild the city and community into a thriving, productive place where families can flourish.

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 top two priorities are: deploying standards-based, explicit instruction and data-driven interventions to close academic gaps.

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

Instruction and interventions are pivotal to ensuring the standards are taught and assessed to mastery. Students cannot perform on state assessments if they are not receiving strong, relevant Tier I instruction and if data is not utilized to provide Tier II and III interventions. The district goals of increasing the proficiency and growth of all grades and content areas can only be accomplished if instruction is high-quality and interventions are systematic and strategic.

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.

The objective for professional development in the area of explicit instruction is to ensure all instructional staff utilize this methodology for delivery the content daily. Following the "I do, we do, you do together, you do" model ensures all students have access to instructional opportunities which include teacher modeling, guided practice, independent practice and assessment.

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

Our intended results are that 100% of JIS teachers employ explicit instruction daily in core and intervention instruction. We expect teachers to engage in professional learning via training sessions and PLC work to explore and practice the explicit instruction model of delivery. As a result, students will glean a high rate of mastery of content standards.

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.).

Teachers will complete session evaluations and set goals for implementation. The District Leadership Team will assist principals in conducting observations to monitor implementation. Student data on formative and benchmark assessments will be analyzed monthly and used for changes to the instructional program monthly.

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.**

District leadership team observations, PLC minutes and training materials will document the growth and implementation level of all teachers with explicit instruction. Principals will provide individual, grade level, or content area support and follow up to ensure all teachers are meeting goals. Teachers will model for and coach each other as needed to build capacity and support new and/or developing teachers.

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

All certified staff and classified staff who serve in any instructional capacity will be engaged in professional development on explicit instruction. The specific targeted audience will be elementary math and reading teachers.

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.)

Teachers will need release time, training resources, and coaching sessions. Funding for substitutes, training material, stipends, and resources will also be needed.

Specific professional development provided by math and ELA resource providers as well as training on the new reading fluency screener.

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.

Principals, Education Recovery Specialists, and instructional supervisors will conduct PLCs and training sessions, subsequent classroom observations to monitor implementation, and follow-up coaching/feedback. If necessary, individual teacher growth plans will be adjusted to include goals for explicit instruction.

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.

The objective for professional development in the area of evidence-based interventions is to ensure all instructional staff use data to provide reteaching, review, small group instruction, and tiered instruction for gap closure. Teachers will maintain ongoing data notebook to ensure students are mastering daily targets and identifying students for intervention groups in both reading and math.

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

The objective for professional development in the area of data analysis and evidence-based interventions is to ensure all instructional staff utilize data analysis protocols to target students for intervention groups. Following the protocol ensures all applicable students have access to interventions in reading and math using evidence-based strategies and resources. As a result, teachers will learn how to track data and group students during core instruction for needs-based interventions.

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.)

Teachers will complete session evaluations and set goals for implementation. The District Leadership Team will assist principals in conducting observations to monitor implementation. Student data on formative and benchmark assessments will be analyzed monthly, monitored and used for changes to the instructional program monthly. Students will track progress on goals on benchmark assessments.

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.**

District leadership team observations, PLC minutes and training materials will document the growth and implementation level of all teachers with data analysis and interventions. Principals will provide individual, grade level, or content area

support and follow up to ensure all teachers are tracking data and planning next steps. Teachers will model for and coach each other as needed to build capacity and support new and/or developing teachers.

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

All certified staff and classified staff who serve in any instructional capacity (including Gear Up tutors) will be engaged in professional development on using data and providing interventions. Staff who utilize specific programs will engage in training specific to their program. The specific targeted audience will be elementary math and reading teachers.

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.)

Teachers will need release time, training resources, and coaching sessions. Funding for substitutes, training material, stipends, and resources will also be needed. Diagnostic programs and assessments also need to be purchased in addition to intervention materials.

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.

Principals, Education Recovery Specialists, and instructional supervisors will conduct PLCs and training sessions, subsequent classroom observations to monitor implementation, and follow-up coaching/feedback. If necessary, individual teacher growth plans will be adjusted to include goals for data collection, data analysis, and planning interventions.

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.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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