



Moving Forward

Bullitt County Public Schools

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TO: Mr. Keith Davis, Superintendent

FROM: Adrienne Usher, Assistant Superintendent for Student Learning 

RE: 2018-2019 District Professional Development Plan

DATE: May 25, 2018

The attached 2018-2019 District Professional Development Plan provides a plan and snapshot of professional learning opportunities offered by individual schools and the district. All professional learning opportunities are aligned with Comprehensive School and District Improvement Plans based on needs assessments. The planning process for this plan occurred over the course of the 2017-2018 school year with input from school and district leaders. Approval is requested for the 2018-2019 District Professional Development Plan.

Equal Education and Employment Institution

OK for June

Bullitt County Public Schools



Professional Development Plan Assurance Page 2018-2019

District: Bullitt County Public Schools

Date: May 25, 2018

Vision

Bullitt County Public Schools:

The leader in educational excellence

Mission

The Bullitt County Public Schools learning community will educate all students to high levels of academic performance as measured by state and national standards by creating and maintaining a positive learning environment with a comprehensive system of support.

We Believe

All children can learn.

Higher expectations will yield higher results.

Excellence is attainable.

All people need a safe environment, both physically and emotionally.

Family and community support is essential.

All people are responsible for their own choices.

Relationships are the foundation of a positive culture.

Bullitt County Public Schools

District Professional Development Plan 2018-2019

District	Bullitt County Public Schools
Persons Involved In Planning Process	Keith Davis, Superintendent Adrienne Usher, Assistant Superintendent for Student Learning Sheri Hamilton, Director of Elementary Education Rachelle Bramlage-Schomburg, Director of Secondary Education Troy Kolb, Director of Special Education Jan Stone, Director of Assessment, Research and Curriculum Lee Barger, Director of College and Career Readiness/Innovative Programs Elementary, Middle and High School Principals
Description of Needs Assessment	Needs assessment data indicated that reading and math are still areas of concern for all students, especially for students who fall in the gap group. A slight increase in novice, as well as, stagnation in apprentice in reading and math is a trend in some areas. Mental health and behavior needs were identified related to an increase in students displaying trauma behaviors and overall extreme behaviors. Closing the achievement gap is still a priority for BCPS related to students in poverty and those who receive special education services based on a high number of students who score novice and apprentice in these two subgroups. Feedback from a variety of district and school level staff provided information that core instruction is still an area as it relates to students receiving intervention services. In addition, misalignment between academic and behavior interventions is an area that needs to be addressed because some schools have high numbers of students receiving intervention as compared to others. Since the deployment of one-to-one in middle/high schools, there is still a need for providing teachers with on-going training on effective use of technology instructional best practices based on survey feedback. Leadership growth is a need for BCPS due to changes in administration across the district, as well as, supporting our principals in their knowledge/understanding of what good leaders need and should be doing to lead a highly effective school.
Description of Planning Process	The planning process of the district professional development plan for the 2018-2019 school year took place over the course of the 2017-2018 with input from district and school level leaders. District and school level data was analyzed throughout the year based on state, common and benchmark assessment data. In addition, teacher feedback tool data was analyzed using the PLC process at leadership team meetings with district instructional staff along with school principals. Professional learning need surveys were also given to teachers from the student learning department to help identify specific professional learning needs of teachers/schools. All of this information was used to create school and district level professional development plans.

Bullitt County Public Schools

District Professional Development Plan 2018-2019

District: Bullitt County Public Schools

Implementation and Impact Check

Strategy / Activity	Expected Impact	Responsible Person / Trainer	Start & End Date	Estimated Costs	Funding Source	T IP NI	Impact Yes or No	Evidence of Actual Impact / Progress and Success
Thinking Focus Cadres/Cohorts focused on the four pillars of community, thinking strategies, gradual release of responsibility and academic discourse to increase engagement and rigorous learning (elementary, middle and high)	Increase the implementation of a thinking-focused classroom by teachers across all levels; provide support for previous cohorts with job-embedded coaching	Director of Elementary Education, Director of Secondary Education, Instructional Coaches	July 2018-June 2019 (on-going)	\$5,000	Student Learning Budget			
Professional Learning Community Process refinement training for administrators, instructional coaches and teachers	Increase teacher leadership within the PLC process for more effective use of the four DuFour questions to ensure high levels of learning/mastery for ALL students	Solution Tree PLC Trainers	July 2018- June 2019 (on-going)	\$75,000	Student Learning Department and Title II			
New Teacher Induction	Provide support for new teachers to the district/profession to increase acclimation to BCPS and	Student Learning Department	August 1-2, 2018	\$5,000	Student Learning Budget			

Multi-tiered System of Support Task Force	Revise/create/implement an improved system of academic, behavior and mental health that increases student learning and overall student self-efficacy through individualization and progress monitoring	Assistant Superintendent of Student Learning, Director of Special Education	July 2018-June 2019 (on-going)	\$10,000	Student Learning Department			
Ron Clark Academy Visit	Provide administrators and teachers with knowledge/understanding of how to combat poverty for the purpose of increasing learning through culture strategies and a genuine understanding of building relationships and high expectations	Ron Clark and RCA Team	Spring 2019	\$10,000	Title I			
Bellarmine Literacy Project	Increase understanding and implementation of the five components of reading embedded into every K-2/Special Education classrooms to ensure more students are on-grade level by third grade	Dr. Mary Ann Cahill, Britney Orme and Elementary Instructional Coaches	July 2018-May 2019	\$60,800	Title II			
Curriculum Alignment-Science and revisions to other content areas as necessary	Increase opportunity and fidelity of a viable, guaranteed curriculum for K-12 students with focused time on DuFour question #1 calibrating what all students will and be expected to learn	Director of Elementary Education, Director of Secondary Education, Instructional Coaches and Teachers	Summer-Fall 2018	\$19,500	Student Learning Budget			

Personalized Learning/Summit Curriculum Pacing for Individualization	Provide support for PL/Summit teachers with time to collaborate/create standards-based lessons individualized to the Learning Continuum/Summit platform	PL/Summit teachers, Instructional Coaches, Technology Integration Specialists and Teachers	Summer-Fall 2018	Up to \$12,500	Title IV			
Gradual Release of Responsibility-Making the Workshop Work	Increase effectiveness of the GRR model in middle/high school classrooms	Director of Secondary Education and Secondary Instructional Coaches	July 31, 2018	\$0				
District Leadership Action Team (DLAT)-Special Education	Ensure equity of student learning for special education students by supporting DLAT members that represent each school with training on co-teaching, closing the achievement gap strategies, etc.	Director of Special Education, Assistant Superintendent for Student Learning, and DLAT members	July 2018-June 2019 (on-going)	\$0				

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Description of Planning Process	The planning process of the district professional development plan for the 2018-2019 school year took place over the course of the 2017-2018 with input from district and school level leaders. District and school level data was analyzed throughout the year based on state, common and benchmark assessment data. In addition, teacher feedback tool data was analyzed using the PLC process at leadership team meetings with district instructional staff along with school principals. Professional learning need surveys were also given to teachers from the student learning department to help identify specific professional learning needs of teachers/schools. All of this information was used to create school and district level professional development plans.

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New Teacher Induction	Provide support for new teachers to the district/profession to increase acclimation to BCPS and effective teaching practices on their	Student Learning Department	August 1-2, 2018	\$5,000	Student Learning Budget		

Technology Professional Learning focused on google classroom, chromebooks and other instructional technology tools to enhance classroom instruction	Increase teacher effectiveness of implementing technology into best practice instruction that increases engagement and rigor of lessons for students	Technology Integration Specialist	Bimonthly to monthly	\$0	NA				
PREPARE Training	Support students and staff with a systematic process of mental health support across all levels if/when a crisis occurs	Assistant Superintendent of Student Learning, Director of Safe Schools, and School Psychologist	July 11, 2018	\$3000	Title IV				
Artisan Leader Training	Increase leadership capacity of instructional leaders to ensure their school is better (specific to student learning and staff culture) due to their leadership practices	Mike Rutherford	July 16-17, 2018	\$24,000	Student Learning Department				
Trauma-Informed Care/Classroom Management Strategies	Provide awareness and "how to" for administrators and teachers on how to recognize and support students who display trauma responsive behavior through appropriate classroom strategies/interventions	UK Learning Collaborative; Special Education Consultant; Chris Sweigart, OVEC	July 2018-June 2019 (on-going)	\$7,000	Title IV				

Multi-tiered System of Support Task Force	Revise/create/implement an improved system of academic, behavior and mental health that increases student learning and overall student self-efficacy through individualization and progress monitoring	Assistant Superintendent of Student Learning, Director of Special Education	July 2018-June 2019 (on-going)	\$10,000	Student Learning Department			
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Variety of K-12 Professional Learning Offerings-Teacher Choice	Provide additional professional learning opportunities that align with school level professional development plans and teacher professional growth goals	Assistant Superintendent for Student Learning, Instructional Coaches and Technology Integration Specialists	June 2018-July 2019	\$0				