



## Bullitt County Public Schools


1040 Highway 44 East  
Shepherdsville, Kentucky 40165

502-869-8000

Fax 502-543-3608

[www.bullittschools.org](http://www.bullittschools.org)

TO: Jesse Bacon, Superintendent

FROM: Adrienne Usher, Assistant Superintendent 

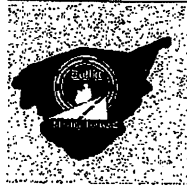
DATE: May 13, 2019

RE: 2019-2020 District Professional Development Plan

Enclosed are the 2019-2020 Professional Development Plans for all Bullitt County Schools. The attached PD plans have been reviewed by the appropriate level Directors, Sheri Hamilton, Rachelle Bramlage and myself.

Please place the attached on the May board agenda.

Thank you.

**Bullitt County Public Schools****Professional Development Plan  
2019-2020****School Name: Brooks Elementary****Date:** 4.23.19

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.

**Principal's Signature****Council Member Signature****Council Member Signature****Council Member Signature****Council Member Signature****Council Member Signature**

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2019-2020**

<b>School:</b>	<b>Brooks Elementary</b>
<b>Planning Process Participants</b>	<b>Kevin Fugate Betty Jo Davis Taylor Henry</b>
<b>Description of Overall Needs Assessment</b>	Survey sent to staff described a need for training in trauma informed care, behavior management for extreme behaviors, and time to work with grade level curriculum. Administration team looked at school-wide data and systems/structures and see a need for training in: coteaching, MTSS, and core curriculum improvement.
<b>Description of Planning Process</b>	List all needs Prioritize needs Group topics together Create a preferred timeline for when trainings are most needed

**Final Plan Due to level Director: May 1, 2019**

## ***Bullitt County Public Schools***

### **Professional Development Plan 2019-2020**

<b>Identified Student Learning/School Improvement Need(s):</b> <i>(connect to student data, CSIP, etc.)</i>	<b>Professional Learning Activity</b>	<b>Description of Activity</b>	<b>Intended Participants &amp; Learning Outcomes</b>	<b>Start, End Date and # of Hours</b>	<b>Estimated Cost and Funding Source</b>	<b>Outcomes / Progress/ Success Evidence</b> <i>(to be reviewed by SBDM council throughout the year)</i>
Training to understand the new standards	KDE powerpoints	Utilize the KDE powerpoints to train staff. We will use the most important trainings from ELA, math, and social studies to provide PD in June 2019. We will continue to use the powerpoints provided for each content during staff meetings of 19-20 school year.	All staff  Learning outcomes: Clear understanding of the language and use of the standards in each content .	June 3 and 4 2019  Staff meetings: August September 6 hours	\$0	
Training to work on new curriculum maps	Whole staff instruction and teams	We will provide training on instructional processes and expectations. Using this information and the new pacing guides, teachers will work with their grade level team to begin the processes of planning instruction and assessment for their curriculum based on standards written in the BC pacing guides.	All staff  Learning outcomes: development and organization of instruction and assessment materials for the 19-20 school year pacing guides.	June 6, or July 31 and Aug 1  Continued work during 19-20 school year PLCs  12 hours	\$0	

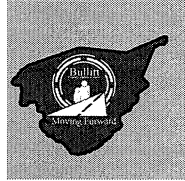


Math practices	OVEC PD	Because the math practices are additional standards in the new standards document, it is important that we train our staff on what these are, and how to teach them.	All staff  Outcome: standard based practices for intentional math instruction to meet needs of students	Aug 2 PD date  3 hours	Do we pay OVEC?	
Social Studies Inquiry Design Model	OVEC PD, or contact Ryan New, or create our own using C3 resources	Instruction on understanding and incorporating the inquiry design model with instruction in social studies	All staff  To understand and incorporate the inquiry design model; begin developing units with the new social studies standards	Aug 2 PD date- 3 hours	OVEC Ryan New (or staff as available) BES staff- \$0	
Various Trainings	Various training throughout the year specific to roles and needs of the school	At different times throughout the school year SCM, CPR, SBDM, Medical, etc will need updated training.	Multiple staff members as needed			

*\*Technology PD - June 5th*

*\*New Teacher induction - Aug 2nd*

## ***Bullitt County Public Schools***



### **Professional Development Plan 2019-2020**

**School Name: Cedar Grove Elementary School**

**Date:**

**The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.**

**Principal's Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

✓  
20

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2018-2019**

<b>School:</b>	<b>Cedar Grove Elementary School</b>
<b>Planning Process Participants</b>	<b>Bryan Flachbart, Principal; Carrie Gary, Instructional Coach Faculty of Cedar Grove Elementary School</b>
<b>Description of Overall Needs Assessment</b>	<p>In Reading, 56.6% of students scored proficient or distinguished in 2018 which was 2% higher than the state average. In Math, 52.7% of students scored proficient or distinguished in 2018, which was 3.9% higher than the state average. Students with disabilities decreased the percentage of Novice students in Reading from 40.0% to 26.7%. According to the TELL Survey, last dated 2017, - 90% of teachers reported that the school is a great place to work and learn; additionally, 96.7% of teachers feel that policies and procedures about student conduct are understood by the faculty. Furthermore, 66% of teachers felt that they had an appropriate level of influence on decision making in the school setting. 71% of teachers felt comfortable raising concerns to administration. According to the Fall 2018 MAP results in reading, 64% of 3rd graders, 70% of 4th graders, and 68% of 5th graders are reading at or above grade level (40th %ile). In Mathematics, 75% of 3rd graders, 70% of 4th graders, and 65% of 3rd graders are performing at or above grade level (40th %ile).</p> <p>65.5% of all students scored Novice or Apprentice in Writing in 2018. Free / Reduced Writers decreased from 32% for Proficient/Distinguished in 2017 to 24.4% in 2018. 66% of teachers felt that they had an appropriate level of influence on decision making in the building according to the Kentucky Tell Survey dated 2017. 53.3% of teachers felt that the building was clean and well maintained (KY Tell Survey, 2017). According to the most recent MAP data, 23% of 2nd grade students scored Novice in reading. 17% of fifth graders also scored novice in reading. 19% of fifth grade students scored in the novice range for mathematics.</p> <p>In Reading, Cedar Grove's Novice and Apprentice students have stayed fairly level. While we did see an increase in the percentage of distinguished students, there was a decrease in the percentage of proficient students. In Math, the percentage of novice and apprentice students is up 2% in each area over the past two years. Trend data for proficient shows a decrease from 47% to 36% while there was a significant increase in the percentage of distinguished students from 9% to 16%. Writing data over the course of the past two years shows a variable trend line for proficiency - going from 33.9% in 2016, to 49.1% in 2017, and 29.6% in 2018. Trend data shows a continued decrease in proficiency for reading over the past 3 years.</p>

<b>Description of Planning Process</b>	<p>During PLC's in March of 2019, the instructional coach has begun to share the new standards set for the by the Kentucky Department of Education as well as the district designed pacing guide.</p> <p>Additionally, the PBIS team has been looking at the trend of an increase in school wide aggression and disrespect - made a recommendation to include trauma informed care.</p> <p>A generic plan was developed and brought a faculty meeting - where it was presented and feedback was invited and taken into consideration.</p> <p>A final draft was designed and brought before the SBDM for approval.</p>
--	---

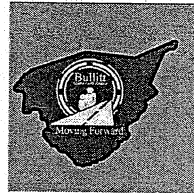
**Final Plan Due to level Director: May 1, 2019**

## ***Bullitt County Public Schools***

### **Professional Development Plan 2019-2020**

<b>Identified Student Learning/School Improvement Need(s):</b> <i>(connect to student data, CSIP, etc.)</i>	<b>Professional Learning Activity</b>	<b>Description of Activity</b>	<b>Intended Participants &amp; Learning Outcomes</b>	<b>Start, End Date and # of Hours</b>	<b>Estimated Cost and Funding Source</b>	<b>Outcomes/Progress/Success Evidence</b> <i>(to be reviewed by SBDM council throughout the year)</i>
Standards Mastery (Proficiency Goal, Separate Academic Indicator Goal 2, Gap Goal 3, Growth Goal 4, CSIP)	Standards / Pacing Work - KDE Modules	Teachers will work through the KDE modules for ELA / MATH standards roll-out.	K-5 regular education teachers; Teachers will have an understanding of the standards - unpacked, and plan cohesive instructional units based on newly acquired knowledge including the implementation of Thinking Strategies, Kagan, KCM Methods, etc.	<b>12 hours</b> , various dates through the summer	\$500 for printing and binding.	Curriculum Documents, Assessments and Assessment Data; Lesson Plans; elect data
PBIS recommendation to have Trauma Informed Care Training for teachers based on increase in aggressive behaviors.	Trauma Informed Care	Trauma 101 Training	All faculty of Cedar Grove Elementary will gain competency in recognizing and responding to trauma.	July 30 <b>3 hours</b>	\$1000.00	Trauma Toolbox, Reduction in Behavior Referrals,
MTSS / Interventions:	Understanding	Teachers will work	All faculty of Cedar	July 30	\$0	Increase in interim

(Gap Goal 3, Growth Goal 4, CSIP)	the Instructional Process	through the CGES Instructional Process and Plan for MTSS Time	Grove Elementary will gain competency in providing Tier 2 interventions.	<b>3 hours</b>		assessment data and mastery of standards, reduction in referrals to special education
Job Specific Professional Development for non-classroom teachers	Varying levels of professional development	Varies, including: STEM, PE, MUSIC, ART, LIBRARY or other specialty opportunities.	Teachers will continue to grow as masters of their craft.	<b>6 hours</b>	\$0	Varies
				<b>24 hours</b>		

**Bullitt County Public Schools****Professional Development Plan  
2019-2020**

**School Name:** Crossroads Elementary

**Date:** 4/23/2019

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.

Principal's Signature

*Julie Wright*

Council Member Signature

*Kimberly Baker*

Council Member Signature

*Speltz*

Council Member Signature

*[Signature]*

Council Member Signature

*ATC*

Council Member Signature

*Kerry Fomane*

*[Signature]*

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2018-2019**

<b>School:</b>	<b>Crossroads</b>
<b>Planning Process Participants</b>	Teachers were surveyed in February 2019 in order to identify needs, strengths and weaknesses.
<b>Description of Overall Needs Assessment</b>	The survey and the writing temperature check survey were analyzed to determine the needs of teachers for professional development. Additional data utilized were KPREP & MAP scores to plan embedded PD through Bullitt Days and our 24 hours of professional learning. Areas of need included writing (vertical alignment and strategies), pacing and assessment literacy of both math and ELA utilizing the BCPS newly created pacing guides, and other flexible training for special areas, technology and special needs accommodations.
<b>Description of Planning Process</b>	The professional development plan was created through collaboration between principal, instructional coach and SBDM members related to schoolwide data analysis of all content areas. In addition, planning of professional development was gained throughout the year in professional learning communities to identify areas of growth and next steps for instruction.

**Final Plan Due to level Director: May 1, 2019**



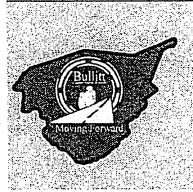
## ***Bullitt County Public Schools***

### **Professional Development Plan 2019-2020**

<b>Identified Student Learning/School Improvement Need(s):</b> <i>(connect to student data, CSIP, etc.)</i>	<b>Professional Learning Activity</b>	<b>Description of Activity</b>	<b>Intended Participants &amp; Learning Outcomes</b>	<b>Start, End Date and # of Hours</b>	<b>Estimated Cost and Funding Source</b>	<b>Outcomes/Progress/Success Evidence</b> <i>(to be reviewed by SBDM council throughout the year)</i>
When teachers were surveyed in February one area of need for most was in the area of reading and writing strategies. Since we are standards based, teachers want to make sure they are using best practice strategies to improve student achievement. This need also aligns with KREP data, MAP data and live scoring feedback. This also connects to Goal 2: Objective 1 in our CSIP.	Reading Strategies	Lynn Schwallie, Literacy Consultant, will be training our staff on how to effectively use The Reading Strategies and The Writing Strategies books.	Classroom and special education teachers will learn how to effectively use The Reading Strategies and The Writing Strategies books to implement strategies in both content areas to improve understanding.	August 2, 2019 8:30 - 11:30 3 hours	\$600	
	Writing Strategies			August 2, 2019 12:30 - 3:30 3 hours	\$600	
Due to the release of new standards and district pacing guides, teachers need to spend time with all the new documents to ensure	New Standards Roll Out	We will spend time discussing the new documents and how to interpret each. We will work through the modules	All teachers will participate in the learning of the new standards so they can implement them effectively next	June 6, 2019 8:30 - 11:30 / 12:30 - 3:30 - 6 hours - ELA	\$0	

we are planning, teaching and assessing the new standards correctly. .		provided by KDE by utilizing the facilitator's guide. We will also provide the district pacing guides one we have sufficiently covered the new standards.	year. They will learn how to navigate the new documents to increase their understanding.	June 7, 2019 8:30 - 11:30 / 12:30 - 3:30 - 6 hours - Math		
Students at CES are more and more experiencing trauma outside of the school setting and are bringing that life experience into the classroom. In order to help lessen the achievement gap with both free and reduced students and special needs students, we must utilize trauma informed instructional practices to ensure that our students feel safe and are able to gain the academic achievement needed to close the gap.	Trauma Informed Care / PBIS / LIM	Teachers will be learning strategies to implement in regards to students suffering from trauma or perceived trauma. We will also revisit PBIS expectations and make plans for the upcoming school year. Leader in Me initiatives will also be discussed at this time.	All teachers will learn strategies to support students with trauma or perceived trauma to support student needs. Teachers will continue to grow in their understanding of PBIS and LIM to build positive classroom environments.	July 31, 2019 8:30 - 11:30 3 hours	\$0	
Rigor expectation of standard is a component of assessment that we need to address in order to increase proficiency in both reading and math. By being able to identify the rigor expected	Assessment Literacy	Teachers will work through the who, what, when and why of Assessment Literacy. They will learn what the idea of being assessment literate means and how it impacts instruction. More	Teachers will learn how to identify the wrong tests, how to not misuse results of the right tests, and how to employ instructionally useful tests. This learning will transfer to the	July 31, 2019 12:30 - 3:30 3 hours	\$0	

within the standard, teachers will focus determining rigor in order to increase proficiency and decrease the achievement gap for special ed and free and reduced students.		importantly, they will learn how being assessment literate allows educators to truly focus on individual student needs and meet students where they are.	development of assessments that align with the new standards and district pacing guides to inform us how to best meet the individual needs of each student.			
In order to lessen the achievement gap and raise proficiency, teachers will utilize targeted professional learning through focusing on targeted needs.	Ongoing Professional Learning as needed to address Professional Growth Goals, District Wide Initiatives and individual classroom needs	Various - based on teacher need	All ongoing professional learning will be to increase teacher efficacy and student achievement.	As needed		

**Bullitt County Public Schools****Professional Development Plan  
2019-2020****School Name: Freedom Elementary****Date: 4/22/19****The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.****Principal's Signature** \_\_\_\_\_**Council Member Signature** \_\_\_\_\_**Council Member Signature** \_\_\_\_\_**Council Member Signature** \_\_\_\_\_**Council Member Signature** \_\_\_\_\_**Council Member Signature** \_\_\_\_\_✓  
14

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2019-2020**

<b>School:</b>	Freedom Elementary
<b>Planning Process Participants</b>	Principal Instructional Coach Site Based Decision Making Council
<b>Description of Overall Needs Assessment</b>	<p>Looking towards the 2019-20 school year, the focus at Freedom Elementary will be on standard mastery. With the roll-out of the new standards this school year, it is critical that an investment in time be made towards adjustments to our already developed common formative assessments. In addition, our staff will be developing recovery assessments that will track student mastery of essential standards during Tier 2 Recovery. 18 hours of flexible professional development will be allotted to each grade level collaborative team for both of these initiatives. We feel that this time is incredibly important for our PLCs to take the next step and for our school to fully embrace the Multi-Tiered System of Support structure that will ensure equitable access for all students. We would like to allow teachers time to develop strong assessments to utilize as we analyze the data and develop next steps as a collaborative team throughout the course of the year.</p> <p>Finally, we will continue our MAP analysis trainings in the coming year with six hours being devoted towards this focus. These dates will be determined as the MAP windows in the fall, winter, and spring are determined. Each window will allow two hours of analysis for grade level collaborative teams. Teachers will be expected to update their data boards and do a thorough analysis of individual student progress and need.</p>

<b>Description of Planning Process</b>	Matt Treadway, principal, and Ashley Andriot, instructional coach, met and developed the PD outline for the upcoming school year based upon teacher feedback and school need. The SBDM will be consulted to approve the plan in its entirety.
--	---

**Final Plan Due to level Director: May 1, 2019**

## ***Bullitt County Public Schools***

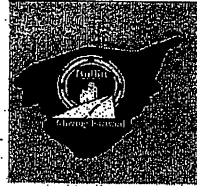
### **Professional Development Plan 2019-2020**

<b>Identified Student Learning/School Improvement Need(s):</b> <i>(connect to student data, CSIP, etc.)</i>	<b>Professional Learning Activity</b>	<b>Description of Activity</b>	<b>Intended Participants &amp; Learning Outcomes</b>	<b>Start, End Date and # of Hours</b>	<b>Estimated Cost and Funding Source</b>	<b>Outcomes/Progress/Success Evidence</b> <i>(to be reviewed by SBDM council throughout the year)</i>
<p>Increase the average reading proficiency percentage on KPREP from 61.8% in 2018 to 64% in the spring of 2019.</p> <p>Increase the average math proficiency percentage on KPREP from 62.2% in 2018 to 64% in the spring of 2019.</p> <p>Increase the average science proficiency percentage on KPREP from 47.7% in 2018 to 53% in the spring of 2019.</p>	Common Formative Assessment Development	Common Formative Assessments will be developed and refined for all content areas that align with state standards. Teachers will utilize Google Forms to collect student data and break down mastery levels to individual standards. These assessments will be utilized to inform entrance into Tier II Recovery under our new MTSS school-wide structure.	<p>Collaborative Grade Level Teams (K-5) that will be inclusive of Special Education and Intervention</p> <p>Learning Outcome- To develop quality common assessments that will provide collaborative teams with accurate data that informs future instructional decisions for individual students.</p>	Flexible Summer PD (All Members of the Grade Level Collaborative Team Must Be Present), 6 Hours	\$0	CFA Documents, CFA Data (Grade Level, Not Individual), Achievement Data
Increase the average social studies proficiency percentage on KPREP from 48.8%	Recovery Assessment Development	Recovery Assessments, centered around essential grade level	Collaborative Grade Level Teams (K-5) that will be inclusive of Special	Flexible Summer PD (All Members of the Grade Level	\$0	Recovery Assessments, Achievement Data

<p>in 2018 to 54% in the spring of 2019.</p> <p>Increase the average combined reading and math proficiency percentage for students with disabilities (with IEP) on K-PREP from 36% in 2018 to 40% in the spring of 2019.</p> <p>Increase the percentage of students who are middle school ready in reading by the spring of their 5th grade year from 62% in 2018 to 65% by the spring of 2019.</p>		<p>standards, will be developed to inform the effectiveness of Tier II and determine the continuation of Recovery for students that have not yet mastered grade level content. These assessments will also serve as the progress monitoring tool for students in Tier II.</p>	<p>Education and Intervention</p> <p>Learning Outcome- To develop quality recovery assessments that will provide collaborative teams with accurate data that informs future recovery intervention for students..</p>	<p>Collaborative team must be present), <b>12 Hours</b></p>		
	<p>MAP Analysis (Fall, Winter, Spring)</p>	<p>Instructional decisions will be made based upon the results of math and reading MAP data during the fall and winter windows. Students that need Tier III intervention will also be determined as a result of this analysis. Adjustments will be made to our designated RTI time period (Clinics).</p>	<p>Collaborative Grade Level Teams (K-5) that will be inclusive of Special Education and Intervention</p> <p>Learning Outcome- To measure student growth throughout the course of the school year, determine instructional effectiveness as it relates to student growth, and to determine needed extensions and interventions for individual students. The need for Tier III support for students will also be identified.</p>	<p>TBD- Dates will be determined as the MAP window for fall, winter, and spring are established. 2 hour sessions will occur after school from 4-6 PM, <b>6 Hours</b></p>	<p>\$0</p>	<p>School-Wide MAP Data Breakdown, Grade Level MAP Data Breakdown</p>



**Bullitt County Public Schools**



**Professional Development Plan  
2019-2020**

**School Name: Lebanon Junction Elementary**

**Date: April 17, 2019**

**The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.**

**Principal's Signature** D. Mullins

**Council Member Signature** Danielle Hummage

**Council Member Signature** [Signature]

**Council Member Signature** Rachelle Elor

**Council Member Signature** Jennie Hanes

**Council Member Signature** Sha Jenkins

✓  
[Signature]

**Bullitt County Public Schools**  
**Professional Development Plan**  
**2018-2019**

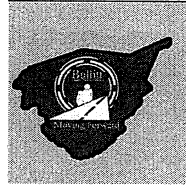
<b>School:</b>	<b>Lebanon Junction Elementary</b>
<b>Planning Process Participants</b>	<b>Daniel Mullins, Principal</b> <b>Brandy Howard, Instructional Coach</b> <b>Kevin Weihe, Counselor</b> <b>Teachers provided input from surveys and discussion based on needs assessment.</b>
<b>Description of Overall Needs Assessment</b>	<p>LJES staff completed a needs assessment after analyzing prior year state testing data. For the next several months, the staff analyzed data monthly in order to continue discussions revolving around the needs of the building and patterns/trends that are noted. During these discussions, staff expressed that they struggle to engage students in reading instruction and struggle with ways to provide accountability and support in this area. LJES state testing data shows that the percentage of students scoring at the Novice level in Reading has remained consistent for at least the last 5 years. This lack of progress can be attributed to staff needing additional training in engaging instructional strategies as well as training needed for staff to understand the standards and the way in which they are written in order to plan and assess accurately.</p>
<b>Description of Planning Process</b>	<p>The PD planning process began with staff discussion of needs - beyond curriculum - that would positively impact student achievement. Several staff members have experience with Kagan Cooperative Learning and have seen success in terms of accountability and engagement strategies. The new ELA and Math standards will be rolled out in conjunction with training in the instructional process and the PLC model in order to create a more cohesive training rather than stand-alone offerings.</p>

**Final Plan Due to level Director: May 1, 2019**

## Bullitt County Public Schools

### Professional Development Plan 2019-2020

Identified Student Learning/School Improvement Need(s) (aligned to student data, CSIP, etc.)	Professional Learning Activity	Description of Activity	Intended Participants & Learning Outcomes	Start, End Date and # of Hours	Estimated Cost and Funding Source	Outcomes/ Progress/ Success Evidence (to be reviewed by staff, school, district, etc.)
Reading *lack of growth or reduction in Novice as determined by KPREP	Instructional Process and Rollout of New Standards	Staff will explore the Instructional Process through the PLC model by implementing the process as they plan their first/second unit of study while dissecting the new ELA/Math standards and using the district pacing guide.	Classroom teachers *Using the Instructional Process teachers will plan their first unit, using the new ELA standards and district pacing guide. Plans will include any extensions and interventions to be used with the unit.	June 3 and 4 8am-3pm  Repeat sessions July 30 & 31 8am-3pm	None	
Engagement *as determined by staff based on KPREP scores and formative assessments	Kagan Cooperative Learning	Kagan Cooperative Learning trains staff to use any of the 280 provided structures to engage students in content while ensuring accountability and embedding social skills throughout.	Classroom teachers *Teachers will intentionally plan opportunities to include Kagan structures within their lesson plans to provide accountability and engagement with content.	August 1 & 2 8am-3:15pm	\$7,000 Title 1	

**Bullitt County Public Schools****Professional Development Plan  
2019-2020****School Name: Maryville Elementary****Date: 24 March 2019**

**The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.**

**Principal's Signature****Council Member Signature****Council Member Signature****Council Member Signature****Council Member Signature****Council Member Signature****District Liaison**

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2018-2019**

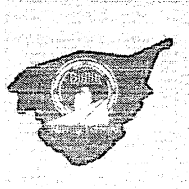
<b>School:</b>	<b>Maryville Elementary</b>
<b>Planning Process Participants</b>	<b>Ann Louise Hance, principal</b> <b>Carrie Compton, instructional coach</b> <b>Kaet Barron, counselor</b> <b>Susan Robertson, ABRI</b>
<b>Description of Overall Needs Assessment</b>	Surveys, observations, instructional data, and perception data were used to determine school improvement needs, thus driving PD priorities.
<b>Description of Planning Process</b>	Certified staff completed a survey on PD needs for the 2019-2020 school year. The leadership team reviewed these surveys to develop learning opportunities that aligned with current district initiatives. The leadership team used the current CSIP to ensure alignment.

**Final Plan Due to level Director: May 1, 2019**

**Bullitt County Public Schools**  
**Professional Development Plan**  
**2019-2020**

Identified Student Learning/School Improvement Need(s): (connect to student data, CSIP, etc.)	Professional Learning Activity	Description of Activity	Intended Participants & Learning Outcomes	Start, End Date and # of Hours	Estimated Cost and Funding Source	Outcomes/Progress/Success Evidence (to be reviewed by SBDM council throughout the year)
Behavior data has demonstrated a need to improve behavior RTI systems and supports throughout the school.	PBIS	Teachers will learn about the effectiveness and implementation of PBIS, morning meeting, Patriot PRIDE, and conscious discipline to build a strong classroom community.	<p>*all certified staff</p> <p>Teachers will understand and implement school-wide PBIS expectations.</p> <p>Teachers will incorporate Second Steps and Conscious Discipline strategies in their daily morning meeting.</p>	July 29 3 hours	N/A	
Perception data has demonstrated a need to build relationships amongst staff, so we are entering the school year on a united front.	Culture Building	Teachers will participate in team building activities to strengthen staff relationships and create a positive culture moving into the 2019-2020 school year.	<p>*all certified staff</p> <p>*classified staff encouraged</p> <p>Teachers will grow communication skills to enhance school culture.</p> <p>Teachers will collaborate to solve problems.</p>	July 29 3 hours	~\$1,500 Fund 22	

MAP, KPREP, and common formative and summative assessments have demonstrated a need to review and implement the instructional process through PLCs to support core instruction and RTI.	Instructional Process	Teachers will identify the first or second unit on the math or ELA pacing guide. They will be guided through the instructional process to backwards plan the entire unit of learning.	*all certified staff  Teachers will follow the instructional process to create a congruent and complete math or ELA unit.	July 30 & August 1 12 hours	N/A	
Data analysis and PLC meetings have demonstrated the need to review priority standards and write <b>common</b> formative and summative assessments to equally measure student progress towards mastery of standards.	PLC Work	Teachers will collaborate with their PLCs to review priority standards and write common formative and summative assessments that will be used throughout the school year. These will be turned in and checked for congruency.	*all regular education teachers *Principal *Instructional Coach  Teachers will create congruent common formative and summative assessments to be used in daily instruction and analyzed during PLCs.	August 2019-May 2020 6 hours	N/A	
The addition of new staff members and the different classroom settings teachers work in will require flexibility in the type of PD they receive.	Flexible PD	PD relevant to individualized teacher needs and related arts teacher needs. **Must be principal approved.**	*newly hired teachers *newly graduated teachers *related arts teachers *special education teachers  Teachers will receive differentiated PD to grow professionally.	August 2019-May 2020	N/A	

**Bullitt County Public Schools****Professional Development Plan  
2019-2020**

**School Name: Mt. Washington**

**Date: Wednesday, April 17, 2019**

**The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.**

**Principal's Signature** \_\_\_\_\_

*Julie Foster*

**Council Member Signature** \_\_\_\_\_

*Tracy Foster*

**Council Member Signature** \_\_\_\_\_

*Debra Kleibotter*

**Council Member Signature** \_\_\_\_\_

*Michael Ehlendo*

**Council Member Signature** \_\_\_\_\_

*R. D.*

**Council Member Signature** \_\_\_\_\_

*✓*



***Bullitt County Public Schools***  
**Professional Development Plan**  
**2019-2020**

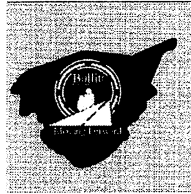
<b>School:</b>	<b>Mt. Washington Elementary School</b>
<b>Planning Process Participants</b>	<p>The 2018-2019 Leadership Efficiency Committee: Julie Hall, Cathy Pinkston, Natalie Mullins, Carey Combs.</p> <p>In addition: Julie Adams, Alicia Franklin, and Dionna Bickley were present</p>
<b>Description of Overall Needs Assessment</b>	<p>Utilizing MWES's Fall 2018 MAP and Winter 2019 MAP scores, along with the CSIP and an individual certified staff survey, the committee determined there was a need for a six hour professional learning opportunity focused on All things PLC. This professional learning opportunity will review the PLC structure, introduce a data protocol, examine tiered interventions, and begin implementation of the backward design model.</p> <p>In addition, another 12 hours will be devoted to the introduction of the new KCA standards, review of the Bullitt County standards pacing guides, and development of aligned assessments. These hours will allow the teachers to collaboratively plan and analyze assessments to determine next steps for our students.</p> <p>Finally, another 6 hours will be devoted to a book study. The book study offered will help build an understanding of the social and emotional needs students are facing daily.</p>
<b>Description of Planning Process</b>	<p>In the spring of 2019, The Leadership Efficiency Committee met to discuss plans for 2019-2020 Professional Learning Plan. Using the above needs assessment, we then developed a plan to assist teachers in getting their 24 hours. The SBDM was consulted and approved the plan in its entirety.</p>

## ***Bullitt County Public Schools***

### **Professional Development Plan 2019-2020**

<b>Identified Student Learning/School Improvement Need(s):</b> <i>(connect to student data, CSIP, etc.)</i>	<b>Professional Learning Activity</b>	<b>Description of Activity</b>	<b>Intended Participants &amp; Learning Outcomes</b>	<b>Start, End Date and # of Hours</b>	<b>Estimated Cost and Funding Source</b>	<b>Outcomes/Progress/Success Evidence</b> <i>(to be reviewed by SBDM council throughout the year)</i>
CDIP, CSIP: The pacing guides are directly related to the district and school wide student achievement goals.	Curriculum	Pacing guide review for Math	Teachers	June 3 hours	\$0	
CDIP, CSIP: The pacing guides are directly related to the district and school wide student achievement goals.	Curriculum	Pacing guide review for ELA	Teachers	June 3 hours	\$0	
CSIP	PLC process	All things PLC: review structure, norms, data protocol, tiered intervention, Backward design	All teachers in a PLC	June 6 hours	\$200 for materials	
PBIS goals, TIC goals: There are two	Social	Book study:	All teachers	Read in	\$450	

committees that want develop awareness of Trauma Informed Care and equip our staff with the tools/skills necessary.	Emotional Learning			summer Meetings will be scheduled: Tuesday in Sept. 24, Oct. 29, Nov. 19 6 hours		
CDIP, CSIP: Continual analysis of data and the creation of assessments that align	Assessment/ Data Analysis	Design assessments and analyze data	Teachers	Provide 6 one hour times: 6 hours	\$0	
CDIP, CSIP: Opportunities must meet areas of need in plans	Instruction	Various approved professional development opportunities	Teachers	Up to 6 hours	\$0	

**Bullitt County Public Schools****Professional Development Plan  
2019-2020****School Name: Nichols Elementary****Date: 05/01/19****The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.****Principal's Signature** Anne Marie Landry**Council Member Signature** Rejaletha Yates**Council Member Signature** Heath Allen**Council Member Signature** Shannon Poir**Council Member Signature** Lauren Clark**Council Member Signature** Cinde FrenchSister Marta

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2019-2020**

<b>School:</b>	<b>Nichols Elementary</b>
<b>Planning Process Participants</b>	Anne Marie Landry - Principal Lauren Clark - Counselor Elizabeth McBroom - Instructional Coach/Library Media teacher Teachers and Instructional Assistants
<b>Description of Overall Needs Assessment</b>	<p>After analyzing data from the past school year and analyzing the results of a Google form sent to teachers, we have determined a need in the following areas:</p> <ul style="list-style-type: none"><li>• Standards work (KDE Learning Modules for new standards in Reading, Writing, Math, SS)</li><li>• Writing (Lynn Schwalle from OVEC)</li><li>• Science standards support (Richard Cox)</li><li>• PLC Collaborative Teams<ul style="list-style-type: none"><li>◦ Instructional Process</li><li>◦ CFA development and implementation</li></ul></li><li>• Conscious Discipline and Trauma Informed Care</li><li>• PBIS</li><li>• MTSS</li><li>• Thinking Focus</li></ul>
<b>Description of Planning Process</b>	Specific needs were identified through analyzing data, conducting a staff survey of needs and talking with teachers and coaches.

**Final Plan Due to level Director: May 1, 2019**

## ***Bullitt County Public Schools***

### **Professional Development Plan 2019-2020**

<b>Identified Student Learning/School Improvement Need(s):</b> <i>(connect to student data, CSIP, etc.)</i>	<b>Professional Learning Activity</b>	<b>Description of Activity</b>	<b>Intended Participants &amp; Learning Outcomes</b>	<b>Start, End Date and # of Hours</b>	<b>Estimated Cost and Funding Source</b>	<b>Outcomes/Progress/Success Evidence</b> <i>(to be reviewed by SBDM council throughout the year)</i>
CSIP	<ul style="list-style-type: none"> <li>-Standards Roll Out</li> <li>-CFA</li> <li>-Vertical Alignment and pacing of standards (Reading, Writing, Math)</li> </ul>	<ul style="list-style-type: none"> <li>- Review of KDE Modules to unpack the new standards</li> <li>- Creation of CFAs for reading and math recovery for Instructional Process</li> <li>-Add CFAs to assessment calendar based on new pacing guides for district</li> <li>-Backwards design of instruction, placement of CFA in pacing guide and lesson design.</li> </ul>	Principal (Landry), instructional coach (McBroom) and teachers/Backwards lesson planning, Instructional Process	Various summer dates 18 hours (Teacher collaborative teams will work 3 6-hour days)	\$0	

CSIP	Vertical Alignment and pacing of standards (Reading, Writing, Math)	Backwards design of instruction, placement of CFA in pacing guide and lesson design.	Principal (Landry), instructional coach (McBroom) and teachers/Understanding of the Instructional Process	7/31/19 3 hours	\$0	
CSIP	Social Studies	Pacing of the standards	Principal (Landry), Instructional Coach (McBroom), Teachers, Instructional Process	7/31/19 PL 1.5 hours	\$0	
CSIP	MTSS	The why, what, and how of Tier 2, Tier 3 and progress monitoring.	Principal (Landry), Instructional Coach (McBroom), RtI Coordinator (Allen), Instructional Process	7/31/19 PL 1.5 hours	\$0	

**Bullitt County Public Schools****Professional Development Plan  
2019-2020**

**School Name:** Old Mill Elementary School

**Date:** April 18, 2019

**The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.**

**Principal's Signature** Les McIntosh

**Council Member Signature** Kate H., Parent Representative

**Council Member Signature** Elizabeth (Beanne), Teacher

**Council Member Signature** Kim G., Teacher

**Council Member Signature** Helen Brown - teacher

**Council Member Signature** Mandi Gorman - teacher

Cassie Lewis, Parent Rep.

✓  
OK



***Bullitt County Public Schools***  
**Professional Development Plan**  
**2018-2019**

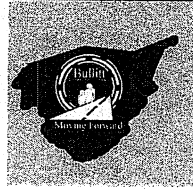
<b>School:</b>	<b>Old Mill Elementary School</b>
<b>Planning Process Participants</b>	<b>All teachers</b> <b>Richard Cox, instructional coach</b> <b>Les McIntosh, principal</b> <b>SBDM Council Members</b>
<b>Description of Overall Needs Assessment</b>	Old Mill assessment data shows that Old Mill has math as its major area of growth. Although writing is a strength for our school, the new SBDM Council Writing Plan requirements requires that we revise our current plan to align with the new state requirements. With the newly revised KY Academic Standards in Reading/Writing and Math, Old Mill needs to have professional learning opportunities for teachers in unpacking these standards as we plan for the 2019-2020 school year.
<b>Description of Planning Process</b>	Old Mill uses the work of its CSIP process and feedback from all of its stakeholders to determine professional learning priorities. In PLC's, teachers have analyzed student assessment data to measure student learning proficiency and novice rates, have begun the process of reviewing the newly revised KY Academic Standards in Reading/Writing and Math in comparison to current standards, and have had discussions of the new district pacing guides work. In turn, teachers have completed a survey to determine their priorities for professional learning as we plan for next school year. The consensus is that we need to focus on unpacking the newly revised KY Academic Standards in Reading/Writing and Math, give teachers flex time to process the new district pacing guides, and start developing unit and lesson plans following the structure of the new district pacing guides.

**Final Plan Due to level Director: May 1, 2019**

## ***Bullitt County Public Schools***

### **Professional Development Plan 2019-2020**

<b>Identified Student Learning/School Improvement Need(s):</b> <i>(connect to student data, CSIP, etc.)</i>	<b>Professional Learning Activity</b>	<b>Description of Activity</b>	<b>Intended Participants &amp; Learning Outcomes</b>	<b>Start, End Date and # of Hours</b>	<b>Estimated Cost and Funding Source</b>	<b>Outcomes/Progress/Success Evidence</b> <i>(to be reviewed by SBDM council throughout the year)</i>
Increase proficiency rates and decrease novice rates in reading, writing, math--all students/SWD	KY Academic Standards	Unpack newly revised standards in reading/writing, math	All general education and special education teachers, instructional coach, principal	June 2019-June 2020 -- 12 hours	\$0.00	
Increase proficiency rates and decrease novice rates in reading, writing, math--all students/SWD	BCPS Elementary Pacing Guides	Process pacing guides and develop unit/lesson plans	All general education and special education teachers, instructional coach, principal	June 2019-June 2020 -- 12 hours	\$0.00	
School Safety--all students/SWD	Safe Crisis Management Training	Safe Crisis Management Training	Safe Crisis Management Team	June 2019-June 2020--6 to 12 hours	\$0.00	
Increase proficiency rates and decrease novice rates in reading, writing, math--all students/SWD	Specialized special education training	IEP training	Special Education teachers	June 2019-2020 -- hours vary	\$0.00	

**Bullitt County Public Schools****Professional Development Plan  
2019-2020****School Name:****Date: 5-1-19**

**The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.**

**Principal's Signature***Anna R Brown***Council Member Signature***Angie Marksbury***Council Member Signature***Leslie Weihe***Council Member Signature***Bettie Hard***Council Member Signature***Cathy McDonald***Council Member Signature***✓*

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2019-2020**

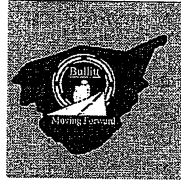
<b>School:</b>	<b>Overdale Elementary School</b>
<b>Planning Process Participants</b>	<b>Dana Brown-Principal</b> <b>Carla Wilson-Instructional Coach</b> <b>ABRI Team</b> <b>Professional Learning Communities</b> <b>SBDM Council</b>
<b>Description of Overall Needs Assessment</b>	<p>Our areas of focus next year at Overdale are determined by the goals we set forth in our School Improvement Plan as well as feedback given from our TSI audit for students with disabilities. One of our needs is to pace ELA, Math, and Writing standards based on new standards and district pacing guides to ensure alignment and congruence within grade levels as well as vertical alignment. Teachers will be trained in the instructional processes to gain a clearer understanding of the planning/delivery of instruction. We will have a specific instructional focus in the areas of reading, writing, and math which we will share on the Academic Refresher Day.</p> <p>Another area of focus is guaranteed recovery for students not mastering grade-level standards. Teachers will be instructed on best practices for reteaching and reassessing for all students, including our students with disabilities. This also includes MTSS structures, expectations for tier 2 and tier 3, and use of data to make informed decisions.</p> <p>All of the above will be addressed in our PLC work. Teachers will be (re)trained on effective PLCs using the DuFour questions with emphasis on questions 3 and 4.</p>
<b>Description of Planning Process</b>	<p>The professional development plan was created through collaboration between principal, instructional coach, PLC teams, ABRI team members, and SBDM members related to schoolwide data analysis of reading, math and writing performance. In addition, planning of professional development need was determined throughout the year in professional learning communities to identify areas of growth and next steps for instruction.</p>

## ***Bullitt County Public Schools***

### **Professional Development Plan 2019-2020**

Identified Student Learning/School Improvement Need(s): (connected to student data CSIP, etc.)	Professional Learning Activity	Description of Activity	Intended Participants & Learning Outcomes	Start, End Date and # of Hours	Estimated Cost and Funding Source	Outcomes/Progress/Success Evidence (to be reviewed by SBDM council throughout the year)
CSIP	Pacing Guide/New Standards work	Teachers will work new standards and the pacing guide for the new year. Planning for assessments for the new standards	All OES teachers/Brown/Wilson--All teachers will become familiar with revised standards, pacing guide and will begin backwards planning.	9:00-3:45  12 hours	\$0	
District initiative	PLCs training	Teachers will work on the 4 questions for PLC and go through Solution Tree training.	All OES teachers/Brown/Wilson--All teachers will understand the expectations for effective PLC work that will impact <u>all</u> students.	3 hours	\$0	
CSIP	Guaranteed Recovery/MTSS	Teachers will work on recovery--as pertaining to reteaching and reassessment.	All OES teachers/Brown/Wilson--All teachers will be better equipped to provide recovery for students who are not mastering grade-level standards.	3 hours	\$0	

CSIP	Instructional Processes	Teachers will be instructed on instructional processes by Vangie and Bill from KDE.	All OES teachers/KDE staff/Brown/ Wilson--All teachers will demonstrate understanding of the instructional process and utilize it to plan instruction.	3 hours	\$0	
CSIP	Academic Refresher/Instructional Norms/Focus	Teachers will be refreshed on academic expectations for the 2019-20 school year.	All OES teachers./Brown/ Wilson---All teachers will be provided clear direction on the instructional norms for the school year and the specific focus in reading, writing, and math.	3 hours	\$0	

**Bullitt County Public Schools****Professional Development Plan  
2019-2020**

**School Name: Pleasant Grove Elementary**

**Date: April 22, 2019**

**The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.**

**Principal's Signature** \_\_\_\_\_

*[Handwritten Signature]*

**Council Member Signature** \_\_\_\_\_

*[Handwritten Signature]*

**Council Member Signature** \_\_\_\_\_

*[Handwritten Signature]*

**Council Member Signature** \_\_\_\_\_

*[Handwritten Signature]*

**Council Member Signature** \_\_\_\_\_

*[Handwritten Signature]*

**Council Member Signature** \_\_\_\_\_

*[Handwritten Signature]*

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2018-2019**

<b>School:</b>	<b>Pleasant Grove Elementary</b>
<b>Planning Process Participants</b>	<b>Beau Johnston, Principal</b> <b>Erica Harbin, Instructional Coach</b> <b>Elizabeth Barnett, Counselor</b> <b>Teachers provided input from surveys and discussion based on needs assessment.</b>
<b>Description of Overall Needs Assessment</b>	PGE staff completed a needs assessment after analyzing prior year state testing data. For the next several months, the staff analyzed data monthly in order to continue discussions revolving around the needs of the building and patterns/trends that are noted. During these discussions, staff expressed that they need more support in engaging students in reading/writing instruction. Our staff needs additional training in engaging instructional strategies as well as training/time to understand the standards and the way in which they are written in order to plan and assess accurately. PGE state testing data also shows that the PGE needs additional support in closing the achievement gap with SWD and free/reduced populations.
<b>Description of Planning Process</b>	The PD planning process began with staff discussion of needs - beyond curriculum - that would positively impact student achievement. The new ELA and Math standards will be rolled out in conjunction with training in the instructional process and the PLC model in order to create a more cohesive training rather than stand-alone offerings.

**Final Plan Due to level Director: May 1, 2019**



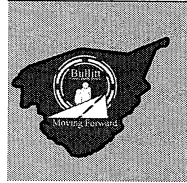
## ***Bullitt County Public Schools***

### **Professional Development Plan 2019-2020**

<b>Identified Student Learning/School Improvement Need(s):</b> <i>(connect to student data, CSIP, etc.)</i>	<b>Professional Learning Activity</b>	<b>Description of Activity</b>	<b>Intended Participants &amp; Learning Outcomes</b>	<b>Start, End Date and # of Hours</b>	<b>Estimated Cost and Funding Source</b>	<b>Outcomes/Progress/Success Evidence</b> <i>(to be reviewed by SBDM council throughout the year)</i>
CSIP - Pacing guides are directly related to the district and school wide student achievement goals.	Instructional Process and Rollout of New Standards focusing on creating CFA's for the first 3 units of study.	Staff will explore the Instructional Process through the PLC model by implementing the process as they plan their first/second unit of study while dissecting the new ELA/Math standards and using the district pacing guide.	Classroom teachers  *Teachers will plan their first two units using the Instructional Process and backward planning, using the new ELA/Math standards and district pacing guide. Plans will include any extensions and interventions to be used with the unit.	Floating dates in July to be determined by the grade level PLC. 6 hrs	\$0	
CSIP - Math Book Study	Math Book Study	Teachers will participate in a book study on best practices.	Classroom Teachers  Teachers will be a part of ongoing PL throughout the year. They will use the Math in Practice	TBD 6 hrs	\$2400/Section 6	

			resources to calibrate best practices in Math instruction across grade levels.			
CSIP - Early literacy development	K-2 and Special Education Phonetic Awareness/Recipe for Reading Training	3 hours of Phonics 3 hours of Phonetic Awareness	K-2 - Teachers will be trained in best practices using the Recipe for Reading book and assessment tools and strategies.	July 22, 2019 6 Hrs		
CSIP - Teacher efficacy	Ongoing Professional Learning as needed to address professional growth goals, district-wide initiatives and/or individual classroom needs.	Teachers have the opportunity to seek Professional Learning based on their own growth goals.	Build teacher efficacy based on areas of improvement that we (teacher and principal) have identified.	Teacher choice 6 Hours (Must be principal approved)		

## ***Bullitt County Public Schools***



### **Professional Development Plan 2019-2020**

**School Name: Roby Elementary**

**Date: May 1, 2019**

**The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.**

**Principal's Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2018-2019**

<b>School:</b>	<b>Roby Elementary</b>
<b>Planning Process Participants</b>	<b>Principal, Instructional Coach, Counselor, SBDM Teacher survey</b>
<b>Description of Overall Needs Assessment</b>	<b>Fall 2018 MAP data, Winter 2018 MAP data, 4 year KPREP trend data, CSIP, and The Leader in Me grant has one more required coaching day as part of our grant requirements.</b>
<b>Description of Planning Process</b>	<b>In spring 2019, teacher were surveyed via Google Forms about their professional learning needs and what they needed in order to be more effective in their craft. Information for the components was developed from analyzing 2018-2019 Map data, from individual teacher professional needs, and the number of new teachers in the building.</b>

**Final Plan Due to level Director: May 1, 2019**

## ***Bullitt County Public Schools***

### **Professional Development Plan 2019-2020**

<b>Identified Student Learning/School Improvement Need(s):</b> <i>(connect to student data, CSIP, etc.)</i>	<b>Professional Learning Activity</b>	<b>Description of Activity</b>	<b>Intended Participants &amp; Learning Outcomes</b>	<b>Start, End Date and # of Hours</b>	<b>Estimated Cost and Funding Source</b>	<b>Outcomes/Progress/Success Evidence</b> <i>(to be reviewed by SBDM council throughout the year)</i>
Teachers will receive 6 hours PD credit for the Leader in Me program. Teachers will have a refresher course in the 7 habits and how that relates to growth mindset and PBIS.	Increased student achievement	LIM trainer Liz Brewer  Counselor	TBD	Part of the initial LIM Grant  6 hours	The initial LIM Grant	
<b>Behavior Strategies</b> 3-hour sessions will be held after school during the 2019-2020 school year to address strategies for de-escalation, working with ADHD students, excessive behavior problems and how to increase student motivation.	Increased classroom instruction and student achievement.	Stephanie Porter, Michael Pierce, Susan Robertson ABRI	TBD	0	0	
<b>Instructional Process</b>	Instructional and	Roby Instructional	In the morning, all	Date: July 29,	\$0	

<b>and PLC Process</b>  Teachers will be given time to better understand the instructional process and the PLC process and how they help to build student achievement in a school.	PLC Process	Coach and principal will assist teachers in defining the instructional process and the importance of how they build student achievement. Teachers will work through the components of the Instructional Process and the PLC Process. Teachers will have a clear definition and have a clear picture for how the instructional process and PLC process help our student achievement.	teachers will work to learn more about the instructional process and the PLC process and how they help increase student achievement.  In the afternoon, teachers will analyze various assessments and determine if they are rigorous and aligned to the standard. Teachers will work to define and develop grade level assessments protocols and align them to school wide assessment protocols.	2019  Morning 8:30-11:30 (3 hours)  Afternoon 12:30- 3:30 (3 hours)  6 hours		
<b>Standards &amp; Pacing Guide Roll Out</b> With the new standards and pacing guides being released and implemented, teachers will need time to understand the new documents for their grade-level. Teachers will also need time to build assessments and lessons that match the rigor of the new	New Standards & Pacing Guide Roll Out	Roby Instructional Coach will assist teachers in reviewing the new standards documents. Teachers will have the opportunity to spend time focusing on their specific grade-level documents.	All teachers will participate in learning the standards document and pacing guide for each subject. This will help teachers build effective and rigorous assessments and lessons. In the afternoon, teachers will work to take their	Date: July 30, 2019  Morning Reading and Writing Standards Review- Grade Level Specific Dig In & Deconstruct 8:30 - 11:30 3 hours	\$0	

standards.			knowledge of the new standards, pacing guide, and the instructional process and build Common Formative Assessments for reading.	Afternoon PLC Time to plan assessments 12:30-3:30 3 hours  (6 Total for the day)		
<b>Standards &amp; Pacing Guide Roll Out</b> With the new standards and pacing guides being released and implemented, teachers will need time to understand the new documents for their grade-level. Teachers will also need time to build assessments and lessons that match the rigor of the new standards.	New Standards & Pacing Guide Roll Out	Roby Instructional Coach will assist teachers in reviewing the new standards documents. Teachers will have the opportunity to spend time focusing on their specific grade-level documents.	All teachers will participate in learning the standards document and pacing guide for each subject. This will help teachers build effective and rigorous assessments and lessons.  In the afternoon, teachers will work to take their knowledge of the new standards, pacing guide, and the instructional process and build Common Formative Assessments for math.	Date: July 31, 2019  Morning Math Standards Review- Grade Level Specific Dig In & Deconstruct 8:30 - 11:30 3 hours  Afternoon PLC Time to plan assessments 12:30-3:30 3 hours  (6 Total for the day)		
<b>Various Professional Learning Opportunities</b> These opportunities will address teacher and student needs. These opportunities will allow us to work to	This will address professional learning needs.	Various- These Professional Learning opportunities will be based on need.	Teachers will participate in these professional learning opportunities as needed to help improve student achievement.	As Needed		

close the achievement gap.						
----------------------------	--	--	--	--	--	--



## ***Bullitt County Public Schools***



### **Professional Development Plan 2019-2020**

**School Name: Shepherdsville Elementary**

**Date: 04/19/2019**

**The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.**

**Principal's Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

*1/24*

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2018-2019**

<b>School:</b>	<b>Shepherdsville Elementary</b>
<b>Planning Process Participants</b>	<b>SES Administrative Staff, KDE ERS/ERL, Teachers</b>
<b>Description of Overall Needs Assessment</b>	SES must work to improve student achievement throughout the school. Current data and Improvement Priorities focus on the need to ensure Literacy and Math have quality resources and all instruction is supported through systemic and systematic approaches to school improvement. The Professional Learning opportunities are not limited to the PL's listed in this form. New Teacher support systems and PLC support models are additional structures that are focused on providing improved instructional results and building instructional capacity at Shepherdsville Elementary.
<b>Description of Planning Process</b>	Two surveys were given to teachers to provide feedback on support needs and professional learning needs. In addition to the surveys, multiple forms of data were reviewed to ensure schoolwide trends and student data are properly analyzed to ensure we make data based decisions.

**Final Plan Due to level Director: May 1, 2019**

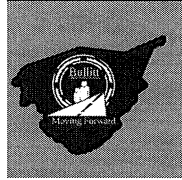
## ***Bullitt County Public Schools***

### **Professional Development Plan 2019-2020**

<b>Identified Student Learning/School Improvement Need(s):</b> <i>(connect to student data, CSIP, etc.)</i>	<b>Professional Learning Activity</b>	<b>Description of Activity</b>	<b>Intended Participants &amp; Learning Outcomes</b>	<b>Start, End Date and # of Hours</b>	<b>Estimated Cost and Funding Source</b>	<b>Outcomes/Progress/Success Evidence</b> <i>(to be reviewed by SBDM council throughout the year)</i>
CSIP, Improvement Priority, KPREP Student Data, MAP Data, CASE Data	Wit & Wisdom Reading Program Training	Schoolwide Professional Training on new Reading Program	All Teachers and Administrative Staff	12 hours PL Tentative July 24 & 25 With 2 days of Professional Coaching during school year.	\$14,000 Improvement Grant	
CSIP, Improvement Priority, KPREP Student Data, MAP Data, CASE Data	Eureka Math Training	Schoolwide Professional Training on new Mathematics Program	All Teachers and Administrative Staff	6 Hours PL Tentative July 30 With 2 days of Professional Coaching during school year.	\$10,500 Improvement Grant	
Kentucky Academic Standards Rollout	SES Administration and Instructional Leadership	Provide information and systems to support the module-based Ky Academic Standards rollout process. A detailed rollout plan is being created to support the process.	All Teachers and Administrative Staff	6 hours PL with multiple additional PL sessions built into the Bullitt Day and Faculty Meeting schedules throughout the	\$500 Title I	

				school year.		

## ***Bullitt County Public Schools***



### **Professional Development Plan 2019-2020**

**School Name: Bernheim Middle School**

**Date: 5/1/19**

**The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year. (Pending Site Base Approval)**

**Principal's Signature \_\_\_\_\_**

**Council Member Signature \_\_\_\_\_**

**Council Member Signature \_\_\_\_\_**

**Council Member Signature \_\_\_\_\_**

**Council Member Signature \_\_\_\_\_**

**Council Member Signature \_\_\_\_\_**

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2018-2019**

<b>School:</b>	<b>Bernheim Middle School</b>
<b>Persons Involved In Planning Process</b>	<b>All Teaching Staff/ Amy Bush, Katie Stephens, Jennifer Harrison/Karen Smith</b>
<b>Description of Needs Assessment</b>	Students and Staff will be working to effectively incorporate and use one to one technology and engaging in personalized learning /project based learning. We will continue to work through high-level instruction, discourse and questioning. We will embed our MTSS program into our master schedule with intentional instructional practices utilizing data to drive instruction. We have been focusing on meeting the needs of our gap students in the area of reading and math. We will continue to focus on high level reading instruction across all content areas and incorporate literacy across all content areas- speaking, reading, writing and listening. We are working on creating effective Professional Learning Communities around the DuFour model. We are working on specific Curriculum Development as it pertains to the PLC process. We are working to incorporate intentional mentoring/social emotional support for students through PBIS and social emotional learning. We are working to support special education students and teachers so that all students can grow.
<b>Description of Planning Process</b>	We have organized PD based on teacher need and student needs. We are providing as many opportunities to meet teachers specific needs as we can in order to support student achievement. I have communicated with each teacher, the instructional coach and the district SLD team to make a personalized plan for each teacher's needs. A survey was sent out to get additional teacher feedback for Professional Learning for the 2019-2020 school year. Each teacher is utilizing opportunities that will support academic growth for students in their classrooms.

**Final Plan Due to level Director: May 1, 2019**

## ***Bullitt County Public Schools***

### **Professional Development Plan 2019-2020**

<b>Identified Student Learning/School Improvement Need(s):</b> <i>(connect to student data, CSIP, etc.)</i>	<b>Professional Learning Activity</b>	<b>Description of Activity</b>	<b>Intended Participants &amp; Learning Outcomes</b>	<b>Start, End Date and # of Hours</b>	<b>Estimated Cost and Funding Source</b>	<b>Outcomes/Progress/Success Evidence</b> <i>(to be reviewed by SBDM council throughout the year)</i>
Increased Academic achievement Reading, Math, Social Studies, Science	Curriculum Development	Teachers investigate and process new standards as they work through the 4 PLC questions incorporating interventions for recovery, extensions and power standards.	Core Content teachers -  Understanding of New Standards and Instructional Process	This work will be ongoing-however the start date will be June 10 & June 12 , for a possible 12 hours of PL hours. - work will continue through PLC work.	\$120	Curriculum guides-
Increased effectiveness of PLC facilitation	PLC Facilitator collaboration	Continued Professional Development on effective facilitation of PLC's through DuFour's PLC process.	IC and PLC facilitators Understanding of Instructional Process	Starting Aug 2018 Continuing and Ongoing	\$0	MTSS/Recovery processes and Extension processes.
Increased literacy across content areas: The need to embed	Thinking Strategies /Thinking Focus Cadre	High Level Questioning High Levels of Student Discourse Strategies for comprehending difficult text and vocabulary- Gradual Release of Responsibility	Teachers/IC/ allows teachers to create TSI classrooms.	August 2019, then ongoing and embedded.	\$200 General	High Level of Literacy throughout core instruction.

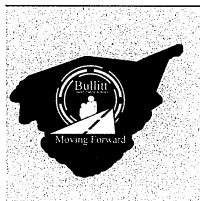
		Workshop Model Instruction Strong Community in the classroom High levels of discourse Thinking Strategies more effective comprehension strategies.				
Increased effectiveness of instruction for special education teachers	Accommodation vs Modification vs Specially Designed Instruction What??	Teacher leaders presenting and guiding staff to a common understanding of Sped intentions, vocabulary and time for Q & A and solution finding.	Special Education Team of Teachers	August 2019 and then embedded through PLCs	\$0	Teacher effectiveness meeting the needs of special needs students.
Increased social emotional strength for students	Connect 365/Behavior intervention Team Collaboration	Creating systems and processes for sharing positive behavior interventions with teams when faced with various needs of students.	UA Team/PBIS Coach	June 2019 6 hours Ongoing through collaborative team meetings.	\$200 General	Embedding positive interventions through the day for struggling students- differentiating between consequences and positive interventions to change behaviors and increase perseverance.
The need to have all teachers proficient in the co- teaching model	Co-Teaching Training between special education and regular education teachers	Creates a model of teaching that is proactive and inclusive as well as promotes equity.	School Sped Team Lead/Co Teacher and /IC, All teachers	Start August 2019- Embedded Ongoing 2 hours kick off	\$500 General	Embedding equity and differentiation throughout the day for all students.
Supports for Music Instructor Support for Art Instructor	VPA Professional Organization Conferences	Providing teachers with the tools to help students engage in the Arts	Music/Art Teachers	Fall 2019	\$500/ General	Increased skill set for young artists.
Support for PE Instructor with new standards	Curriculum Development as it relates to new	Providing teacher with the tools to create a curriculum based on new	PE Teacher/IC Coach	Ongoing Start Date June 10, 2019	\$0	Increased understanding of Health and Wellness for students.



	standards	standards.				
Support for teacher use of technology	Digital Learning	Technology training for teachers to create personalized lessons in conjunction with project based learning projects.	District TIS, School Level TIS All Staff	June 05, 2019 ongoing after initial training	\$0 General/PD funds	Increased and interactive use of technology for students.
Need to implement positive behavior interventions	PBIS Conference	To help teachers focus on positive behaviors and interventions.	Teacher/PBIS Coach	October 3-4 2019 36 hours	\$2500 Title 1	Increased positive behavior intervention skills for teachers to use with at-risk students.
Need to provide teachers with support in helping students grow in SEL	SEL/Tied to academic growth.	Professional Growth opportunities for Social/Emotional Intelligence Learning for students.	Teachers/Adm in. PBIS coach	Ongoing	\$2500 District Grant	Increase in positive climate and culture as well as student participation in the positive impact programs BMS has instituted.
Need to incorporate student celebrations and recognition	Renaissance Student Celebration- and School Wide Change Agent.for positive behavior and academic success motivation.	Renaissance Team would attend conference and bring work back to staff. - Equitable student recognition and ESSA approved.	PBIS Coach/ Renaissance Team will share with all teachers.	July 20-23rd, 2019	\$7000/Title 1	Increase in positive climate and culture as well as student participation in the positive impact programs BMS has instituted.
Need to establish community among the staff building collegial relationships	Team Building	Staff would engage in challenging teamwork activities utilizing strategies that work with both students and adults.	Instructional Staff	August 2019, 3 hours	\$1000 Title 1	Increase in positive climate and culture as well improve the positive impact programs of BMS on teachers and students.
Safe Crisis Management	Provide support for ECE Students	Provides training to teachers who may work with students in crisis.	Special Education Teachers/Safe	July 2019, 6-12 hours	\$0	Effective Student Crisis management

			Crisis Team			
Project Based Learning incorporating-extensions and recovery.	PBL and the PLC Model-	Provides support and training for teachers wishing to create/modify and grow in their ability to create /teach/facilitate problem based learning.	IC/All Teachers	August 2019 Then embedded throughout the year.	\$0	Increase of use of effective PBL through grade levels and content areas.
Differentiation of Instruction-Extension Students	PLC Question 4- What to do when they already know it?	Provides support for g/t or advanced students to engage in PBL and challenging instructional activities	IC and All teachers	June 10,12 and Ongoing	\$120 General	Noted in Pacing guides and overall academic growth of all students.
Differentiation of Instruction-intervention students	PLC Question 3 What do we do when they didn't get it?	Provides support for MTSS in both reading and math- as well as all content areas	IC and All Teachers	June 10,12 and Ongoing	\$120 General	Noted in Pacing guides and overall academic growth of all students
Deeper understanding of US History-	Colonial Williamsburg Teacher Institute.	8th grade social studies teacher will deepen their understanding through Teacher Institute at Colonial Williamsburg	8th Grade Social Studies Teacher	July 2019 36 Hours	\$0	Noted in Pacing guides and overall academic growth of all students in social studies.
Book Studies for Core Instruction/SEL/ Support of PBIS Model	Books Studies	All teachers may participate in a book study relating to the area of need for content and social emotional growth for students.	All Teachers/Cert Staff	August 2019- Dec 2019 3 Hours	\$250 General	Increased use of key ideas through content and behavior that will help students be successful.
Professional Learning through KEA -	Let's Talk	Ed camp style teacher presentations	A few selected teachers.	July 2019 12 hours	\$0	Strategies to bring back to the school staff

## ***Bullitt County Public Schools***



### **Professional Development Plan 2019-2020**

**School Name: Eastside Middle School**

**Date: May 2019**

**The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.**

**Principal's Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2019-2020**

<b>School:</b>	<b>Eastside Middle School</b>
<b>Planning Process Participants</b>	<b>Troy Wood Kyle Buege Tabitha Echols Bryan Bates Team Leaders SBDM</b>
<b>Description of Overall Needs Assessment</b>	<b>Based on 2018 KPREP Results, MAP results (Fall 2018-Spring 2019), Teacher and parent surveys and Team Leadership input, needs were identified and plan was developed.</b>
<b>Description of Planning Process</b>	<b>The staff of EMS met September 2018, to analyze the results of the 2018 KPREP assessment data. Teachers also met weekly in core content PLCs and daily in team-based PLCs to analyze ongoing formative assessment data. Strengths, weaknesses, gap targets, and next steps were identified. Based on the goals described in the CSIP, assessment data, and teacher input, a new Professional Development Plan for the 2019-2020 school year was developed.</b>

**Final Plan Due to level Director: May 1, 2019**

## ***Bullitt County Public Schools***

### **Professional Development Plan 2019-2020**

<b>Identified Student Learning/School Improvement Need(s):</b> <i>(connect to student data, CSIP, etc.)</i>	<b>Professional Learning Activity</b>	<b>Description of Activity</b>	<b>Intended Participants &amp; Learning Outcomes</b>	<b>Start, End Date and # of Hours</b>	<b>Estimated Cost and Funding Source</b>	<b>Outcomes/Progress/Success Evidence</b> <i>(to be reviewed by SBDM council throughout the year)</i>
Increase the percentage of proficient/distinguished students in the area of Reading from 71.1 to 73 by Spring 2019 and from 73 to 75 by Spring 2020.	Thinking Strategies and Workshop Model Professional Learning	Teachers will visit model classrooms in order to increase knowledge, collaborate with colleagues, and equip themselves with the skills necessary to successfully implement Thinking Strategies / Workshop Model/ Gradual Release of Responsibility within their classrooms.	<b>Participants:</b> EMS Learning Community Administration Instructional Coach  <b>Learning Outcomes:</b>  <b>All Teachers-</b> successfully implement Thinking Strategies / Workshop Model/ Gradual Release of Responsibility within their classrooms.	August 2019 - May 2020  6 hours	\$0	
	Content-Focused Professional Learning	Teachers will participate in professional	<b>Participants:</b> EMS Learning Community Administration	August 2019 - May 2020  3 hours	\$0	

	Community (LA)	<p>learning involving thinking strategies implementation to improve the rigor of instruction.</p> <p>Teachers will work in core content PLCs, facilitated by our instructional coach, to develop a system of continual improvement concerning instructional practices involving thinking strategies related to reading literacy.</p>	<p>Instructional Coach</p> <p><b>Learning Outcomes:</b></p> <p><b>ELA Teachers-</b>improve the rigor of literacy instruction.</p>			
	ELA Led Professional Learning	<p>Teachers in all content areas will collaborate with the English/ Language Arts teachers to develop reading practices consistently across the curricular areas, as well as promoting reading for comprehension, pleasure, and understanding.</p>	<p><b>Participants:</b> EMS Learning Community Administration Instructional Coach</p> <p><b>Learning Outcomes:</b></p> <p><b>All Teachers-</b>develop reading practices consistently across the curricular areas, as well as promote reading for comprehension, pleasure, and</p>	<p>August 2019 - May 2020</p> <p>3 hours</p>	\$0	

			understanding.			
	KBA Book Study	Teachers will participate in a book study in order to improve discourse with adolescent readers and promote a school culture of reading.	<b>Participants:</b> EMS Learning Community Administration Instructional Coach  <b>Learning Outcomes:</b>  <b>All Teachers-</b> Teachers will promote a culture of reading throughout the school.	August 2019 - May 2020  3 hours	\$1,045.74 SBDM Instructional Funds	
	NCTE	NCTE amplifies the voice of educators through personal connection, and a shared mission to improve the teaching and learning of English and language arts.	<b>Participants:</b> ELA Teachers Librarian  <b>Learning Outcomes:</b>  <b>ELA Teachers-</b> improve teaching and learning of English and language arts.	November 21-24, 2019  6 hours	\$270 per participant  SBDM Instructional Funds	

	AASL (American Association of School Librarians)	The American Association of School Librarians empowers leaders to transform teaching and learning.	<b>Participants:</b> Librarian  <b>Learning Outcomes:</b>  <b>All Teachers-</b> Teachers will promote a culture of reading throughout the school.	November 14-16, 2019	\$455.00 per participant  SBDM Instructional Funds	
Increase the percentage of proficient/ distinguished students in the area of Math from 58.1 to 60 by spring 2019 and from 60 to 62 by Spring 2020.	Content-Focused Professional Learning Community (Math)	Core content PLCs will meet one day a week, to collaborate and design lesson plans, assessments, and improve teaching strategies. Teachers will work in core content PLCs, facilitated by our instructional coach, to develop a system of continual improvement concerning instructional practices involving thinking strategies related to mathematics.	<b>Participants:</b> EMS Learning Community Administration Instructional Coach  <b>Learning Outcomes:</b>  <b>Math Teachers-</b> develop and implement a system of continual improvement concerning instructional practices involving thinking strategies related to mathematics.	August 2019 - May 2020  3 hours	\$0	
Increase the overall writing index	ELA Led Professional	LA teachers will establish a common	<b>Participants:</b> EMS Learning	August 2019 - May 2020	\$0	



from 75% to 77% by Spring 2019 and from 77% to 78% by Spring 2020 as measured by KPREP.	Learning (Writing Process)	vocabulary in our writing process to be implemented in all content areas and grade levels. By establishing a common instructional language, teachers will be able to create cohesion across students' literacy learning. Teachers will continually collaborate in order to design opportunities for students to use writing as a tool for problem-solving in all disciplines.	Community Administration Instructional Coach  <b>Learning Outcomes:</b>  <b>All Teachers-</b> establish a common vocabulary in our writing process to be implemented in all content areas and grade levels.	3 hours		
Increase the overall science index from 35.3% to 40% by Spring 2019 and from 40 to 45 by Spring 2020 as measured by KPREP.	Content-Focused Professional Learning Community (Science)	Core content PLCs will meet one day a week, to collaborate and design lesson plans, assessments, and improve teaching strategies. Teachers will work in core content PLCs, facilitated by our instructional coach, to develop a system of continual	<b>Participants:</b> EMS Learning Community Administration Instructional Coach  <b>Learning Outcomes:</b>  <b>Science Teachers-</b> develop a system of continual improvement concerning instructional	August 2019 - May 2020  3 hours	\$0	

		improvement concerning instructional practices involving thinking strategies related to science.	practices involving thinking strategies related to science.			
Increase the overall social studies index from 73.4% to 75% by Spring 2019 and from 75% to 78% by 2020 as measured by KPREP.	Content-Focused Professional Learning Community (Social Studies)	Core content PLCs will meet one day a week, to collaborate and design lesson plans, assessments, and improve teaching strategies. Teachers will work in core content PLCs, facilitated by our instructional coach, to develop a system of continual improvement concerning instructional practices involving thinking strategies related to social studies.	<p><b>Participants:</b> EMS Learning Community Administration Instructional Coach</p> <p><b>Learning Outcomes:</b></p> <p><b>Social Studies Teachers-</b> develop a system of continual improvement concerning instructional practices involving thinking strategies related to science.</p>	August 2019 - May 2020  3 hours	\$0	
Demonstrate proficiency by increasing the percentage of students with disabilities scoring proficient and distinguished in reading and math from	PBIS Professional Learning & ECE Professional Learning Community	EMS faculty will receive training and support from special education consultants, school psychologists, and Board Certified Behavior Analyst to	<p><b>Participants:</b> EMS Learning Community Administration Instructional Coach PBIS Team</p> <p><b>Learning Outcomes:</b></p>	August 2019 - May 2020  3 hours	\$0	

41.4% to 45% by Spring 2019 and from 45% to 49% by spring 2020.		build skills in handling classroom and student specific behavior management concerns.	<b>All Teachers-</b> Expand knowledge and skills to appropriately and effectively address misbehavior			
	Content-Focused Professional Learning Community (Reading & Math)	Teachers will work in core content PLCs, facilitated by our instructional coach, to review and analyze Eastside's system of interventions and instructional practices in the area of reading and math.	<b>Participants:</b> EMS Learning Community Administration Instructional Coach  <b>Learning Outcomes:</b>  <b>All Teachers-</b> analyze data to determine intervention success and intervention process	August 2019 - May 2020  3 hours	\$0	
	RTI Training	Teachers will receive professional learning concerning the RTI process and Referral process.	<b>Participants:</b> EMS Learning Community Administration Instructional Coach District Level Special Education Dept.  <b>Learning Outcomes:</b>  <b>All Teachers-</b> Understand and implement appropriate and effective RTI	August 2019 - May 2020  3 hours	\$0	

			strategies while monitoring data.			
	SDI Training	ECE Teachers will receive training in the development of specially designed instruction and differentiation.	<p><b>Participants:</b> EMS ECE Learning Community Administration Instructional Coach District Level Special Education Dept.</p> <p><b>Learning Outcomes:</b></p> <p>ECEs- Will implement appropriate specially designed instruction according to accommodations per student(s) IEP.</p>	<p>August 2019 - May 2020</p> <p>3 hours</p>	\$0	
Demonstrate proficiency by increasing the percentage of F/R students scoring proficient and distinguished in reading and math from 53.7% to 57% by Spring 2019 and from 57% to 60% by spring 2020.	Team Based PLCs	Each team of teachers will meet the last Tuesday of each month with administration, counselor, data manager, instructional coach, school psychologist, and other education professionals to discuss the needs and concerns of F/R students.	<p><b>Participants:</b> EMS Learning Community Administration Instructional Coach</p> <p><b>Learning Outcomes:</b></p> <p><b>All Teachers-</b> analyze data to meet identified needs of F/R students</p>	<p>August 2019 - May 2020</p> <p>1 hour per month</p>	\$0	

	Content-Focused Professional Learning (ELA)	Teachers will work in core content PLCs, facilitated by our instructional coach, to review and analyze Eastside's system of interventions and instructional practices in the area of reading.	<b>Participants:</b> EMS Learning Community Administration Instructional Coach  <b>Learning Outcomes:</b>  <b>ELA Teachers-</b> implement appropriate system of interventions and instructional practices in the area of reading.	August 2019 - May 2020  3 hours	\$0	
	Content-Focused Professional Learning (Math)	Teachers will work in core content PLCs, facilitated by our instructional coach, to review and analyze Eastside's system of interventions and instructional practices in the area of math.	<b>Participants:</b> EMS Learning Community Administration Instructional Coach  <b>Learning Outcomes:</b>  <b>Math Teachers-</b> implement appropriate system of interventions and instructional practices in the area of math	August 2019 - May 2020  3 hours	\$0	

Increase the number of 8th grade students who are high school ready in the area of reading from 47% to 50 % by 2019 and from 50% to 55% by spring 2020 as measured by MAP	Content-Focused Professional Learning & Team Based PLC Collaboration	Core content PLCs will meet one day a week, to collaborate and develop lesson plans and assessments, while developing teaching strategies in order to provide an environment conducive to continuous improvement moving students toward "High School Readiness".	<b>Participants:</b> EMS Learning Community Administration Instructional Coach Central Office Staff  <b>Learning Outcomes:</b>  <b>All Teachers-</b> assist students in achieving "High School Ready" status	August 2019 - May 2020  3 hours	\$0	
Increase the number of 8th grade students who are high school ready in the area of math from 31% to 40% by 2019 and from 40 to 45% by spring 2020 as measured by MAP	Content-Focused Professional Learning & Team Based PLC Collaboration	Core content PLCs will meet one day a week, to collaborate and develop lesson plans and assessments, while developing teaching strategies in order to provide an environment conducive to continuous improvement moving students toward "High School Readiness".	<b>Participants:</b> EMS Learning Community Administration Instructional Coach Central Office Staff  <b>Learning Outcomes:</b>  <b>All Teachers-</b> assist students in achieving "High School Ready" status	August 2019 - May 2020  3 hours	\$0	
Improve the effective use of technology to	Technology Integration	Staff will receive training concerning	<b>Participants:</b> EMS Learning	August 2019 - May 2020	\$0	

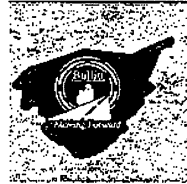
increase student learning opportunities and increase student engagement.	Professional Learning	the implementation of District wide one-to-one initiative in order to effectively use available technology to increase student learning.	Community Administration Instructional Coach District Technology Department  <b>Learning Outcomes:</b>  <b>All Teachers-</b> effectively use available technology to increase student learning.	3 hours		
	KySTE Conference	Conference will empower the educational community in the Commonwealth of Kentucky to infuse technology as an integral part of the educational process through advocacy and leadership, promoting educational excellence and supporting technology-based innovation.	<b>Participants:</b> EMS Learning Community  <b>Learning Outcomes:</b>  <b>All Teachers-</b> Improve the effective use of technology to increase student learning opportunities and increase student engagement.	March 2020  6 hours	\$204 per participant  SBDM Instructional Funds	
Improve efficiency and communication between teachers, students, staff, and administration through the use of Google	Google Docs/ Technology Professional Learning	Staff will receive training on the use of Google Docs in order to increase efficiency and communication	<b>Participants:</b> EMS Learning Community Administration Instructional Coach	August 2019 - May 2020  3 hours	\$0	

Docs.			District Technology Department  <b>Learning Outcomes:</b>  <b>All Teachers-</b> effectively use Google Docs to increase efficiency and communication			
Improve school culture and classroom community through the development and implementation of Positive Behavior Intervention System.	Book Study	Teachers will continue to participate in a two-year book study using Ron Clark's, <i>The Essential 55</i> , in order to improve school culture and classroom community	<b>Participants:</b> EMS Learning Community Administration Instructional Coach  <b>Learning Outcomes:</b>  <b>All Teachers-</b> Construct and implement an "Eastside Essential" list in order to improve school culture and classroom community.	August 2018 - May 2020  3 hours	\$0	
	PBIS Professional Learning	School-wide training in behavior management techniques and positive classroom discipline procedures	<b>Participants:</b> EMS Learning Community Administration Instructional Coach  <b>Learning Outcomes:</b>	August 2019 - May 2020  3 hours	\$0	



		Focus on tier two and three intervention process	<b>All Teachers-</b> implement PBIS to fidelity in order to improve classroom and school climate.			
	Team Building (Crooked Creek)	Staff will work together to improve collegiality building wide, in order to increase productivity in PLCs.	<b>Participants:</b> EMS Learning Community Administration Instructional Coach  <b>Learning Outcomes:</b>  <b>All Teachers-</b> build relationships to ensure a collaborative environment	August 2019  6 hours	\$450.00  SBDM Instructional Funds	
Create an engaging, hands-on classroom environment and empower students to develop in-demand knowledge and skills they need to thrive.	PLTW Training Summitt	PLTW teachers will participate in training to receive resources and support needed to engage students in real-world learning	<b>Participants:</b> PLTW instructors  <b>Learning Outcomes:</b> PLTW teachers will create an engaging, hands-on classroom environment and empower students to develop in-demand knowledge and skills they need to thrive.	PLTW Summitt  Kansas City, Missouri: Nov. 10-12, 2019  Indianapolis, Indiana: Feb. 8-10, 2020	\$500  SBDM Instructional Funds	

# Bullitt County Public Schools



## Professional Development Plan 2019-2020

School Name:

Date: 4-30-2019

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.

Principal's Signature [Signature]

Council Member Signature [Signature]

Council Member Signature [Signature]

Council Member Signature [Signature]

Council Member Signature [Signature]

Council Member Signature [Signature]

[Signature]  
Juanita Austin

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2018-2019**

<b>School:</b>	<b>Hebron Middle School</b>
<b>Planning Process Participants</b>	<div>Mr. Kelland L. Garland, Principal</div> <div>Mrs. Elizabeth Starnes, Asst. Principal</div> <div>Mrs Danielle Abramson, Instructional Coach</div> <div>Melinda Jeffries, Teacher</div> <div>Arianne Austin, Teacher</div> <div>Leslie Saurer, Teacher</div>
<b>Description of Overall Needs Assessment</b>	<p>According to classroom visits, ELEOT trend data, and teacher observations, questions three and four of the PLC process is a needed focus. In 2018-2019, the focus was the development of quality assessments. Going forward, the use of the data produced by the assessments will support this work.</p> <p>According to assessment data, special education continues to be an area of need. The implementation of IEPs will be a focus of training and classroom visits in 2019-2020.</p> <p>Implementation of an effective tier 1 behavior system is essential to maintaining low office referral numbers. With the number of new employees and the time that has passed since the last TLIM training, a training from a TLIM representative would ensure that all faculty is adequately prepared for 2019-2020 school year.</p>
<b>Description of Planning Process</b>	<p>To address each of the areas of need, the team looked at the current data and discussed what the next steps of implementation would be.</p> <p>In the area of behavior, it was decided that the next step would be continuation of implementation of TLIM with fidelity. The team arranged with our The Leader in Me coach to secure a representative that is particularly skilled in providing an interactive/engaging training.</p> <p>During our TSI presentation and discourse, the faculty was asked to reflect on what they needed in order to more effectively implement student's IEPs in ALL classes. These reflections were analyzed and we were able to determine that training on how the SAS looks on a daily basis, how to modify curriculum, and time to prepare were themes.</p>

	<p>In the 2018-2019 school year, developing quality assessments was Hebron's CTM focus. This addressed the first two questions of the PLC process. The planning team determined that the next steps would be to use the data from these assessment to focus on the last two questions of the PLC process. The team determined that there is first a need for training on the use of data and then the faculty will be given time to meet in CTMs with administrative support.</p>
--	---

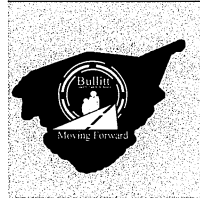
**Final Plan Due to level Director: May 1, 2019**

## Bullitt County Public Schools

### Professional Development Plan 2019-2020

Identified Student Learning/School Improvement Need(s): <i>(connect to student data, CSIP, etc.)</i>	Professional Learning Activity	Description of Activity	Intended Participants & Learning Outcomes	Start, End Date and # of Hours	Estimated Cost and Funding Source	Outcomes/Progress/Success Evidence <i>(to be reviewed by SBDM council throughout the year)</i>
Tier 1 Behavior Instruction	The Leader in Me Booster Training	TLIM training providing a booster training to the staff to increase the use of TLIM.	ALL Faculty	6-3-2019 6 Hours	\$0 TLIM Grant Funding	Decrease/Maintain low numbers in Overall Behavior incidents
TSI - Special Education	Training of the implementation of SAS in the classroom.	Examples, scenarios, and work time to ensure implementation of SAS	ALL Faculty	8-1-2019 3 Hours	\$0	Increase in fidelity for use of SAS, which will increase the access to the content. MAP and Assessment Data
Data Based Decision - CTM development	Administration led training on using data	Training on the use of data, system, and scenarios.	ALL Faculty	8-1-2019 3 Hours	\$0	ELEOT trend data - With a focus on differentiation.
Use of student data to plan	Teachers will meet in CTMs with a support of an Admin.	Teachers will meet in CTM with student data to plan next steps.	ALL Faculty	8-6-19 / 5-17-20 6 Hours	\$0	ELEOT trend data - With a focus on differentiation.

## ***Bullitt County Public Schools***



### **Professional Development Plan 2019-2020**

**School Name: Mount Washington Middle School**

**Date: May 1, 2019**

**The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.**

**Principal's Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2018-2019**

<b>School:</b>	Mount Washington Middle School
<b>Planning Process Participants</b>	Shawn Pickett, Principal Carl Curtsinger, Assistant Principal Kim Leshner, Instructional Coach Team and Department Leaders PBIS Team
<b>Description of Overall Needs Assessment</b>	According to our CSIP, our overall need is students with disabilities (with IEP) in math and reading. 95.2% scored below proficient in math and 81% scored below proficient in reading. Another need is on-demand writing for eighth grade, 74% scored below proficient. We also want to improve the school culture and decrease the number of students with discipline events.
<b>Description of Planning Process</b>	analyzing SWIS data with PBIS team, ELEOT walkthrough data, and CSIP, discussion of professional learning opportunities and needs with staff

**Final Plan Due to level Director: May 1, 2019**

## ***Bullitt County Public Schools***

### **Professional Development Plan 2019-2020**

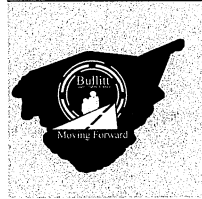
<b>Identified Student Learning/School Improvement Need(s):</b> <i>(connect to student data, CSIP, etc.)</i>	<b>Professional Learning Activity</b>	<b>Description of Activity</b>	<b>Intended Participants &amp; Learning Outcomes</b>	<b>Start, End Date and # of Hours</b>	<b>Estimated Cost and Funding Source</b>	<b>Outcomes/Progress/Success Evidence</b> <i>(to be reviewed by SBDM council throughout the year)</i>
ELEOT walkthrough data	Thinking Focus Cadre	Cohort of teachers in year long training of thinking strategies, workshop model	Teachers, SPED teachers  Improve classroom instruction	August 2019-June 2020	\$0	
	SBDM	Continuous improvement planning	Experienced or new SBDM members	July 2019	\$0	
SWIS behavior data	PBIS implementation	Review Tier 1 Schoolwide implementation and began Tier 2 supports	Staff  Fully implement school wide PBIS with fidelity, improve school culture	August 2019-June 2020	\$0	
ELEOT walkthrough data	Teach Like a Pirate Book	Book study	Teachers  Improve classroom instruction and student engagement	August-September 2019 6 hours	\$0	
ELEOT walkthrough	The Excellent 11	Book study	Teachers and Staff	October	\$0	



data			Improve classroom instruction and student engagement	2019-December 2019 6 hours		
ELEOT walkthrough data	AMLE	National Middle School Conference	Teachers  Improve teacher instruction	November 7-9, 2019	\$3000 SBDM funds	
<p>Increase the percentage of students scoring proficient/distinguished in science on the KREP test from 31.3% in 2018 to 32.8% by 2019.</p> <p>Increase the percentage of students scoring proficient/distinguished in reading on the KREP test from 55.27% in 2018 to 56.77% by 2019.</p>	PLC trainings	Facilitator Training	PLC Facilitators  Build teacher capacity as PLC facilitators	August 2019-June 2020	\$0	
<p>Increase the percentage of students scoring proficient/distinguished in science on the KREP test from 31.3% in 2018 to 32.8% by 2019.</p> <p>Increase the percentage of students scoring proficient/distinguished in reading on the KREP test from 55.27% in 2018 to 56.77% by 2019.</p>	Content Level PLCs	Vertical alignment of standards and teaching	Teachers  Support for implementing new standards and curriculum maps	August 2019-June 2020 6 hours	\$0	

Increase the percentage of students scoring proficient in On Demand Writing on the KPREP test from 26.6% in 2018 to 28.1 by 2019.	Atherton and Abell Writing	On Demand Writing	LA and SPED teachers	August 2019-June 2020	\$0	
<p>Increase the percentage of students with disabilities scoring proficient/distinguished in reading on the KREP test from 19% in 2018 to 20.5% by 2019.</p> <p>Increase the percentage of students with disabilities scoring proficient/distinguished in math on the KREP test from 4.8% in 2018 to 6.3% by 2019.</p>	SPED training	SPED Training	<p>Staff</p> <p>Improved understanding on IEPs, 504s, and referral process, accomodations, and teacher responsibilities</p>	August 2019-June 2020	\$0	
Increase the percentage of students scoring proficient in On Demand Writing on the KPREP test from 26.6% in 2018 to 28.1 by 2019.	Louisville Writing Project	On Demand Writing	<p>LA teachers</p> <p>Improve classroom instruction</p>	August 2019-June 2020	\$350 SBDM funds	
Increase the percentage of students scoring proficient/distinguished in science on the KREP test from 31.3% in 2018 to 32.8% by 2019.	PLTW	Core training for automation and robotics	STEM, Technology teachers, science teachers	June 2019-June 2020	\$1200 SBDM funds	

## ***Bullitt County Public Schools***



### **Professional Development Plan 2019-2020**

**School Name: Zoneton Middle School**

**Pending SBDM approval on Tuesday May 14th**

**Date: May 6, 2019**

**The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.**

**Principal's Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2018-2019**

<b>School:</b>	<b>Zoneton Middle School</b>
<b>Planning Process Participants</b>	<b>Cynthia Bell Ondrea Smallwood Fin Burton Team Leaders</b>
<b>Description of Overall Needs Assessment</b>	<p>Team members analyzed the following sources of data and determined the need for Professional Learning accordingly.</p> <ol style="list-style-type: none"> <li>1. Walkthroughs and classroom observations, including use of the Eleot tool, indicate the need for additional learning in the writing and use of learning targets, engagement strategies, and questioning, as well as the implementation of the Thinking Strategy strands - Workshop Model, GRR, Reflection, Discourse, and Community building.</li> <li>2. End of year review of Professional Growth Plans revealed the continued need for training in the implementation of Summit Learning and blending this platform with research based instructional strategies.</li> <li>3. Classroom assessment data, as well as MAP data, indicate the need for professional learning in the areas of assessments (formative and summative), rigor of standards, and questioning.</li> <li>4. PLC minutes have demonstrated inconsistencies in the PLC process and therefore additional training is needed to correctly implement the PLC process and the analysis of data in helping to drive individual classroom instruction.</li> <li>5. Behavior Data, and ABRI data indicate the need for more professional development in the implementation of PBIS strategies, de-escalation strategies, and behavior modification/management.</li> </ol>
<b>Description of Planning Process</b>	<p>Planning involved consideration of district focus on Thinking Strategies classrooms, workshop model, GRR, vulnerable students (poverty). Also included on-going consideration of internal PD survey, data from walk-throughs and classroom observations.</p>

**Final Plan Due to level Director: May 1, 2019**

## ***Bullitt County Public Schools***

### **Professional Development Plan 2019-2020**

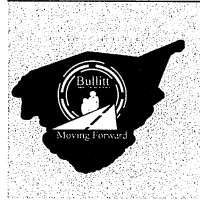
<b>Identified Student Learning/School Improvement Need(s):</b> <i>(connect to student data, CSIP, etc.)</i>	<b>Professional Learning Activity</b>	<b>Description of Activity</b>	<b>Intended Participants &amp; Learning Outcomes</b>	<b>Start, End Date and # of Hours</b>	<b>Estimated Cost and Funding Source</b>	<b>Outcomes/ Progress/Success Evidence</b> <i>(to be reviewed by SBDM council throughout the year)</i>
ZMS 2018-2019 CSIP Goal 7 states : Decrease office referrals by 12% from 2018 to 2021	Professional development opportunities for PBIS implementation across the school building	Behavior Institute	Karissa Lewis (PBIS Coach), Amanda Josepsh	June 13 - 14 8am - 5pm	\$100 - School Safety Funding (Sarah Smith)	ABRI Data Discipline Data
ZMS 2018-2019 CSIP Goal 7 states : Decrease office referrals by 12% from 2018 to 2021	Professional development opportunities in de-escalation strategies and physical restraint	SCM Training by Stephanie Porter - BCPS Behavior Consultant	Cyndi Bell, Fin Burton, Keith Stallings, Beth Simler, Mallory Vice, Amanda Joseph, Austin Wilson, Derek Shouse	Various Dates throughout summer 2019	Free	ABRI Data Discipline Data
ZMS 2018-2019 CSIP Goal 1 seeks to increase the combined reading and math percentage of Proficient /Distinguished students from 43.9% to 52.9%	Professional Development in the Instructional Process.	Professional learning in unpacking the standards and ensuring alignment with Summit Learning platform, writing and use of	All Staff	July 31, Aug 1 and ongoing during school year as needed	Free	Eleot walkthrough data MAP data

by 2021 as indicated by KPREP		Learning Targets, Writing of Assessments both formative and summative, Analysis of data, remediation/recovery strategies as well as enrichment.				
ZMS 2018-2019 CSIP Goal 1 seeks to increase the combined reading and math percentage of Proficient /Distinguished students from 43.9% to 52.9% by 2021 as indicated by KPREP	Professional development provided by KDE as well as district on Alignment and implementation of ew KAS	Teachers will be provided a deep dive into the new Kentucky Academic Standards in Math, ELA, Science, and Social Studies	Select teachers	July 2019 - June 2020	Free	Learning targets on Lesson Plans Unit Plans Eleot Walk through data PLC minutes
TSI School - GAP Data from KPrep 2018	Professional development in specially designed instruction	ZMS Special Education staff will work with District SpEd staff - including but not limited to district behavior consultant, school SpEd instructional coach, and compliance coordinator on the implementation of SDI and the use of interventions, modifications, and accomodations	All SpEd staaff	July 2019 - June 2020	Free	MAP Scores Eleot Walkthrough data ABRI data Discipline Data
PLC Minutes & data	Professional development in	School leadership will train	All staff	July 2019 - June 2020	Free	PLC Minutes MAP data

	the PLC process and correct use of data to drive instruction	facilitators in the PLC process. Facilitators will then work collaboratively throughout the year to train staff on the process, analysis of data, and how to allow the data to drive instruction				Eleot Walkthrough data
Need for increased student engagement	Thinking Strategies/PEBC Model of Instruction	A select group of teachers will participate in the Thinking Cadre to learn, and implement the strands within the Thinking Strategies framework for instruction	Select Teachers	August 2019 - May 2020	Free	Eleot Walkthrough data MAP data PLC Minutes
Need for increased student engagement	Ron Clark Academy	A select group of teachers will attend the Ron Clark Academy to gain engagement strategies to apply in the classroom. This group of teachers will then offer one hour after school PL opportunities for others focused on these strategies.	Select Teachers	August 2019 - May 2020	\$5000	Eleot Walkthrough data PL Agenda



## ***Bullitt County Public Schools***



### **Professional Development Plan 2019-2020**

**School Name: Bullitt Central High School**

**Date: May 1st, 2019**

**Pending the School Based Decision-Making Council review and approval on May 14th, 2019 the attached is the Professional Development plan for the 2019-2020 school year.**

**Principal's Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2019-2020**

<b>School:</b>	<b>Bullitt Central High School</b>	
<b>Planning Process Participants</b>	<b>Erik Huber, Principal</b> <b>Christy Burden, Assistant Principal</b> <b>Joe Pat Lee, Assistant Principal</b> <b>Chad Foster, Assistant Principal</b> <b>Tonia Wiggins, Counselor</b> <b>Clay Harned, Counselor</b> <b>Emily Cottingim, Counselor</b>	<b>Kim Ludwig, SBDM Teacher Rep.</b> <b>Roy Taylor, SBDM Teacher Rep.</b> <b>Mark Ledford, SBDM Teacher Rep.</b> <b>Robert Stottman, SBDM Parent Rep.</b> <b>Angela Price, SBDM Parent Rep.</b>
<b>Description of Overall Needs Assessment</b>	<ul style="list-style-type: none"> <li>• Bullitt Central High School will continue to focus on refining PLC. The major focus of the PLC process will be revisiting sources of data (CFA's, CERT, ACT, Industry Scores, ELEOT, etc), and working to incorporate in-class remediation and enrichment. Bullitt Central will continue its work with Solution Tree, as provided by BCPS, to effectively monitor the PLC process.</li> <li>• Bullitt Central High School staff will continue with plans to improve school culture by empowering teachers with opportunities to learn from each other via ELEOT visits, mentoring new teachers in the new teacher induction program, participating in SBDM committees, and a focused redesign of our PBIS strategies - including looking at new ways to incentivize tier one expectations.</li> <li>• Instructional strategies and congruency with standards remains a focus - including trauma informed instructional measures, CTE course alignment, co-teaching visits to other classrooms and schools, and appropriate trainings to address TSI audit identified needs (i.e. Thinking Strategies; Best Practices for teaching at risk students; ELEOT tool to monitor student engagement.)</li> </ul>	
<b>Description of Planning Process</b>	<p>Strategies and activities for the professional development plan were based on needs identified in the Continuous School Improvement Plan, through ideas generated in Professional Learning Communities, based on input and ideas from faculty, and the administrative leadership team. All activities meet the rigor of high quality professional development and focus on improving student achievement.</p>	

**Final Plan Due to level Director: May 1, 2019**

## ***Bullitt County Public Schools***

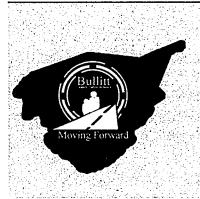
### **Professional Development Plan 2019-2020**

<b>Identified Student Learning/School Improvement Need(s):</b> <i>(connect to student data, CSIP, etc.)</i>	<b>Professional Learning Activity</b>	<b>Description of Activity</b>	<b>Intended Participants &amp; Learning Outcomes</b>	<b>Start, End Date and # of Hours</b>	<b>Estimated Cost and Funding Source</b>	<b>Outcomes/ Progress/Success Evidence</b> <i>(to be reviewed by SBDM council throughout the year)</i>
Proficiency, SAI, and Gap Goals	Bullitt Central High School Teacher PD. (9-12 hours)	A menu of items regarding instructional strategies intended to focus on student engagement (from trauma informed to raising challenge levels in reg. and ECE classrooms.) Some teachers will choose, some will be assigned sessions - particularly as TSI audit may indicate.	All Teachers	Aug. 1st, 2nd (9-12 hours)	\$0	
Other Goal (Teacher Turnover)	Staff and student Culture (3 hours)	Improvement in school culture	All Staff	Aug. 2nd (3 hours)	\$0	
Proficiency, SAI, and Gap Goals	Professional learning	Various instructional	Administrator's and PLC's	Aug. 2019 - May 2020	\$0	

	community work focused on functionality and protocols of PLC meetings, refining new pacing guides, planning instructional strategies and lessons for the year, and creating effective common assessments. Monitoring of Data systems (6 hours)	strategies used by evidence of walk-through and observation data; Effective common assessments aligned with standards; Increased student achievement				
Must align with at least one goal in CSIP for teacher to attend.	Flexible/ Independent professional development activities to be chosen if necessary. Options through the district include district wide technology training, content specific training, and thinking strategies training. BCHS will also provide a book study that align with the school's CSIP. Some teachers will be involved	Improvement in school culture, teacher instructional practices, and in student performance	Staff	Aug. 2019 - June 2020	TBD	



## ***Bullitt County Public Schools***



### **Professional Development Plan 2019-2020**

**School Name: Bullitt East High School**

**Date: May 1, 2019**

**The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.**

**Principal's Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

***Bullitt County Public Schools***  
**Professional Development Plan**  
**2018-2019**

<b>School:</b>	<b>Bullitt East High School</b>
<b>Planning Process Participants</b>	<b>SBDM, BEHS Instructional Leadership Team, BEHS Faculty (via PD Survey), Admin/Counselors</b>
<b>Description of Overall Needs Assessment</b>	<p>Team members analyzed the following sources of data and determined PD need accordingly.</p> <ol style="list-style-type: none"> <li>1. Walkthroughs and Classroom Observations indicate need for refresher in creating learning targets; strategies for engagement, academic discourse, workshop model, community building and questioning strategies;</li> <li>2. ILT Meetings illuminated the need for a PLC refresher. Clarity that PLC is not shared planning but a protocol for data analysis in which four key questions are asked, answered and then acted upon with monitoring and further reporting.</li> <li>3. PD Survey from 2017-18 - teacher survey indicated that PD was not satisfactorily differentiated to meet the needs of individual teachers. To meet these needs, we will work with department/PLC chairs to arrange their lead on content specific PD. We will also allocate funding that will allow teachers to attend content-specific PD if submitted for approval.</li> <li>4. ACT and CERT data - data indicates that we have flat-lined in our testing. Need to continue to up engagement, rigor in classrooms.</li> <li>5. GAP Scores - Our GAP scores on CERT have improved this year, we credit much of this to effective co-teaching. Continued focus and reflection will improve practice.</li> </ol>
<b>Description of Planning Process</b>	Planning involved consideration of district focus on Thinking Strategies classrooms, workshop model, GRR, vulnerable students (poverty). Also included: data from walk-throughs and classroom observations.



**Final Plan Due to level Director: May 1, 2019**

## ***Bullitt County Public Schools***

### **Professional Development Plan 2019-2020**

<b>Identified Student Learning/School Improvement Need(s):</b> <i>(connect to student data, CSIP, etc.)</i>	<b>Professional Learning Activity</b>	<b>Description of Activity</b>	<b>Intended Participants &amp; Learning Outcomes</b>	<b>Start, End Date and # of Hours</b>	<b>Estimated Cost and Funding Source</b>	<b>Outcomes/Progress/Success Evidence</b> <i>(to be reviewed by SBDM council throughout the year)</i>
CSIP: Proficiency Goals for Reg Ed and Gap Groups	Thinking Strategies/PEBC Model of Instruction  Community Building Academic Discourse Workshop Model/GRR Thinking Strategies	Increase in student engagement, academic achievement as measured by CAs, state testing, CERT, ACT	BEHS Faculty, TFC teachers, Instructional Coaches, Admin,	August 2018-May 2019	\$2000 for books  <i>Ex: Right to Literacy in the Secondary Schools, Making Thinking Visible, Minds on Mathematics</i>	
CSIP: Proficiency Goals for Reg Ed and Gap Groups	Thinking Strategies/PEBC Model of Instruction  Faculty visits to Lab Host classrooms with pre/post briefing and commit to action	Increase in student engagement, academic achievement as measured by CAs, state testing, CERT, ACT	BEHS Faculty, TFC teachers, Instructional Coaches, Admin,	August 2019-May 2020	Cost of Substitutes on observation days as needed \$1500	

CSIP: <ul style="list-style-type: none"> <li>• Proficiency in GAP groups,</li> <li>• Transition Readiness</li> <li>• Graduation Rate</li> </ul>	PLC Focus	Increase in PLC efficiency and efficacy, improvement in use of effective teaching strategies as informed by data analysis.	BEHS Faculty, Admin,  Nate Fulghum	August 2019 and on-going as appropriate to grow PLC practice	\$0	
CSIP: <ul style="list-style-type: none"> <li>• Proficiency in GAP groups,</li> <li>• Transition Readiness</li> <li>• Graduation Rate</li> </ul>	Continued focus on Co-teaching Models, Reaching/Teaching “Vulnerable Students - continued studies on reaching students whose needs extend beyond the classroom, understanding states of mind	Increase students engagement, academic achievement as measured by CAs, state testing, GAP closure, CERT, ACT	BEHS Faculty, Admin, BCPS social workers	August 2019-May 2020	None expected	PD
CSIP: Proficiency in ALL populations	Best Practice in Instruction <ul style="list-style-type: none"> <li>• Instructional Process</li> <li>• Questioning</li> <li>• Effective Feedback</li> <li>• Instr. Strategies</li> <li>• GRR</li> </ul>	Increase students engagement, academic achievement as measured by CAs, state testing, GAP closure, CERT, ACT	BEHS Faculty, Admin, Instructional Coaches	August 2019-May 2020	None expected	PD
CSIP: Proficiency in ALL populations	Department/PLC analysis of new standards	Increase students engagement, academic achievement as measured by	BEHS Faculty, Admin, Instructional Coaches	August 2019-May 2020	None expected	PD

		CAs, state testing, GAP closure, CERT, ACT				
CSIP: <ul style="list-style-type: none"> <li>Proficiency in GAP groups,</li> <li>Transition Readiness</li> <li>Graduation Rate</li> </ul>	Close Reading Instruction - Text Dependent Questions - Use of ORQs for Assessment (ACT-like MC questions based on reading from content area)	Increase students engagement, academic achievement as measured by CAs, state testing, GAP closure, ACT	BEHS Admin, Kari Stewart, Jennifer Barth, Leo Craven	July 2019- May 2020	None expected	PD
CSIP: Proficiency in ALL populations	Technology Integration - continued updates of effective tech integration. use of chromebooks to impact instruction.	Increase students engagement, academic achievement as measured by CAs, state testing, GAP closure	BEHS Faculty, TIS	August 2019- May 2020	None expected	PD
CSIP: Proficiency in ALL populations	PD as determined by staff from survey data. Will be implemented in an Ed Camp setting.	Increase students engagement, academic achievement as measured by CAs, state testing, GAP closure	BEHS Faculty, Admin, Instructional Coaches	August 2019- May 2020	\$200 for materials	PD
CSIP: <ul style="list-style-type: none"> <li>Proficiency in GAP groups,</li> <li>Transition Readiness</li> <li>Graduation</li> </ul>	PBIS Reboot  Revisit the intent and implementation of PBIS and implement PBIS Rewards	Decrease in student misbehavior, improved culture, focus on the positive	BEHS PBIS Team	May 2019- May 2020.	\$1.75 per student for PBIS rewards app.	PD

Rate		aspects of st. behaviors.				
CSIP: <ul style="list-style-type: none"> <li>• Proficiency in GAP groups,</li> <li>• Transition Readiness</li> <li>• Graduation Rate</li> </ul>	Trauma Informed Care Understanding ACES  Understanding trauma's impact on students' brains	Decrease in student misbehavior, improved culture, focus on the positive aspects of st. behaviors.	Erin Emington-White YSC	August 2019-May 2020	None Expected	PD
	Safe Crisis Management Training	Safe Crisis Management	District Personnel	August 2019-May 2020	None Expected	PD
CSIP: <ul style="list-style-type: none"> <li>• Proficiency in GAP groups,</li> </ul>	CTL	Curriculum Alignment -- Pacing will be set with intentional ACT flashbacks. Incl intentional review days for Alg I and Geometry	District Personnel	June 2019- May 2020	None Expected	PD
CSIP: <ul style="list-style-type: none"> <li>• Proficiency in GAP groups,</li> <li>• Transition Readiness</li> <li>• Graduation Rate</li> </ul>	Content Specific PD as approved by Admin	Increase students engagement, academic achievement as measured by CAs, state testing, GAP closure, transition readiness, EOCs, Industry certs, etc	Various	June 2019-May 2020	\$2000	PD

CSIP: Transition Readiness	CTE - <ul style="list-style-type: none"> <li>• Global awareness of various exams for career readiness.</li> <li>• instructional processes/strategies for CTE</li> </ul>	Share the CTE end of transition readiness so all have concept.  PL for CTE teachers to understand nature of own EOC and appropriate prep.	CCR Coach, Mr Ridley, CTE teachers, ALL teachers.			

# ***Bullitt County Public Schools***



## **Professional Development Plan Assurance Page 2019-2020**

**School Name: North Bullitt High School**

**Date:** \_\_\_\_\_

**The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2019-2020 school year.**

**Principal's Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

**Council Member Signature** \_\_\_\_\_

## ***Bullitt County Public Schools***

### **Professional Development Plan 2019-2020**

<b>School:</b>	<b>North Bullitt High School</b>
<b>Persons Involved In Planning Process</b>	<b>Principal Joni Britt, Assistant Principal Jessica Sturgeon, SBDM, and PD Committee members.</b>
<b>Description of Needs Assessment</b>	Defer to CSIP and notes at end of page.
<b>Description of Planning Process</b>	Administrative team presented CSIP for approval January 2019. PD committee met to develop framework and proposed a survey to determine staff needs for PD January 2019. PD committee looked at CSIP and formalized framework and developed survey questions Feb 2019. Developed draft PD plan on 26 February.

**Plan Due to level Director: TBD**



# ***Bullitt County Public Schools***

## **Professional Development Plan 2019-2020 Draft**

**School:**   NBHS  

### **Implementation and Impact Check**

(Note: This section is to be reviewed by SBDM Council and submitted w/ end of year report)

Strategy / Activity	Expected Impact	Responsible Person / Trainer	Start & End Date	Estimated Costs	Funding Source	I IP NI	Impact Yes or No	Evidence of Actual Impact / Progress and Success
Departmental Discretion  6 hours Plan for use submitted to Principal by <b>May 31, 2019.</b>	Goal 1 Goal 2 Goal 3 Goal 4 Goal 5 Goal 6	Department Chairpersons	July 2019  April 2020	No cost.				
Book Study 6 hours	Goal 6 Goal 3	PD Committee	August 2019  April 2020	Participants purchase book				
Teacher Academy 6 hours	Goal 1 Goal 2 Goal 3	PD Committee	August 2019  April 2020	No Cost				

**Implementation and Impact Check**

(Note: This section is to be reviewed by SBDM Council and submitted w/ end of year report)

Strategy / Activity	Expected Impact	Responsible Person / Trainer	Start & End Date	Estimated Costs	Funding Source	I IP NI	Impact Yes or No	Evidence of Actual Impact / Progress and Success
Mandatory Special Education IEP & Monitoring 2 hours	Goal 3	Special Education Department	Summer 2019 2 August	No Cost				
PBIS (Mandatory) 2 hours	Goal 6	Lindsey Wegley	Summer 2019 2 August					
Literacy Focus (Mandatory) 2 hours	Goal 3	Literacy Team	Summer 2019 2 August					
Individual Discretion 6 hours  Principal Approval Needs to be focused on 1. Content 2. Classroom Management 3. Formative Assessment 4. Instructional Practice	Goal 1 Goal 2 Goal 3 Goal 4 Goal 5 Goal 6	Individual	July 2019 and March 2020	No cost To school				

**Notes:****Goal 1**

Increase average combined ACT reading and math proficiency from 43.5% to 52.2% by spring 2021

**Goal 2**

Increase the number of students with disabilities scoring proficient in writing from 9.7% to 40% by spring 2021

**Goal 3**

Reduce the average combined percent of all students in the gap group scoring novice in reading and math on the ACT from 88.6% to 35.4% by spring 2021

**Goal 4**

Increase the graduation indicator score from 88.7% to 90% based on the combined 4 and 5 year cohort average

**Goal 5**

Increase the percentage of students who are transition ready (academic, career, and EL ready) at the high school level from 75% to 80%, as measured by meeting college or career benchmarks and EL ready as measured by ACCESS

**Goal 6**

Reducing overall school-wide total behavior events by 20% from 1,069 to 856 or less, by 2021

# ***Bullitt County Public Schools***



## **Professional Development Plan Assurance Page 2019-2020**

**School Name: Bullitt Alternative Center / Riverview Opportunity Center**

**Date: May 10, 2019**

# ***Bullitt County Public Schools***

## **Professional Development Plan**

**2019-2020**

<b>School:</b>	<b>Bullitt Alternative Center / Riverview Opportunity Center / Spring Meadows</b>
<b>Persons Involved In Planning Process</b>	<b>Shannon Hall Rich Watson Team leaders (KYCID and PBIS)</b>
<b>Description of Needs Assessment</b>	<p><b>Based on an increase of drug abuse, traumatic experiences, behavior and referrals, our team feels it is important to focus on the emotional needs and social pitfalls our students are exposed to on a consistent basis. Although these concerns are not always academic in nature, they do have an impact on student performance in the classroom and do affect the transition both to their home school as well as the post-secondary environment (college and/or career).</b></p> <ul style="list-style-type: none"><li><b>-Safe Crisis and de-escalation training for all BAC/SM staff members as well as a select number of staff at ROC.</b></li><li><b>-PBIS - utilizing positive behavior interventions when working with at-risk youth.</b></li><li><b>-Project Based Learning - Implementing PBL into the classroom. After a year of implementation, staff will focus on what worked/didn't work and how we improve.</b></li><li><b>-Behavior Institute</b></li><li><b>-KECSAC</b></li><li><b>-KYCTE Conference</b></li><li><b>-Exploring the Project Based Learning model.</b></li></ul>

<b>Description of Planning Process</b>	<p>The administration staff of both BAC and ROC meet frequently to discuss the impact of these behaviors on student performance. At BAC we are working to figure out ways to help kids be successful so they can transition back to their home school. At ROC we are focusing on kids who are on the bubble for being sent back to their home school due to multiple behavior infractions. Both programs will benefit from a discipline program that is consistent and focused on student need, implementing PBIS in an attempt to keep students on track in regards to both behavior as well as academics. Both programs will also benefit from a more in-depth understanding of the ever-evolving drug scene and how it affects our students and their academic and behavioral progress. The professional development plan is developed by all staff members during conversations, PLCs, Treat Teams and summative evaluations. At each teacher's summative, the professional growth goal is reviewed and professional development is designed to help teachers meet/exceed the growth goal.</p>
--	--

# ***Bullitt County Public Schools***

## **Professional Development Plan 2019-2020**

**School: Bullitt Alternative Center / Riverview Opportunity Center**

### **Implementation and Impact Check**

Strategy / Activity	Expected Impact	Responsible Person / Trainer	Start & End Date	Estimated Costs	Funding Source	I IP NI	Impact Yes or No	Evidence of Actual Impact / Progress and Success
School-wide training in behavior management techniques and positive classroom discipline procedures as well a trauma informed care  Focus on tier two and three intervention process	To increase student achievement, teachers will implement effective behavior and classroom management strategies. Teachers will also identify at - risk students and implement tier two and three interventions in a timely and efficient manner.	Admin team PBIS team KYCID team Treatment Team	August 2019- June 2020	\$0	N/A			

School-wide training on the use of available technology resources  District Technology PD	Training in the use of a variety of technology resources (i.e, google classroom, IPADs, Chromebooks etc.) will lead to improved instructional practices.	Various Presenters @ District Wide Technology PD	August 2019 - June 2020	\$0	N/A			
Safe Crisis Management and De-escalation strategies.	To train faculty and staff to provide a safe learning environment at all times.	Stephanie Porter	August 2019 - June 2020	\$0	N/A			
BCPS Required Online Courses provided by Safe Schools	Teachers will complete all safe school trainings, ensuring a safe learning environment for our students.	Safe Schools	August 2019 - June 2020	\$0	N/A			
KECSAC Educator Conference	Understanding the relationship between schools and KECSAC - funding, MOA	KECSAC	August 2019 - June 2020	0\$	NA			



	and requirements							
Behavior Institute Summer Training.	Lead teachers will attend The Behavior Institute summer trainings and will share their findings during our first Bullitt Day. To better understand the latest trends in student behavior and how to best address those concerns in an attempt to provide a safe and nurturing environment that allows our students to be successful.		August 2019 - June 2020	\$0	N/A			
KYCTE Summer Conference	Staff will receive training on changes to the Career/Tech program.	Designated ROC Staff	August 2019 - June 2020	\$175 per person	N/A			

Kentucky State Police - Substance Abuse: What Educators need to know & Hiding in Plain Sight: Current Drug Trends Among Youth.	Collaborating with Kentucky State Police to address the growing drug and tobacco problem our district is faced with (vaping, dabs etc.). They offer a program Substance Abuse: What Educators Need to Know and Hiding in Plain Sight: Current Drug Trends Among Youth. To better understand the latest trends in drug abuse and how it affects students, both behaviorally as well as academically. The staff will be prepared to identify drug abuse issues and concerns							
--	---	--	--	--	--	--	--	--

	and the necessary “next steps”.							
Chrome Books	Staff will receive training concerning the implementation of District wide one-to-one initiative in order to effectively use available technology to increase student learning.	District Technology Department	August 2019 - June 2020	\$0	N/A			
Career Awareness	Collaborate with Mr. Vincent and Mr. Barger to get community stakeholders in front of our teachers to share on the vast array of career opportunities that exist here in Bullitt and the surrounding areas. The goal							

	is to expose the staff to the employment opportunities and to focus on what skills and expectations they have for student employees. To increase awareness of job opportunities in Bullitt and the surrounding areas.							
Increase student engagement through the Project Based Learning (PBL) model.	Continue creating opportunities for teachers to collaborate with one another (in-house) as well as with teachers at the ATC. At ROC we have the perfect opportunity to create experiences	BAC/ROC administration	August 2019 - June 1920	\$0	N/A			

	that not only draw on the student's academic skills, but their career skills as well. Mr. Vincent and I meet every two weeks to discuss our students and the opportunities available to them through the ATC/ROC collaboration.							
CTE Externships	At ROC we have one CTE class that offers multiple pathways in the IT field. Mr. Schweitzer will partner with a local computer company to analyze and discuss the employment needs of that company and in the IT field in general.	ROC Admin and designated staff.	August 2019 - June 2020	\$0	N/A			