





Bullitt County Public Schools

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TO: Mr. Jesse Bacon, Superintendent 

FROM: Adrienne Usher, Assistant Superintendent for Student Learning 

RE: 2019-2020 District Professional Development Plan

DATE: June 4, 2019

The attached 2019-2020 District Professional Development Plan provides a plan and snapshot of professional learning opportunities offered by the district. All professional learning opportunities are aligned with Comprehensive School and District Improvement Plans based on needs assessments. The planning process for this plan occurred over the course of the 2018-2019 school year with input from school and district leaders. Approval is requested for the 2019-2020 District Professional Development Plan.

Equal Education and Employment Institution

Bullitt County Public Schools



Professional Development Plan Assurance Page 2019-2020

District: Bullitt County Public Schools

Date: May 24, 2019

Vision

Bullitt County Public Schools:

The leader in educational excellence

Mission

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

We Believe

All children can learn.

Higher expectations will yield higher results.

Excellence is attainable.

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

Family and community support is essential.

All people are responsible for their own choices.

Relationships are the foundation of a positive culture.

Bullitt County Public Schools

District Professional Development Plan 2019-2020

District	Bullitt County Public Schools
Persons Involved In Planning Process	<p>Jesse Bacon, Superintendent Adrienne Usher, Assistant Superintendent for Student Learning Sheri Hamilton, Director of Elementary Education Rachelle Bramlage-Schomburg, Director of Secondary Education Troy Kolb, Director of Special Education Jan Stone, Director of Assessment, Research and Curriculum Lee Barger, Director of College and Career Readiness/Innovative Programs Elementary, Middle and High School Principals Elementary, Middle and High School Instructional Coaches</p>
Description of Planning Process	<p>The planning process of the district professional development plan for the 2019-2020 school year took place over the course of the 2018-2019 with input from district and school level leaders. District and school level data was analyzed throughout the year based on state, common and benchmark assessment data. In addition, teacher feedback tool data was analyzed using the PLC process at leadership team meetings with district instructional staff along with school principals. Professional learning surveys were also given to teachers from the student learning department to help identify specific professional learning needs of teachers/schools. All of this information was used to create school and district level professional development plans.</p>

District Professional Development Plan 2019-2020

District: Bullitt County Public Schools

Identified Student Learning/District Improvement Need(s): <i>(connect to student data, CDIP, 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 District Leadership throughout the year)</i>
Proficiency Goal of CDIP	Thinking Focus Classroom Cadres/Cohorts	Cadres/cohorts of teachers will participate in a year-long job-embedded professional learning experience focused on the four pillars of community, thinking strategies, gradual release of responsibility and academic discourse to increase engagement and rigorous learning (elementary, middle and high)	Participants: Elementary, Middle and High School Teachers Learning Outcomes: Increase the implementation of a thinking-focused classroom by teachers across all levels; provide support for previous cohorts with job-embedded coaching; and expose teachers to lab host classrooms to see a thinking-focused classroom in action	July 2019-June 2020 (on-going, various hours)	Student Learning Budget, \$5000	Eleot Walkthrough Data Participant Surveys
CDIP Needs Assessment specific to Teacher Retention	New Teacher Induction	Provide support for new teachers to the district/profession to increase acclimation to BCPS and effective teaching practices on their first day of teaching	Participants: All teachers with zero years experience Learning Outcomes: Provide focused, sustained support and learning for new teachers throughout the school year;	August 2, 2019 (6 hours) September 2019-May 2019 (required 6 hours) New Teachers (with 0 years experience)	Student Learning Budget \$20,000	Participant Surveys

			variety of topics will be addressed by formatively assessing teacher strengths/areas of growth and assist new teachers with specific structures for their professional needs	required to participate in 12 hours of New Teacher Induction		
Proficiency Goal on CDIP	Solution Tree PLC Facilitator Training for Elementary and Middle/High	PLC Facilitators will be trained by Solution Tree consultants on best practice and behaviors for effective PLC facilitation at the school level	Participants: PLC Facilitators at elementary, middle and high school Learning Outcomes: Teacher PLC facilitators will be trained to run an effective PLC process through best practice facilitation; gain an understanding of how to problem solve and critically think through team dynamics, issues, process, etc.	July 22, 2019 (elementary, 6 hours) July 23, 2019 (middle/high, 6 hours)	Title II \$13,000	-PLC Look and Listen For Walkthrough Tool -Solution Tree Feedback Survey
Proficiency Goal on CDIP	Digital Learning Academy	Sessions targeted to implementing effective instructional technology into the classroom on a variety of topics	Participants: Teachers by choice Learning Outcomes: Participants will increase their knowledge of applying technology tools more effectively and rigorously aligned to standards-based instruction; become familiar with technology supports, programs and software in the district	June 5 (4 hours)	Student Learning Budget \$0	Participant Survey
Proficiency Goal on	Bellarmine	Teachers participate	Participants:	July 8-12, 2019	Title II	Participant Survey

CDIP	Literacy Project	in year long job-embedded learning focused on the five components of literacy	15 elementary teachers Learning Outcomes: Understand and apply the five components of literacy in classroom instruction; diagnose reading issues utilizing specific literacy assessments based on the five components of reading; utilize appropriate interventions based on data from assessments	August 2019-May 2020 (every other week) *Teachers receive 6 hours of college credit	\$36,000	Early Literacy Assessment Protocol Data
Proficiency Goal on CDIP	Shipley & Associates Systems Training	Orientation to a Systems Approach to Continuous Improvement	Participants: Principals, Asst. Principals and Instructional Coaches	July 10-11, 2019	Student Learning Budget \$7000	Continuous Improvement Systems Implemented/Monitored Participant Surveys
Proficiency Goal on CDIP	Variety of K-12 Professional Learning Offerings-Teacher Choice	Provide additional professional learning opportunities that align with school level professional development plans and teacher professional growth goals	Participants: Teachers Learning Outcomes: criteria established by presenter for session	June 2019-July 2020	\$0	Participant Surveys
Proficiency Goal on CDIP	Professional Learning Community Process refinement training for administrators and instructional coaches	Principals and instructional coaches will learn to refine and focus the PLC process at their schools while also focusing on embedded special education teachers	Participants: Principals and Instructional Coaches Learning Outcomes: Implement PLC process with fidelity to ensure all four questions are being addressed to meet the needs of all students	August 2019-June 2020 (on-going)		-PLC Look and Listen for Tool Data -Solution Tree Feedback Surveys

District audit revealed a need to readdress/reorganize the work of the special education department due to low proficiency scores of our students with disabilities.	Special Education Boot Camp	Provide thorough training to administrators on special education practices, initiatives, changes, and a focus on instruction etc.	Participants: Principals, Assistant Principals and Special Education Staff	July 15-16, 2019	\$0	Participant Surveys
Proficiency Goal on KCIP- KCWP 1: Design and Deploy Standards *Addressing this process ensures a guaranteed and viable paced curriculum based on state standards that support instruction and assessment for all students K-12.	New Standards Training	Ensure understanding and application of new revised standards in ELA, Math, etc.	Participants: Teachers, Instructional Coaches, etc. Learning Outcomes: Implement newly revised standards in classroom instruction and through assessment at the appropriate DOK level	As needed; on-going	\$0	Feedback from principals/teachers, etc.
Every Student Succeeds Act placed an unprecedented priority on wraparound supports for young people struggling with barriers to learning, including programs that address mental health, school climate, violence prevention, and trauma.	Youth Mental Health First Aid	Youth Mental Health First Aid is a 6-hour training course for adults assisting young people that is similar to regular first aid but deals with mental health problems. Many people with mental disorders delay seeking help, but they are more likely to receive professional help when this is suggested by someone they trust.	Any staff member will benefit from this training, in particular, new teachers, bus drivers and any adult that is not familiar on how to detect and assist in mental health-related issues.	August 2, 2019	YMFHA and Project AWARE Grant \$0	Improved academic success and school climate improvement
Every Student Succeeds	Trauma Informed Care	One in four students has been exposed to	Participants:	July 8, 2019, Nov. 4 (½ day)	Title IV \$6,800	A decrease in behavior referrals, overall

Act placed an unprecedented priority on wraparound supports for young people struggling with barriers to learning, including programs that address mental health, school climate, violence prevention, and trauma.	(middle/high school)	trauma. The Trauma Informed Care for Educators Learning collaborative helps teams from a school or district to describe the effects of trauma exposure on students and their behavior, identify students who have been exposed to trauma Implement appropriate and effective ways of responding to students with trauma exposure	Elementary teachers, principals and /or counselors have been trained. Learning Outcomes: Identify and understand students who have/are experiencing trauma and strategies to respond effectively	and Mar 6 (½ day)		academic success
At the high school level, increase the percentage of students who are transition ready from 77.4% to 81% as measured by number of students meeting college and/or career ready benchmarks.	Kentucky Career and Technical Education Conference	Participants will learn of new updates specific to CTE and how to implement/improve workforce development opportunities for students	Participants: Principals, CTE Asst. Principals, CCR Coaches, and CTE Teachers	July 23-26, 2019 12 hours	Perkins \$10,000	Transition Readiness Rates
District audit recommendation for vertically and horizontally aligning curriculum, K-12 that is implemented and monitored.	Curriculum Alignment/ Pacing Work for elementary, middle and high	Develop pacing guides aligned to the standards with learning targets, assessment and resources options aligned to depth of standards.	Participants: Teachers and Instructional Coaches Learning Outcomes: Understand and provide a framework for all students in our district to have access to a guaranteed, viable curriculum.	July 2010-June 2020 (on-going) Hours: various	\$0	Eleot Walkthroughs PLC Look and Listen For Pacing Monitoring Tool Teacher Feedback Surveys
Non-Academic Needs Assessment Data on CDIP	Kentucky Association for Health,	State conference that provides strategies and new learning for	Participants: Teachers	October 13-15, 2019	Title IV \$5,000	Participant Surveys

	Physical Education, Recreation and Dance (KAPHERD)	teachers to address the needs of the whole child	Learning Outcomes: Address the whole child through safe and healthy activities in the classroom for students			
Proficiency Goal on CDIP	KySTE Conference	State conference to provide school staff with new learning related to implementing effective instructional technology in the classroom	Participants: Principals, Teachers, Library Media Specialists Learning Outcomes: Implement one-to-one initiative more effectively in our district in Grades 3-12	Winter 2020	Title IV \$33,000	Participant Surveys
Increase the percentage of EL students who are EL ready from 40% to 50%.	English Language Learners Teaching and Learning Training	Training to understand EL Learners on how to differentiate instruction	Participants: EL Teacher & Teachers of EL Students Learning Outcomes: Participants will learn best practice instruction specific to EL learners and their needs; how to differentiate instruction and utilize existing district programming	Spring 2020 (3-6 hours)	Student Learning Budget \$500	Participant Surveys