



Bullitt County Public Schools

1040 Highway 44 East
Shepherdsville, Kentucky 40165

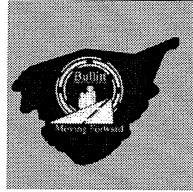
502-869-8000
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www.bullittschools.org

TO: Jesse Bacon, Superintendent *JB*
FROM: Adrienne Usher, Assistant Superintendent *AU*
DATE: May 4, 2021
RE: Professional Development Plans

Enclosed are the 2021-2022 Professional Development Plans for each Bullitt County School. I have reviewed and approved each plan.

Please place the attached on the May board agenda.

Thank you.

Bullitt County Public Schools**Professional Development Plan
2021-2022****School Name: Bernheim Middle School****Date: 5/1/21****The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 school year. Approved by SBDM _____ (Pending 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
2021-2022

School:	Bernheim Middle School
Persons Involved In Planning Process	All Teaching Staff/Instructional Coach, Counselor, Assistant Principal, Principal
Description of Needs Assessment	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.
Description of Planning Process	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 Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

Professional Development Plan 2021-2022

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>
Increased Academic achievement Reading, Math, Social Students, 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 -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.
Adaptive Schools Training	PLC Facilitators/Team Leaders	Cognitive coaching/Leading effective meetings	Teacher Leaders engaging in leading adults through effective decision making processes.	Starting Aug 2021 Continuing and Ongoing	\$800	Even more efficient and effective PLC processes
Increased literacy across content areas: The need to embed	Thinking Strategies /Thinking Focus Cadre	High Level Questioning	Teachers/IC/ allows teachers to create TSI classrooms.	August 2021 then ongoing and embedded.	\$200 General	High Level of Literacy throughout core instruction.

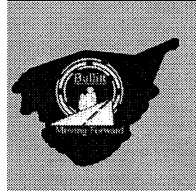
across content areas		High Levels of Student Discourse Strategies for comprehending difficult text and vocabulary- Gradual Release of Responsibility Workshop Model Instruction Strong Community in the classroom High levels of discourse Thinking Strategies more effective comprehension strategies.				
Increased 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 2021 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 2021 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	<i>BMS Collaboration Camp for General Education and</i>	Creates a model of teaching that is proactive and	School Sped Team Lead/Co Teacher and /IC,	Start August 2021 Embedded Ongoing	\$500 General	Embedding equity and differentiation throughout the day for

	<i>Special Education teachers.</i> Co-Teaching Training between special education and regular education teachers	inclusive as well as promotes equity.	All teachers teaching co teaching settings.			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 2021	\$500/ General	Increased skill set for young artists.
Support for teacher use of technology	Digital Learning	Technology training for teachers to create personalized lessons in conjunction with project based learning projects.	District DLC, School Level TIS All Staff	June 2021 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	TBD	\$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/Admin. 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 and increase the positive Culture of BMS to promote creating a	Renaissance Student Celebration- and School Wide Change Agent for positive behavior	Renaissance Team would attend conferences and bring work back to staff. - Equitable student recognition and ESSA	PBIS Coach/ Renaissance Team will share with all teachers.	July 2020	\$10,000/Title 1	Increase in positive climate and culture as well as student participation in the positive impact programs BMS has

Legacy of Excellence	and academic success motivation.	approved.				instituted. Increase in long term success of students as individuals beyond the school house boundaries of time and space.
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 2021 3hours	\$1000	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 Crisis Team	July 2021, 6-12 hours	\$0	Effective Student Crisis management
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 2021 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 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 and Ongoing	\$120 General	Noted in Pacing guides and overall academic growth of all students

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-Dec 3 Hours	\$250 General	Increased use of key ideas through content and behavior that will help students be successful.
Need to communicate with families and community regarding best practices, and student success data.	Strategy sharing with students and families. Engaging in academic conversations with students and parents.	Be A Bruin Literacy Night- Share with parents and community best practice strategies used in the classroom and why. Engaging in Student Led Conferences: Preparing students and families for success through mastery of content and goal setting.	All staff	6 hours total September & April 2021-2022	\$0	Families more highly engaged in student success journey. Teachers will have created better connections with students and families.

<p>-BCPS Certified Evaluation Plan requires new teachers (teachers with 0 years experience) to gain 12 hours of professional learning through the district New Teacher Induction Program</p>	<p>New Teacher Induction</p>	<p>-Teachers with 0 years experience Will engage in District created Professional development-</p>	<p>-The outcomes for new teachers will be focused around the following essential questions:</p> <p>(1) How has teacher planning, classroom management, instruction, and professionalism improved?</p> <p>(2) How will addressing the emotional phases a new teacher experiences impact job satisfaction and teacher retention?</p> <p>(3) How have teachers demonstrated the characteristics of a T.H.R.I.V.E. teacher?</p>	<p><u>12 hours</u></p>	<p>\$0 (no cost to schools-district funded)</p>	<p>On-going surveys and exit slips will be given to participants and shared with principals, etc.</p>
<p>BMS New Teacher Support</p>	<p>School Specific New Teacher Induction</p>	<p>School level created professional learning -</p>	<p>Improving teacher planning, classroom management, instruction, and professionalism.</p>	<p><u>6-12 hours</u></p>	<p>\$0</p>	<p>Ongoing observations and student achievement data. Retention of teaching staff.</p>

Bullitt County Public Schools**Professional Development Plan
2021-2022**

School Name: Brooks Elementary

Date: 3/18/2021

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 school year.

Principal's Signature _____ *Betty Jo Davis* _____

Council Member Signature _____ *Jillian Sida* _____

Council Member Signature _____ *Alisha G. Anderson* _____

Council Member Signature _____ *Susan Lee* _____

Council Member Signature _____ *Robin Crisp* _____

Council Member Signature _____

Bullitt County Public Schools
Professional Development Plan
2021-2022

School:	Brooks Elementary
Planning Process Participants	Betty Jo Davis Rachelle Elam Fin Burton Taylor Henry
Description of Overall Needs Assessment	Survey sent to staff to inform planning committee of needs and interests. Review of PDSAs from the 20/21 school year. Analysis of the data and organized into priority list.
Description of Planning Process	<p>Our needs have been identified as:</p> <ol style="list-style-type: none"> 1. Equity 2. SEL 3. Instructional Process (preparing materials and intentional design for standard recovering post COVID) 4. Science/Social studies inquiry process <p>The equity team will prepare the equity training to focus on ML strategies. The mental healht team will prepare an SEL session based on the needs identified by staff. The instructional process will be led by the admin team and instructional coach. The science and social studies will be led by (with guidance from Ryan New) the admin team.</p>

Final Plan Due to Assistant Superintendent: May 1, 2021

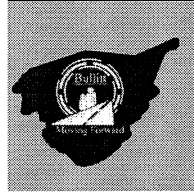
Bullitt County Public Schools
Professional Development Plan
2021-2022

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>
Equity- ML strategies	Bullitt Day training	Equity team will design a training based on the needs identified by our staff and students.	All staff	6 hours 8/4/2021	0	ML students academic achievement
SEL	Bullitt Day training	Combine our initiatives to streamline our SEL instruction	All staff	6 hours 8/5/2021	0	Behavior report
Instructional Process	PD training	Develop resources that meet the needs of each part of our instructional process. Utilize analysis tools from "The Opportunity Myth" to examine the resources.	All staff	6 hours 8/2/2021	0	Mastery Connect data
Science and Social Studies	PD training	Utilize resources from Ryan New and JCPS to build curriculum resources for Social studies. Present information on Science Inquiry and prepare materials.	All staff	6 hours 8/3/2021	0	Mastery Connect data
Standard recovery- post COVID	PD training	Direct instruction on best practices for recovery of standards.	All staff	6 hours 8/6/2021	0	Mastery Connect data
Writing	Bullitt Day training	Increase our knowledge of the BES writing plan and process, and expectations.	All staff	6 hours 10/11/2021	0	On demand live scoring
Zones of Proximal Development	Bullitt Day training	Our counselor will lead a training on the zones of pd.	All staff	6 hours 9/7/2021	0	Behavior reports
Equity	Bullitt Day training	The equity team will continue their training as a follow up from their initial PD.	All staff	6 hours 1/3/2022	0	ML student academic achievement

Staff to find on their own, if needed.				6 hours 2/21/2022		
				6 hours 4/1/2022		
				6 hours 5/17/2022		
MTSS systems	Bullitt Day training	Master Schedule Ed Camp- by staff	All staff	Bullitt Day 3/14/2022	0	Schedule for all tiers throughout the day
KPREP training	Bullitt Day-T.Henry	KPREP training	All staff	Bullitt Day 4/11/2022	0	Kprep compliance
	Book Study	A book study will be offered each semester (Fall and Spring) based on teacher need/interest.	PreK-5 Teachers To successfully utilize information learned to apply to their practices.	Dates TBD 3 Hours/Book Study	Cost of the Books Selected	
	New Teacher Induction	Teachers with 0 years experience will be immersed in a new teacher induction program as outlined in the certified evaluation plan. This program will provide new teachers a solid foundation in best practices both instructionally and within classroom management.	New teachers will grow their toolkit and have a better understanding of best practices within the classroom.	Dates TBD 2021/22 School Year (12 Hours)	District Funding	CFA Data, Achievement Data, Student Mastery of Standards by Spring 2022, Teacher Retention

- 6 hours of PL if team PLC in summer prior to school starting
- <https://www.kentuckymathematics.org/maf.php>
- KWP PL OPPORTUNITIES
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Bullitt County Public Schools



Professional Development Plan 2021-2022

School Name: BULLITT EAST HIGH SCHOOL

Date: MARCH 31, 2021

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 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
2021-2022

School:	Bullitt East High School
Planning Process Participants	Leadership Team - including admin, counselors, MTSS Coach, YSC Coordinator, ARC Chair. Representatives from faculty and staff.
Description of Overall Needs Assessment	<p>In keeping with our Three BIG Arrows, all professional learning will be geared toward meeting the goals of</p> <ol style="list-style-type: none"> 1. Improving Student Achievement 2. Impacting Positive Culture 3. Enhancing Supportive Community <p><u>BEHS 2021 CSIP</u></p> <p>PL is aligned with Kentucky Academic Standards, educator effectiveness standards, individual growth goals, school/district/state goals for achievement Examples: PGP, TPGES, CSIP, CDIP, etc. Focused on content, pedagogical content-knowledge, as specified in certification requirements Occurs collaboratively, focuses on continuous improvement and on-going Serves three purposes simultaneously Individual improvement School improvement Program implementation</p>
Description of Planning Process	Professional Learning stems from on-going communication with teachers and their requests for training. The Ed Camp format was a specific request.

	<p>Pandemic recovery requires an intense focus on re-building culture and re-establishing the tradition of high expectations, of doing it... the Charger Way</p> <p>New teacher on-boarding is a result of our Accreditation Audit. Creation of an in-house highly structured new teacher orientation was necessary to meet the recommendations for improvement.</p>
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Final Plan Due to Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

Professional Development Plan 2021-2022

Identified Student Learning/School Improvement Need(s): <i>(connect to student data, CSIP, etc.)</i> <u>BEHS 2021 CSIP</u>	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>
Big Arrow #1 Improve Student Achievement	Thinking Focus Cadre	District led Instructional Focus	Teachers selected for Cadre	Varies	District	
	New Teacher Onboarding	Two days of all new hires need to know about BEHS	New teachers - Too much to list it all.. PLCs, PBIS, IC, grading practices, instructional non-negotiables, thinking strategies, who to go to for...	July 21-22 9 - 12 hours Monthly meetings through the year		
	ACT Focus	Analyze data from TIR reports , whole school data	Core teachers identify gaps in knowledge and create plan to address	Aug 4 or 5 -- can be part of Ed Camp.		
	Ed Camp	Utilize in-house	Varies - Ex	Aug 4 or 5		

		talent/expertise to create Ed Camp sessions that address the 3 arrows	Standard based grading Best practice instruction Building community Doing it... the Charger Way Formative Assessment Self-care Using Naviance			
Big Arrow #2 Impact Positive Culture	MTSS PBIS Refresher Tier II and III training Mental Health/Trauma Informed Teaching	Review PBIS whole school expectations Introduce Tier II and III processes	All faculty and staff	August __, 2021		
	PBIS Rewards Training	Brush up on use of PBIS Rewards program. Train up use of desktop model and phone app.	All faculty and staff Learn to effectively utilize the PBIS Rewards Program	August __, 2021		
Big Arrow #3 Enhance Supportive Community	Team building (Greatest Race)	Reconnect - or just connect -- our faculty and staff with a Greatest Race style event	Model teambuilding and relationship building that we expect to take place in the first weeks of	Aug __, 2021	\$300 from principal's budget for supplies	

			school			
	Individualized PL	Teachers are able to choose PL that meets their content area needs (Principal approval required)	Varies -	2021-2022 school year		

Bullitt County Public Schools**Professional Development Plan
2021-2022****School Name: Bullitt Lick Middle School****Date: April 12, 2021****The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 school year.****Principal's Signature** *Kevin Connor***Council Member Signature** *Patricia Schneider***Council Member Signature** *Thomas Spahr***Council Member Signature** *Staci E. Hill***Council Member Signature** *Kim Harris***Council Member Signature** *Angela Jackson**Kristi Zimmerman*

Bullitt County Public Schools
Professional Development Plan
2021-2022

School:	Bullitt Lick Middle School
Planning Process Participants	Kevin Connors, Sarah Oros, Lynette Ward, Geneva Lyons, Lesley Chadwell, staff input
Description of Overall Needs Assessment	The following professional development plan was developed according to the Comprehensive School Improvement Plan using analysis of our KPREP analysis, MAP Data, Common Assessment Data, and Walkthrough Observation Data. Other Professional Development is based on Individual Growth Plans that will impact student achievement.
Description of Planning Process	Step #1 - Analyze student data and teacher evaluation data Step #2 - Review professional growth goals and conversations in summative meetings Step #3 - Routine Walkthroughs Step #4 - Staff communication about specific individual needs Step #5 - Leadership Team Meeting to Finalize PD plan and correlation with vision and needs of the building.

Final Plan Due to Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

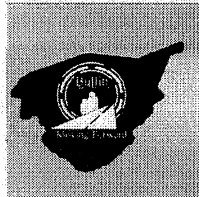
Professional Development Plan 2021-2022

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>
Improvement Priority #1, 2	Thinking Focus Cadre; Embedded Professional Learning on Thinking Strategies and Workshop Model during Team Meeting time and Bullitt Days.	Professional Learning will allow teachers to align, revisit, refine, and implement thinking strategies and the workshop model across content areas that are based on the new Kentucky Core Academic Standards. Identified teachers will attend the Math institute and Thinking Strategies Institute.	Content Area Teachers, Classified Instructional Staff Students reading skills, fluency, and comprehension, and math skills will increase.	June 2021- May 2022	\$0	
Improvement Priority #1, 2	12 Hours of Required after School PD	Required twelve hours of after school PD. Sessions will focus on the development of a coherent view of instruction	Certified Staff Student engagement and rigor of instruction will increase.	June 2021- June 2022	\$0	

		throughout the teaching staff, by diving deeply into the instructional process and how people learn.				
Improvement Priority #2	Summit Training	Four Day Training to prepare teachers to use the Summit Platform	Newly hired staff	July 2021	\$0	
Improvement Priority #1, 2	Workshop Model	Guided Planning and Coaching Cycles will occur throughout the 2020-21 school year.	Content Area Teachers, Classified Instructional Staff; Teachers will learn to plan lessons using the workshop model.	June 2021- May 2022	\$0	
Improvement Priority #2	Technology	Professional Learning in technology that will assist in the communication, delivery, implementation, and instruction of content	Content Area Teachers, Classified Instructional Staff Student engagement and rigor of instruction will increase.	June 2021 - June 2022	\$0	
Improvement Priority #1, 2, 3	Targeted Professional Learning	Professional Learning that focuses on targeted needs of individual teachers are designated from survey, growth plan, and walkthrough observations.	Content Area Teachers, Classified Instructional Staff Through coaching cycles and guided planning teachers will grow in their practice.	June 2021 - June 2022	\$0	

Improvement Priority #3, 1	Special Education Professional Learning	Professional Learning opportunities for Special Education Teachers and Co-Teachers to improve usage of co-teaching models in classroom instruction.	Special Education Teachers, Content Area teachers, Classified Instructional Staff. Increase student achievement and decrease gaps.	June 2021 - June 2022	\$0	
Improvement Priorities #1,2,3	New Teacher Induction	BLMS new teacher induction before school. Embedded PL for Classroom Peer Observation, (before/after school)	Newly hired Teachers	June 2021 - June 2022	\$0	
Improvement Priorities #1,2,3	District First Year Teacher Cohort	12 hours of professional learning with mentoring with district representatives.	Newly hired Teachers	June 2021 - June 2022	\$0	
Improvement Priorities #1,2,3	District First Year Teacher Cohort	Bobcat Basics - 12 hour of professional learning provided by Instructional Coach.	Newly hired Teachers	June 2021 - June 2022	\$0	
Improvement Priority #3	Safe Crisis Management Training	Professional Learning on techniques and safe crisis management techniques.	Teachers will learn techniques and safe crisis management techniques.	June 2021 - June 2022	\$0	
Improvement Priority #2	PD 360 Hours (2-3) per teacher if needed	Tailored PD, increased rigor, teacher efficacy	Content Area Teachers	June 2021 - June 2022	\$0	

Improvement Priority #2, 3	Lab Classroom Visits	Professional Learning where teachers will visit Thinking Focus Cadre Lab Classroom to see the Workshop Model and Thinking Strategies in practice.	Content Area Teachers Increase teacher capacity in using the Workshop Model and Thinking Strategies in instruction.	June 2021 - June 2022	\$0	
Improvement Priority #2, 3	Bullitt Day Deeper Learning Cadres	Teachers will choose an instructional area tied to the CSIP objectives to increase their knowledge and mastery level	All Teachers	August 2021-May 2022	\$1000	
Improvement Priority #3	Summit Mentoring Training	Train all teachers on components of Summit platform and train staff on mentoring process and expectations	Newly Hired Teachers	August 2021	\$0	

Bullitt County Public Schools**Professional Development Plan
2021-2022****School Name: Cedar Grove Elementary****Date: April 29, 2021****The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 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
2021-2022

School:	Cedar Grove Elementary School
Planning Process Participants	Principal Instructional Coach Counselor Site Based Decision Making Council CGES Instructional Committee Teachers provided input from surveys and discussion based on needs assessment
Description of Overall Needs Assessment	<p>Based upon formative school data and teacher feedback, there is a need to address school-wide reading and math instruction. As the school increases teacher resources in this area, there is a need to provide training on how to utilize them as well as the workshop model of teaching.</p> <p>In addition, teachers will need continued opportunities to refine and adjust their instructional process to meet their students individual needs through Professional Learning Communities.</p> <p>Teachers will also be provided opportunities throughout the course of the year to analyze CASE assessment data and make instructional plans to address gaps that are present.</p>
Description of Planning Process	James Slaven, principal, Leslie Weihe, instructional coach, and Casey Newberry, counselor, met and developed the PL outline for the upcoming school year based upon school needs. The CGES Instructional Committee discussed and reviewed the projected plan. The SBDM will be consulted to approve the plan in its entirety.

Final Plan Due to Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

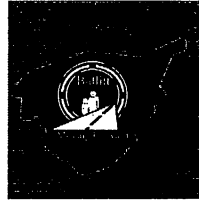
Professional Development Plan 2021-2022

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)
BCPS Certified Evaluation Plan requires new teachers (teachers with 0 years experience) to gain 12 hours of professional learning through the district New Teacher Induction Program	THRIVE Academy	Provide first year teachers with consistent mentoring and support through THRIVE Academy coaches related to classroom management, student engagement, planning of instruction, etc. while participating in coaching observations and feedback in collaboration with school principal	The outcomes for new teachers will be focused around the following essential questions: (1) How has teacher planning, classroom management, instruction, and professionalism improved? (2) How will addressing the emotional phases a new teacher experiences impact job satisfaction and teacher retention? (3) How have teachers demonstrated the characteristics of a T.H.R.I.V.E. teacher	12 hours	\$0 (no cost to schools-district funded)	On-going surveys and exit slips will be given to participants and shared with principals, etc.

KCWP 6: Establishing Learning Culture and Environment	PLC	-Facilitator/Roles and responsibilities training	-Teachers will have a better understanding of their team members personalities, beliefs, and role on the team -Teachers will be able to use solution tree resources to help them walk through the PLC process	2021-2022 School Year (3 hrs.)	\$0	PLC facilitator reflection surveys
KCWP 6: Establishing Learning Culture and Environment Cedar Grove Elementary will create an environment in which behaviors are consistently and positively supported throughout the learning environment with a 5:1 positive-negative ratio.	PBIS	-Revisit behavior expectations and various monitoring tools - Revise/refine lesson plans for locations in the building -Modify/Update PBIS posters with pictures and guidelines for specified areas	-Teachers will have a better understanding of our behavior expectations and charts and how to implement them school-wide -Teachers will be able to provide examples of what a positive learning environment would look and sound like.	2021-2022 School Year (3 hours)	\$0	PBIS Walkthroughs, Scheduled Celebrations, PBIS Committee minutes
Cedar Grove Elementary had a gap rate in reading for students with disabilities of 34.8 in 2019. Cedar Grove Elementary will have a gap rate in this category of 31.6 in 2021. Cedar Grove Elementary had a gap rate in math for students with disabilities of 23.7 in 2019. Cedar Grove Elementary will have a gap rate in this category of 21.6 in 2021	Special Education Co Teaching, Progress Monitoring	-Teachers will revisit the different co-teach methods and strategies; teachers will refine the sharing and use of progress monitoring data	-Teachers will integrate co-teach models and research-based strategies into their daily lesson plans and instruction to improve student learning for all learners. -Teachers will share progress progress monitoring data during regular PLC meetings	2021-2022 School Year (3 hrs.)	\$0	CFA Data, Achievement Data, Student Mastery of Kentucky Academic Standards

Increase the SAI index of 63.0 in 2019 to 65.1 in 2021	Social Studies Pacing and various instructional resources using Social Studies Weekly	Professional learning centered on exploring the Kentucky Academic Standards for Social Studies. Teachers will develop units of study, find resources aligned to standards, and explore opportunities to incorporate content into the reading and writing classroom.	Successful implementation of Social Studies weekly into daily lesson plans	2021-2022 School Year (4 hrs)	\$2000 - cost of Social Studies Weekly licenses	Student mastery of KAS Social Studies standards, lesson plans, walkthrough data
<p>-Increase the combined (reading and math) percentage of proficient/distinguished students from 65.2% to 71.7% , as measured by KPREP by 2023.</p> <p>-Increase the average combined reading and math proficiency rates for the consolidated (gap) group from 45.7% to 50.2%, as measured by KPREP, in 2023.</p> <p>-Increase the combined (reading and math) index for Growth from 43.9% to 48.2% as measured by KPREP by 2023.</p>	<p>Book Study, <u>Reading</u>- The Next Step Forward in Guided Reading (Facilitators: Mrs. Weihe and Mrs. Harris)</p> <p>OR</p> <p><u>Math</u>- Visible Learning for Mathematics (Facilitator: Mrs. Weihe)</p>	Staff will be given the text to read throughout the summer. Book study/circles will occur during PD together to debrief and plan next steps for guided reading and math instruction.	Increased awareness of phonics instruction strategies; collaboration for strategies to build strong readers.	Online throughout summer 2021 (3 hours)	\$750	CFA Data, Achievement Data, Student Mastery of KAS Reading Standards
	Various activities as selected by the teacher and approved by the building principal	Staff will be given the opportunity to participate in PL time that relates to their professional growth goal.	Increased awareness and improvement of stated Professional Growth Goals for 2021-2022 School Year	Flexible during the 2020-2021 School Year (Up to 6 hrs.)		CFA Data, Achievement Data, Student Mastery of KAS Reading Standards

Implementation of new software and devices for classrooms to assist in instruction	Initial training and/or support for staff as they begin using newly purchased interactive TV's and instructional programs (Lexia, SS Weekly, etc.)	Flexible sessions facilitated by BCPS technology staff targeting staff and their individual needs	Teachers and support staff will become proficient with software and devices making classroom instruction more efficient and effective	Flexible during the 2020-2021 School Year (Up to 6 hrs.)	\$0	Formative Assessment Data, Classroom Walkthroughs, Technology Surveys for Staff, Eleot data
Job Specific Professional Development for non-homeroom 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.	6 hours	\$0	Varies
Increase the combined (reading and math) percentage of proficient/distinguished students from 65.2% to 71.7% , as measured by KPREP by 2023.	Standards / Pacing Work	Varies - to include developing units of study with peers/new teammates in Reading and Math	K-5 regular education teachers; Teachers will plan cohesive instructional units based on district pacing with newly formed teams.	6 hours	\$0	Curriculum Documents, Assessments and Assessment Data; Lesson Plans; eleot data

Bullitt County Public Schools**Professional Development Plan
2021-2022**

School Name: Crossroads Elementary

Date: March 9, 2021

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 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
2021-2022

School:	Crossroads Elementary
Planning Process Participants	SBDM - Thomas, Baker, Mason ILT - Manion, Whitsell, Lowery, Wright All teachers - Teachers were surveyed in February 2021 in order to identify needs, strengths and weaknesses.
Description of Overall Needs Assessment	<p>The survey was analyzed to determine the needs of teachers for professional development. Additional data utilized were CASE scores to plan embedded PD through Bullitt Days and our 24 hours of professional learning. Areas of need included increased rigor in questioning strategies, technology implementation in an in person and or virtual environment, matching priority standards in the pacing and other flexible training for all teachers including but not limited to special areas, technology and special needs accommodations.</p>
Description of Planning Process	<p>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</p>

Final Plan Due to Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

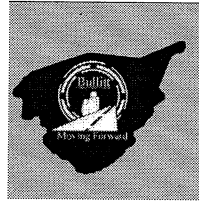
Professional Development Plan 2021-2022

Identified Student Learning/School Improvement Need(s). (Connect to student data, if applicable)	Professional Learning Activity	Description of Activity	Identified Participants & Learning Outcomes	Start and Date and # of Hours	Estimated Cost and Funding Source	Quantifiable Measure of Impact (How will you know if it worked?) (Year)
-BCPS Certified Evaluation Plan requires new teachers (teachers with 0 years experience) to gain 12 hours of professional learning through the district New Teacher Induction Program	New Teacher Induction	-Teachers with 0 years experience	-The outcomes for new teachers will be focused around the following essential questions: (1) How has teacher planning, classroom management, instruction, and professionalism improved? (2) How will addressing the emotional phases a new teacher experiences impact job satisfaction and teacher retention? (3) How have teachers demonstrated the characteristics of a	<u>12 hours</u>	\$0 (no cost to schools-district funded)	On-going surveys and exit slips will be given to participants and shared with principals, etc.

			T.H.R.I.V.E. teacher?			
In order to lessen the achievement gap and raise proficiency, teachers will utilize targeted professional learning through focusing on individual targeted needs.	Ongoing Professional Learning as needed to address Professional Growth Goals, District Wide Initiatives and individual classroom needs	Various - based on teacher need (SBDM, SCM, specific to special areas/special education, technology, instructional practice, etc)	All ongoing professional learning will be to increase teacher efficacy and student achievement.	6 Hours flexible	\$1000/As Needed	On-going implementation heat checks monitored through PLC and individual classroom visits/observations.
Data analysis and PLC discussions demonstrate the need to review priority standards and develop common formative and summative assessments to measure student progress toward mastery of standard	PLC Work	Teachers will collaborate with PLCs to review priority standards and develop common summative and formative assessments that will be used throughout instruction. These assessments will be vetted for congruency.	Teachers will create congruent common assessments to be used in instruction throughout the school year and analyzed for mastery of standard through the PLC process.	July 1, 2021 - May 31, 2022 3 hours	N/A	On-going implementation heat checks monitored through PLC.
In order to help lessen the achievement gap with both free and reduced students and special needs students, we must PBIS and LIM to ensure that our students feel safe and are able to gain the	PBIS / LIM team coaching	We will revisit PBIS expectations and make plans for the upcoming school year. Leader in Me initiatives will also be discussed at this time.	Teachers will continue to grow in their understanding of PBIS and LIM to build positive classroom environments.	TBD 3 hours LIM 3 hours PBIS	\$0	Lessened office referrals, improved student behavior.

academic achievement needed to close the gap.						
Data analysis and survey results indicate that teachers need to become more comfortable with technology as an instructional tool for both in person and remote usage.	Digital learning coach	Technology PL	DLC will develop a plan in training teachers in creating assessments, cross curriculum technology and other various tools in order to ensure effective implementation in both remote and in person climates.	6 hours September - November 2021	\$0	Eleot Walkthroughs, assortment of assessments
Vertical planning helps ensure that learning expectations are clear, public, and consistent throughout the school. Because of vertical planning sessions, teachers better understand what they need to help students master in order to succeed in subsequent grades	Susan Robertson? ABRI	Vertical planning and MTSS work in Math instruction	Teachers will work with different grade levels to look at the math standards across the grade levels. Plan and develop MTSS plans.	3 hours		On-going implementation and check in during PLCs.

Bullitt County Public Schools



Professional Development Plan 2021-2022

School Name: Eastside Middle School

Date: 4-29-2021

Pending SBDM Approval

Principal's Signature _____

Council Member Signature _____

Council Member Signature _____

Council Member Signature _____

Council Member Signature _____

Council Member Signature _____

Pending SBDM Approval

Bullitt County Public Schools
Professional Development Plan
2021-2022

School:	Eastside Middle School
Planning Process Participants	Troy Wood Kyle Buege Tabitha Echols Bryan Bates Team Leaders SBDM
Description of Overall Needs Assessment	<p>Based on 2019 KPREP Results, CASE results (Fall 2020), and Teacher input, needs were identified and a plan was developed.</p> <p>Eastside Middle School seeks to use all available data in order to better understand the systems that produce our results. We use available data to continuously improve all processes, procedures, and systems contributing to student learning, ultimately, improving our results. All teachers are involved in continual data analysis. Teachers collaborate with our school's data manager to develop reports and analyze these reports during PLCs. All members of our school's CSIP team as well as our SBDM council contributed to the data analysis. Our goal is to determine if the systems and procedures we have in place are effectively addressing the needs of our students.</p>
Description of Planning Process	<p>The first step in addressing our identified areas of concern involves collaboration. Members of the learning community assist in identifying the areas needing improvement. We participate in a comprehensive data analysis in attempt to identify probable causes of lower performance. Collaboration continues in order to identify research-based strategies to address the identified areas of concern. Administrators will now work with all members of the learning community to ensure the areas of concern and the strategies to address these concerns are clearly communicated. Furthermore, we work to equip the members of our learning community with professional development opportunities, time, and resources to successfully implement our plan for improvement. Our school administrators, district leaders, faculty members, and SBDM council monitor Eastside Middle School's plan of action. The activities identified are implemented according to the timeline outlined in our school's SBDM approved CSIP. Eastside's leadership team meet each week in order to discuss the progress made in the</p>

	<p>implementation of our plan. Information is then presented during monthly SBDM meetings and team PLCs to ensure our stakeholders are included in the implementation process and progress. Our faculty continually assesses the programs and strategies implemented in order to determine efficiency and effectiveness. Faculty members use the data provided by these programs in order to make informed instructional decisions. Instructional decisions are discussed during weekly/monthly PLC meetings in order to ensure students are benefitting from the programs and strategies implemented.</p> <p>The certified staff of EMS met September 2019, 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 on-going 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 2020-2021 school year was developed.</p>
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Final Plan Due to Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

Professional Development Plan 2021-2022

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>
<p>Increase overall student achievement through the implementation of research based MTSS for behavior. (Reducing classroom distractions and maximizing instructional time through an appropriate behavior intervention system will improve overall student achievement.)</p>	<p>MTSS Behavior Management Strategies/ Development</p>	<p>Review MTSS behavior data to determine effective strategies implemented and identify areas for improvement. Training provided to increase teacher ability to identify appropriate intervention strategies.</p>	<p>EMS Faculty and Staff</p> <p>To increase student achievement, teachers will implement effective behavior and classroom management strategies.</p> <p>Increase knowledge concerning the intervention process and develop effective MTSS for behavior.</p> <p>Teachers will identify at - risk students and implement tier two</p>	<p>August 2021- May 2022</p> <p>3 Hours</p>	<p>\$0</p>	

			and three interventions in a timely and efficient manner.			
Teachers will engage students with rigorous content in ways conducive to continual improvement and leading to an increase in overall student achievement.	Kentucky's Characteristics of Highly Effective Teaching and Learning Training: <ul style="list-style-type: none"> • Learning Climate • Classroom Assessment and Reflection • Instructional Rigor and Student Engagement • Instructional Relevance • Knowledge of Content • Writing Across the Content • Thinking Focus Embedded Within 	Participants will engage in a variety of activities to better understand the following concepts: <ul style="list-style-type: none"> • Classroom Assessment and Reflection • Instructional Rigor and Student Engagement • Instructional Relevance • Knowledge of Content • Writing Across the Content • Thinking Focus Embedded Within 	EMS Faculty and Staff Teachers will engage students in instructional practices conducive to the improvement of overall student achievement.	August 2021-May 2022 3 Hours	\$0	

Improve instructional strategies through training in the use of a variety of technology resources (i.e, clickers, IPADs, Chromebooks etc.) in order to improve instructional practices.	School-wide training on the use of available technology resources District Technology PD	Focus of training is to provide examples of pedagogically sound technology use in the classroom.	EMS Faculty and Staff Improve use of appropriate technology to increase student achievement.	August 2021- May 2022 3 Hours	\$0	
Improve the implementation of Thinking Strategies and Workshop Model. in order to increase proficiency, enhance growth, and close gap groups.	Thinking Strategies and Workshop Model Training	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.	EMS Faculty and Staff Improve the implementation of Thinking Strategies and Workshop Model. in order to increase proficiency, enhance growth, and close gap groups.	August 2021- May 2022 3 Hours	\$0	
Staff will work together to improve collegiality building wide, in order to increase productivity in PLCs.	Team Building (Crooked Creek)	A day of teacher team building to boost morale, improve interactions, and establish a culture of collaboration	EMS Faculty and Staff Improve collegiality building wide, in order to increase productivity in PLCs.	August 2021 6 Hours	\$0	
A core group of teachers will attend	NCTE	The NCTE Annual Convention is an	EMS Language Arts Department	November 18-21, 2021	\$270 per participant	

NCTE convention in order to develop skills and strategies conducive to student improvement and success.		opportunity to find new teaching allies, new connections with luminaries and authors, and fresh inspiration to bring back to classrooms around the country.	Develop new strategies and practices which in turn may be shared with other teachers resulting in an increase in student achievement.	12 hours	SBDM Instructional Funds	
Promote a culture of reading throughout the school	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.	EMS Faculty and Staff Teachers will promote a culture of reading throughout the school	August 2021-May 2022 1 hour per book	\$2500 Library funds Instructional funds PD funds	
			CSIP GOALS			
Increase the percentage of proficient/ distinguished students in the area of Reading from 75.9 to 78.1 by spring 2021.	Content-Focused Professional Development Kentucky's Core Academic Standards Professional Development Training	- 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. - Teachers provided with additional 55 minute planning period per week to meet in CCPLC	EMS Language Arts Department .78.1 percent of students will achieve proficiency in the area of Reading on 2021 KPREP assessment.	August 2021-May 2022 3 Hours	\$0	

		<ul style="list-style-type: none"> - Teachers in all content areas will collaborate with ELA teachers to develop reading practices consistently across curricular areas - All teachers promote reading for comprehension, pleasure and understanding. - Implement CASE test to identify standards not mastered -Use CASE data to guide instructional process 				
Increase the percentage of F/R students scoring proficient and distinguished in reading and math from 59.45% to 63.2% by Spring 2021.	Content-Focused Professional Development Kentucky's Core Academic Standards Professional Development Training	<ul style="list-style-type: none"> - Include ECE instructional coaches in ECE PLC. - ECE Instructional coaches to ensure best practices in the co-teaching model and in resource classes - Implement CASE test to identify standards not mastered -Use CASE data to guide instructional process - Core content 	EMS Faculty and Staff 63.2 percent of Economically Disadvantaged students will achieve proficiency in the area of reading and math on 2021 KPREP assessment	August 2021-May 2022 3 Hours	\$0	

		<p>PLCs will meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students within our GAP group</p> <p>- Implement period to focus on math and reading interventions in general schedule.</p>				
<p>Increase the percentage of proficient/ distinguished students in the area of math from 61.3 to 65 by spring 2021</p>	<p>Content-Focused Professional Development</p> <p>Kentucky's Core Academic Standards Professional Development Training</p>	<p>- 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.</p> <p>- Teachers provided with additional 55 minute planning period per week to meet in CCPLC</p> <p>- The admin will review and analyze</p>	<p>EMS Faculty and Staff (math teachers)</p> <p>65 percent of students will achieve proficiency in the area of Math on 2021 KPREP assessment.</p>	<p>August 2021-May 2022</p> <p>3 Hours</p>	\$0	

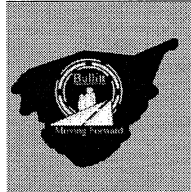
		data gathered through weekly classroom observations and provide feedback to improve instructional practices.				
Increase the percentage of students with disabilities scoring proficient and distinguished in reading and math from 40.5% to 43.5% by Spring 2021.	Content-Focused Professional Development Kentucky's Core Academic Standards Professional Development Training	<ul style="list-style-type: none"> - Include ECE instructional coaches in ECE PLC. - ECE Instructional coaches to ensure best practices in the co-teaching model and in resource classes - Implement CASE test to identify standards not mastered -Use CASE data to guide instructional process - Core content PLCs will meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students within our 	EMS Faculty and Staff 43.5 percent of students with disabilities will achieve proficiency in the area of reading and math on 2021 KPREP assessment.	August 2021-May 2022 3 Hours	\$0	

		<p>GAP group</p> <ul style="list-style-type: none"> - Implement period to focus on math and reading interventions in general schedule. 				
<p>EMS will increase proficiency in science from 29.1 to 35.5 by spring 2021</p>	<p>Content-Focused Professional Development</p> <p>Kentucky's Core Academic Standards Professional Development Training</p>	<ul style="list-style-type: none"> - Teachers to develop common assessments through Mastery Connect - Tracking progress toward mastery of standards through Mastery Connect - Focus on rigor of questions included in standards based common assessments, - Implement instructional process through CCPLC 	<p>EMS Faculty and Staff (science teachers)</p> <p>35.5 percent of students will achieve proficiency in the area of science on the 2021 KPREP assessment.</p>	<p>August 2021-May 2022</p> <p>3 Hours</p>	\$0	
<p>EMS will increase proficiency in writing from 45.1 to 50.1 by spring 2021</p>	<p>Content-Focused Professional Development</p> <p>Kentucky's Core Academic Standards Professional Development Training</p>	<ul style="list-style-type: none"> - Whole school focus on pre-writing process. - Common vocabulary from 6-8 grade - More writing across content 	<p>EMS Faculty and Staff</p> <p>50.1 percent of students will achieve proficiency in the area of writing on the 2021 KPREP assessment.</p>	<p>August 2021-May 2022</p> <p>3 Hours</p>	\$0	

		<p>areas</p> <ul style="list-style-type: none"> -LA Teachers create prompts and common rubrics to ensure writing process is taught the same and assessed the same - Teachers in LA PLC identify what needs to be learned before students reach 8th grade - On demand prompts in all classes - Instructional process implemented 				
<p>Increase the percentage of GAP group students scoring proficient and distinguished in writing from 26.85% to 33.5% by Spring 2021</p>	<p>Content-Focused Professional Development</p> <p>Kentucky's Core Academic Standards Professional Development Training</p>	<ul style="list-style-type: none"> - Whole school focus on pre-writing process. - Common vocabulary from 6-8 grade - More writing across content areas -LA Teachers create Prompts and common rubrics to ensure writing process is taught the same and 	<p>EMS Faculty and Staff</p> <p>33.5 percent of GAP group students will achieve proficiency in the area of writing on 2021 KPREP assessment.</p>	<p>August 2021-May 2022</p> <p>3 Hours</p>	\$0	

		<p>assessed the same</p> <ul style="list-style-type: none">- Teachers in LA PLC identify what needs to be learned before students reach 8th grade- On demand prompts in all classes- Instructional process implemented- Include ECE instructional coaches in ECE PLC.- ECE Instructional coaches to ensure best practices in the co-teaching model and in resource classes- Implement CASE test to identify standards not mastered				

Bullitt County Public Schools



Professional Development Plan 2021-2022

School Name: Freedom Elementary

Date: 3/22/21

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 school year.

Principal's Signature Matthew Treadway

Council Member Signature Adam Pryor

Council Member Signature Raquel Hubbard

Council Member Signature Megan Harris

Council Member Signature Emily Forgey

Council Member Signature Kristen Axline

Bullitt County Public Schools
Professional Development Plan
2021-2022

School:	Freedom Elementary
Planning Process Participants	<p>Matt Treadway Ashley Andriot Brittney Reid School Leadership Team Site Based Decision Making Council All Staff (Survey)</p>
Description of Overall Needs Assessment	<p>Based upon the 2018-19 KPREP Assessment, formative school data, and teacher feedback, there is a need to address school-wide science and social studies instruction. As the school increases teacher resources in these two areas, there is a need to provide training on how to utilize them as well as the inquiry model of teaching.</p> <p>In addition, teachers will need continued opportunities to refine and adjust their common formative assessments in the areas of reading and math to adequately address the rigor of the standard.</p> <p>Teachers will also be provided opportunities throughout the course of the year to analyze CASE assessment data and make instructional plans to address gaps that are present.</p>
Description of Planning Process	<p>A survey was sent out to certified staff members to gather feedback and inform professional learning needs for the 2021-22 school year. After collecting all feedback and discussing it with the School Leadership Team, it was clear that there was some variance in the needs of the staff. To best meet the individual learning needs of each staff member, there will be a pseudo-EdCamp developed to include the most frequently mentioned PL requests. Instead of a traditional EdCamp where multiple learning sessions are offered at the same time and staff has to choose between them, it will occur during the same week where teachers can select the sessions that they feel are most necessary for their growth.</p>

Final Plan Due to Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

Professional Development Plan 2021-2022

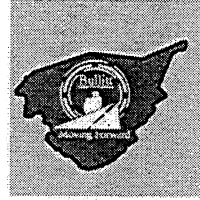
Identified Student Learning/School Improvement Need(s): <i>(connect to student data, CSIP, etc.)</i>	Professional Learning Activity	Description of Activity	Intended Participants & Learning Outcomes	Start, End Date and # of Hours	Estimated Cost and Funding Source	Outcomes/Progress/Success Evidence <i>(to be reviewed by SBDM council throughout the year)</i>
Increase the average combined reading and math proficiency percentage on K-PREP from 63.45% in 2019 to 65% in 2021.	Math Strategies for Conceptual Understanding	Utilizing research based math strategies, our team of experts will work with teachers to find ways to implement best practices in their classroom	PreK-5th Grade Teachers Teachers will become more familiar and fluent with math strategies that encourage conceptual understanding.	August 2nd (AM) 3 Hours	\$0	
Increase the average combined reading and math proficiency percentage for students with disabilities (with IEP) on K-PREP from 45.7% in 2019 to 48.8% in 2021.	Co-Teaching	Teachers will have the opportunity to engage in co-teaching training that promotes the various models for successful implementation.	PreK-5 Co-Teaching Partnerships Teachers will be able to implement their learning to incorporate successful models of co-teaching in the classroom.	August 2nd (PM) 3 Hours	\$0	

Increase the percentage of students scoring proficient or distinguished in writing on K-PREP from 37.4% in 2019 to 50% in 2021.	Mapping Out Units for the Three Modes of Writing/Tier 3 Intervention for Writing	<p>The instructional coach will lead teachers through the process of planning a writing unit over time (all three modes) and empower them to apply it to their weekly lesson plans.</p> <p>The instructional coach will provide resources and options for Tier 3 writing intervention.</p>	<p>PreK-5 Teachers</p> <p>Teachers will be able to apply their knowledge of unit planning in writing to successfully incorporate into their weekly plans.</p>	<p>August 3rd (PM)</p> <p>3 Hours</p>	\$0	
All CSIP Goals (Cross Curricular)	Project-Based Learning for Cross Curricular Instruction	Utilizing the team of teachers who engaged in a book study (Project Based Learning by Ryan Steuer), faculty will study the components of a successful PBL and explore opportunities to employ and apply in future units.	<p>PreK-5 Teachers</p> <p>Teachers will be able to utilize the knowledge gained to successfully plan PBLs for their grade level.</p>	<p>August 3rd (AM)</p> <p>3 Hours</p>	\$0	
Increase the percentage of students scoring proficient or distinguished in social studies on K-PREP from	Social Studies-Year at a Glance	Teachers will be able to explore the YAGs for Social Studies and develop an understanding of how to utilize them within their classroom. Teachers will develop their first SS unit for the	<p>K-5 Teachers</p> <p>Teachers will be able to successfully utilize the Year at a Glance in Social Studies and plan instruction accordingly.</p>	<p>August 6th (AM)</p> <p>3 Hours</p>	\$0	

38.5% in 2019 to 50% in 2021.		year using this framework.				
Increase the percentage of students scoring proficient or distinguished in science on K-PREP from 35.5% in 2019 to 50% in 2021.	Science Resource Refresher	Utilizing Science Alive and StemScopes, teachers will have the opportunity to refresh on these two resources as well as plan upcoming units of study with them.	K-5 Teachers Teachers will successfully plan upcoming units of study utilizing the resources explored.	August 6th (PM) 3 Hours	\$0	
Increase the average combined reading and math proficiency percentage on K-PREP from 63.45% in 2019 to 65% in 2021.	CASE Analysis	Instructional decisions will be made based upon the results of math and reading CASE data during the fall, winter, and spring windows	K-5 Teachers To measure student mastery of standards throughout the course of the school year, determine instructional effectiveness as it relates to standard mastery, and to determine needed extensions and interventions for individual students.	Dates TBD Fall (2 Hours) Winter (2 Hours) Spring (2 Hours)	\$0	
	Book Study	A book study will be offered each semester (Fall and Spring) based on teacher need/interest.	PreK-5 Teachers To successfully utilize information learned to apply to their practices.	Dates TBD 3 Hours/Book Study	Cost of the Books Selected	

	New Teacher Induction	Teachers with 0 years experience will be immersed in a new teacher induction program as outlined in the certified evaluation plan. This program will provide new teachers a solid foundation in best practices both instructionally and within classroom management.	New teachers will grow their toolkit and have a better understanding of best practices within the classroom.	Dates TBD 2021/22 School Year (12 Hours)	District Funding	CFA Data, Achievement Data, Student Mastery of Standards by Spring 2022, Teacher Retention
	Ongoing Professional Learning as needed to address Professional Growth Goal, District Wide Initiatives, and Individual Classroom Needs.	Teachers have the ability to seek out or be provided additional differentiated professional learning opportunities as needed.	To successfully utilize information learned to apply to their practices.	Dates TBD Hours as Needed		N/A

Bullitt County Public Schools



Professional Development Plan 2021-2022

School Name: Hebron Middle School

Date: April 28, 2021

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 school year.

Principal's Signature - Mr. Kelland L. Garland

A handwritten signature in black ink, appearing to read "Kelland L. Garland", written over the printed name.

Council Member Signature - Mrs. Aleshia Edwards

A handwritten signature in black ink, appearing to read "Aleshia Edwards", written over the printed name.

Council Member Signature - Mrs. Raquel Hubbard

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Council Member Signature - Ms. Michele Johnson

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Council Member Signature Mrs. Kim Schraut

Council Member Signature _____

Bullitt County Public Schools
Professional Development Plan
2021-2022

School:	Hebron Middle School
Planning Process Participants	Kelland L. Garland Katie Cottner Matt McGregor Wendy Davidson
Description of Overall Needs Assessment	<p>Team members analyzed the following sources of data and determined the need for Professional Learning accordingly.</p> <ol style="list-style-type: none"> 1. Data from PLC Minutes: unit plans need to be more developed to fully understand the PLC process 2. Classroom observations (formal and informal): there is a need for differentiation within our classrooms. Tier II interventions need to be provided by the content teachers. 3. Special Education achievement data: we have seen an improvement, but we must continue to develop our co-teaching strategies in order to help our students learn at a high level. 4. Special Population achievement data: we have a population of students that need Tier II and Tier III behavior interventions to support their learning. 5.
Description of Planning Process	The participants looked at classroom visit feedback, CASE data, intervention progress reports, PLC minutes, classroom assessments, and behavior data.

Final Plan Due to Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

Professional Development Plan 2021-2022

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>
CASE data from Winter 2020 indicates academic deficits among students from the first semester. Adjustments were made for the second semester of the 20-21 school year; however there are still gaps which exist which will need to be a focus in the coming year	Curriculum Deep Dive	Review standards and pacing guides to determine vital standards and specific focus for the year based on deficits identified through Spring CASE assessment.	All staff Staff will gain an awareness of academic deficits among incoming students and revise their pacing guide and vital standard focus to address those deficits	Prior to the start of school 2021 6 hours	\$0	Review of pacing guides and CASE assessment data in the fall
PLC Minutes & data	Professional development in the PLC process and correct use of data to drive instruction	School leadership will train facilitators in the PLC process. Facilitators will then work collaboratively throughout the year to train staff	All staff	July 2021 - June 2022	Free	PLC Minutes CASE data Eleot Walkthrough data

		on the process, analysis of data, and how to allow the data to drive instruction				
Need for increased student engagement	Thinking Strategies/PEB C 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 2021 - May 2022 12 hours	Free	Eleot Walkthrough data CASE data PLC Minutes
Need for classroom behavior interventions	Learning how to handle difficult students	Teachers will complete trainings on how to best support challenging students in the area of behavior	All teachers	August 2021-May 2022	\$500 for books (Section 6 funds)	Classroom visits Behavior intervention data
Data indicates a significant number of students struggling with academics, mental health, and social connectedness. A restructuring of our MTSS framework has revealed that many teachers are not familiar with the types of	MTSS Tiered Instruction	Provide an overview of the framework and provide practical supports and strategies for Tier 1 and Tier 2 interventions within the classroom.	All Staff Teachers will understand what Tier 1 and Tier 2 interventions look like in the classroom in all areas under the MTSS umbrella. Teachers will know how to apply these interventions; data to collect,	Prior to the start of 2021 3 hours	\$0	MTSS data and student progress between the Tiers

interventions to be utilized with Tier 1 and Tier 2 interventions in various areas.			and how to make decisions based on that data.			
BCPS Certified Evaluation Plan requires new teachers (teachers with 0 years experience) to gain 12 hours of professional learning through the district New Teacher Induction Program	New Teacher Induction	-Teachers with 0 years experience	-The outcomes for new teachers will be focused around the following essential questions: (1) How has teacher planning, classroom management, instruction, and professionalism improved? (2) How will addressing the emotional phases a new teacher experiences impact job satisfaction and teacher retention? (3) How have teachers demonstrated the characteristics of a T.H.R.I.V.E. teacher?	<u>12 hours</u>	\$0 (no cost to schools-district funded)	On-going surveys and exit slips will be given to participants and shared with principals, etc.

Bullitt County Public Schools**Professional Development Plan
2021-2022**

School Name: Lebanon Junction Elementary

Date: April 14, 2021

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 school year.

Principal's Signature _____ *DMullins*

Council Member Signature _____ *Sarah Whittemore*

Council Member Signature _____ *Lana Dixon*

Council Member Signature _____ *Mike DiBeno*

Council Member Signature _____

Council Member Signature _____

Bullitt County Public Schools
Professional Development Plan
2021-2022

School:	Lebanon Junction Elementary
Planning Process Participants	Daniel Mullins, Principal Danielle Abramson, Instructional Coach Jami Willis, Counselor Teachers provided input from surveys and discussion based on needs assessment.
Description of Overall Needs Assessment	LJES staff completed a needs assessment after analyzing prior year 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. School-level data indicates that there is a widening gap in the area of reading, with many students struggling with foundational skills. These gaps have been further exacerbated by the COVID-19 pandemic and inconsistent access to in-person instruction.
Description of Planning Process	The PD planning process began with staff discussion of needs - beyond curriculum - that would positively impact student achievement. Based on these discussions as a whole staff and as PLC groups, professional development was planned. With a wide variety of needs among staff, many opportunities are being offered so that each staff member can best meet their individual instructional needs.

Final Plan Due to Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

Professional Development Plan 2021-2022

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 SBOA council throughout the year)
-BCPS Certified Evaluation Plan requires new teachers (teachers with 0 years experience) to gain 12 hours of professional learning through the district New Teacher Induction Program. Connected to CDIP	New Teacher Induction Program (THRIVE)	New teachers (0 years) receive support through the New Teacher Induction Program (THRIVE). This learning includes sessions to increase knowledge of strategies as well as non-evaluative observations to provide feedback.	<p>Audience: New teachers (0 years experience)</p> <p>-The outcomes for new teachers will be focused around the following essential questions:</p> <p>(1) How has teacher planning, classroom management, instruction, and professionalism improved?</p> <p>(2) How will addressing the emotional phases a new teacher experiences impact job satisfaction and teacher retention?</p> <p>(3) How have teachers demonstrated the characteristics of a T.H.R.I.V.E. teacher?</p>	<p>2021-2022 school year</p> <p>12 hours</p>	\$0 (no cost to schools-district funded)	On-going surveys and exit slips will be given to participants and shared with principals, etc.

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)
The LJES CSIP focuses on improvement in the areas of reading, writing, and math. By implementing new strategies using technology, these goals can be achieved through various methods. Connected to CDIP	Technology	Technology training led by BCPS Digital Learning Coaches based on individual staff needs.	Audience: All staff Outcomes: Increased technology proficiency to support student learning in the classroom.	Throughout the school year	\$0 (presented by BCPS Digital Learning Coaches)	
Behavior data indicates that students in early primary struggle with the transition to school, resulting in increased behaviors, especially during the first few months of the school year. Connected to CDIP	<u>Transition Support Workshop</u>	Workshop on child development, sensory strategies, triggers, successful transitions, data, de-escalation and function of behavior focusing on the early childhood learner.	Audience: K, 1st grade, and SpEd staff Outcomes: Decreased behaviors as students transition into the school routine.	July 26, 2021 8:30-3:30 Or July 27, 2021 8:30-3:30 Bullitt Central Hub	\$0 (presented by district Special Education staff)	Decrease in early primary student referrals and/or restraints. Increase in safety as students learn how to do school.
Due to the COVID-19 pandemic, all students have experienced trauma. This training will provide staff with strategies to immediately implement in their classroom. Connected to CDIP	All Things SEL	Staff will receive training in Social-Emotional Learning and PBIS.	Audience: All staff Outcomes: Increased strategies for SEL implementation within classrooms.	July 29, 2021 8:30-11:30 3 hours	\$0 (presented by School Counselor, Jami Willis)	

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)
LJES has shown little to no growth in the area of reading and writing based on test data. Connected to CDIP	ELA	Staff will train in best practice strategies for working with readers, including phonics, instructing below level readers, word work activities, and questioning.	Audience: All staff Outcomes: Increased knowledge of ELA strategies in order to support readers at all levels.	July 29, 2021 12:30 - 3:30 3 hours	\$0 (presented by school staff) *Phonics-Katy Smalley *Intervention - Lana Dixon *Questioning - Daniel Mullins	
Project Based Learning will combine the Graduate Profile competencies into daily instruction as we aim to target students/ skills across content areas. Connected to CDIP	Project Based Learning	Staff will further their knowledge of Project Based Learning as they work with peers to begin the creation of PBL for their grade level/content.	Audience: All staff Outcomes: Increased knowledge of and proficiency in planning Project Based Learning opportunities.	August 2, 2021 8:30 - 3:30 6 hours	\$0 (presented by Instructional Coach, Danielle Abramson)	
The LJES CSIP focuses on reading, writing, and math. This refresher will provide staff with training to implement district initiatives that can be used across all content areas. Connected to CDIP.	EdCamp Refresher	Staff will train in various aspects to refresh their knowledge of school and district programs (Workshop Model, Kagan)	Audience: All staff Outcomes: Review school/district programs to increase effectiveness in the classroom.	August 3, 2021 8:30 - 11:30 3 hours	\$0 (presented by school staff) *Kagan - Carmen Bolyard *Workshop Model - Megan Rutledge	

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)
Special Education is a focus gap group at LJES as we work to increase proficiency across all content areas. Connected to CDIP	Special Education	Staff will review the different accommodations given to students who receive special education services, as well as review how a student qualifies for the various disability categories. Collaboration between special education staff and regular education staff will be included.	Audience: All staff Outcomes: Increased awareness of special education disability groups, characteristics of each disability, and ways to provide support for each disability.	August 3, 2021 12:30 - 3:30 3 hours	\$0 (presented by School Psychologist and SpEd staff)	
Teachers work to increase engagement and achievement across all grade levels and all content areas. Collaboration district-wide will provide additional opportunity to plan lessons that address focus areas for each school.	Special Area Collaboration	Special Area staff will collaborate with teachers from across the district to share strategies and plan together.	Audience: Special Area staff Outcomes: Increased collaboration will result in new lesson ideas and strategies for instruction.	August 2, 2021 8:30 - 3:30 6 hours	\$0	

Bullitt County Public Schools



Professional Development Plan 2021-2022

School Name: Maryville Elementary

Date: 3/30/2021

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 school year.

Principal's Signature

[Handwritten Signature]

Council Member Signature

Amanda N. Wooden

Council Member Signature

Tera Kincaid

Council Member Signature

Sheila Johnson

Council Member Signature

Melissa Pratt

Council Member Signature

Garnet Corbett
Kasay Weinberg

Bullitt County Public Schools
Professional Development Plan
2021-2022

School	Maryville Elementary
Planning Process Participants	Ann Louise Hance, Principal Carrie Compton, Instructional Coach Kaet Barron, Counselor
Description of Overall Needs Assessment	Surveys, classroom observations, instructional data, and perception data were used to determine school improvement needs, thus driving PD priorities.
Description of Planning Process	Certified staff completed a survey on PD needs for the 2021-2022 school year. The leadership team reviewed these surveys to develop learning opportunities that aligned with current school and district initiatives, specifically the CSIP and DSIP.

Final Plan Due to Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

Professional Development Plan 2021-2022

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>
Last year a new points system was introduced to students to replace our money system within PBIS. This year, houses will be introduced to build culture and community throughout the building.	PBIS / Culture Building	Teachers will learn about the House System from our Ron Clark Committee and how it will be implemented into our PBIS system.	Teachers will understand and implement the school-wide houses with our PBIS system. Teachers will incorporate our PBIS points system into our school wide houses.	July 30, 2021 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 2020-2021 school year.	Teachers will grow communication skills to enhance school culture. Teachers will collaborate to solve problems.	July 30, 2021 3 hours	~\$1,500 Fund 22	

CASE and common formative and summative assessments have demonstrated a need to grow teacher pedagogy around word study.	Word Study	Teachers will grow knowledge around word study from Margie Linde, our guided reading instructional coach.	Teachers will understand and implement Jan Richardson's word study model.	August 2/3 6 hours	~\$600 Title I	
CASE and common formative and summative assessments have demonstrated a need to grow teacher pedagogy around math instruction and place value.	Math Instructional Strategies / What's My Place? What's My Value?	Teachers will learn from Libby Pollett with bby Publications to grow knowledge around effective math instructional strategies and place value.	Teachers will understand and implement bby Publication's What's My Place? What's My Value?	August 2/3 6 hours	~\$1000 Title I	
Lesson plans and classroom observations have demonstrated a need to review and implement the Workshop Model structure to increase student engagement.	Workshop Model and Thinking Strategies	The Instructional Committee will guide the staff through professional development on the Workshop Model and Thinking Strategies. Teachers will have the opportunity to lesson plan and incorporate these structures into their plans.	Teachers will grow knowledge around the Workshop Model. Teachers will structure their lesson plans around the Workshop Model.	August 2/3 3 hours	N/A	
Common formative and summative assessments have demonstrated a need to continue the PLC	Instructional Process / PLC Work	Teachers will collaborate with their PLC to prioritize standards and	Teachers will create assessments congruent to Kentucky	August 2021-May 2022 Flex 6 hours	N/A	

process to ensure congruent assessments.		create congruent assessments to measure mastery of standards.	Academic Standards.			
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, newly graduated, related arts, and special education teachers. Teachers will receive differentiated PD to grow professionally.	August 2021-May 2022	N/A	

Bullitt County Public Schools



Professional Development Plan 2021-2022

School Name: Mt. Washington

Date: 4/20/2021

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021- 2022 school year.

Principal's Signature Julie Shumaker

Council Member Signature Kristy Foster

Council Member Signature Dyana Kleinhoffer

Council Member Signature Bob

Council Member Signature Julie Brock

Council Member Signature Nicole Atkinson

Bullitt County Public Schools
Professional Development Plan
2021-2022

School:	Mt. Washington Elementary School
Planning Process Participants	<p>The Planning, Professional Learning and Budget Committee: Beth Fox, Sonya Gillenwater, Rachel McCafferty, Amber Mc Bee, Tiffany Williams</p> <p>In addition: Dionna Bickley (Assistant Principal), Julie Adams (the Instructional Coach), Lindsay Miller (the Specialized Student Services Coach) and Alicia Franklin(School Counselor)</p>
Description of Overall Needs Assessment	<p>A Google Form was created to allow teachers the opportunity to share what they felt would be beneficial for their own professional growth. All certified staff were then asked to take a Google Survey about their concerns and needs for professional development. The related arts and special education team also discussed what they would like for professional learning during a PLC. In addition we utilized MWES's CASE Assessment, DRA, CBM and On Demand Scores to determine areas of need. The CSIP also assisted with quickly identifying our needs. The committee used all of these items to determine the need for professional learning opportunities and a plan for the 2021-2022 school year.</p>
Description of Planning Process	<p>In the spring of 2021, The survey was given to certified staff. All of the data was compiled and areas of focus were determined. A draft was started by the administration team, and then shared with the committee. The Planning, Professional Learning and Budget Committee used a virtual platform to discuss plans for the 2021-2022 Professional Learning Plan and give suggestions to the rough draft. The administration team then made revisions and reshared the document with the committee for approval.. In April, the SBDM was consulted and approved the plan in its entirety.</p>

Bullitt County Public Schools

Professional Development Plan 2021-2022

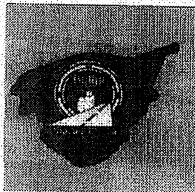
Identified Student Learning/School Improvement Need(s): <i>(connect to student data, CSIP, etc.)</i>	Professional Learning Activity	Description of Activity	Intended Participants & Learning Outcomes	Start, End Date and # of Hours	Estimated Cost and Funding Source	Outcomes/Progress/Success Evidence <i>(to be reviewed by SBDM council throughout the year)</i>
TFI and SSS from PBIS and mental health coach.	Develop SEL lessons based on the numerous social stories that have been purchased	Teachers will develop a lesson or lessons based on an SEL story, a template will be provided. The lessons will be housed in a shared drive created by the counselor.	Participants: Teachers. Outcomes: Teachers and staff will have ready made social story lessons.	Starting July 1 Teachers can earn up to 6 hours (2 lessons equal one hour PL)	\$0	

Low KPREP scores, lack of consistent scoring in CBM and On Demand writing, and Teacher survey were all contributing factors.	Book study- Writing in Small groups Jennifer Servallo	Teachers will meet 3 times for one hour to review the book and its strategies. During these meetings they will develop a plan to implement a strategy from the book. The teachers will then use a customized reflection 3 times after implementing the strategies.	Participants: Teacher Outcomes: Teachers will learn and utilize small groups to teach and improve writing.	6 hours 3 one hour meetings 9/14, 10/12, 11/9 (3:50-4:50) and 3 reflection/pre presentation time during staff meetings.	\$450	
Overall test scores: CASE, KPREP, CBM, and OnDemand and the need to use our special education teachers, tutors and assistants as co teachers in the classroom.	Co-teaching Strategies	This session will be used to discuss different types of co-teaching models and it will allow for teachers and staff time to work together to develop a plan for co-teaching.	Participants: All Staff- teachers and classified. Outcomes: All participants will have a better understanding of different methods of co-teaching and develop a plan for the fall.	6 hours 8/3/21 3 for PD and 3 for planning time	\$0	

CDIP, CSIP: The pacing guides and standards are directly related to the district and school wide student achievement goals.	Create a PD based off of the books Math Fact Fluency by J. Bay-Wiliams and Gina Kling and Math Practices from the book Everything You Need for Mathematics Coaching by M. McGatha, and J. Bay-Williams	The session will be about using the math practices within the units and examining current plans for	Participants: Teachers Outcomes: Teachers will be more intentional about math practices in their lessons.	3 hours 8/6/21	\$0	
Per the Google survey, Teachers reflected a need for some instruction and time.	Technology Instruction offered through the district	Teachers will participate in various trainings that the district will provide through our DLC	Participants: Teachers Outcomes: Teachers will increase their knowledge and skill in the various computer applications for our students.	Up to 9 hours	\$0 District provided	
CDIP, CSIP: Opportunities must meet areas of	Various PD offering	Various Pre-approved professional	Teachers	Up to 6 hours with pre-approval	\$0	

need in plans.		development opportunities		from the principal		
-BCPS Certified Evaluation Plan requires new teachers (teachers with 0 years experience) to gain 12 hours of professional learning through the district New Teacher Induction Program	New Teacher Induction	-Teachers with 0 years experience	-The outcomes for new teachers will be focused around the following essential questions: (1) How has teacher planning, classroom management, instruction, and professionalism improved? (2) How will addressing the emotional phases a new teacher experiences impact job satisfaction and teacher retention?	12 hours throughout the school year.	\$0 (no cost to schools-district funded)	On-going surveys and exit slips will be given to participants and shared with principals, etc.

			(3) How have teachers demonstrated the characteristics of a T.H.R.I.V.E. teacher?			
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Bullitt County Public Schools**Professional Development Plan
2021-2022**

School Name: Mt. Washington Middle School

Date: April 14, 2021 — *Approved By SBDM*

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 school year.

Principal's Signature *Shawn P. Dineen*

Council Member Signature *Steve Wier*

Council Member Signature *Janice Pentecost*

Council Member Signature *Joseph Tally*

Council Member Signature *Debra*

Council Member Signature *Trish Deschamps*

Jimmy Powell

Bullitt County Public Schools
Professional Development Plan
2021-2022

School:	Mount Washington Middle School
Planning Process Participants	Shawn Pickett, Principal Carl Curtsinger, Assistant Principal Kim Leshner, Instructional Coach Team and Department Leaders PBIS Team
Description of Overall Needs Assessment	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.
Description of Planning Process	analyzing walkthrough data and CSIP, discussion of professional learning opportunities and needs with staff

Final Plan Due to Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

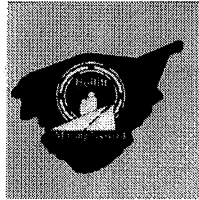
Professional Development Plan 2021-2022

Identified Student Learning/Personal Improvement Need(s) (Common to students, CSIP, etc.)	Professional Learning Activity	Content/Topic 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)
Teacher Feedback Data	Project based strategies Technology strategies for the classroom	Presentation of project based strategies Interactive uses of technology for the classroom	Teachers, staff	PD Day August 6, 2021 Total of 6 hours	\$0	
Walkthrough data	Thinking Focus Cadre	Cohort of teachers in year long training of thinking strategies, workshop model, graduate profile	Teachers, SPED Teachers Improve classroom instruction	August 2021- June 2022	\$0	
	Professional Learning Communities	Facilitator Training	Teachers	July 2021 3 hours	\$0	
	Co-Teaching	Training/Lesson Planning	Teachers, SPED Teachers	July 2021 3 or 6 hours	\$0	
	SBDM	Continuous improvement	Experienced or new SBDM members	July 2021 3 or 6 hours	\$0	

		planning				
Wellness Wednesday 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 2021-June 2022	\$0	
Walkthrough data	Teach Like a Pirate Book	Book study	Teachers Improve classroom instruction and student engagement	October-November 2021 6 hours	\$0	
Walkthrough data	The Excellent 11	Book study	Teachers and Staff Improve classroom instruction and student engagement	February -March 2022 6 hours	\$0	
Impact Survey data PBIS data	The Opportunity Myth	Book Study	Teachers Improve Instruction and School Culture	August - March 2022 6 hours	\$0	
Increase the percentage of students scoring proficient/distinguished in reading on KPREP from 60.3% to 63.9% by 2021. Increase the percentage of students scoring proficient/distinguished in math on KPREP	PLC trainings	Facilitator Training	PLC Facilitators Build teacher capacity as PLC facilitators	August 2021-June 2022	\$0	

from 49.1% to 53.7% by 2021.						
<p>Increase the percentage of students scoring proficient/distinguished in reading on KPREP from 60.3% to 63.9% by 2021.</p> <p>Increase the percentage of students scoring proficient/distinguished in math on KPREP from 49.1% to 53.7% by 2021.</p>	Content Level PLCs	Vertical alignment of standards and teaching	<p>Teachers</p> <p>Support for implementing new standards and curriculum maps</p>	August 2021-June 2022 6 hours	\$0	

Bullitt County Public Schools



Professional Development Plan 2021-2022

School Name: Nichols Elementary

Date: 04/13/21

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 school year.

Principal's Signature Anne Marie Landry

Council Member Signature Lauren Clark

Council Member Signature Elizabeth Yates

Council Member Signature Heidi Allen

Council Member Signature Lisa Horne

Council Member Signature Shirley

Bullitt County Public Schools
Professional Development Plan
2021-2022

School:	Nichols Elementary
Planning Process Participants	Anne Marie Landry - Principal Lauren Clark - Counselor Elizabeth McBroom - Instructional Coach/Library Media teacher Teachers and Instructional Assistants
Description of Overall Needs Assessment	<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"> • Writing (Lynn Schwalle from OVEC) • Math (Krocket McClure from OVEC) • PLC Collaborative Teams <ul style="list-style-type: none"> ◦ Instructional Process ◦ CFA development and implementation • SEL/Trauma Informed Care • PBIS • Co-teaching (Teresa Cox) • Thinking Focus • NTI/Google
Description of Planning Process	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, 2021

Bullitt County Public Schools

Professional Development Plan 2021-2022

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 School Council at end of the year)</i>
CSIP	Math	Strategies to promote Math Fluency and Number Sense and foster productive struggle	Kricket McClure (OVEC), Principal (Landry), Instructional Coach (McBroom), Teachers Learning outcome: for students to build Math Fluency and Number Sense and build stamina with productive struggle.	08/02/21 PL Day 6 hours	\$0	
CSIP	Virtual/NTI	Google Slides	Andrew Paige DLC Principal (Landry), Instructional Coach (McBroom), Teachers	08/03/21 PL Day 3 hours PM	\$0	

CSIP	Writing	Strategies to implement writing across the curriculum	Lynn Schwallie, Principal (Landry), Instructional Coach (McBroom), Teachers, Learning outcome for students to be able to write to learn, write to demonstrate learning, and publication.	08/03/21 PL Day 3 hours AM	\$0	
CSIP	Social Studies	Pacing of the standards	Principal (Landry), Instructional Coach (McBroom), Teachers, Instructional Process	08/04/21 Bullitt Day 3 hours	\$0	
CSIP	Math	Book Study on Productive Struggle	Kricket McClure (OVEC), Principal (Landry), Instructional Coach (McBroom), Teachers Learning outcome: for students to build stamina with productive struggle.	08/05/21 Bullitt Day 3 hours	\$0	

CSIP	SEL/Trauma Informed Care	Review of signs of trauma and how to appropriately respond; next steps in assisting students	Principal (Landry) Counselor (Clark) Instructional Coach (McBroom) Trauma Informed Care Team (Clark, J. Thompson, DeWitt, Blissett, Reverman) Teachers, Learning Outcome is to self-regulate/executive functions to increase learning.	08/06/21 PL Day 3 hours	\$0	
CSIP	Co-teaching	Share effective co-teach models	Principal (Landry) Instructional Coach (McBroom) Special Education Instructional Coach (Cox), Teachers	08/06/21 PL Day 3 hours	\$0	
PBIS	PBIS and Class Dojo	Revisit PBIS expectations and procedures for use of point system in Class Dojo	Principal (Landry) Counselor (Clark) Instructional Coach (McBroom) PBIS Team (DeWitt, Clark, Landry, Thompson, Belcher) Teachers and Staff	08/09/21 Opening Day	\$0	
CSIP	Thinking Focus	Model classrooms within NES for teacher observation.	Amy Ferrell, Renee Mayhew, Cindi French, Learning Outcome: ...best practice strategies for gradual release of responsibility.	Faculty Meetings throughout the year	\$0	

CSIP	PLC	Train facilitators and teacher on CFA intervention cycle	Instructional Coach (McBroom), Teachers/Instructional Process	Weekly PLC meetings	\$0	
CSIP	Vertical Alignment and mitigate learning loss (math and reading)	Creation of concept maps and editing and revising of CFA to include multiple grade level questions.	Principal (Landry), instructional coach (McBroom) and teachers/Understanding of the Instructional Process	Various dates 6 hours	\$0	
CSIP	Various PL opportunities related to CSIP, CDIP and/or PGP	Special Area Specific Reading Writing Math SEL Trauma-Informed Care PBIS Thinking Focus Co-teaching NTI	Teachers	Various dates 6 hours	\$0	
-BCPS Certified Evaluation Plan requires new teachers (teachers with 0 years experience) to gain 12 hours of professional learning through the district New Teacher Induction Program	New Teacher Induction	-Teachers with 0 years experience	-The outcomes for new teachers will be focused around the following essential questions: (1) How has teacher planning, classroom management, instruction, and professionalism improved? (2) How will addressing the emotional phases a new teacher	<u>12 hours</u>	\$0 (no cost to schools-district funded)	On-going surveys and exit slips will be given to participants and shared with principals, etc.

			<p>experiences impact job satisfaction and teacher retention?</p> <p>(3) How have teachers demonstrated the characteristics of a T.H.R.I.V.E. teacher?</p>			
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Bullitt County Public Schools



Professional Development Plan 2021-2022

School Name: Overdale Elementary

Date: 4-14-21

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 school year.

Principal's Signature

Rana R Brown

Council Member Signature

Bethie Lister

Council Member Signature

Cathy McDougald

Council Member Signature

Mark Foster

Council Member Signature

Debbie Penner

Council Member Signature

Graig Markesburg

Bullitt County Public Schools
Professional Development Plan
2021-2022

School:	Overdale Elementary
Planning Process Participants	Dana Brown Carla Wilson Excellence Team Professional Learning Communities SBDM Council
Description of Overall Needs Assessment	Our areas of focus next year at Overdale are determined by the goals we set in our Comprehensive School Improvement Plan as well as our progress on our PDSAs. One of our needs is to review the Instructional Process cycle with teachers. We will have a specific instructional focus in the areas of reading, writing, and math with a cross-curricular connection with social studies. Writing has been identified as an area of growth for Overdale. Professional Learning on the writing process, building a writing culture, and best practices will address this need. In order to support new teachers, time has been built in for professional learning specific to their needs.
Description of Planning Process	The professional development plan was created through collaboration between principal, instructional coach, PLC teams, Excellence Team members, and SBDM members related to schoolwide data analysis of reading, math, science, social studies, and writing performance. In addition, planning of professional development needs were determined throughout the year in professional learning communities to identify areas of growth and next steps for instruction.

Final Plan Due to Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

Professional Development Plan 2021-2022

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 SBDIM council throughout the year)</i>
-BCPS Certified Evaluation Plan requires new teachers (teachers with 0 years experience) to gain 12 hours of professional learning through the district New Teacher Induction Program	Teacher Induction Program	Teachers with 0 years experience	The outcomes for new teachers will be focused around the following essential questions: (1) How has teacher planning, classroom management, instruction, and professionalism improved? (2) How will addressing the emotional phases a new teacher experiences impact job satisfaction and teacher retention? (3) How have teachers	12 hours	\$0 (no cost to schools-district funded)	On-going surveys and exit slips will be given to participants and shared with principals, etc.

			demonstrated the characteristics of a T.H.R.I.V.E. teacher?			
CSIP	Review of Instructional Processes	Teachers will be instructed on Instruction, Assessments, Standards, Enrichment, Recovery, and Lesson Planning.	All OES teachers//Brown/Wilson--All teachers will demonstrate understanding of the instructional process and utilize it to plan instruction.	August 2 3 hours	\$0	
CSIP	Writing process	Teachers will be instructed on components of the writing process.	All OES teachers/Brown/Wilson--All teachers will demonstrate understanding of the writing process in order to use it to plan and execute instruction.	August 2 3 hours	\$0	
CSIP	Social Studies	Teachers will be instructed on the new Social Studies pacing guide and how to use it across the curriculum.	All OES Teachers/Brown/Wilson--All teachers will demonstrate utilizing social studies across the curriculum.	August 6 3 hours	\$0	
CSIP	Establishing a writing culture	Teachers will be instructed on setting up a classroom schedule and environment that is conducive for writing across the	All OES Teachers/Brown/Wilson--All teachers will demonstrate setting up a classroom that is conducive for	August 3 6 hours	\$0	

		curriculum.	writing.			
CSIP	Best practice strategies for an aligned writing curriculum	Teachers will be instructed on uses of organizers, scoring rubrics, mentor texts, and exemplar pieces.	All OES Teachers/Brown/Wilson--All teachers will demonstrate how to use organizers, scoring rubrics, mentor texts, and exemplar pieces when teaching writing.	August 6 3 hours	\$0	
Ongoing Professional Development as needed to address Professional Growth Goal, District Wide Initiatives, and Individual Classroom Needs. (Hours as needed)	Increased Student Achievement	Based on teacher professional learning needs	June 2021-May 2022	6 hours	\$0	

Bullitt County Public Schools



**Professional Development Plan
2021-2022**

School Name: Old Mill Elementary School

Date: March 23, 2021

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 school year.

Principal's Signature B. Hord

Council Member Signature Chris

Council Member Signature [Signature]

Council Member Signature Christina

Council Member Signature Brandi Tanner

Council Member Signature _____

Bullitt County Public Schools
Professional Development Plan
2021-2022

School:	Old Mill Elementary School
Planning Process Participants	Principal Instructional Coach Counselor Site Based Decision Making Council Teachers provided input from surveys and discussion based on needs assessment
Description of Overall Needs Assessment	<p>Based upon the 2020-2021 CASE data, PDSAs, and formative school data there is a need to address mitigating academic learning loss due to the COVID-19 pandemic.</p> <p>In addition, teachers will need continued opportunities to refine and adjust their instructional process to meet their students' individual needs through the work of their collaborative teams in Professional Learning Communities, as well as in vertical school-wide teams.</p> <p>Teachers will also be provided opportunities throughout the course of the year to analyze CASE assessment data and make instructional plans to address gaps that are present.</p>
Description of Planning Process	Dr. Brandy Howard, principal, Brittany Joiner, counselor, and Ashley Byerley, instructional coach, met and developed the PD outline for the upcoming school year based upon school need. Teachers also provided input through goal committees and surveys. The SBDM will be consulted to approve the plan in its entirety.

Final Plan Due to Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

Professional Development Plan 2021-2022

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>
BCPS Certified Evaluation Plan requires new teachers (teachers with 0 years experience) to gain 12 hours of professional learning through the district New Teacher Induction Program	New Teacher Induction	Teachers with 0 years experience	The outcomes for new teachers will be focused around the following essential questions: (1) How has teacher planning, classroom management, instruction, and professionalism improved? (2) How will addressing the emotional phases a new teacher experiences impact job satisfaction and teacher retention? (3) How have teachers demonstrated the characteristics of a T.H.R.I.V.E. teacher	12 hours	\$0 (no cost to schools-district funded)	On-going surveys and exit slips will be given to participants and shared with principals, etc.

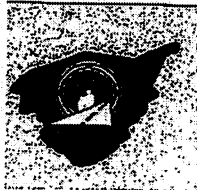
By Spring 2023, Old Mill Elementary School will increase the combined (reading and math) percentage of proficient and distinguished students from 60.2 to 67.4 as measured by KPREP.	Outlining priority standards and alignment of consistent vocabulary/language	Teachers will work in grade-level teams to determine their priority standards. They will then outline what key vocabulary and strategies apply. They will take this information to their vertical teams so that we can implement a school-wide consistent language in Reading and Math.	The outcomes for grade level and special education teachers is that we will have essential standards that we focus on with consistent language and strategies.	6 hours	\$0 (no cost to schools-district funded)	CFA Data, Achievement Data, Student Mastery of KAS Reading and Mathematics Standards
	Choice Book Study from the following books: -What School Could Be -What Great Teachers Do Differently -Teach like a pirate -Hacking School Disciple -Culturally Responsive Book Study -The Differentiated Classroom Book Study	Staff will be given the text to read throughout the summer. Book study/circles will occur during PD together to debrief and plan the next steps for instruction.	Increased awareness of best practices, research-based strategies, and innovation.	Online throughout summer 6 hours	\$1,000	CFA Data, Achievement Data, Student Mastery of KAS Mathematics Standards, Eleot data
	Choice from the following provided trainings: -Multi-Sensory Reading (OVEC) -Guided Reading (OVEC) -Blended Learning Strategies -Asynchronous Modules (KDE) -Gifted and	Staff will be given the option to participate in any of the following trainings to refine and strengthen their practice	Increased awareness of best practices, research-based strategies, and innovation.	Online throughout summer 6-12 hours	3,000	CFA Data, Achievement Data, Student Mastery of KAS Mathematics Standards, Eleot data

	Talented/Deeper Learning/Enrichment Strategies -MTSS Strategies -Writing Foundations and Strategies -Ed Camp -Solution Tree Global PD					
<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>Old Mill Elementary will create an environment in which behaviors are consistently and positively supported throughout the learning environment with a 5:1 positive-negative ratio.</p>	Zones of Regulation	Teachers will use this time to reflect on learning Zones training in the 20-21 school year. They will work in grade-level teams to discuss implementation systems and lessons that will positively impact the classroom experience and strengthen students' self-awareness and regulation skills.	-Teachers will have a better understanding of the Zones of Regulation and how to implement it school-wide -Teachers will be able to provide examples of what a positive learning environment and implementation would look and sound like.	3 hours	\$0	TFI walkthroughs, teacher and student surveys. discipline referrals
	Social-Emotional Learning through Morning Meetings	Collaborate within grade level teams to create plans utilizing our school pacing guide, Mind Up curriculum, and Second Steps curriculum	-Teachers will have a better understanding of social emotional resources that they can utilize in their classrooms and how it contributes to student learning	3 hours	\$0	TFI walkthroughs, teacher and student surveys. discipline referrals

GLOBAL PD as choice



Bullitt County Public Schools



Professional Development Plan 2021-2022

School Name: North Bullitt High School

Date: April 13, 2021

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 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
2021-2022

School:	North Bullitt High School
Planning Process Participants	PL Committee (J Lail, Mara Wiley, Tom Druen, Kara Hunt, SBDM)
Description of Overall Needs Assessment	North Bullitt High School identified a specific need for equity in instruction for all students and student groups. In order to refine the instruction and ensure equity, it will be necessary to have equity training, training in rigorous instruction and training for teachers in backward design, utilizing knowledge of students and best practices in a collaborative setting.
Description of Planning Process	The PL Committee met and reviewed the CSIP and mission statement for NBHS. Upon review, the committee decided that the greatest need is to obtain resources and training for equitable, rigorous instruction. The mission of NBHS is "to prepare all students for post-secondary achievement through equitable, rigorous, and engaging instruction." In order to meet that mission, the PL Committee devised the following plan, which was approved by the SBDM.

Final Plan Due to Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

Professional Development Plan 2021-2022

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 (Dates will depend on adoption of new calendar)	Estimated Cost and Funding Source	Outcomes/Progress/Success Evidence <i>(to be reviewed by SBDM council throughout the year)</i>
<p>Equity Training (CSIP) Students with disabilities will increase to 25% proficient and distinguished in reading and 24.5% in math by 2021 as measured by the ACT.</p> <p>(CSIP) Only 29% of NBHS students met ACT proficiency benchmark in reading in the 19-20 school year. Student</p>	<p>1. Book Study – <i>Culturally Responsive Teaching & The Brain</i> (excerpts)</p> <p>2. PowerPoint Presentation – <i>Equity</i></p> <p>3. Review Data – specifically data showing achievement levels of gap groups</p>	<p>In order to succeed in our mission to provide equitable educational opportunities for all students at NBHS, teachers will work collaboratively on</p> <p>1) defining equity as it pertains to all cultures, beliefs and backgrounds;</p> <p>2) developing culturally sensitive engagement opportunities for all students; 3)</p>	<p>All NBHS staff -</p> <p>Realization of access/lack thereof to equitable instruction for all students.</p>	<p>TBD (mandatory day prior to school beginning) 3 hrs</p>	<p>Title I PL Fund</p>	<p>Culturally sensitive instruction that includes all students. Classroom assessment, pre-ACT and ACT data should bear our greater student success</p>

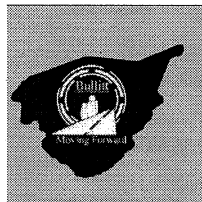
success in this area will increase to 46.8% by 2021.		providing opportunities for families to have input in planning equitable learning opportunities.				
<p><u>Rigor – defining and redefining</u></p> <p>(CSIP) Only 29% of NBHS students met ACT proficiency benchmark in reading in the 19-20 school year. Student success in this area will increase to 46.8% by 2021.</p> <p>(CSIP) Only 25% of NBHS students met ACT proficiency benchmark in math (19) for the 19-20 school year. Student success in this area will increase to 40.8% by 2021.</p> <p>2020 pre-ACT data</p>	<ol style="list-style-type: none"> 1. Review copies of all recent district assessments 2. Review copies of what teachers perceive to be their most rigorous lessons/assessment 3. Review copies of Common Core Standards 4. Review depth of Knowledge Chart 5. Review revised Bloom's Taxonomy (Anderson & Krathwohl, 2009) 	<p>In order to succeed in our mission to provide rigorous instruction to all students at NBHS, teachers will work with one another in collaborative groups to redesign instruction to increase rigor. In doing so, we will be able to track success on formative, summative and standardized assessments for all groups. The work will focus on Backward Design strategies based on standards used to create common assessments.</p>	<p>All NBHS staff -</p> <p>Realization of access/lack thereof to equitable instruction for all students.</p>	<p>TBD</p> <p>(mandatory day prior to school beginning)</p> <p>3 hrs</p>	<p>PL Fund</p>	<p>Culturally sensitive instruction that includes all students. Classroom assessment, pre-ACT and ACT data should bear our greater student success</p> <p>Classroom assessments will reflect assessment of standards based on rigorous instructions.</p>

<p><u>Backward Design</u></p> <p>Anecdotal discussions with teachers</p>	<p>1. Copies of standards</p> <p>2. Backward Design Templates</p> <p>3. Backward Design Examples (Appendix B)</p> <p>4. Effective Formative Assessments</p> <p>5. Dylan Williams, <i>Embedded Formative Assessment</i></p> <p>6. Bowen, Ryan S., (2017). Understanding by Design. Vanderbilt University Center for Teaching. Retrieved October 30, 2020 from https://cft.vanderbilt.edu/understanding-by-design/.</p>	<p>In order to succeed in our mission to provide rigorous instruction to all students at NBHS, teachers will work with one another in collaborative groups (after being trained) to create lesson plans based on standards that are to be assessed on common/standardized assessments.</p>	<p>NBHS Teaching Staff</p> <p>Teachers will be able to utilize the standards to create assessments and then use the assessments to create rigorous lessons for all students.</p>	<p>TBD (second day after equity and rigor) 6 hrs</p>	<p>PL Fund</p>	<p>Classroom assessments will reflect assessment of standards based on rigorous instructions.</p> <p>PLC meeting notes will show data from common assessments based on standards and necessary revisions that will increase rigor for all students.</p>
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<p><u>Vertical Alignment</u></p> <p>(CSIP) Only 29% of NBHS students met ACT proficiency benchmark in reading in the 19-20 school year. Student success in this area will increase to 46.8% by 2021.</p> <p>(CSIP) Only 25% of NBHS students met ACT proficiency benchmark in math (19) for the 19-20 school year. Student success in this area will increase to 40.8% by 2021.</p> <p>2020 pre-ACT data</p> <p>Anecdotal conversations with PLCs</p>	<p>1. Time</p> <p>2. Review copies of standards</p> <p>3. Collaborative /Growth Mindset</p> <p>4. Collaboration with Instructional Coaches</p>	<p>In order to succeed in our mission to provide rigorous instruction to all students at NBHS, teachers will work with one another in collaborative groups to vertically align "essential skills" based on the standards to determine what skills students should have mastered before proceeding to the next grade level/course in that pathway.</p>	<p>NBHS Teachers/Instructional Coaches</p> <p>Staff will be able to align curriculum vertically. This time will be allocated to departments to work collaboratively to assess alignment and make curricular adjustments based on data collected through the first semester.</p>	<p>TBD (Mid-year PL)</p> <p>6 hrs</p>	<p>PL Fund</p>	<p>This will be assessed by noting less overlap in instruction, greater student achievement and movement through pacing guides with greater speed and efficacy.</p>
<p><u>Content Area Learning</u></p> <p>(CSIP) 13% of students scored proficient/distinguished on KPREP science in 2019. The state average is 30%. Students at</p>	<p>Resources will vary based on content and need.</p>	<p>In order to succeed in our mission to provide rigorous and equitable instruction to all students at NBHS, teachers</p>	<p>NBHS teachers</p>	<p>Flexible/Various times throughout the year</p> <p>6hrs</p>	<p>PL Fund</p>	<p>Teachers' knowledge of best practices in each content area will be evident through greater engagement in PLC meetings, closing of gaps, revision of content area assessments and student success</p>

NBHS will score 40% on this assessment by 2021. Anecdotal conversations with teachers		will attend various content-related professional development and share with teams the most innovative and valuable instructional methodologies for their content.				on standardized and common assessments
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Bullitt County Public Schools



Professional Development Plan 2021-2022

School Name: Pleasant Grove Elementary

Date: April 13, 2021

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 school year.

Principal's Signature ____Beau Johnston_____

Council Member Signature ____Jason Hicks_____

Council Member Signature ____Amy Fluhr_____

Council Member Signature ____Casey Watson_____

Council Member Signature ____Noel Parrish_____

Council Member Signature ____Wendy Stansbury_____

Bullitt County Public Schools
Professional Development Plan
2021-2022

School:	Pleasant Grove Elementary School
Planning Process Participants	Principal, Instructional Coach, Counselor, Grade level team leaders, all staff.
Description of Overall Needs Assessment	PGE staff completed a needs assessment after analyzing CASE data as well as our own common formative assessment 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 assessment data also shows that the PGE needs additional support in closing the achievement gap with SWD and free/reduced populations.
Description of Planning Process	The PD planning process began with staff discussion of needs - beyond curriculum - that would positively impact student achievement. The new social studies 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 Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

Professional Development Plan 2021-2022

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>
Structured Literacy	Lynn Schwallie with OVEC will be presenting	3rd year of implementation for K-2. 3-5 will receive the initial training on the K-2 program to further implement school wide systems.	All teachers will understand and implement the components of the structured literacy program.	July 13, 2021 K-2 2 hrs 3-5 3 hrs	N/A	
Data analysis and PLC meetings have demonstrated the need to review priority standards and write common formative and summative assessments to equally measure student progress towards mastery of essential standards.	PLC Work will be facilitated by the PGE leadership team	Teachers will collaborate with their PLC's 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 congruence by the Leadership Team	All regular education teachers Principal Instructional Coach Sped Teacher where appropriate Teachers will create congruent common formative and summative assessments to be used in daily instruction and analyzed during PLC's.	6 hours	N/A	

Deconstruct new SS standards and create a viable curriculum	Social Studies Planning/Pacing	Teachers will collaborate with their PLC's 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 congruence by the Leadership Team	Create a pacing guide for the 2021-2022 school year (this work will continue during Bullitt Days as well as faculty meetings)	3 hrs	N/A	
Trauma Informed Care	Understanding the needs of our students and their SEL needs as well.	Continuation of Trauma Informed Care to support our students	School wide through BCPS and on-going work with other organizations.	8/3/2021 3 hrs	N/A	
Individualized/Personalized Professional Learning	Teachers choice which may include but not limited to: Book study, conferences, PD opportunities offered by local district or OVEC, etc as approved by the administrative team.	Teacher input as well as the leadership team will identify needs of PLC teams and individual teachers.	Based on teachers professional growth goals	9 hrs	TBD	
BCPS Certified Evaluation Plan requires new teachers (teachers with 0 years experience) to gain 12	New Teacher Induction	-Teachers with 0 years experience	The outcomes for new teachers will be focused around the following	<u>12 hours</u>	\$0 (no cost to schools-district funded)	On-going surveys and exit slips will be given to participants and shared with principals, etc.

hours of professional learning through the district New Teacher Induction Program			<p>essential questions:</p> <p>(1) How has teacher planning, classroom management, instruction, and professionalism improved?</p> <p>(2) How will addressing the emotional phases a new teacher experiences impact job satisfaction and teacher retention?</p> <p>(3) How have teachers demonstrated the characteristics of a T.H.R.I.V.E. teacher?</p>			
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Bullitt County Public Schools**Professional Development Plan
2021-2022**

Approved
4/20/21

School Name: Shepherdsville Elementary School

Date:

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 school year.

Principal's Signature Jane Baagay

Council Member Signature Karen Lister-Human

Council Member Signature Patricia J. W. W.

Council Member Signature Marlene Humphrey

Council Member Signature Corrin Puckett

Council Member Signature _____

Bullitt County Public Schools
Professional Development Plan
2021-2022

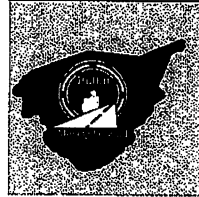
School:	Shepherdsville Elementary
Planning Process Participants	SES Administrative Staff, Certified Staff Members
Description of Overall Needs Assessment	The purpose of this PL plan is to support the aims of the mission and vision at Shepherdsville Elementary. Our offerings are the result of data analysis, feedback from stakeholders, and review of school processes from the lens of continuous improvement.
Description of Planning Process	A staff survey was given and feedback was solicited during the PLC process to determine professional learning needs. Multiple school-wide data points, including assessment data, behavior data, and classroom monitoring tools were utilized to guide where PL was needed to support the mission and vision of SES.

Final Plan Due to Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

Professional Development Plan 2021-2022

Identified Student Learning/School Improvement Need(s): (connected to student data, CSIP, etc.)	Intended 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)
Observed Feedback, CSIP priority	Workshop Model and Student Discourse Training	Schoolwide training on utilizing the workshop model and discourse within the delivery of instruction	All teachers and administrative staff	6 hours PL Week of July 26th or week of August 2nd	Approx: \$250 for facilitator preparation	
Student Data	Staff Training for Guided Reading for all Classroom teachers	Classroom teacher training on guided reading practices to ensure proper implementation across grade levels	All teachers and administrative staff	6 hours PL Week of July 26th or week of August 2nd	Approx: \$250 for facilitator preparation	
Observed feedback, CSIP priority, Staff feedback	Culturally Responsive Teaching/Trauma Informed Care	Classroom teacher training on trauma informed practices and culturally relevant practices	All teachers and administrative staff	6 hours PL Week of July 26th or week of August 2nd	Approx: \$250 for facilitator preparation	
Observed feedback, staff feedback, assessment data	ELA and Math Pacing alignment and adapting programs	PLC breakdown of Wit and Wisdom and Eureka to determine power standards,	All teachers and administrative staff	Stipend for two six hour days	Approx. \$10,000 for stipends, materials, and resources	

Bullitt County Public Schools**Professional Development Plan
2021-2022****School Name: Zoneton Middle School****Date: April 20, 2021****The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2021-2022 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
2021-2022

School:	Zoneton Middle School
Planning Process Participants	Cynthia Bell Tyler Boston Karissa Lewis Ondrea Smallwood Stacey Bewley Danita Cobble
Description of Overall Needs Assessment	<p>Team members analyzed the following sources of data and determined the need for Professional Learning accordingly.</p> <ol style="list-style-type: none"> 1. Data from PLC Minutes 2. Classroom observations - both formal and informal 3. Special Education enrollment data 4. Special Population achievement data
Description of Planning Process	<p>Planning involved consideration of district focus on Thinking Strategies classrooms, Equity, and a wholistic MTSS approach to some of our most vulnerable students. Also included on-going consideration of intern data from walk-throughs and classroom observations.</p>

Final Plan Due to Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

Professional Development Plan 2021-2022

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)
CASE data from Winter 2020 indicates academic deficits among students from the first semester. Adjustments were made for the second semester of the 20-21 school year; however there are still gaps which exist which will need to be a focus in the coming year	Curriculum Deep Dive	Review standards and pacing guides to determine vital standards and specific focus for the year based on deficits identified through Spring CASE assessment.	All staff Staff will gain an awareness of academic deficits among incoming students and revise their pacing guide and vital standard focus to address those deficits	Prior to the start of school 2021 3 hours	\$0	Review of pacing guides and CASE assessment data in the fall
Data indicates a significant number of students struggling with academics, mental health, and social connectedness. A restructuring of our MTSS framework has revealed that many	MTSS Tiered Instruction	Provide an overview of the framework and provide practical supports and strategies for Tier 1 and Tier 2 interventions within the classroom.	All Staff Teachers will understand what Tier 1 and Tier 2 interventions look like in the classroom in all areas under the MTSS umbrella. Teachers will know how to	Prior to the start of 2021 3 hours	\$0	MTSS data and student progress between the Tiers

teachers are not familiar with the types of interventions to be utilized with Tier 1 and Tier 2 interventions in various areas.			apply these interventions, data to collect, and how to make decisions based on that data.			
	Reaching and Teaching Boys	PL opportunity which focuses on methods for raising, mentoring, teaching, disciplining, guiding, and supporting young men both inside and outside of the classroom.	Invited small group of staff members who will then share with staff at Bullitt Day the following month	October 2021 12 hours	\$5000 Title 1 Funding	Observation and Special Population Assessment data
Data indicates a limited amount of time spent in PLCs discussing questions 3 and 4. Facilitation of all PLCs is currently done by administrators limiting our development of instructional leadership within the building.	PLC Facilitator Training	Instruction regarding the implementation and facilitation of professional learning communities within the building and across content areas	Select staff - one per content area Teachers will understand the procedures involved	Prior to start of school 2021 3 hours	"Facilitating Teacher Teams" books - purchased from Principal Acct SBDM funds \$100	PLC minutes

Conversations with staff members indicate a need for more Special Education training among our regular education teachers including, but not limited to, how to read an IEP, what SDI looks like in the reg ed classroom, as well as specific co-teaching strategies.	SpEd in the Reg Ed Classroom	Instruction on how to read an IEP, what SDI looks like in the reg ed classroom, as well as co-teaching strategies.	Offered to all staff (including instructional assistants) with specific emphasis on co-teach pairs Teachers will gain an understanding of the SpEd process, language, and SDI in the reg-ed and co-teach classroom	Prior to start of school year 2021 with follow up opportunities throughout school year 3 hours prior to school and optional 3 hours during school year	\$0	Observation data from co-teach classrooms as well as those with IA's providing support
The social climate in the country as a whole, and specifically within our immediate geographical area indicates that a focus must be placed on social awareness and equity within the education system.	Culturally Relevant Teaching	Ron Clark Academy CRT Training - a small group of teachers who will delve into creating a school culture that promotes understanding the intersectionality of race and culture.	Invited small group of staff members who will then share with staff at Bullitt Day the following month	October 2021 12 hours	\$5000 Title 1 Funding	Observation and Special Population Assessment data
	Culturally Responsive Teaching and the Brain	A book study focused on promoting authentic engagement and rigor among culturally and linguistically diverse students	Open to all staff however focus group(s) will be created for small group discussions and sharing	August 2021 - December 2021	\$300 SBDM Principal Budget	Observation and Special Population Assessment data

Following the inconsistencies of the last year, both students and staff need to re-engage in academics as well as social interactions.	We Are Zoneton	Staff will work collaboratively to redefine who we are as a school, and the direction in which we want to head. Following, in the afternoon, staff will throw a series of "pop up parties" around the community to engage and interact with our students prior to the start of school.	All Staff prior to the start of school 2021 Teachers will gain a better understanding and appreciation of the direction we are headed as a school and share this with our community	August 2021	\$500 Student Activity Account/Fund 22	Attendance data
	RCA Experience	PL with a focus on engagement strategies and the building of relationships and community within the classroom.	Invited small group of staff members who will then share with staff at Bullitt Day the following month	September 2021 12 hours	\$5000 Title 1 Funding	Observation data - both formal and informal
BCPS Certified Evaluation Plan requires new teachers (teachers with 0 years experience) to gain 12 hours of professional learning through the district New Teacher Induction Program	New Teacher Induction	-Teachers with 0 years experience	-The outcomes for new teachers will be focused around the following essential questions: (1) How has teacher planning, classroom management,	12 hours	\$0 (no cost to schools-district funded)	On-going surveys and exit slips will be given to participants and shared with principals, etc.

			<p>instruction, and professionalism improved?</p> <p>(2) How will addressing the emotional phases a new teacher experiences impact job satisfaction and teacher retention?</p> <p>(3) How have teachers demonstrated the characteristics of a T.H.R.I.V.E. teacher?</p>			
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Bullitt County Public Schools



Professional Development Plan 2021-2022

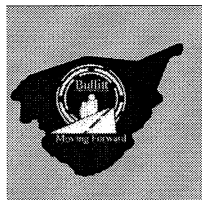
School Name: Specialized Programs (BAC/BAMS/BVLA/CRC/SM)

Date: 4/28/21

The Principal has reviewed and approved the attached Professional Development plan for the 2021-2022 school year.

Principal's Signature

Bullitt County Public Schools



Professional Development Plan 2021-2022

School Name: Specialized Programs (BAC/BAMS/BVLA/CRC/SM)

Date: 4/28/21

The Principal has reviewed and approved the attached Professional Development plan for the 2021-2022 school year.

Principal's Signature _____

Bullitt County Public Schools
Professional Development Plan
2021-2022

School:	Specialized Programs (BAC/BAMS/BVLA/CRC/SM)
Planning Process Participants	All Certified Staff
Description of Overall Needs Assessment	<p>Based on ACT results (2020), teacher survey, needs were identified and developed</p> <p>Bullitt County Public Schools Specialized Programs seeks to use all available material in order to better serve our teachers and students. We allow teachers to advocate for themselves, and their thoughts, feelings, and ideas are directly taken into account when deciding how we plan to move forward with the Professional Development Plan. ACT data is pivotal in deciding where we, as a staff, must improve. We reviewed and scrutinized the numeric data and considered each student, our coursework delivery, and our methods in order to best plan for future success</p>
Description of Planning Process	<p>Our first steps are always to consider the current state of our school and student body. After taking an inventory of things we are adding and subtracting from our programs, we then take time to ponder which items need improvement or specific training. With the creation of new programs, there is an obvious need for initial training in specific areas. Also, the leadership has to focus on specific needs based on the type of students we serve. Our programs are special and attract a special type of student, and it is important for all teachers to be given the tools to succeed for the sake of said students. Lastly, teachers have been given numerous opportunities to verbalize and express their professional learning needs. Teachers need an opportunity to advocate for themselves. They have an understanding of what is needed to help them become better for the students they serve.</p> <p>The certified staff of Specialized Programs, by program, met several times through the 20-21 school year to analyze all available data. Based on the goals set by each individual program, the</p>

	studying of all of the assessment data, and teacher input, a new Professional Development Plan for the 2020-2021 school year was developed.
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Final Plan Due to Assistant Superintendent: May 1, 2021

Bullitt County Public Schools

Professional Development Plan 2021-2022

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>
Edgenuity		Learn how to modify and adjust Edgenuity courses to meet student needs	BVLA	8/6/21 12-3PM 3 Hours	0	
Building a Virtual School	Eric Sheniger		BVLA	July 26th September 7th 12 Hours total	0	
Trauma Informed Care			All Programs	August 3rd 6 hours		
Graduate Profile		Tools/strategies to the Grad Profile work so that we can hit two items at the same time so that they remember that by referring to the Grad Profile, we are not	All Programs	8/6/21 8-11AM 3 Hours	0	

		adding "one more thing" but only changing the lingo and concepts of what they are already doing.				
Schlechty Group		<p>Learn about best practices for engagement in schools that work with at-risk populations.</p> <ul style="list-style-type: none"> • Create a framework to support an alternative school as a learning organization. • Share resources and digital tools to increase engagement and student learning. • Raise awareness of high-need areas such as designing engaging work, behavior management, intake, transition, designing learning for the transient student, social and emotional learning, trauma-informed care, engaging students with credit recovery, student 	BAC/ SM	Bullitt Days	\$20,000	

		voice, and technology integration.				