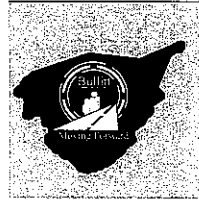


Bullitt County Public Schools**Professional Development Plan
2022-2023**

School Name: North Bullitt High School

Date: March 1, 2022

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2022-2023 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, Kara Hunt, Eileen Worthington, Kayla Dixon, Kaylie Durham, Anika Holgen, Jacob Frantz, 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 employ Universal Design for Learning (UDL) strategies, 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: March 1, 2022
Bullitt County Public Schools

**Professional Development Plan
2022-2023**

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 <small>(Dates will depend on adoption of new calendar)</small>	Estimated Cost and Funding Source	Outcomes/Progress/Success Evidence <i>(to be reviewed by SBDM council throughout the year)</i>
<u>Universal Design for Learning</u> Continue cohort work with Harvard Graduate School	Harvard Graduate School for Education 3 Cohorts Explore Apply Implement	Asynchronous modules for UDL - work within cohort to complete activities. Create staff PL opportunities utilizing materials and knowledge gained through work within the PL cohort through Harvard.	Identify barriers Defining barriers Relocating barriers Providing multiple means of engagement with materials, multiple means of representation of learning and multiple means of demonstrating mastery.	Explore Feb 2022 - March 2022 Apply Aug 2022 - Sept 2022 Implement Nov 2022 - Dec 2022 All sessions 18-22 hours each	ESSER III funds \$2500 for each session for cohort of 11	Create PL offering to entire staff (train-the-trainer style) Complete certificates for all three levels Design learning opportunities that will provide engaging opportunities for students to be collaborative partners
<u>Backward Design</u> Anecdotal discussions with	1. Copies of standards 2. Backward	In order to succeed in our mission to provide	NBHS Teaching Staff Teachers will be	TBD (second day after equity and rigor)	PL Fund	Classroom assessments will reflect assessment of standards based on

teachers, PLC meeting agendas, PL agendas, Bullitt Days	Design Templates 3. Backward Design Examples (Appendix B) 4. Using Effective Formative Assessments/ Questioning Strategies https://cft.vanderbilt.edu/understanding-by-design/	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.	able to utilize the standards to create assessments and then use the assessments to create rigorous lessons for all students.	6 hrs		rigorous instructions. PLC meeting notes will show data from common assessments based on standards and necessary revisions that will increase rigor for all students.
<u>Vertical Alignment</u> (CSIP) 31% of NBHS students met ACT proficiency benchmark in math (19) for the 20-21 school year. Student success in this area will increase to 37.6% by 2022. (CSIP) 41.1% of NBHS students met ACT proficiency benchmark in	1. Time 2. Review copies of standards 3. Collaborative /Growth Mindset 4. Collaboration with Instructional Coaches	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	NBHS Teachers/Instructional Coaches 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.	TBD (Mid-year PL) 6 hrs	PL Fund	This will be assessed by noting less overlap in instruction, greater student achievement and movement through pacing guides with greater speed and efficacy.

<p>reading in the 20-21 school year. Student success in this area will increase to 43.9% by 2022.</p> <p>2021 pre-ACT data PLC meetings</p>		<p>mastered before proceeding to the next grade level/course in that pathway.</p>				
<p><u>Content Area Learning</u></p> <p>(CSIP) NBHS students' scores will rebound beyond the previous 31% proficiency and increase to 37.6% on the 2022 ACT.</p> <p>PLC meetings</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 will attend various content-related professional development and share with teams the most innovative and valuable instructional methodologies for their content.</p>	<p>NBHS teachers</p>	<p>Flexible/Vari- ous 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 on standardized and common assessments</p>