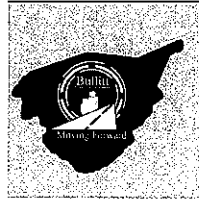


## Bullitt County Public Schools



### Professional Development Plan 2022-2023

<b>School Name:</b> Zoneton Middle School	<b>Date:</b> Monday April 11, 2022
<b>The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2022-2023 school year.</b>	
<b>Principal Signature:</b> <i>Cynthia R Bell</i>	
<b>Signature:</b> <i>Virginia Vaughn</i>	
<b>Signature:</b> <i>Sarah Stuck</i>	
<b>Signature:</b> <i>Paula Shaw</i>	
<b>Signature:</b> <i>Heather Cole</i>	
<b>Signature:</b>	
<b>Signature:</b>	

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

<b>School:</b>	<b>Zoneton Middle School</b>
<b>Planning Process Participants</b>	Cynthia Bell Tyler Boston Karissa Lewis Sara Thornsberry Hannah Curtsinger Carey Murphy Content Area PLCs
<b>Description of Overall Needs Assessment</b>	<p>Team members analyzed the following sources of data and determined the need for Professional Learning accordingly.</p> <ol style="list-style-type: none"> <li>1. Data from PLC Minutes</li> <li>2. Impact Survey Results</li> <li>3. Classroom Observations - formal and informal</li> <li>4. Special Population Achievement Data</li> <li>5. CASE data analysis</li> <li>6. Teacher PL Requests</li> </ol>
<b>Description of Planning Process</b>	<p>Planning involved consideration of district focus on Thinking Strategies classrooms, Adolescent Literacy, Equity, and a holistic MTSS approach to some of our most vulnerable students. Also included on-going consideration of internal data from walk-throughs and classroom observations.</p>

**Final Plan Due to Assistant Superintendent: April 27, 2022**

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

### **Professional Development Plan 2022-2023**

<b>Student Learning/School Improvement Need(s):</b> <i>(connect to student data, CSIP, etc.)</i>	<b>Professional Learning Name and Description</b>	<b>Intended Participants &amp; Learning Outcomes</b>	<b>Date(s) and # of Hours</b>	<b>Estimated Cost &amp; Funding Source</b>	<b>Success Evidence</b> <i>(to be reviewed by SBDM council throughout the year)</i>
According to the 2022 Impact Survey, 67% of staff responded favorably when asked "If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?" In addition, only 50% responded favorably in regards to their comfort level discussing race with students in response to events occurring in the world.	Educational Equity - Dr. Alexander Hughes - Diversity, Equity, and Inclusion Training	All Certified Staff	Prior to the start of the school year	Unknown - SBDM	Survey results from both students and staff members
According to the 2022 CDIP, various learning opportunities are needed in several	State or district offered PL opportunities regarding equity within the classroom based on race, sex, sexual orientation,	Select staff members	Ongoing	District Funding	Varied

areas across the district	ethnicity, etc.				
According to the 2022 Impact Survey, 63% of staff responded favorably in regards to their effectiveness in managing disruptive classes. This was a drop of 9% from 2020. Behavior data from 2021-2022 school year would support this need.	Classroom Management Strategies	All Certified Staff	Prior to the start of the school year	Unknown - Title 1 funding	Behavior data, staff and student interview data.
According to the 2020-2021 K-Prep data, 40.3% of all ZMS students scored Novice in Reading. This was up from 29.1 in the previous year.	District offered PL regarding working with struggling adolescent readers.	All Certified Staff	Ongoing throughout the school year	Unknown - Title 1 Funding	Reading scores on KSA as well as CASE Assessment data.
Eleot walk-through data indicates a need for increased student engagement and rigor across all content areas.	Specific content area Professional Learning as specified on the Teacher PD Request 22-23	-Specific staff related to content professional learning being offered	As available	Unknown	Eleot data
Pandemic recovery of gaps in all content areas indicates the need to determine Essential Standards within each content strand	Essential Standards Training	All Certified Staff	Prior to the start of the school year, ongoing work in PLCs	\$0 - ZMS Instructional Coach, or district leadership	PLC Minutes

<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</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>			