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2024-2025 Phase Four: Professional Development Plan for Districts for School Year 2025-2026

Bourbon County
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Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. 704 KAR 3:035 establishes the annual professional development plan.

Per Section 2. "each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3 further provides, "Each school and local district professional development plan shall contain the following five (5) elements:

1. A clear statement of the school or district mission;

2. Evidence of representation of all persons affected by the professional development plan;

3. A needs assessment analysis;

4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and

5. A process for evaluating impact on student learning and improving professional learning, using evaluation results."

    1. Professional Development Plan

What is the district's mission?

    At Bourbon County Schools, our mission is to empower educators with the knowledge, skills, and resources they need to foster student success and achievement. Through collaborative and tailored professional development initiatives, we strive to cultivate a culture of continuous growth and excellence in teaching and learning. By addressing the diverse needs of our educators and students, we are committed to promoting innovation and vibrant learning in every classroom. Together, we embrace a shared vision of educational excellence, where

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every educator is equipped to inspire, engage, and empower every learner for lifelong success.

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities. What are the **top two areas requiring professional development?**
Based on Needs Assessment:

Bourbon County Schools will provide ongoing professional learning focused on High-Quality Instructional Resources (HQIRs), including the Renaissance Platform, to ensure teachers are equipped with effective strategies and tools to deliver high-quality instruction that engages all students.

Bourbon County Schools will provide targeted professional learning based on the results of the district's Needs Assessment during our August 4th Professional Learning Day and throughout the school year. Key areas of focus will include implementing the Profile of a Learner, promoting vibrant learning, and enhancing effective instructional practices. The August 4th training will serve as a step in preparing teachers and staff for the meaningful integration of these priorities into their classrooms and schools, supporting our district vision of engaging, student-centered learning for all.

a. What are the specific **objectives** (long-term and short-term) for this professional development?
Long-term: Bourbon County Schools will build a strong professional learning system to help all teachers use High-Quality Instructional Resources (HQIRs), including the Renaissance platform. Our goal is to support teachers in delivering lessons that are aligned with standards and fully engage students. We will provide training in various ways—such as PLCs, office hours, webinars, and both in-person and virtual sessions, to help teachers effectively use HQIRs. We aim to create vibrant learning environments where teaching is student-centered, active, meaningful, and connected to real-world experiences. This long-term effort will improve student performance and help close achievement gaps for all students, including economically disadvantaged students, students with disabilities, and English Learners.

Short-term: (HQIR and Renaissance Platform)

Use Data to Improve Instruction: Through ongoing monitoring (school and district level) and collaborative PLCs (including grade-level, subject-area, and vertical teams), educators will analyze data to strengthen instructional practices and support student learning.

Support Effective HQIR Implementation and Continuation: Provide a variety of professional learning opportunities to equip teachers with the knowledge and confidence to align High-Quality Instructional Resources (HQIRs) to Kentucky

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Academic Standards and implement them effectively, creating engaging, student-centered learning environments.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

Boosting Student Engagement and Achievement: Enhance student proficiency across all content areas, particularly for students in identified gap groups, by providing consistent, high-quality instruction aligned with Kentucky Academic Standards.

Strengthening Teaching Practices: Support teachers in implementing High-Quality Instructional Resources (HQIRs) with fidelity, using evidence-based strategies, data-informed decision-making, and effective differentiation to address the diverse needs of students.

Shifting Teacher Mindsets: Provide professional learning opportunities that help teachers strengthen their belief in the effectiveness of HQIRs, Renaissance Resources, and vibrant, student-centered learning.

c. How will this professional development be monitored for **evidence of implementation**?

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?
ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)
iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

What data will be considered and gathered (e.g., student work samples, curriculum-based assessments, classroom observations)?

To ensure High-Quality Instructional Resources (HQIRs) are effectively used to support student engagement and vibrant learning, Bourbon County Schools will implement the following strategies:

Classroom Observations and Walkthroughs: Principals and district leaders will conduct weekly classroom visits, biannual progress monitoring, and ongoing observations to evaluate the use and impact of HQIRs on instruction and student engagement.

Assessment and Data Analysis: Teachers will use HQIR-aligned assessments to monitor student progress, identify learning trends, and adjust instruction accordingly. PLCs will serve as a collaborative space for analyzing this data and making instructional decisions across Tier 1, 2, and 3 levels.

Reflection and Feedback: Teacher reflection and feedback from classroom observations will guide instructional adjustments and help identify areas needing additional support or professional learning.

Student Work Analysis:

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Teachers will regularly review student work during PLCs and team meetings to evaluate

student understanding, identify strengths and areas for growth, and refine instruction to better meet student needs.

Participation Records:

Attendance logs, sign-in sheets documentation will track teacher participation in professional development opportunities.

Who is responsible for gathering this data:

The collection and monitoring of data will be a shared responsibility among the superintendent, district administrators, principals, assistant principals, and teachers. Each group will play a key role in gathering evidence from classroom observations, assessment results, PLC discussions, and student work to ensure the effective implementation of professional learning goals.

How frequently will this data be analyzed?

Assessment data, student work, teacher feedback/reflection will be analyzed on an ongoing basis through multiple structures and timeframes:

Weekly assessments and PLC meetings will provide regular opportunities for grade-level and content-area teams to review student progress and adjust instruction accordingly.

Common assessments (e.g., unit exams) will be administered and analyzed throughout the year, typically on a monthly basis.

Universal screeners will be conducted three times per year (fall, winter, and spring) to monitor overall student growth and identify areas of need.

Monthly administrative team meetings will be used to review progress monitoring data conducted district leadership. The school administrative team will meet regularly with the Directors of Continuous Improvement and other district administration to review classroom walk-through data and identify teacher needs related to the implementation of High-Quality Instructional Resources (HQIR) and effective instructional practices.

Feedback from observations will help evaluate the implementation of HQIRs and the Renaissance platform, ensuring that instructional practices align with expectations and foster engaging, high-quality learning environments---ensuring it's alignment to the Kentucky standards.

   d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing

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classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

The success of this professional development will be measured through a combination of qualitative and quantitative indicators that reflect improved teaching practices, student outcomes, and alignment to district goals. Key indicators include:

Improved Student Performance:

Growth in formative and summative assessment data, including common assessments and HQIR-aligned unit tests.

Increased proficiency rates in core content areas, especially among students in identified gap groups (e.g., students with disabilities, English Learners, and economically disadvantaged students).

Positive trends in universal screener data (administered three times per year).

Effective Implementation of HQIRs and Renaissance Tools:

Evidence from lesson plans, classroom walkthroughs, and observations showing consistent use of HQIRs aligned to Kentucky Academic Standards.

Teachers using data from Renaissance and other HQIR tools to inform instruction and meet student needs.

Integration of student-centered, vibrant learning strategies that reflect active engagement and real-world connections.

Teacher Efficacy and Confidence:

Evidence from teacher surveys, administrator and teacher reflections, PLC discussions, and leadership evaluations will show increased confidence in using HQIRs and Renaissance, along with observable growth in instructional planning, differentiation, and classroom delivery.

Collaborative Professional Culture:

Regular and meaningful use of PLCs, grade-level/subject-level common planning, and vertical alignment to analyze student work, adjust instruction, and engage in shared decision-making.

Administrative Monitoring and Support:

Use of data collected from administrative walkthroughs, administration coaching, feedback, and monthly leadership meetings to guide continuous improvement.

Identification of professional learning needs through ongoing progress monitoring and adjustment of PD plans accordingly.

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e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

The primary audience for this professional development includes all certified staff and school/district administrators, with many of our classified staff. The goal is to ensure a shared understanding and consistent, ongoing implementation of High-Quality Instructional Resources (HQIRs) and the Renaissance platform across all grade levels and content areas. This includes classroom teachers, interventionists, special education staff, and instructional leaders who support planning, data analysis, and instructional decision-making.

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

Resources Needed to Support this Professional Development:

Staff & Leadership: Support from district and school administration, Directors of Continuous Improvement, and teacher leaders for coaching and implementation.

Funding: Federal, state, and local funds to support training, materials, and vendor services.

Technology & Tools: Access to devices, internet, HQIRs, and the Renaissance platform.

Professional Learning Providers: HQIR and Renaissance trainers, along with vendor-created webinars and resources. Additionally, KDE, KEDC, and CKEC will offer ongoing support to our teachers through a variety of professional learning opportunities.

Time for PD: Scheduled PD days, PLC time, and planning periods for collaboration, data analysis, and developing vibrant learning aligned to KY Standards.

Curriculum Resources: Access to KY Academic Standards, Math and Writing Practices, and aligned instructional tools.

What funding source(s) will be utilized to support this professional development? Various funding sources: Federal, state, and local funds.

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What will be the start date and anticipated completion date for each professional development activity? If PD is ongoing, specify the frequency of activity across the year.

We have developed a flexible professional learning plan that will kick off in the summer, with our district-wide Professional Learning Day scheduled for August 4, 2025. Professional development will continue throughout the school year, with ongoing sessions facilitated by a variety of stakeholders, including the Directors of Continuous Improvement (through PLCs, New Teacher Academy, and Content Network meetings), HQIR vendors, school/district administrators, and teacher leaders. The frequency of PD activities will vary, ensuring consistent support and development opportunities throughout the year.

Supplies and Resources Needed to Implement Professional Development: Time for Professional Learning: Scheduled PD days, collaborative planning time, and dedicated PLC time for ongoing learning.

HQIR Resources and Materials: Access to High-Quality Instructional Resources (HQIRs) and Renaissance platform tools/resources, including digital resources and assessments.

Curriculum Resources: Kentucky Academic Standards for all content areas, along with instructional materials aligned to these standards, including math and writing practices.

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 3.

Continuous Coaching and Mentoring: Ongoing support from Directors of Continuous Improvement, peer/teacher leaders, and school/district administrators through PLC meetings, New Teacher Academy, and Content Network meetings.

Regular Check-ins and Feedback: Monthly progress monitoring and feedback from school and district administrators, weekly walkthrough observations, focusing on the use of HQIRs, Renaissance tools, and alignment with Kentucky Academic Standards, including math and writing practices.

Collaborative Planning Time: Scheduled time for teachers to collaborate, plan, and reflect on instructional practices using HQIR resources and data-driven strategies to address student needs and ensure alignment with state standards.

Ongoing Vendor Support: Continued access to HQIR vendors for training, webinars, office hours, and on-demand support throughout the school year.

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Professional Learning Communities (PLCs): Ongoing PLCs for teachers to collaborate, share best practices, analyze student data, and adjust instruction to improve student outcomes.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

Bourbon County Schools will provide targeted professional learning based on the results of the district's Needs Assessment during our August 4th Professional Learning Day and throughout the school year. Key areas of focus will include implementing the Profile of a Learner, promoting vibrant learning, and enhancing effective instructional practices. The August 4th training will serve as a step in preparing teachers and staff for the meaningful integration of these priorities into their classrooms and schools, supporting our district vision of engaging, student-centered learning for all.

Long-Term Goal for Profile of a Learner

A Four-year Portrait of a Learner Plan has been developed:

For 24-25:

One of the four competencies will be introduced every 9 weeks (PreK-12)

Every student will complete 1 student-led conference or exhibition.--Focus on 4th, 7th, and 11 to prepare for defenses in 25-26.

Professional Learning Target: Portrait of a Learner Information/Learning through various training (District PD Days, District Days, PLCs, Content Network, New Teacher, and outside of district training).

For 25-26:

Integrate the four competencies into units and lessons daily (K-12)

Continued, one of four competencies will be introduced every 9 weeks (PreK)

Student-led conferences and exhibitions for grades P-4, 6-7, and 9-11 with defenses at 5th, 8th, and 12th demonstrating 1 competency.

Professional learning Target: Planning exhibitions, Student-Led Conferences, and Defenses and any other needs (given at PLCs, District Days, Professional Learning Days, Content Network, New Teacher, and outside of district training).

For 26-27:

Integrate the four competencies into units and lessons daily (K-12)

Continued, one of four competencies will be introduced every 9 weeks (PreK)

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Student-led conferences and exhibitions for grades P-4, 6-7, and 9-11 with defenses at 5th, 8th, and 12th demonstrating 2 competency.

Professional learning Target: Planning exhibitions, Student-Led Conferences, and Defenses and any other needs (given at PLCs, District Days, Professional Learning Days, Content Network, New Teacher, and outside of district training).

For 27-28:

Integrate the four competencies into units and lessons daily (K-12)

Continued, one of four competencies will be introduced every 9 weeks (PreK)

Student-led conferences and exhibitions for grades P-4, 6-7, and 9-11 with defenses at 5th (2 competencies), 8th (3 competencies), and 12th (4 competencies)

Professional learning Target: Planning exhibitions, Student-Led Conferences, and Defenses and any other needs (given at PLCs, District Days, Professional Learning Days, Content Network, New Teacher, and outside of district training).

Long-Term Goal: PBL and Vibrant Learning

Bourbon County Schools will develop and sustain a comprehensive professional learning system that empowers all educators to implement Project-Based Learning (PBL) and foster vibrant-authentic learning, student-centered classrooms. Through ongoing support—including PLCs, office hours, webinars, and in-person or virtual training—teachers will be equipped to design and facilitate instruction that is engaging, standards-aligned, and grounded in authentic learning experiences. These experiences will connect classroom content to real-world challenges, encouraging deeper understanding, critical thinking, and student ownership of learning. This long-term commitment will drive improved academic outcomes and help close achievement gaps for all students, including those who are economically disadvantaged, have disabilities, or are English Learners.

Short-term Goals:

Curriculum Work: Provide dedicated time through professional learning days (district and school-based), district days, PLCs, and content network meetings for teachers to collaborate by grade level and/or content area to align curriculum and instruction with the district's four Portrait of a Learner competencies: effective communicator, innovative thinker, contributing citizen, and life-long learner. This collaborative work will focus on designing authentic, standards-aligned learning experiences that intentionally integrate these competencies, allowing students to apply and demonstrate their growth. Ultimately, students will showcase their learning through student-led conferences, exhibitions, and formal defenses at key transition points in grades 5, 8, and 12.

Support Profile of a Learner, Project Based Learning, and Vibrant/Authentic Learning: Provide a variety of professional learning opportunities to equip teachers with the knowledge and confidence to implement profile of a learner effectively

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with providing students with authentic learning through project based and vibrant learner.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

Through targeted professional learning focused on the Profile of a Learner, Project-Based Learning (PBL), and Vibrant Learning, our goal is to empower teachers to design and facilitate student-centered, authentic learning experiences that are aligned with Kentucky Academic Standards and intentionally integrate the four district competencies: Effective Communicator, Innovative Thinker, Contributing Citizen, and Life-Long Learner. These experiences will support students in taking ownership of their learning through student-led conferences, exhibitions, and ultimately, defenses of learning—all of which provide opportunities for students to showcase growth in key competencies. This approach aims to increase student engagement, critical thinking, and real-world readiness, while also helping to close achievement gaps, particularly for students who are economically disadvantaged, have disabilities, or are English Learners. Through this professional development, we seek to support a shift in educator mindset—from teacher-led instruction to a more student-driven model where students are active participants and decision-makers in their educational journey.

c. How will this professional development be monitored for **evidence of implementation**?

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)

iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

What data will be considered and gathered (e.g., student work samples, curriculum-based assessments, classroom observations)?

PLC Agendas and Artifacts: Documentation of curriculum alignment work, lesson/unit plans, and integration of competencies.

Classroom Walkthroughs and Observations: Administrators (school and district level) will look for evidence of student-centered practices, use of competencies, and authentic learning tasks.

Student Products and Presentations: Review of student-led conferences, exhibitions, and defenses will serve as evidence of implementation and student mastery.

Teacher Reflections and Feedback: Surveys, reflections, and feedback forms following PD sessions and implementation cycles.

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Progress Monitoring Walk-throughs: District level school/teacher observations that focus on Key Instructional practices including profile of a learner and vibrant learning.

Who is responsible for gathering this data?

The collection and monitoring of data will be a shared responsibility among the superintendent, district administrators, principals, assistant principals, and teachers. Each group will play a key role in gathering evidence from classroom observations, assessment results, PLC discussions, and student work to ensure the effective implementation of professional learning goals.

How frequently will this data be analyzed?

Weekly PLC meetings will provide regular opportunities for grade-level and content-area teams to review and explore the different instructional strategies others are using to incorporate portrait of a learner and authentic learning into their lessons and with HQIR resources. .

Monthly administrative team meetings will be used to review progress monitoring data and review various ways that instruction is implementing profile of a learner and authentic learning within our various classrooms and schools. The school administrative team will meet regularly with the Directors of Continuous Improvement and/or other district administration to review classroom walk-through data and identify teacher needs related to the implementation of Profile of a Learner and Authentic Learning through various vibrant learning experiences.

Feedback from observations will help evaluate the implementation of Profile of a Learner and ensuring that instructional practices align with expectations and foster engaging, high-quality learning environments with authentic learning that aligns with profile of a learner and the Kentucky standards (Vibrant learning experiences)

  d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.
The success of this professional development will be measured through a combination of qualitative and quantitative indicators that reflect growth in teaching practices, student learning, and alignment to district goals, including the implementation of Project-Based Learning (PBL), vibrant learning, and the Profile of a Learner competencies.

Improved Student Outcomes and Engagement

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Growth in formative and summative assessment data, including HQIR-aligned unit assessments, project rubrics, and performance tasks that reflect deeper learning.

Increased student proficiency in core content areas, with specific attention to closing achievement gaps among students with disabilities, English Learners, and economically disadvantaged students.

Increased student ownership of learning as demonstrated through participation in student-led conferences, exhibitions, and defenses at key transition points (grades 5, 8, and 12).

Positive trends in engagement and perception data from tools such as student surveys, universal screeners, and behavior/attendance metrics.

Growth in Teacher Confidence and Instructional Capacity

Teacher surveys, reflections, and PLC artifacts will indicate increased confidence and skill in designing and facilitating instruction that incorporates PBL, vibrant learning, and the Portrait of a Learner competencies.

Observable shifts in classroom practice from teacher-directed to student-driven models where students engage in collaboration, critical thinking, and authentic problem-solving.

Increased use of student work, rubrics, and reflective practices to assess competency growth.

Collaborative and Data-Driven Professional Culture

Evidence of routine and focused collaboration through PLCs, grade-level/subject-level common planning, and content network sessions to plan, reflect, and improve instructional practices.

Analysis of student work and assessments to identify areas of strength and growth in implementing authentic, vibrant, standards-aligned learning that has a focus on profile of a learning competencies.

Sharing of best practices and continuous improvement cycles across grade levels and schools.

Administrative Monitoring and Responsive Support:

Consistent review of implementation of profile of a learner and authentic learning through vibrant learning experiences through administrative walkthroughs, continuous improvement meetings with administration/directors of continuous improvement, and monthly leadership meetings.

Identification of emerging professional learning needs based on weekly walkthroughs, progress monitoring observations, PLC reflections, and student data analysis.

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Adjustments in professional learning and supports to address needs through various forms of professional development through PLCs, office hours, faculty meetings, coaching, etc.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

The primary audience for this professional development includes all certified staff and school/district administrators, with many of our classified staff. The goal is to ensure a shared understanding and consistent, ongoing implementation of Profile of a Learner and authentic learning through PBL and vibrant learning experiences at all grade levels and content areas. This includes classroom teachers, interventionists, special education staff, and instructional leaders who support planning, data analysis, and instructional decision-making.

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?
i. What funding source(s) will be utilized to support this professional development?
ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.
iii. What supplies and resources will be needed to implement this professional development?

What funding source(s) will be utilized to support this professional development?

The funding sources will be federal, state, and local funding. This funding will be utilized to support professional learning experiences focused on Bourbon County's profile of a learner and authentic learning through various vibrant learning experiences.

What will be the start date and anticipated completion date for each professional development activity? If PD is ongoing, specify the frequency of activity across the year.

We have developed a flexible professional learning plan that will kick off in the summer, with our district-wide Professional Learning Day scheduled for August 4, 2025. Professional development will continue throughout the school year, with ongoing sessions facilitated by a variety of stakeholders, including the Directors of Continuous Improvement (through PLCs, New Teacher Academy, and Content Network meetings), HQIR vendors, school/district administrators, and teacher leaders. The frequency of PD activities will vary, ensuring consistent support and development opportunities throughout the year.

What supplies and resources will be needed to implement this professional development?

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Professional Learning & Collaboration Resources:

Support and facilitation from the Kentucky Department of Education Division of Innovation Team to guide implementation, model practices, and provide coaching.

Funding and scheduling support to allow teachers and administrators to visit model schools that have successfully implemented vibrant learning and the Profile of a Learner.

Ensure staff can participate in peer observations, school visits, and cross-district collaboration opportunities to learn more on how to implement profile of a learner and vibrant learning experiences within the classroom.

Instructional Tools & Materials:

Planning templates and instructional frameworks that help teachers embed the four competencies (Effective Communicator, Innovative Thinker, Contributing Citizen, and Life-Long Learner) into daily instruction.

Rubrics and reflection tools for students to self-assess and showcase their growth in each competency during student-led conferences, exhibitions, and defenses.

Access to project-based learning (PBL) resources, unit design guides, and examples of authentic learning tasks that integrate standards and competencies.

Technology & Multimedia Tools:

Devices (Chromebooks) and reliable internet access to support research, collaboration, digital presentations, and exhibition creation.

Google Sites/Google Drive for student portfolios and exhibitions

Google Platform along with other digital tools that allow students to communicate and collaborate as part of vibrant, student-centered projects.Documentation & Monitoring Tools:

Observation forms, feedback templates, and progress monitoring tools to help teachers and leaders track implementation of the competencies and vibrant learning practices.

Student reflection forms and conference/exhibition planning documents to support ownership of learning and metacognition.

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics

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consultant)? The ongoing supports should be connected to the specific professional development area identified in question 4.

- Continuous Coaching and Mentoring: Ongoing support from Directors of Continuous Improvement, peer/teacher leaders, and school/district administrators through PLC meetings, New Teacher Academy, and Content Network meetings.
- Regular Check-ins and Feedback: Monthly progress monitoring and feedback from school and district administrators, weekly walkthrough observations, focusing on the use of Profile of a Learner and Vibrant Learning Experiences (Authentic Learning).
- Collaborative Planning Time: Scheduled time for teachers to collaborate, plan, and reflect on instructional practices using various vibrant learning experiences/strategies incorporating profile of a learner within these experiences.
- Ongoing support from HQIR Vendors and KDE Division of Innovation: Continued access to HQIR vendors and how the HQIR resources lend to vibrant learning/authentic learning along with support from KDE Division of Innovation for training, webinars, office hours, and on-demand support throughout the school year.
- Professional Learning Communities (PLCs): Ongoing PLCs for teachers to collaborate, share best practices, analyze student data, and adjust instruction to improve student outcomes.

5. If there is additional professional development information you would like to include, you may upload an attachment(s) here. **If you do NOT wish to include an optional extension, please list N/A in the space provided below.**

August 4, 2025 tentative professional learning sessions will be sent to teachers at the beginning of May to sign up for sessions.

ATTACHMENTS

Attachment Name

📄 25-26 Bourbon County Schools Professional Learning Plan

2024-2025 Phase Four: Professional Development Plan for Districts for School Year 2025-2026 - 2024-2025 Phase Four: Professional Development Plan for Districts for School Year 2025-2026_04042025_13:19 - Generated on 05/07/2025

Bourbon County

Attachment Summary

Attachment Name	Description	Associated Item(s)
[PDF] 25-26 Bourbon County Schools Professional Learning Plan	25-26 Bourbon County Schools Professional Learning Plan	• 5