

JESSE BACON, SUPERINTENDENT

ADRIENNE USHER, ASSISTANT SUPERINTENDENT

BRANDY HOWARD, CHIEF ACADEMIC OFFICER

TROY WOOD, CHIEF OPERATIONS OFFICER

TO: Dr. Jesse Bacon, Superintendent

FROM: Dr. Adrienne Usher, Assistant Superintendent
Dr. Brandy Howard, Chief Academic Officer

DATE: May 29, 2025

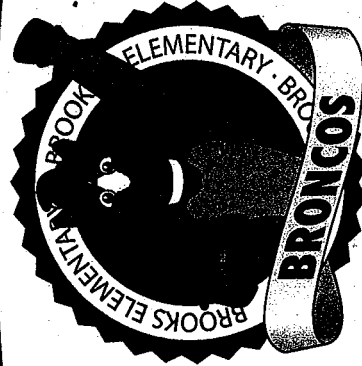
RE: Professional Development Plans

Enclosed are the 2024-2025 Professional Development Plans for each Bullitt County school. Each plan has been approved by SBDMs and reviewed at the district level.

Approval of SBDM approved school professional development plans of all BCPS schools is requested.

OUR MISSION IS TO INSPIRE AND EQUIP OUR STUDENTS TO SUCCEED IN LIFE

BULLITT COUNTY PUBLIC SCHOOLS IS AN EQUAL EDUCATION AND EMPLOYMENT INSTITUTION



Professional Development Plan

2025-2026

Date: 4/17/25

The School Based Leadership Council has reviewed and approved the proposed budget for the 2025-2026 school year.

Principal Signature: _____

Signature: _____

Signature: _____

Signature: _____

Signature: _____

Signature: _____

Signature: _____

Mission:

We will collaborate as a school and with families to create a loving, safe, community where all children rise to their full potential.

Date: 3/27/25



Betty Jo Davis, Principal
Fin Burton, Assistant Principal
Katy D'agostino, Instructional Coach
Taylor Henry, Counselor
Teachers at BES through survey
Input from SBDM

The planning process of the professional development plan for the 2025-2026 school year took place throughout the year. Input has been received through a variety of sources through formal and informal methods.

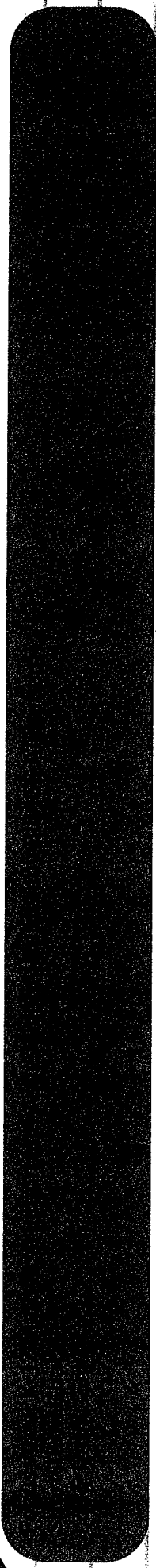
1

[REDACTED]

[REDACTED]

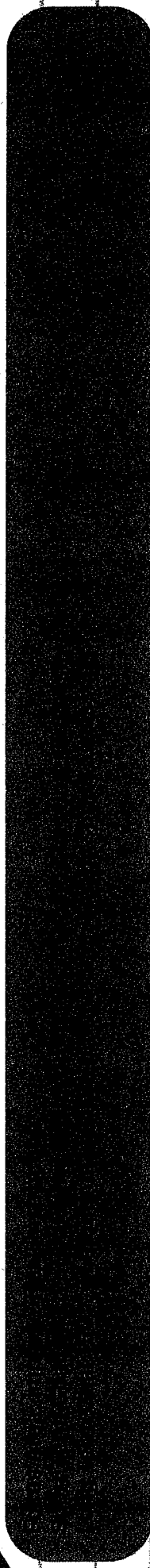
[REDACTED]

Professional Learning Activity/Description of Activity	Target Audience & Intended Learning Outcomes	Monitoring & Evaluation	Indicators of Success	New Teacher Orientation: August, 2024 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year	\$0 (no cost to schools-district funded)
New Teacher Orientation/ THRIVE Academy THRIVE Academy empowers teachers to do more than just survive their first year in the classroom. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.	Audience: All new teachers to BCPS hired for the 2024-2025 school year -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?	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E. mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E. mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal sessions THRIVE urgent care sessions are also provided monthly by T.H.R.I.V.E. mentors, student learning directors, and instructional coaches	Inkwire Work Samples New Teacher and THRIVE Academy Survey		



Professional Learning Activity's Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring Original Supports	Indicators of Success	Start and End Date (month/year)	Funding Source
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.	Elementary Teachers 6-12 Math Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments ,as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026	District General Funds

Professional Learning Activities Description	Targeted Audience/Intended Outcomes	Monitoring and Support	Indicators	Timeline
Curriculum Implementation PD - iReady and Myview Utilize our iReady PL coach and our KDE coach to provide instruction on intentional implementation of our HQIR Tier 1 instruction in reading and math.	Targeted Audience- All staff providing instruction in reading and math Intended Learning Outcomes- implementation of HQIR through unit and lesson internalization	We will provide ongoing monitoring and support within PLCs utilizing individual teacher PDSA.	iReady proficiency percentages in Reading and Math	MyView - July 6 hours iReady - July 6 hours
				No funding needed

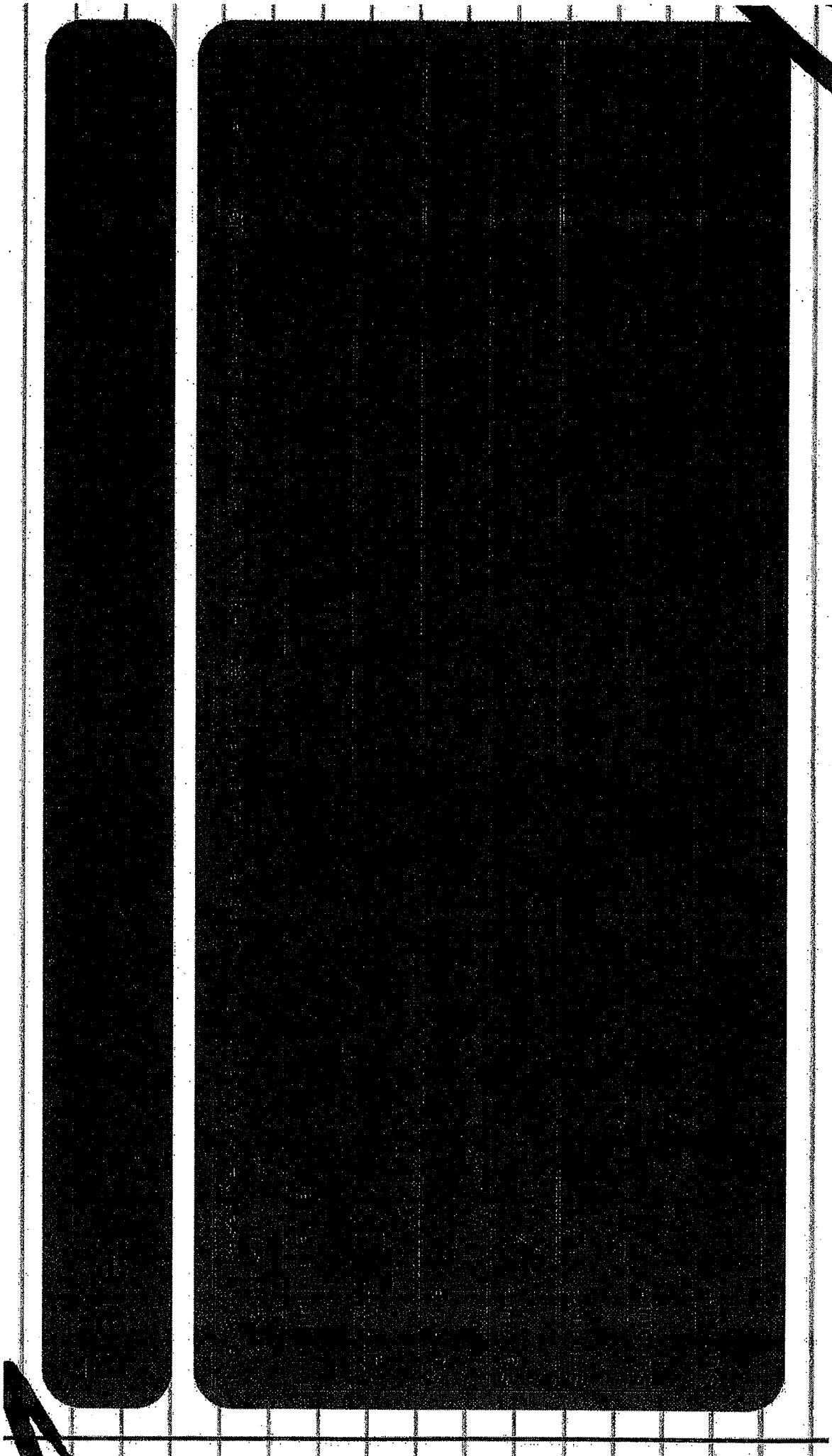


Professional Learning Activity/2 Description of Activity	Targeted Audience/Intended Learning Outcome	Monitoring Ongoing Supports	Indicator of Success	Start and End Date	Responsible Employee/Contact Information
PL Activity- Engagement in the Classroom Description of activity: Utilize resources in writing, science and social studies mixed with Authentic learning and engagement tools to improve overall classroom engagement.	Targeted Audience: All staff Learning outcomes- Implementation of high quality engagement strategies; increase student agency	We will monitor using the elect tool, and provide ongoing supporting in PLC using the individual PDSA document.	elect data will increase	July -TBD 6 hours	No cost Will utilize OVEC and BCPS resources

Cedar Grove
Elementary School

Professional Development Plan

2025-2026





Mission: It is the mission of Cedar Grove Elementary School to provide a safe, child-centered environment with unity among school, families, and community as we strive to instill academic achievement, strong character development, and life-long learning.

Date: April 14, 2025



Persons Involved in Planning Process

- James Cleveland - Principal
- Casey McHenry - Counselor
- Teresa Polymers - Transportation Coach
- Ready Facilitator
- Jennifer Rochester - OAC
- 100% of Continued Student through PL Survey and PLOs

1

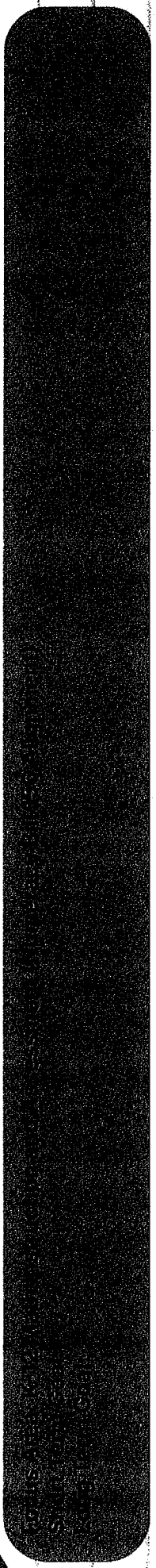
1. The following information is for the use of the person who is responsible for the maintenance of the records of the organization.

1. The following information is for the use of the person who is responsible for the maintenance of the records of the organization.

1. The following information is for the use of the person who is responsible for the maintenance of the records of the organization.

Needs Assessment Analysis

Professional Learning Activity / Description of Activity	Targeted Audience / Intended Learning Outcome	Monitoring / Ongoing Support	Inkwire Work Samples	New Teacher Orientation: August, 2024 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year	Resources / Estimated Cost / Estimated Funding Source
New Teacher Orientation/ THRIVE Academy THRIVE Academy empowers teachers to do more than just survive their first year in the classroom. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.	Audience: All new teachers to BCPS hired for the 2024-2025 school year -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?	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E. mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E. mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal sessions THRIVE urgent care sessions are also provided monthly by T.H.R.I.V.E. mentors, student learning directors, and instructional coaches	Inkwire Work Samples New Teacher and THRIVE Academy Survey		\$0 (no cost to schools-district funded)



Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date and # of Hours	Resources - Estimated Cost and Funding Source
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.	Elementary Teachers 6-12 Math Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026	District General Funds

Professional Learning Activity Description of Activity	Targeted Audience/Intended Learning Outcomes	Monitoring/ Ongoing Supports	Indicator of Success	Start/End Date and Time	Resources/Estimated Cost/ Funding Source
Professional Learning Activity: Engagement with Cooperative Learning Description of Activity: Teachers will engage in professional learning focused on a variety of cooperative learning strategies. They will also receive targeted development on increasing student engagement through the implementation of our High-Quality Instructional Resources (HQIR).	All classroom teachers and designated SPED/Special Area staff.	Regular follow up in PLCs and team planning. further Bullitt Day training based upon feedback and data, teacher specific coaching cycles around implementation with OVEC.	ELEOT Data (specifically Domain D), lesson plans with walkthroughs	August 8, 2025 6 Hours	\$0

Focus Area: **Professional Learning**
 Strategic Initiative: **Mathematics**
 Project Name: **MyView and iReady Mathematics Backwards Planning**

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date and/or Hours	Resources/Estimated Cost and Funding Source
Professional Learning Activity: MyView and iReady Classroom Mathematics Backwards Planning Description of Activity: Teachers will engage in training on utilizing MyView and iReady Classroom HQIRs and begin developing unit plans based upon the protocol provided.	All classroom teachers and designated SPED staff.	Regular follow up in PLCs and team planning, further Bullitt Day training based upon feedback and data, teacher specific coaching cycles around implementation; co-plan schedule with instructional coach	ELEOT Data, formative assessment data and staff feedback	July/August 2025 6 Hours	\$0

Professional Learning Activity Description/Activity	Targeted Audience/Intended Audience	Facilitator(s)	Materials/Tools	Start/End Date and Time	Resources/Equipment
Professional Learning Activity: Vibrant Learning Experiences Description of Activity: Teachers will collaborate and engage with the BC Grad Profile and HQRs to design vibrant, student-centered learning experiences that promote the development of core competencies and deeper learning.	All classroom teachers and designated SPED staff.	Regular follow up in PLCs and team planning. further Bullitt Day training based upon feedback and data, teacher specific coaching cycles around implementation; co-plan schedule with instructional coach	ELEOT Data, formative assessment data and staff feedback	July/August 2025 3 Hours	\$0



DEPARTMENT OF EDUCATION
STATE OF NEW YORK
Office of Professional Services
Professional Development Unit

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and Total Hours	Resources/Estimated Cost and Funding Source
Professional Learning Activity: Vertical Alignment and Planning Description of Activity: Provide professional learning for teachers to collaborate and align instruction across grade levels, supporting a more cohesive learning experience for students.	All classroom teachers, STEM, and designated SPED staff.	Regular follow up in PLCs and team planning. further Bullitt Day training based upon feedback and data, vertical alignment team PLC quarterly	KSA data, formative assessment data and staff feedback	July/August 2025 3 Hours	\$0

**Crossroads
Elementary School
Professional
Development Plan**

2025-2026

Date: 11/23/2017

1. School: [illegible] 2. Teacher: [illegible] 3. Student: [illegible] 4. Subject: [illegible] 5. Date: [illegible]

6. Time: [illegible]

Signature: [illegible]

Signature: [illegible]

Signature: [illegible]

Signature: [illegible]

Signature: [illegible]

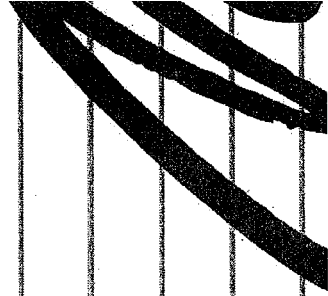
Signature: [illegible]

Mission:

CES is Dedicated to inspiring a community of passionate learners and leaders by setting goals and providing opportunities for success.

Date:

April 23, 2025



Personnel Involvement Planning Process

Barbara (Principal)

James McQuinn (Instructional Coach)

Current Member (Commissioner)

Staff Feedback

Classroom

Robert (Teacher)

Kurt (Instructional Coach)

Tom (Instructional Coach)

Bonnie (Principal)

James (Principal)

James (Principal)

Noodle's Assessment Analysis

Crossroads Elementary 2024-2025 Needs Assessment

100% of students

are proficient in the core knowledge and skills of the
System of Standards (SOS)

We continue to make small, incremental changes to our curriculum, instruction, and assessment building. Students will be better prepared to reach proficiency in their mastery of standards. Furthermore, the delivery of the data is being taken to the next level. We will be able to provide to meet the information needs of all students based on the mastery of standards (mastery of learning)

Professional Responsibility Overview

Professional Responsibility is the set of rules and standards that govern the conduct of professionals. It is designed to protect the public interest and ensure the highest quality of service. The rules are typically established by a professional association or a regulatory body. The rules cover a wide range of issues, including conflicts of interest, confidentiality, and the duty to provide competent service. The rules are designed to ensure that professionals act in the best interests of their clients and the public. The rules are also designed to ensure that professionals are held accountable for their actions. The rules are a key part of the professional's identity and are a key factor in the public's perception of the profession.



Focus Area: New Teacher Orientation
Short Term Goal: Empower teachers to survive their first year in the classroom.
Long Term Goal: All new teachers will be successful in their first year of teaching.

Professional Learning Activity & Description of Activity	Target Audience & Intended Learning Outcomes	Monitoring & Ongoing Support	Indicators of Success	Start and End Dates and/or Milestones	Resources, Estimated Cost, and Funding Source
New Teacher Orientation/ THRIVE Academy	Audience: All new teachers to BCPS hired for the 2024-2025 school year	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps.	Inkwire Work Samples	New Teacher Orientation: August, 2024 (6 hours)	(District Supported)
THRIVE Academy empowers teachers to do more than just survive their first year in the classroom. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.	-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?	Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the	New Teacher and THRIVE Academy Survey	THRIVE Academy sessions: up to 6 hours throughout year	

This document is a draft and is not for distribution outside of the district. It is intended for internal use only and is subject to change without notice.

Professional Learning Activity & Description of Activity	Target Audience & Intended Learning Outcomes	Monitoring & Evaluation Strategies	Indicators of Success	Start/End Dates and Time	Responsible Party
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.	Elementary Teachers K-5 Math Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments ,as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026	District General Funds

Goals: All staff will learn UFLI strategies for literacy instruction and be exposed to the UFLI curriculum. Staff will learn UFLI strategies for literacy instruction and be exposed to the UFLI curriculum. Staff will learn UFLI strategies for literacy instruction and be exposed to the UFLI curriculum.

Professional Learning Activity & Description of Activity	Targeted Audience & Identified Learning Outcome	Monitoring & Supporting Strategies	Data Sources	Start/End Date and/or Hours	Budget & Estimated Cost (and Funding Source)
UFLI Staff will learn UFLI strategies for literacy instruction and be exposed to the UFLI curriculum.	Teachers The outcome for teachers to understand the UFLI curriculum and be able to use it effectively for all tiers of instruction to meet student needs.	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? *Observations; teacher feedback Who is responsible for gathering data? (teachers, coaches, administrators, etc.) *Teachers, admin, IC How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly *Weekly PLC check-ins	Teacher feedback Classroom observations	July 9 or 16 @ OVEC	\$0 (OVEC Supported)

Professional Learning Activity Description of Activity	Project/Activity/Initiative Responsible for Activity	Learning Strategies	Teacher feedback	July 28, 2025 12:30-3:30	\$0 (District Supported)
Special Education: How Do I Teach to that Disability? Staff will learn the 9 eligibility categories for which students can qualify and learn strategies for teaching students who qualify under each disability label.	Participants: All teachers *The outcome for teachers is to increase their knowledge of the eligibility categories and to increase in confidence when working with students who qualify with a disability, gaining new strategies to implement even in the absence of special education staff.	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? *Observations; teacher feedback Who is responsible for gathering data? (teachers, coaches, administrators, etc.) *Teachers, admin, IC, SpEd staff How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly *Weekly PLC check-ins; bi-weekly SpEd PLC	Classroom observations		

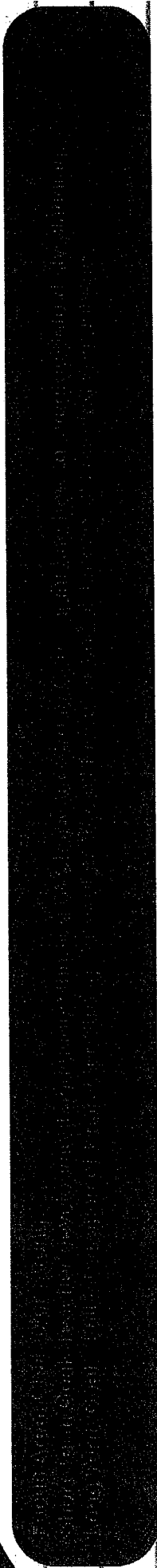
Focus Area: Gifted & Differentiation
 Short-term goal (measurable, achievable, time-bound): All teachers will have a minimum of 3 differentiated activities in their lesson plans by the end of the year.
 Long-term goal (measurable, achievable, time-bound): All students will demonstrate growth in their learning outcomes by the end of the year.

Long-term Goal Description of Activity	Targeted Audience / Planned Learning Outcome	Monitoring / Ongoing Support	Indicator of Success	Date / Time / Location	Resource / Estimated Cost / Funding Source
GT & Differentiation Staff will explore ways to differentiate instruction for students who are high performing, but may not necessarily be labeled as gifted.	Teachers The outcome for teachers is to provide opportunities for enrichment and differentiation that go beyond assigning extra work, making activities meaningful and rigorous.	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? *Observations; teacher feedback Who is responsible for gathering data? (teachers, coaches, administrators, etc.) *Teachers, admin, IC How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly *Weekly PLC check-ins	Teacher feedback Classroom observations	August 4, 2025 12:30-3:30	\$0 (District Supported)

Professional Learning Activity: Unconference or Activity TeachMeet TeachMeets are 'unconferences' focusing on educational technology. Unconference means we don't charge anything to attend and sessions are decided upon by participants. Typically TeachMeets are fast paced (20 min sessions), tech sharing, friend making, and never boring gatherings of people sharing resources for education.	Teachers Provide teachers with the opportunity to explore new technology integration within their instructional practice and based on their own individual needs for technology support.	Monitoring and Ongoing Support provided by Instructional Coach and DLC.	Teacher Feedback Observation Data that Indicates Increase in Technology Integration into Instructional Practice	July 16, 2025 8:00 - 3:00 (Bullitt Central High School)	\$0
---	--	---	---	--	------------

1. **Professional Learning Activities:** This section describes the professional learning activities that will be provided to teachers during the year. It includes a description of the activities, the duration of the activities, and the personnel who will be providing the activities.

Professional Learning Activities	Targeted Audience (Identified Learning Outcome)	Monitoring & Ongoing Support	Priority of Support	Start Date/End Date/Time	Resources/Estimated Cost (including Personnel)
Team Planning Teachers will be provided with time to develop instructional planning, unit construction, authentic learning experiences, and classroom management practice to support students achievement in the short term (first 2 weeks of school) and long term (unit planning, grade level rituals and traditions, etc.).	Grade Level Teams - First Two Week Plans (Academic, Behavioral, etc..) - Authentic Learning Experience Development - Character Strong Implementation - Unit Planning - Essential Standards Analysis - Assessment Building	Teachers will be required to spend time with the Instructional Coach to discuss "Big Rocks" of Team Planning work (see Learning Outcomes at left). Teachers will then be released to complete the work as a team during the remaining portion of their Team Planning time.	Teacher First Two Week Plans Unit Plans that include: - Authentic Learning Experiences - Essential Standards Aligned Assessments Behavioral Management Plans Integration of Character Strong Curriculum	August 4 & 5 8:30 - 3:30	\$0



Project/Initiative/Activity	Targeted Audience & Location	Monitoring	Indicators of Success	Start Date and End Date	Resources Estimated
Character Strong Development Crossroads is adopting the "Character Strong" curriculum for the 2025-2026 school year. This is the newest Social-Emotional Learning (SEL) curriculum that CES will be using for the foreseeable future.	Teachers Teachers will be expected to articulate Character Strong foundations and systems for implementation. Additionally, teachers will be expected to implement Character Strong Curriculum into their daily planning processes.	Review of daily Character Strong lesson planning that has been built into the Master Schedule to support implementation. PBIS Team Oversight • Walkthroughs • Feedback from Stakeholders (Teachers and Students)	Integration of Character Strong Curriculum	August 6 8:30 - 11:30	\$0

South Area Community Building
 Shared across Faculty and Staff Community Building
 Completion Date: 7/2/2017

Professional Learning Activity/Discretionary Activity	Target Audience (emphasized Learning Outcome)	Measuring Outcomes	Educator/Staff	Start and End Date/Hours	Resources, Estimated Cost, and Funding Source
Community Building Dedicated time for Faculty and Staff community building through a shared experience within the community.	Faculty and Staff ALL Faculty and Staff will be encouraged to attend this Community Building experience to kick off our school year through shared experiences.	Review of Faculty and Staff Attendance at Community Building event. Ongoing Community Building Experiences through CES Culture and Care Committee	Faculty and Staff Attendance at Community Building and Culture and Care Committee Events	TBD 3 Hours	\$1,000 Fund 22



FREEDOM

Elementary School

Professional Development Plan

2025-2026



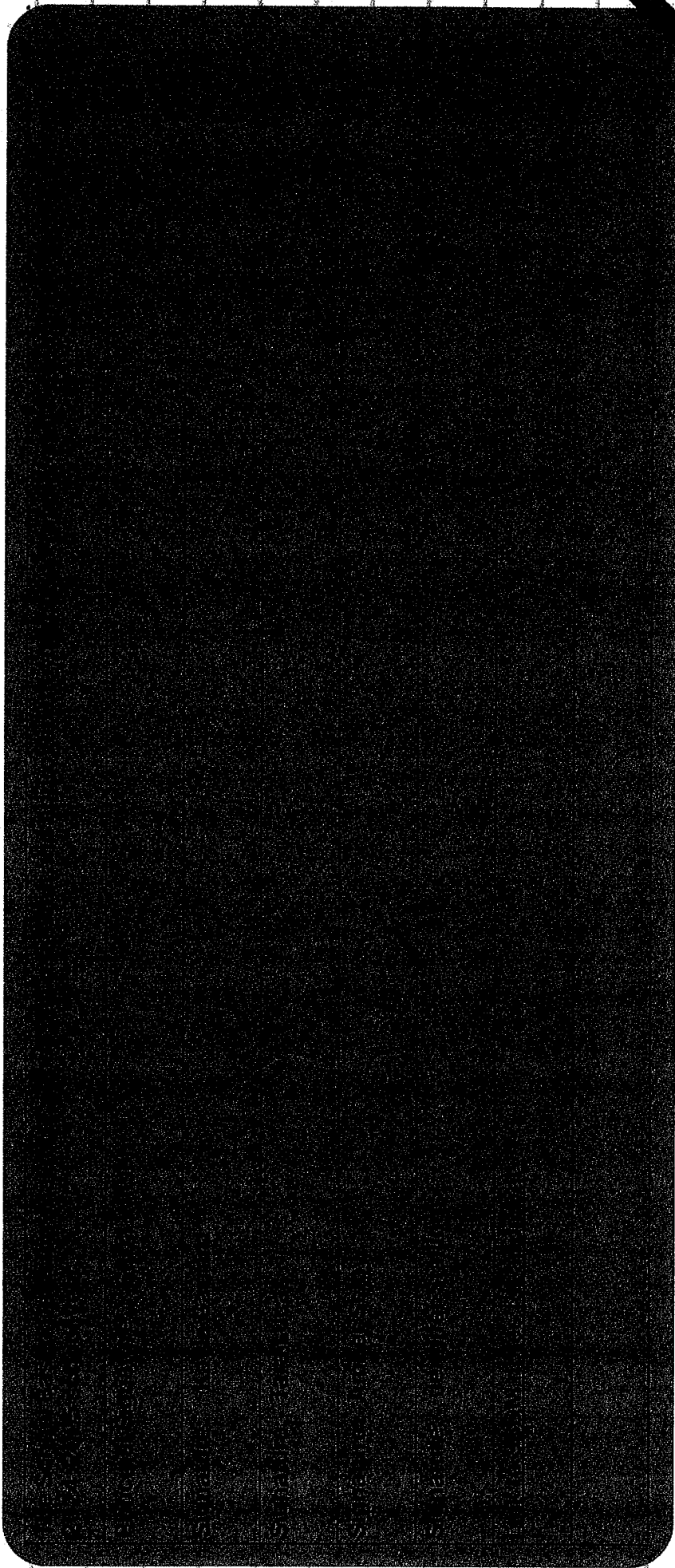
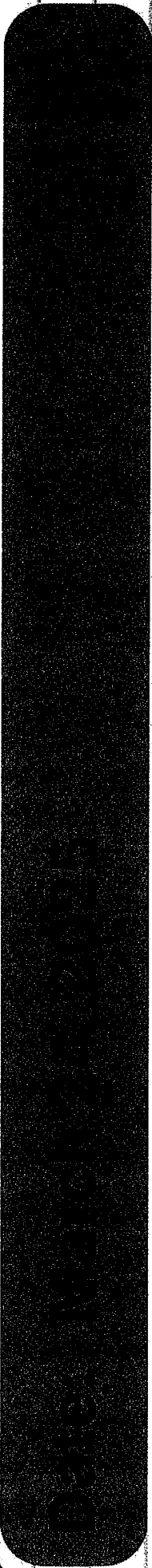
Freedom Elementary
SBDM
Meeting Location: Conference Room

4:00 PM
March 24, 2025

Agenda	Minutes
1. Opening Business a. Call meeting to order/attendance b. Welcome and Introductions c. Approval of Agenda d. Good News Report e. Public Comment	1. a. Meeting called to order, motion-Selby, 2nd-Lucas, all in favor b. Mrs. Overstreet is observing for option 6 hours c. Agenda approved, motion-Selby, 2nd-Garrard, all in favor d. Mrs. Axline is leading teacher elections, PTA will lead parent elections. OLR is at 42% enrollment. During the recent ILT meeting, administration shared that teachers are using new instructional strategies from recent teacher conferences. Teachers that did not attend the conference are also using the strategies. e. No public comment
2. New Business a. 2nd reading <u>XI bylaws</u> b. 2nd reading of <u>School Space policy</u> c. Clarification of P.E. assessments for wellness policy d. 1st Reading of <u>Instructional policy</u> e. Approve tentative budget for 2025-26 school year	2. a. 2nd reading XI bylaws b. 2nd reading of School Space Policy c. Fitness Gram is used for PE assessment d. 1st reading of Instructional Policy e. Approve tentative budget for 2025-2026 school year, motion-Garrard, 2nd- Selby, all in favor
3. Title I	3.

Title 1 math night comments	Math night in March was successful! Every activity was grade level appropriate. Students and their families really enjoyed it.
4. CSIP <u>Professional Learning</u> for next year.	4. Reviewed PL for next year based on teacher survey and CSIP needs
5. Adjournment	5. Adjourned at 4:40 p.m. motion-Selby, 2nd-Garrard, all in favor

Carolyn
 Tara Lucas
 Amber Selby
 Kayla Garrard





Mission: To SOAR we will...

Strive to be confident and focused on learning

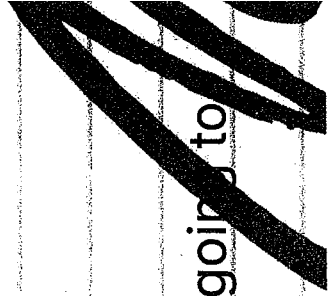
Overcome obstacles and maintain a growth mindset

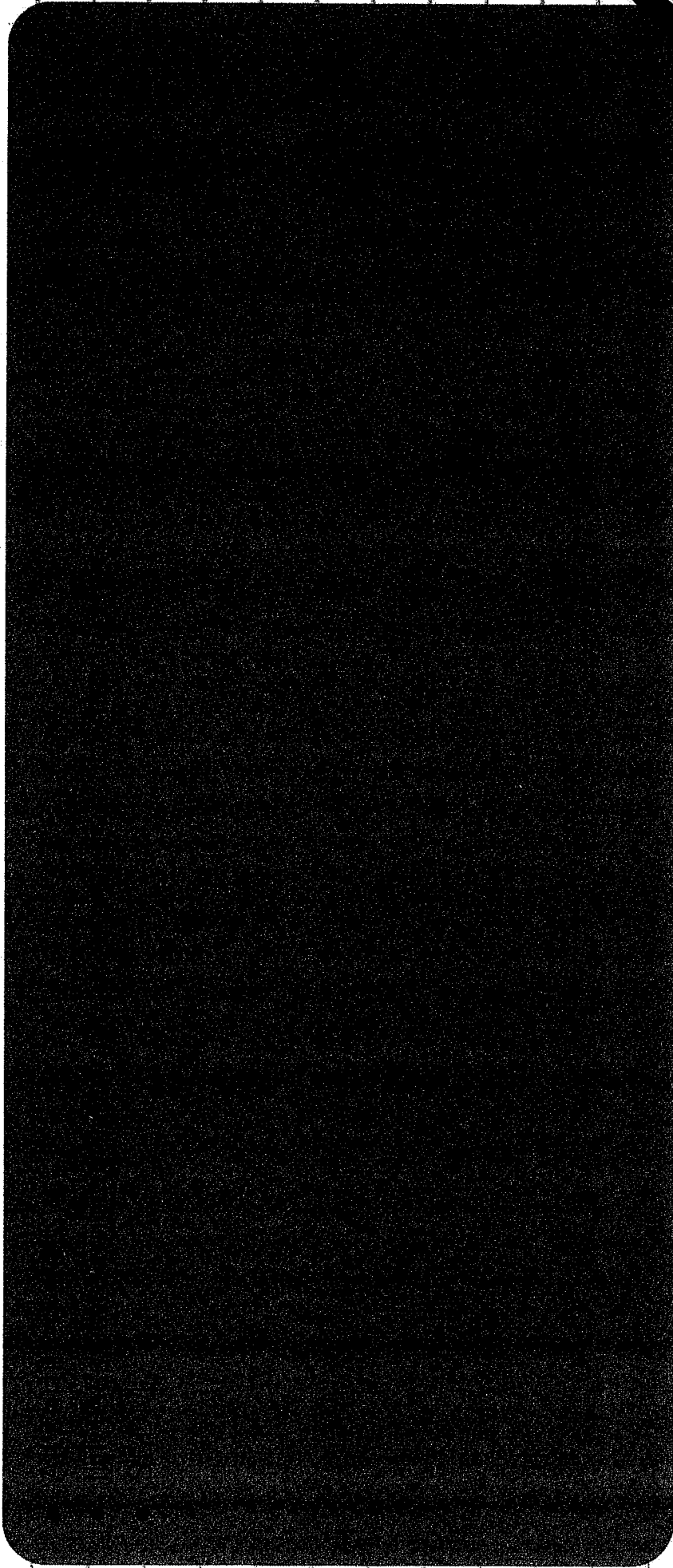
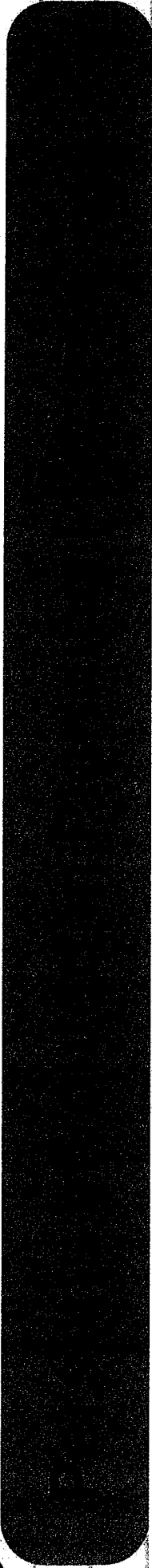
Always encourage and help each other

Rise to meet our full potential.

We are Freedom Falcons and we will SOAR!

Date: This has been the school's mission statement but we are going to revisit our current reality next year and create one that fits us.



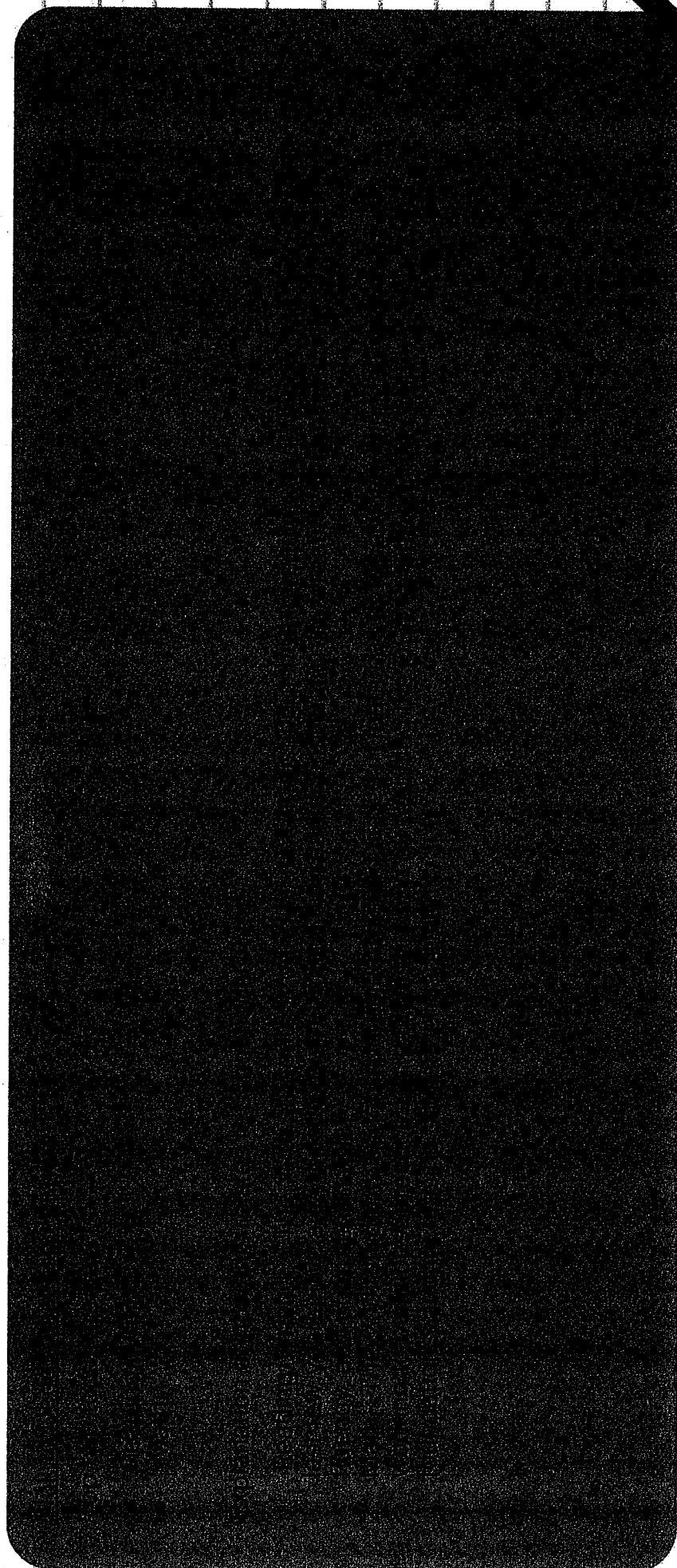
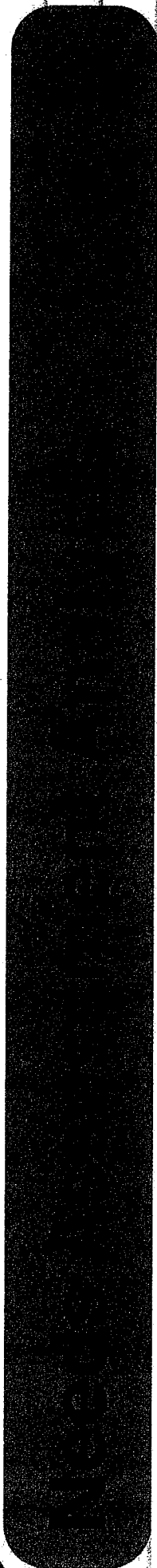


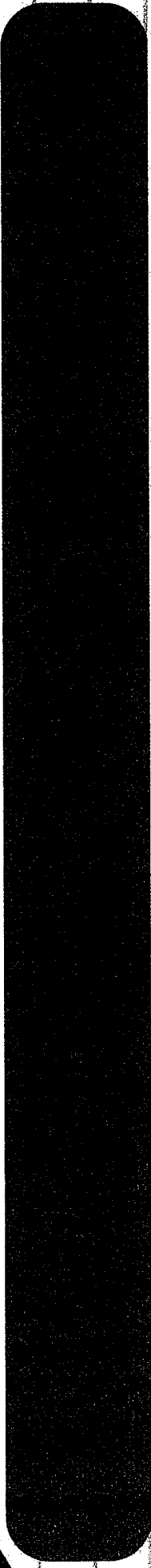
1

[REDACTED]

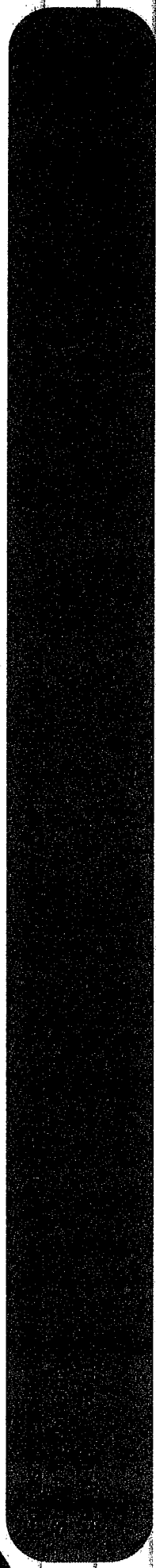
[REDACTED]

2



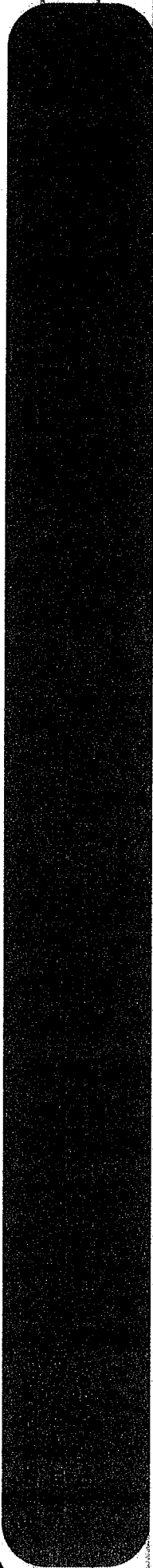


Professional Learning Activity/ Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Data Collection	Indicators of Success	Start/End Dates and/or Frequency	Standards, Benchmarks, or Objectives (aligned to standards)
New Teacher Orientation/ THRIVE Academy THRIVE Academy empowers teachers to do more than just survive their first year in the classroom. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.	Audience: All new teachers to BCPS hired for the 2024-2025 school year -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?	Monitoring & Data Collection What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E. mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E. mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal sessions THRIVE urgent care sessions are also provided monthly by T.H.R.I.V.E. mentors, student learning directors, and instructional coaches	Inkwire Work Samples New Teacher and THRIVE Academy Survey	New Teacher Orientation: August, 2024 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year	\$0 (no cost to schools-district funded)

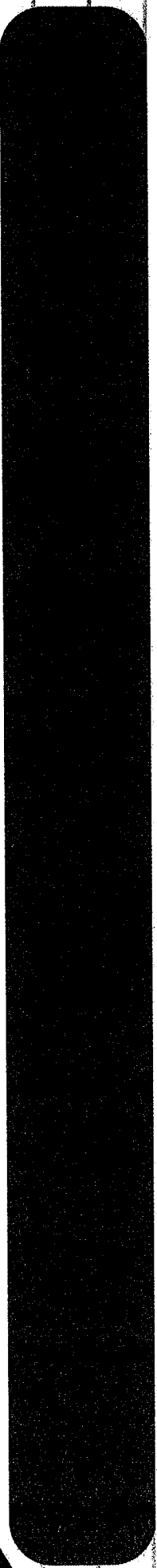


Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date and # of Hours	Resources, Funding, Cost, and Funding Source
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.	Elementary Teachers 6-12 Math Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026	District General Funds

Professional Learning Activity or Description of Activity	Tangible Outcomes / Identified Learning Outcomes	Monitoring & Engagement Supports	Implementation of Strategies	Date, Duration and Time	Resources / Materials
Best Practices for Reading Instruction (Carla Wilson and Shelby Pike) Teachers will dive deeper into the pillars of literacy and learn more about guided reading. Morphology and Vocabulary (Lynn Schwallie) Grades 3-5 will learn how to implement a daily dose of morphology and vocabulary into their reading block.	All teachers will participate in this PL. The outcome is that teachers grow in their knowledge of strong reading foundations and how to implement them in the classroom.	What data will be gathered? Classroom walkthrough data, reading scores on iReady and Fastbridge. Who is responsible for gathering data? Teachers, IC, admin How frequently will data be analyzed? Classroom walkthrough data will be analyzed weekly in ILT meeting iReady and Fastbridge scores will be analyzed three times a year	Implementation of strategies/practices shared in PL	August 4, 2025 8:30-3:30 6 hours	\$0 (no cost)



Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicator of Success	Start and End Dates and Hours	Estimated Cost (including Supplies)
Supporting Tier 3 Math Instruction in the Classroom (Dee Crescitelli KCM) Teachers will learn how to remediate and recover students effectively.	All teachers will participate in this PL. The outcome is that teachers grow in their knowledge of strong foundations of math, concentrating on number sense and math fluency and how to implement them in the classroom.	What data will be gathered? Classroom walkthrough data, reading scores on iReady, MTSS probe data Who is responsible for gathering data? Teachers, IC, admin How frequently will data be analyzed? Classroom walkthrough data will be analyzed weekly in ILT meeting MTSS data will be analyzed every 6 weeks in MTSS meetings. iReady scores will be analyzed three times a year.	Implementation of strategies/practices shared in PL	August 5, 2025 8:30-3:30 (6 hours)	\$0 (no cost)
Best Practices for Math Instruction (Dee Crescitelli KCM) Teachers will learn the importance of the CSA model when teaching math.					



Professional Learning Activity/ Description of Activity	Targeted Audience/Intended Learning Outcomes	Monitoring/ Ongoing Support	Implementation of strategies/practices shared in PL	Start and End Date/ Duration	Resources/ Materials/ Cost/ Funding Source
Becoming a Better Writing Instructor (Tammy Stephens) Teachers will go through the writing process together. They will learn how to implement strategies to help students revise, give feedback, and edit. They will also learn how to plan lessons that are engaging and aligned to KAS.	All teachers will participate in this PL. The outcome is that teachers grow in their knowledge of teaching writing and how to help students be better writers.	What data will be gathered? Classroom walkthrough data, District ODW data Who is responsible for gathering data? Teachers, IC, admin How frequently will data be analyzed? Classroom walkthrough data will be analyzed weekly in ILT meeting District ODW data will be analyzed 3 times a year	Implementation of strategies/practices shared in PL	August 6, 2025 8:30-3:30 (6 hours)	\$0 (no cost)



Mt. Washington
Elementary School



**Professional
Development Plan**

2025-2026

Date:

The School Board Decision-Making Council has reviewed and approved the proposed Professional Development Plan for the 2024-2025 school year.

Pamela Signature

Signature

Signature

Signature

Signature

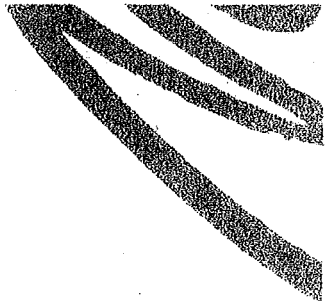
Signature

Signature



Mission: Our school's mission is to empower students to become lifelong learners by providing a nurturing learning environment.

Date: April 2025

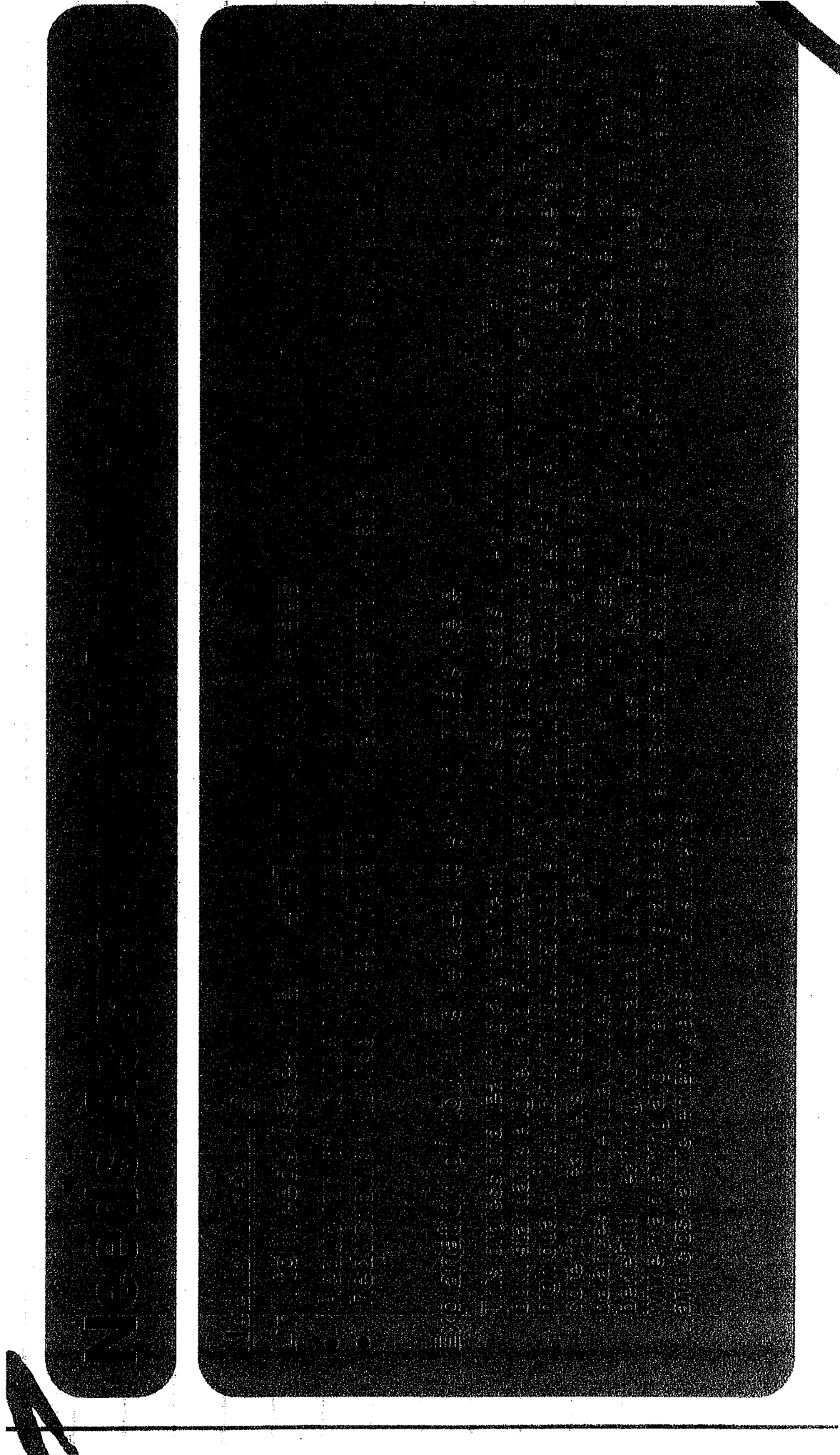


Peter ...

...

Descriptive Catalogue

The following is a list of the books in the collection, arranged in alphabetical order of the author's name. The books are listed in the following order: 1. The first book is by John Doe, published in 1950. 2. The second book is by Jane Smith, published in 1955. 3. The third book is by Robert Johnson, published in 1960. 4. The fourth book is by Mary White, published in 1965. 5. The fifth book is by William Brown, published in 1970. 6. The sixth book is by Elizabeth Green, published in 1975. 7. The seventh book is by Thomas Black, published in 1980. 8. The eighth book is by Patricia Gray, published in 1985. 9. The ninth book is by Charles King, published in 1990. 10. The tenth book is by Susan Lee, published in 1995. 11. The eleventh book is by David Hall, published in 2000. 12. The twelfth book is by Jennifer Adams, published in 2005. 13. The thirteenth book is by Michael Baker, published in 2010. 14. The fourteenth book is by Rebecca Carter, published in 2015. 15. The fifteenth book is by Daniel Evans, published in 2020. 16. The sixteenth book is by Victoria Foster, published in 2025. 17. The seventeenth book is by Christopher Gibson, published in 2030. 18. The eighteenth book is by Amanda Harris, published in 2035. 19. The nineteenth book is by Benjamin Jones, published in 2040. 20. The twentieth book is by Sophia King, published in 2045. 21. The twenty-first book is by Alexander Lee, published in 2050. 22. The twenty-second book is by Isabella Miller, published in 2055. 23. The twenty-third book is by Jacob Wilson, published in 2060. 24. The twenty-fourth book is by Charlotte Young, published in 2065. 25. The twenty-fifth book is by Benjamin Adams, published in 2070. 26. The twenty-sixth book is by Emily Baker, published in 2075. 27. The twenty-seventh book is by Daniel Carter, published in 2080. 28. The twenty-eighth book is by Sophia Evans, published in 2085. 29. The twenty-ninth book is by Alexander Foster, published in 2090. 30. The thirtieth book is by Isabella Gibson, published in 2095. 31. The thirty-first book is by Jacob Harris, published in 2100. 32. The thirty-second book is by Charlotte King, published in 2105. 33. The thirty-third book is by Benjamin Lee, published in 2110. 34. The thirty-fourth book is by Emily Miller, published in 2115. 35. The thirty-fifth book is by Daniel Wilson, published in 2120. 36. The thirty-sixth book is by Sophia Young, published in 2125. 37. The thirty-seventh book is by Alexander Adams, published in 2130. 38. The thirty-eighth book is by Isabella Baker, published in 2135. 39. The thirty-ninth book is by Jacob Carter, published in 2140. 40. The fortieth book is by Charlotte Evans, published in 2145. 41. The forty-first book is by Benjamin Foster, published in 2150. 42. The forty-second book is by Emily Gibson, published in 2155. 43. The forty-third book is by Daniel Harris, published in 2160. 44. The forty-fourth book is by Sophia King, published in 2165. 45. The forty-fifth book is by Alexander Lee, published in 2170. 46. The forty-sixth book is by Isabella Miller, published in 2175. 47. The forty-seventh book is by Jacob Wilson, published in 2180. 48. The forty-eighth book is by Charlotte Young, published in 2185. 49. The forty-ninth book is by Benjamin Adams, published in 2190. 50. The fiftieth book is by Emily Baker, published in 2195. 51. The fifty-first book is by Daniel Carter, published in 2200. 52. The fifty-second book is by Sophia Evans, published in 2205. 53. The fifty-third book is by Alexander Foster, published in 2210. 54. The fifty-fourth book is by Isabella Gibson, published in 2215. 55. The fifty-fifth book is by Jacob Harris, published in 2220. 56. The fifty-sixth book is by Charlotte King, published in 2225. 57. The fifty-seventh book is by Benjamin Lee, published in 2230. 58. The fifty-eighth book is by Emily Miller, published in 2235. 59. The fifty-ninth book is by Daniel Wilson, published in 2240. 60. The sixtieth book is by Sophia Young, published in 2245. 61. The sixty-first book is by Alexander Adams, published in 2250. 62. The sixty-second book is by Isabella Baker, published in 2255. 63. The sixty-third book is by Jacob Carter, published in 2260. 64. The sixty-fourth book is by Charlotte Evans, published in 2265. 65. The sixty-fifth book is by Benjamin Foster, published in 2270. 66. The sixty-sixth book is by Emily Gibson, published in 2275. 67. The sixty-seventh book is by Daniel Harris, published in 2280. 68. The sixty-eighth book is by Sophia King, published in 2285. 69. The sixty-ninth book is by Alexander Lee, published in 2290. 70. The seventieth book is by Isabella Miller, published in 2295. 71. The seventy-first book is by Jacob Wilson, published in 2300. 72. The seventy-second book is by Charlotte Young, published in 2305. 73. The seventy-third book is by Benjamin Adams, published in 2310. 74. The seventy-fourth book is by Emily Baker, published in 2315. 75. The seventy-fifth book is by Daniel Carter, published in 2320. 76. The seventy-sixth book is by Sophia Evans, published in 2325. 77. The seventy-seventh book is by Alexander Foster, published in 2330. 78. The seventy-eighth book is by Isabella Gibson, published in 2335. 79. The seventy-ninth book is by Jacob Harris, published in 2340. 80. The eightieth book is by Charlotte King, published in 2345. 81. The eighty-first book is by Benjamin Lee, published in 2350. 82. The eighty-second book is by Emily Miller, published in 2355. 83. The eighty-third book is by Daniel Wilson, published in 2360. 84. The eighty-fourth book is by Sophia Young, published in 2365. 85. The eighty-fifth book is by Alexander Adams, published in 2370. 86. The eighty-sixth book is by Isabella Baker, published in 2375. 87. The eighty-seventh book is by Jacob Carter, published in 2380. 88. The eighty-eighth book is by Charlotte Evans, published in 2385. 89. The eighty-ninth book is by Benjamin Foster, published in 2390. 90. The ninetieth book is by Emily Gibson, published in 2395. 91. The ninety-first book is by Daniel Harris, published in 2400. 92. The ninety-second book is by Sophia King, published in 2405. 93. The ninety-third book is by Alexander Lee, published in 2410. 94. The ninety-fourth book is by Isabella Miller, published in 2415. 95. The ninety-fifth book is by Jacob Wilson, published in 2420. 96. The ninety-sixth book is by Charlotte Young, published in 2425. 97. The ninety-seventh book is by Benjamin Adams, published in 2430. 98. The ninety-eighth book is by Emily Baker, published in 2435. 99. The ninety-ninth book is by Daniel Carter, published in 2440. 100. The hundredth book is by Sophia Evans, published in 2445. 101. The hundred-first book is by Alexander Foster, published in 2450. 102. The hundred-second book is by Isabella Gibson, published in 2455. 103. The hundred-third book is by Jacob Harris, published in 2460. 104. The hundred-fourth book is by Charlotte King, published in 2465. 105. The hundred-fifth book is by Benjamin Lee, published in 2470. 106. The hundred-sixth book is by Emily Miller, published in 2475. 107. The hundred-seventh book is by Daniel Wilson, published in 2480. 108. The hundred-eighth book is by Sophia Young, published in 2485. 109. The hundred-ninth book is by Alexander Adams, published in 2490. 110. The hundred-tenth book is by Isabella Baker, published in 2495. 111. The hundred-eleventh book is by Jacob Carter, published in 2500. 112. The hundred-twelfth book is by Charlotte Evans, published in 2505. 113. The hundred-thirteenth book is by Benjamin Foster, published in 2510. 114. The hundred-fourteenth book is by Emily Gibson, published in 2515. 115. The hundred-fifteenth book is by Daniel Harris, published in 2520. 116. The hundred-sixteenth book is by Sophia King, published in 2525. 117. The hundred-seventeenth book is by Alexander Lee, published in 2530. 118. The hundred-eighteenth book is by Isabella Miller, published in 2535. 119. The hundred-nineteenth book is by Jacob Wilson, published in 2540. 120. The hundred-twentieth book is by Charlotte Young, published in 2545. 121. The hundred-twenty-first book is by Benjamin Adams, published in 2550. 122. The hundred-twenty-second book is by Emily Baker, published in 2555. 123. The hundred-twenty-third book is by Daniel Carter, published in 2560. 124. The hundred-twenty-fourth book is by Sophia Evans, published in 2565. 125. The hundred-twenty-fifth book is by Alexander Foster, published in 2570. 126. The hundred-twenty-sixth book is by Isabella Gibson, published in 2575. 127. The hundred-twenty-seventh book is by Jacob Harris, published in 2580. 128. The hundred-twenty-eighth book is by Charlotte King, published in 2585. 129. The hundred-twenty-ninth book is by Benjamin Lee, published in 2590. 130. The hundred-thirtieth book is by Emily Miller, published in 2595. 131. The hundred-thirty-first book is by Daniel Wilson, published in 2600. 132. The hundred-thirty-second book is by Sophia Young, published in 2605. 133. The hundred-thirty-third book is by Alexander Adams, published in 2610. 134. The hundred-thirty-fourth book is by Isabella Baker, published in 2615. 135. The hundred-thirty-fifth book is by Jacob Carter, published in 2620. 136. The hundred-thirty-sixth book is by Charlotte Evans, published in 2625. 137. The hundred-thirty-seventh book is by Benjamin Foster, published in 2630. 138. The hundred-thirty-eighth book is by Emily Gibson, published in 2635. 139. The hundred-thirty-ninth book is by Daniel Harris, published in 2640. 140. The hundred-fortieth book is by Sophia King, published in 2645. 141. The hundred-forty-first book is by Alexander Lee, published in 2650. 142. The hundred-forty-second book is by Isabella Miller, published in 2655. 143. The hundred-forty-third book is by Jacob Wilson, published in 2660. 144. The hundred-forty-fourth book is by Charlotte Young, published in 2665. 145. The hundred-forty-fifth book is by Benjamin Adams, published in 2670. 146. The hundred-forty-sixth book is by Emily Baker, published in 2675. 147. The hundred-forty-seventh book is by Daniel Carter, published in 2680. 148. The hundred-forty-eighth book is by Sophia Evans, published in 2685. 149. The hundred-forty-ninth book is by Alexander Foster, published in 2690. 150. The hundred-fiftieth book is by Isabella Gibson, published in 2695. 151. The hundred-fifty-first book is by Jacob Harris, published in 2700. 152. The hundred-fifty-second book is by Charlotte King, published in 2705. 153. The hundred-fifty-third book is by Benjamin Lee, published in 2710. 154. The hundred-fifty-fourth book is by Emily Miller, published in 2715. 155. The hundred-fifty-fifth book is by Daniel Wilson, published in 2720. 156. The hundred-fifty-sixth book is by Sophia Young, published in 2725. 157. The hundred-fifty-seventh book is by Alexander Adams, published in 2730. 158. The hundred-fifty-eighth book is by Isabella Baker, published in 2735. 159. The hundred-fifty-ninth book is by Jacob Carter, published in 2740. 160. The hundred-sixtieth book is by Charlotte Evans, published in 2745. 161. The hundred-sixty-first book is by Benjamin Foster, published in 2750. 162. The hundred-sixty-second book is by Emily Gibson, published in 2755. 163. The hundred-sixty-third book is by Daniel Harris, published in 2760. 164. The hundred-sixty-fourth book is by Sophia King, published in 2765. 165. The hundred-sixty-fifth book is by Alexander Lee, published in 2770. 166. The hundred-sixty-sixth book is by Isabella Miller, published in 2775. 167. The hundred-sixty-seventh book is by Jacob Wilson, published in 2780. 168. The hundred-sixty-eighth book is by Charlotte Young, published in 2785. 169. The hundred-sixty-ninth book is by Benjamin Adams, published in 2790. 170. The hundred-seventieth book is by Emily Baker, published in 2795. 171. The hundred-seventy-first book is by Daniel Carter, published in 2800. 172. The hundred-seventy-second book is by Sophia Evans, published in 2805. 173. The hundred-seventy-third book is by Alexander Foster, published in 2810. 174. The hundred-seventy-fourth book is by Isabella Gibson, published in 2815. 175. The hundred-seventy-fifth book is by Jacob Harris, published in 2820. 176. The hundred-seventy-sixth book is by Charlotte King, published in 2825. 177. The hundred-seventy-seventh book is by Benjamin Lee, published in 2830. 178. The hundred-seventy-eighth book is by Emily Miller, published in 2835. 179. The hundred-seventy-ninth book is by Daniel Wilson, published in 2840. 180. The hundred-eightieth book is by Sophia Young, published in 2845. 181. The hundred-eighty-first book is by Alexander Adams, published in 2850. 182. The hundred-eighty-second book is by Isabella Baker, published in 2855. 183. The hundred-eighty-third book is by Jacob Carter, published in 2860. 184. The hundred-eighty-fourth book is by Charlotte Evans, published in 2865. 185. The hundred-eighty-fifth book is by Benjamin Foster, published in 2870. 186. The hundred-eighty-sixth book is by Emily Gibson, published in 2875. 187. The hundred-eighty-seventh book is by Daniel Harris, published in 2880. 188. The hundred-eighty-eighth book is by Sophia King, published in 2885. 189. The hundred-eighty-ninth book is by Alexander Lee, published in 2890. 190. The hundred-ninetyth book is by Isabella Miller, published in 2895. 191. The hundred-ninety-first book is by Jacob Wilson, published in 2900. 192. The hundred-ninety-second book is by Charlotte Young, published in 2905. 193. The hundred-ninety-third book is by Benjamin Adams, published in 2910. 194. The hundred-ninety-fourth book is by Emily Baker, published in 2915. 195. The hundred-ninety-fifth book is by Daniel Carter, published in 2920. 196. The hundred-ninety-sixth book is by Sophia Evans, published in 2925. 197. The hundred-ninety-seventh book is by Alexander Foster, published in 2930. 198. The hundred-ninety-eighth book is by Isabella Gibson, published in 2935. 199. The hundred-ninety-ninth book is by Jacob Harris, published in 2940. 200. The two hundredth book is by Charlotte King, published in 2945. 201. The two hundred-first book is by Benjamin Lee, published in 2950. 202. The two hundred-second book is by Emily Miller, published in 2955. 203. The two hundred-third book is by Daniel Wilson, published in 2960. 204. The two hundred-fourth book is by Sophia Young, published in 2965. 205. The two hundred-fifth book is by Alexander Adams, published in 2970. 206. The two hundred-sixth book is by Isabella Baker, published in 2975. 207. The two hundred-seventh book is by Jacob Carter, published in 2980. 208. The two hundred-eighth book is by Charlotte Evans, published in 2985. 209. The two hundred-ninth book is by Benjamin Foster, published in 2990. 210. The two hundred-tenth book is by Emily Gibson, published in 2995. 211. The two hundred-eleventh book is by Daniel Harris, published in 3000. 212. The two hundred-twelfth book is by Sophia King, published in 3005. 213. The two hundred-thirteenth book is by Alexander Lee, published in 3010. 214. The two hundred-fourteenth book is by Isabella Miller, published in 3015. 215. The two hundred-fifteenth book is by Jacob Wilson, published in 3020. 216. The two hundred-sixteenth book is by Charlotte Young, published in 3025. 217. The two hundred-seventeenth book is by Benjamin Adams, published in 3030. 218. The two hundred-eighteenth book is by Emily Baker, published in 3035. 219. The two hundred-nineteenth book is by Daniel Carter, published in 3040. 220. The two hundred-twentieth book is by Sophia Evans, published in 3045. 221. The two hundred-twenty-first book is by Alexander Foster, published in 3050. 222. The two hundred-twenty-second book is by Isabella Gibson, published in 3055. 223. The two hundred-twenty-third book is by Jacob Harris, published in 3060. 224. The two hundred-twenty-fourth book is by Charlotte King, published in 3065. 225. The two hundred-twenty-fifth book is by Benjamin Lee, published in 3070. 226. The two hundred-twenty-sixth book is by Emily Miller, published in 3075. 227. The two hundred-twenty-seventh book is by Daniel Wilson, published in 3080. 228. The two hundred-twenty-eighth book is by Sophia Young, published in 3085. 229. The two hundred-twenty-ninth book is by Alexander Adams, published in 3090. 230. The two hundred-thirtieth book is by Isabella Baker, published in 3095. 231. The two hundred-thirty-first book is by Jacob Carter, published in 3100. 232. The two hundred-thirty-second book is by Charlotte Evans, published in 3105. 233. The two hundred-thirty-third book is by Benjamin Foster, published in 3110. 234. The two hundred-thirty-fourth book is by Emily Gibson, published in 3115. 235. The two hundred-thirty-fifth book is by Daniel Harris, published in 3120. 236. The two hundred-thirty-sixth book is by Sophia King, published in 3125. 237. The two hundred-thirty-seventh book is by Alexander Lee, published in 3130. 238. The two hundred-thirty-eighth book is by Isabella Miller, published in 3135. 239. The two hundred-thirty-ninth book is by Jacob Wilson, published in 3140. 240. The two hundred-fortieth book is by Charlotte Young, published in 3145. 241. The two hundred-forty-first book is by Benjamin Adams, published in 3150. 242. The two hundred-forty-second book is by Emily Baker, published in 3155. 243. The two hundred-forty-third book is by Daniel Carter, published in 3160. 244. The two hundred-forty-fourth book is by Sophia Evans, published in 3165. 245. The two hundred-forty-fifth book is by Alexander Foster, published in 3170. 246. The two hundred-forty-sixth book is by Isabella Gibson, published in 3175. 247. The two hundred-forty-seventh book is by Jacob Harris, published in 3180. 248. The two hundred-forty-eighth book is by Charlotte King, published in 3185. 249. The two hundred-forty-ninth book is by Benjamin Lee, published in 3190. 250. The two hundred-fiftieth book is by Emily Miller, published in 3195. 251. The two hundred-fifty-first book is by Daniel Wilson, published in 3200. 252. The two hundred-fifty-second book is by Sophia Young, published in 3205. 253. The two hundred-fifty-third book is by Alexander Adams, published in 3210. 254. The two hundred-fifty-fourth book is by Isabella Baker, published in 3215. 255. The two hundred-fifty-fifth book is by Jacob Carter, published in 3220. 256. The two hundred-fifty-sixth book is by Charlotte Evans, published in 3225. 257. The two hundred-fifty-seventh book is by Benjamin Foster, published in 3230. 258. The two hundred-fifty-eighth book is by Emily Gibson, published in 3235. 259. The two hundred-fifty-ninth book is by Daniel Harris, published in 3240. 260. The two hundred-sixtieth book is by Sophia King, published in 3245. 261. The two hundred-sixty-first book is by Alexander Lee, published in 3250. 262. The two hundred-sixty-second book is by Isabella Miller, published in 3255. 263. The two hundred-sixty-third book is by Jacob Wilson, published in 3260. 264. The two hundred-sixty-fourth book is by Charlotte Young, published in 3265. 265. The two hundred-sixty-fifth book is by Benjamin Adams, published in 3270. 266. The two hundred-sixty-sixth book is by Emily Baker, published in 3275. 267. The two hundred-sixty-seventh book is by Daniel Carter, published in 3280. 268. The two hundred-sixty-eighth book is by Sophia Evans, published in 3285. 269. The two hundred-sixty-ninth book is by Alexander Foster, published in 3290. 270. The two hundred-seventieth book is by Isabella Gibson, published in 3295. 271. The two hundred-seventy-first book is by Jacob Harris, published in 3300. 272. The two hundred-seventy-second book is by Charlotte King, published in 3305. 273. The two hundred-seventy-third book is by Benjamin Lee, published in 3310. 274. The two hundred-seventy-fourth book is by Emily Miller, published in 3315. 275. The two hundred-seventy-fifth book is by Daniel Wilson, published in 3320. 276. The two hundred-seventy-sixth book is by Sophia Young, published in 3325. 277. The two hundred-seventy-seventh book is by Alexander Adams, published in 3330. 278. The two hundred-seventy-eighth book is by Isabella Baker, published in 3335. 279. The two hundred-seventy-ninth book is by Jacob Carter, published in 3340. 280. The two hundred-eightieth book is by Charlotte Evans, published in 3345. 281. The two hundred-eighty-first book is by Benjamin Foster, published in 3350. 282. The two hundred-eighty-second book is by Emily Gibson, published in 3355. 283. The two hundred-eighty-third book is by Daniel Harris, published in 3360. 284. The two hundred-eighty-fourth book is by Sophia King, published in 3365. 285. The two hundred-eighty-fifth book is by Alexander Lee, published in 3370. 286. The two hundred-eighty-sixth book is by Isabella Miller, published in 3375. 287. The two hundred-eighty-seventh book is by Jacob Wilson, published in 3380. 288. The two hundred-eighty-eighth book is by Charlotte Young, published in 3385. 289. The two hundred-eighty-ninth book is by Benjamin Adams, published in 3390. 290. The two hundred-ninetyth book is by Emily Baker, published in 3395. 291. The two hundred-ninety-first book is by Daniel Carter, published in 3400. 292. The two hundred-ninety-second book is by Sophia Evans, published in 3405. 293. The two hundred-ninety-third book is by Alexander Foster, published in 3410. 294. The two hundred-ninety-fourth book is by Isabella Gibson, published in 3415. 295. The two hundred-ninety-fifth book is by Jacob Harris, published in 3420. 296. The two hundred-ninety-sixth book is by Charlotte King, published in 3425. 297. The two hundred-ninety-seventh book is by Benjamin Lee, published in 3430. 298. The two hundred-ninety-eighth book is by Emily Miller, published in 3435. 299. The two hundred-ninety-ninth book is by Daniel Wilson, published in 3440. 300. The three hundredth book is by Sophia Young, published in 3445. 301. The three hundred-first book is by Alexander Adams, published in 3450. 302. The three hundred-second book is by Isabella Baker, published in 3455. 303. The three hundred-third book is by Jacob Carter, published in 3460. 304. The three hundred-fourth book is by Charlotte Evans, published in 3465. 305. The three hundred-fifth book is by Benjamin Foster, published in 3470. 306. The three hundred-sixth book is by Emily Gibson, published in 3475. 307. The three hundred-seventh book is by Daniel Harris, published in 3480. 308. The three hundred-eighth book is by Sophia King, published in 3485. 309. The three hundred-ninth book is by Alexander Lee, published in 3490. 310. The three hundred-tenth book is by Isabella Miller, published in 3495. 311. The three hundred-eleventh book is by Jacob Wilson, published in 3500. 312. The three hundred-twelfth book is by Charlotte Young, published in 3505. 313. The three hundred-thirteenth book is by Benjamin Adams, published in 3510. 314. The three hundred-fourteenth book is by Emily Baker, published in 3515. 315. The three hundred-fifteenth book is by Daniel Carter, published in 3520. 316. The three hundred-sixteenth book is by Sophia Evans, published in 3525. 317. The three hundred-seventeenth book is by Alexander Foster, published in 3530. 318. The three hundred-eighteenth book is by Isabella Gibson, published in 3535. 319. The three hundred-nineteenth book is by Jacob Harris, published in 3540. 320. The three hundred-twentieth book is by Charlotte King, published in 3545. 321. The three hundred-twenty-first book is by Benjamin Lee, published in 3550. 322. The three hundred-twenty-second book is by Emily Miller, published in 3555. 323. The three hundred-twenty-third book is by Daniel Wilson, published in 3560. 324. The three hundred-twenty-fourth book is by Sophia Young, published in 3565. 325. The three hundred-twenty-fifth book is by Alexander Adams, published in 3570. 326. The three hundred-twenty-sixth book is by Isabella Baker, published in 3575. 327. The three hundred-twenty-seventh book is by Jacob Carter, published in 3580. 328. The three hundred-twenty-eighth book is by Charlotte Evans, published in 3585. 329. The three hundred-twenty-ninth book is by Benjamin Foster, published in 3590. 330. The three hundred-thirtieth book is by Emily Gibson, published in 3595. 331. The three hundred-thirty-first book is by Daniel Harris, published in 3600. 332. The three hundred-thirty-second book is by Sophia King, published in 3605. 333. The three hundred-thirty-third book is by Alexander Lee, published in 3610. 334. The three hundred-thirty-fourth book is by Isabella Miller, published in 3615. 335. The three hundred-thirty-fifth book is by Jacob Wilson, published in 3620. 336. The three hundred-thirty-sixth book is by Charlotte Young, published in 3625. 337. The three hundred-thirty-seventh book is by Benjamin Adams, published in 3630. 338. The three hundred-thirty-eighth book is by Emily Baker, published in 3635. 339. The three hundred-thirty-ninth book is by Daniel Carter, published in 3640. 340. The three hundred-fortieth book is by Sophia Evans, published in 3645. 341. The three hundred-forty-first book is by Alexander Foster, published in 3650. 342. The three hundred-forty-second book is by Isabella Gibson, published in 3655. 343. The three hundred-forty-third book is by Jacob Harris, published in 3660. 344. The three hundred-forty-fourth book is by Charlotte King, published in 3665. 345. The three hundred-forty-fifth book is by Benjamin Lee, published in 3670. 346. The three hundred-forty-sixth book is by Emily Miller, published in 3675. 347. The three hundred-forty-seventh book is by Daniel Wilson, published in 3680. 348. The three hundred-forty-eighth book is by Sophia Young, published in 3685. 349. The three hundred-forty-ninth book is by Alexander Adams, published in 3690. 350. The three hundred-fiftieth book is by Isabella Baker, published in 3695. 351. The three hundred-fifty-first book is by Jacob Carter, published in 3700. 352. The three hundred-fifty-second book is by Charlotte Evans, published in 3705. 353. The three hundred-fifty-third book is by Benjamin Foster, published in 3710. 354. The three hundred-fifty-fourth book is by Emily Gibson, published in 3715. 355. The three hundred-fifty-fifth book is by Daniel Harris, published in 3720. 356. The three hundred-fifty-sixth book is by Sophia King, published in 3725. 357. The three hundred-fifty-seventh book is by Alexander Lee, published in 3730. 358. The three hundred-fifty-eighth book is by Isabella Miller, published in 3735. 359. The three hundred-fifty-ninth book is by Jacob Wilson, published in 3740. 360. The three hundred-sixtieth book is by Charlotte Young, published in 3745. 361. The three hundred-sixty-first book is by Benjamin Adams, published in 3750. 362. The three hundred-sixty-second book is by Emily Baker, published in 3755. 363. The three hundred-sixty-third book is by Daniel Carter, published in 3760. 364. The three hundred-sixty-fourth book is by Sophia Evans, published in 3765. 365. The three hundred-sixty-fifth book is by Alexander Foster, published in 3770. 366. The three hundred-sixty-sixth book is by Isabella Gibson, published in 3775. 367. The three hundred-sixty-seventh book is by Jacob Harris, published in 3780. 368. The three hundred-sixty-eighth book is by Charlotte King, published in 3785. 369. The three hundred-sixty-ninth book is by Benjamin Lee, published in 3790. 370. The three hundred-seventieth book is by Emily Miller, published in 3795. 371. The three hundred-seventy-first book is by Daniel Wilson, published in 3800. 372. The three hundred-seventy-second book is by Sophia Young, published in 3805. 373. The three hundred-seventy-third book is by Alexander Adams, published in 3810. 374. The three hundred-seventy-fourth book is by Isabella Baker, published in 3815. 375. The three hundred-seventy-fifth book is by Jacob Carter, published in 3820. 376. The three hundred-seventy-sixth book is by Charlotte Evans, published in 3825. 377. The three hundred-seventy-seventh book is by Benjamin Foster, published in 3830. 378. The three hundred-seventy-eighth book is by Emily Gibson, published in 3835. 379. The three hundred-seventy-ninth book is by Daniel Harris, published in 3840. 380. The three hundred-eightieth book is by Sophia King, published in 3845. 381. The three hundred-eighty-first book is by Alexander Lee, published in 3850. 382. The three hundred-eighty-second book is by Isabella Miller, published in 3855. 383. The three hundred-eighty-third book is by Jacob Wilson, published in 3860. 384. The three hundred-eighty-fourth book is by Charlotte Young, published in 3865. 385. The three hundred-eighty-fifth book is by Benjamin Adams, published in 3870. 386. The three hundred-eighty-sixth book is by Emily Baker, published in 3875. 387. The three hundred-eighty-seventh book is by Daniel Carter, published in 3880. 388. The three hundred-eighty-eighth book is by Sophia Evans, published in 3885. 389. The three hundred-eighty-ninth book is by Alexander Foster, published in 3890. 390. The three hundred-ninetyth book is by Isabella Gibson, published in 3895. 391. The three hundred-ninety-first book is by Jacob Harris, published in 3900. 392. The three hundred-ninety-second book is by Charlotte King, published in 3905. 393. The three hundred-ninety-third book is by Benjamin Lee, published in 3910. 394. The three hundred-ninety-fourth book is by Emily Miller, published in 3915. 395. The three hundred-ninety-fifth book is by Daniel Wilson, published in 3920. 396. The three hundred-ninety-sixth book is by Sophia Young, published in 3925. 397. The three hundred-ninety-seventh book is by Alexander Adams, published in 3930. 398. The three hundred-ninety-eighth book is by Isabella Baker, published in 3935. 399. The three hundred-ninety-ninth book is by Jacob Carter, published in 3940. 400. The four hundredth book is by Charlotte Evans, published in 3945. 401. The four hundred-first book is by Benjamin Foster, published in 3950. 402. The four hundred-second book is by Emily Gibson, published in 3955. 403. The four hundred-third book is by Daniel Harris, published in 3960. 404. The four hundred-fourth book is by Sophia King, published in 3965. 405. The four hundred-fifth book is by Alexander Lee, published in 3970. 406. The four hundred-sixth book is by Isabella Miller, published in 3975. 407. The four hundred-seventh book is by Jacob Wilson, published in 3980. 408. The four hundred-eighth book is by Charlotte Young, published in 3985. 409. The four hundred-ninth book is by Benjamin Adams, published in 3990. 410. The four hundred-tenth book is by Emily Baker, published in 3995. 411. The four hundred-eleventh book is by Daniel Carter, published in 4000. 412. The four hundred-twelfth book is by Sophia Evans, published in 4005. 413. The four hundred-thirteenth book is by Alexander Foster, published in 4010. 414. The four hundred-fourteenth book is by Isabella Gibson, published in 4015. 415. The four hundred-fifteenth book is by Jacob Harris, published in 4020. 416. The four hundred-sixteenth book is by Charlotte King, published in 4025. 417. The four hundred-seventeenth book is by Benjamin Lee, published in 4030. 418. The four hundred-eighteenth book is by Emily Miller, published in 4035. 419. The four hundred-nineteenth book is by Daniel Wilson, published in 4040. 420. The four hundred-twentieth book is by Sophia Young, published in 4045. 421. The four hundred-twenty-first book is by Alexander Adams, published in 4050. 422. The four hundred-twenty-second book is by Isabella Baker, published in 4055. 423. The four hundred-twenty-third book is by Jacob Carter, published in 4060. 424. The four hundred-twenty-fourth book is by Charlotte Evans, published in 4065. 425. The four hundred-twenty-fifth book is by Benjamin Foster, published in 4070. 426. The four hundred-twenty-sixth book is by Emily Gibson, published in 4075. 427. The four hundred-twenty-seventh book is by Daniel Harris, published in 4080. 428. The four hundred-twenty-eighth book is by Sophia King, published in 4085. 429. The four hundred-twenty-ninth book is by Alexander Lee, published in 4090. 430. The four hundred-thirtieth book is by Isabella Miller, published in 4095. 431. The four hundred-thirty-first book is by Jacob Wilson, published in 4100. 432. The four hundred-thirty-second book is by Charlotte Young, published in 4105. 433. The four hundred-thirty-third book is by Benjamin Adams, published in 4110. 434. The four hundred-thirty-fourth book is by Emily Baker, published in 4115. 435. The four hundred-thirty-fifth book is by Daniel Carter, published in 4120. 436. The four hundred-thirty-sixth book is by Sophia Evans, published in 4125. 437. The four hundred-thirty-seventh book is by Alexander Foster, published in 4130. 438. The four hundred-thirty-eighth book is by Isabella Gibson, published in 4135. 439. The four hundred-thirty-ninth book is by Jacob Harris, published in 4140. 440. The four hundred-fortieth book is by Charlotte King, published in 4145. 441. The four hundred-forty-first book is by Benjamin Lee, published in 4150. 442. The four hundred-forty-second book is by Emily Miller, published in 4155. 443. The four hundred-forty-third book is by Daniel Wilson, published in 4160. 444. The four hundred-forty-fourth book is by Sophia Young, published in 4165. 445. The four hundred-forty-fifth book is by Alexander Adams, published in 4170. 446. The four hundred-forty-sixth book is by Isabella Baker, published in 4175. 447. The four hundred-forty-seventh book is by Jacob Carter, published in 4180. 448. The four hundred-forty-eighth book is by Charlotte Evans, published in 4185. 449. The four hundred-forty-ninth book is by Benjamin Foster, published in 4190. 450. The four hundred-fiftieth book is by Emily Gibson, published in 4195. 451. The four hundred-fifty-first book is by Daniel Harris, published in 4200. 452. The four hundred-fifty-second book is by Sophia King, published in 4205. 453. The four hundred-fifty-third book is by Alexander Lee, published in 4210. 454. The four hundred-fifty-fourth book is by Isabella Miller, published in 4215. 455. The four hundred-fifty-fifth book is by Jacob Wilson, published in 4220. 456. The four hundred-fifty-sixth book is by Charlotte Young, published in 4225. 457. The four hundred-fifty-seventh book is by Benjamin Adams, published in 4230. 458. The four hundred-fifty-eighth book is by Emily Baker, published in 4235. 459. The four hundred-fifty-ninth book is by Daniel Carter, published in 4240. 460. The four hundred-sixtieth book is by Sophia Evans, published in 4245. 461. The four hundred-sixty-first book is by Alexander Foster, published in 4250. 462. The four hundred-sixty-second book is by Isabella Gibson, published in 4255. 463. The four hundred-sixty-third book is by Jacob Harris, published in 4260. 464. The four hundred-sixty-fourth book is by Charlotte King, published in 4265. 465. The four hundred-sixty-fifth book is by Benjamin Lee, published in 4270. 466. The four hundred-sixty-sixth book is by Emily Miller, published in 4275. 467. The four hundred-sixty-seventh book is by Daniel Wilson, published in 4280. 468. The four hundred-sixty-eighth book is by Sophia Young, published in 4285. 469. The four hundred-sixty-ninth book is by Alexander Adams, published in 4290. 470. The four hundred-seventieth book is by Isabella Baker, published in 4295. 471. The four hundred-seventy-first book is by Jacob Carter, published in 4300. 472. The four hundred-seventy-second book is by Charlotte Evans, published in 4305. 473. The four hundred-seventy-third book is by Benjamin Foster, published in 4310. 474. The four hundred-seventy-fourth book is by Emily Gibson, published in 4315. 475. The four hundred-seventy-fifth book is by Daniel Harris, published in 4320. 476. The four hundred-seventy-sixth book is by Sophia King, published in 4325. 477. The four hundred-seventy-seventh book is by Alexander Lee, published in 4330. 478. The four hundred-seventy-eighth book is by Isabella Miller, published in 4335. 479. The four hundred-seventy-ninth book is by Jacob Wilson, published in 4340. 480. The four hundred-eightieth book is by Charlotte Young, published in 4345. 481. The four hundred-eighty-first book is by Benjamin Adams, published in 4350. 482. The four hundred-eighty-second book is by Emily Baker, published in 4355. 483. The four hundred-eighty-third book is by Daniel Carter, published in 4360. 484. The four hundred-eighty-fourth book is by Sophia Evans, published in 4365. 485. The four hundred-eighty-fifth book is by Alexander Foster, published in 4370. 486. The four hundred-eighty-sixth book is by Isabella Gibson, published in 4375. 487. The four hundred-eighty-seventh book is by Jacob Harris, published in 4380. 488. The four hundred-eighty-eighth book is by Charlotte King, published in 4385. 489. The four hundred-eighty-ninth book is by Benjamin Lee, published in 4390. 490. The four hundred-ninetyth book is by Emily Miller, published in 4395. 491. The four hundred-ninety-first book is by Daniel Wilson, published in 4400. 492. The four hundred-ninety-second book is by Sophia Young, published in 4405. 493. The four hundred-ninety-third book is by Alexander Adams, published in 4410. 494. The four hundred-ninety-fourth book is by Isabella Baker, published in 4415. 495. The four hundred-ninety-fifth book is by Jacob Carter, published in 4420. 496. The four hundred-ninety-sixth book is by Charlotte Evans, published in 4425. 497. The four hundred-ninety-seventh book is by Benjamin Foster, published in 4430. 498. The four hundred-ninety-eighth book is by Emily Gibson, published in 4435. 499. The four



FOCUS AREA: New Teacher Support
Strategic Goal: Increase the number of new teachers who survive their first year in the classroom.
Learning Objectives:
 1. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date and # of Hours	Resources/Estimated Cost, and Funding Source
Professional Learning Activity: New Teacher Orientation/ THRIVE Academy Description of Activity: THRIVE Academy empowers teachers to do more than just survive their first year in the classroom. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.	Audience: All new teachers to BCPS hired for the 2024-2025 school year Intended Learning Outcomes: 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?	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal sessions THRIVE urgent care sessions are also provided monthly by T.H.R.I.V.E mentors, student learning directors, and instructional coaches	Inkwire Work Samples New Teacher and THRIVE Academy Survey	New Teacher Orientation: August, 2024 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year	\$0 (no cost to schools-district funded)



Professional Learning Activity & Description of Activity	Targeted Audience & Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.	Audience: Elementary Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments, as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026, 3-6 hours	District General Funds

**Professional Learning
Activity &
Description of Activity**

**Professional Learning
Activity:** MyView
Internalization and further
Implementation.

Description of Activity:
Teachers will engage in
training on utilizing MyView
Curriculum and begin
developing unit plans based
upon the protocol provided.

**Targeted Audience & Intended
Learning Outcomes**

Audience: All classroom teachers
and designated SPED staff.

Intended Learning Outcomes: After
utilizing the MyView reading
curriculum, staff feedback has
indicated a need for further support
in implementation. Staff will leave
training with an understanding of the
MyView Curriculum and the ability to
develop rigorous instruction around
the MyView framework.

**Monitoring
&
Ongoing Supports**

Regular follow up in PLCs and team
planning. further Bullitt Day training based
upon feedback and data, teacher specific
coaching cycles around implementation.

Indicators of Success

ELEOT Data (specifically
Domain B and D), formative
assessment data, lesson
plan feedback, and staff
feedback

**Start, End Date and/or
Hours**

July/Aug 2025, 8-3 PM,
6 hours of PL

**Resources, Estimated
Cost, and Funding
Source**

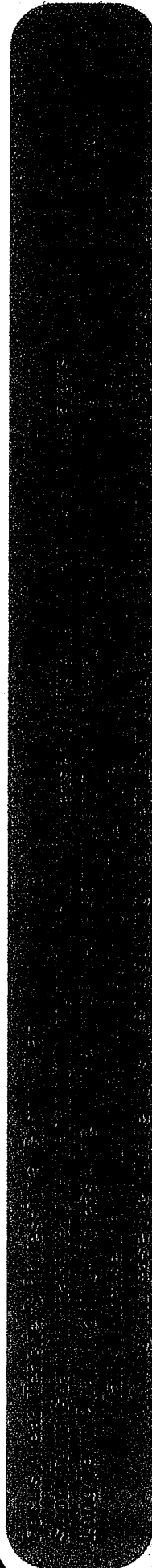
\$0 - no cost



Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Support	Indicator of Success	Start, End Date and # of Hours	Resources, Estimated Cost and Funding Source
Professional Learning Activity: Kagan Structures Aligned to Win-Win Discipline Student Positions Description of Activity: Teachers will be provided professional learning on the following Win-Win Discipline approach: • Classbuilding structures • Four Types of Disruptive Behaviors • Clues to Student Behaviors • Learned Responsibility • Preventative Procedures • In the Moment Disruption Structures • Follow-up Structures	Audience: All certified classroom teachers Intended Learning Outcomes: Teachers will have a deeper understanding of student misbehavior, implement practical tools to handle disruptions in real time, increased teacher confidence in handling challenging behavior, and building long-term responsibility in students.	Regular informal and formal check-ins to observe implementation of behavior strategies in real time, review of office referrals, and student behavior trends to monitor changes over time, Monthly faculty meetings data analysis, MTSS PLC discussions, PBIS committee review	Positive trend in school climate data, decrease of Tier 2 minor incident reports, MTSS behavior SPAGS and office discipline referrals	2024-2025 School Year, 6 hours	SBDM Funds \$6,700

FOCUS AREA: Professional Learning
 Activity: BCPS Graduate Profile Internalization and Authentic Learning Book Study and Implementation

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: BCPS Graduate Profile Internalization and Authentic Learning Book Study and Implementation. Description of Activity: Teachers will participate in a book study grounded in authentic learning practices and begin designing unit lessons that incorporate transformational shifts aligned with the graduation profile.	Audience: All certified teachers Intended Learning Outcomes: Teachers will design and implement unit lessons that reflect transformational shifts aligned with the graduation profile, demonstrating an understanding of authentic learning practices explored through the book study.	Collegial feedback around implementation during vertical planning opportunities, PLC support, and coaching cycles	Walkthroughs, lesson plans, formal observations, elect data	2025-2026 school year, 6 hours	SBDM Funds \$300



Professional Learning Activity 2 Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Support	Indicators of Success	Start/End Date and # of Hours	Resources/Estimated Cost and Funding Source
Professional Learning Activity: Various types of PL opportunities Description of Activity: Teachers will engage in professional learning experiences designed to address specific growth areas based on their individual needs.	Audience: All certified classroom teachers Intended Learning Outcomes: Any district or state provided professional learning opportunity that align with the teacher's Professional Growth Plan or the school's CSIP that will support their professional development.	Walkthroughs, Self Reflections, PGP evidence and/or staff presentation.	Success is measured by improved teacher performance in identified growth areas, as reflected in self-reflections, instructional improvements, and positive student outcomes, along with feedback from admin and peers.	2025-2026 school year, up to 6 hours. Pre-approval by principal needed for additional hours.	SBDM funds \$6000



OVERDALE
ELEMENTARY SCHOOL

Professional Development Plan

2025-2026

Date: April 2, 1973



Mission: Overdale Elementary strives to grow all students into productive members of society by providing engaging, rigorous instruction with high expectations in an environment of mutual respect and appreciation.

Date: April 21, 2025



BEVERLY

• Gentry, Beverly
2025-2026

• Tonya, Beverly

• Ryan, Beverly

• Gentry, Beverly

• Beverly, Beverly

Describe the Learning Plan Survey

A professional learning plan survey was administered to all teachers in the district. The survey was designed to gather feedback from teachers on their professional learning needs.

- What types of professional learning opportunities would you like to see offered?
Our professional learning plan would include a variety of personal professional learning (PPL) opportunities.

Professional development

Over the past year, the district has been working on a variety of professional development opportunities. The district has been working on a variety of professional development opportunities. The district has been working on a variety of professional development opportunities.

MEMORANDUM FOR THE RECORD

MEMORANDUM FOR THE RECORD

MEMORANDUM FOR THE RECORD

MEMORANDUM FOR THE RECORD

MEMORANDUM FOR THE RECORD

MEMORANDUM FOR THE RECORD

MEMORANDUM FOR THE RECORD

MEMORANDUM FOR THE RECORD

MEMORANDUM FOR THE RECORD

MEMORANDUM FOR THE RECORD

MEMORANDUM FOR THE RECORD

MEMORANDUM FOR THE RECORD

MEMORANDUM FOR THE RECORD

MEMORANDUM FOR THE RECORD

MEMORANDUM FOR THE RECORD

MEMORANDUM FOR THE RECORD

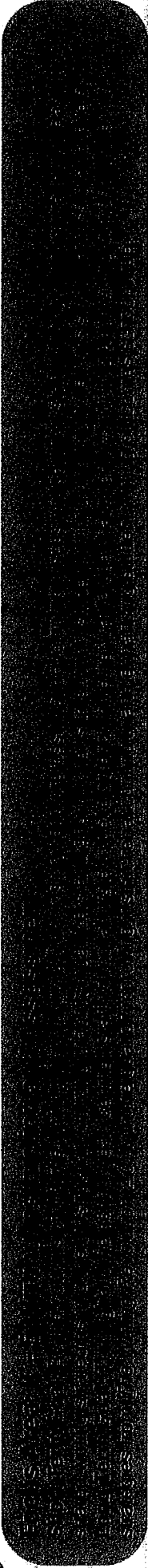
MEMORANDUM FOR THE RECORD

MEMORANDUM FOR THE RECORD

BOSTON PUBLIC SCHOOLS
 DEPARTMENT OF INSTRUCTION
 100 STATE STREET, 10TH FLOOR
 BOSTON, MA 02109
 TEL: 617-624-5000
 WWW.BPSK12.EDU

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
New Teacher Orientation/ THRIVE Academy THRIVE Academy empowers teachers to do more than just survive their first year in the classroom. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.	Audience: All new teachers to BCPS hired for the 2024-2025 school year -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?	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal coaching	Inkwire Work Samples New Teacher and THRIVE Academy Survey	New Teacher Orientation: August, 2024 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year	\$0 (no cost to schools--district funded)

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost and Funding Source
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.	Elementary Teachers 6-12 Math Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments, as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026	District General Funds



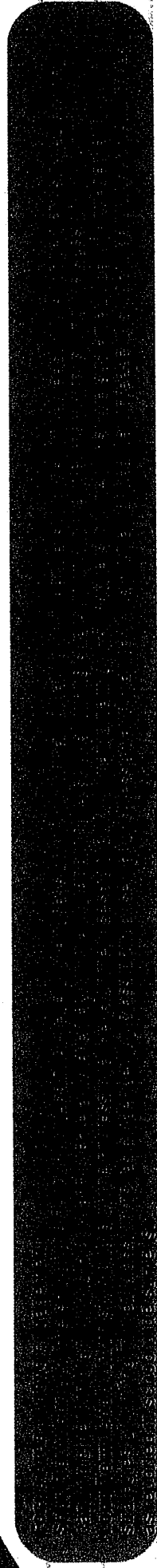
Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: The Writing Revolution 2.0 book study. Description of Activity: This six-hour professional development session will focus on the <i>Hotchkiss Method</i> of writing as outlined in <i>The Writing Revolution</i> 2.0. Teachers will read the book over the summer, engaging with its evidence-based strategies to strengthen writing instruction. The training aims to establish vertical alignment in writing across K-5, ensuring consistency in the use	Elementary Teachers K-5 Intended Learning Outcomes: By the end of this professional development opportunity, teachers will be able to effectively implement the evidence-based strategies from <i>The Writing Revolution</i> 2.0 (Hotchkiss Method) to strengthen writing instruction across K-5. Teachers will demonstrate the ability to create consistent, aligned writing practices using graphic organizers and anchor charts, ensuring a cohesive approach to writing instruction throughout the school. Teachers will collaborate to refine their instructional practices, fostering a unified	Book study reflection forms for each chapter Regular check-ins Coaching sessions Data analysis of student performance during ODW scoring windows Follow ups during staff meetings Writing PLCs for support following DuFour's questions	Increased student understanding of writing practices Increased student performance on writing assessments Vertical alignment of teachers across grade levels including writing expectation and practices as well as the use of graphic organizers and anchor charts.	June 1st- August 6th 6 hours	\$717.30 spent on "The Writing Revolution 2.0" books for certified staff members book study for the summer of 2025

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: Literacy Authentic Learning Description of Activity: OVEC will lead a 6-hour professional learning session designed to help K-5 educators make literacy instruction more engaging and meaningful through authentic learning and project-based approaches. This session will explore practical strategies for designing real-world literacy experiences that foster student curiosity, creativity, and critical thinking. Educators will leave	Elementary Teachers K-5 Intended Learning Outcomes: By the end of this session, participants will be able to define authentic learning and project-based learning within the context of K-5 literacy instruction. They will identify the benefits of integrating real-world, student-centered projects into literacy teaching. In addition, they will design literacy activities and projects that align with academic standards and promote student engagement as well as evaluate and adapt current literacy practices to incorporate more authentic, meaningful learning experiences. Lastly, they will develop an action plan for	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through supported planning periods, professional learning communities, and resource sharing.	In session: Educators will create a list of possible authentic learning and project experiences Long Term : Increased student understanding of reading in the real world. Increased student performance on reading assessments Student reflection before, during, and after experiences	August 4th, 2025 6 hours	\$0 - OVEC Facilitating the PL

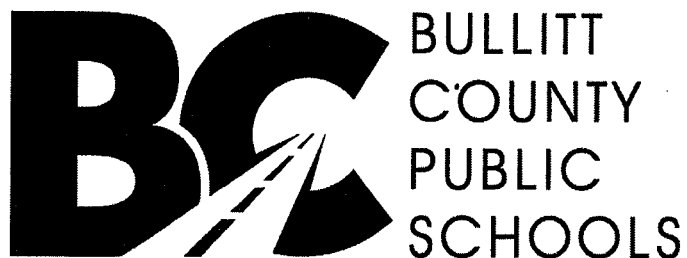


Professional Learning Activity & Description of Activity

Professional Learning Activity & Description of Activity	Target Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: Igniting Engagement: Practical Strategies for K-5 Classrooms Description of Activity: This is an interactive professional learning session that will focus on high-impact engagement strategies tailored for K-5 educators. Participants will explore practical, research-based techniques to boost student motivation, participation, and ownership of learning across content areas. The session will include collaborative discussion, modeling of strategies and	Elementary Teachers K-5 Intended Learning Outcomes: By the end of this session, participants will be able to identify and describe a variety of research-based engagement strategies appropriate for K-5 learners. Participants will analyze how engagement strategies can impact student motivation, behavior, and academic achievement. Teachers will select strategies that align with their classroom context and student needs and develop a classroom implementation plan for incorporating at least one	Regular check-inst Walk throughs Offer one-on-one or small group coaching cycles focused on planning, modeling, and reflecting on engagement strategies. Coach can co-plan, co-teach, or observe and provide feedback. Send out short, regular communication featuring one engagement strategy, a teacher success story, or a quick tip through coach's connection	Teachers consistently incorporating the engagement strategies discussed in the PD into their lesson plans and classroom routines. Students are more actively involved in learning activities, with increased participation, focus, and enthusiasm. Teachers continue to implement and refine engagement strategies beyond the immediate post-PD period. A positive correlation between the increased use of engagement strategies and improved student	August 5th, 3hrs.	\$0 – OVEC Facilitating Engagement Strategies PD



Professional Learning Activity & Description of Activity	Target Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost and Funding Source
Professional Learning Activity: Igniting Engagement in Writing Description of Activity: This is an interactive professional learning session that will focus on high-impact engagement strategies in the writing classroom tailored for K-5 educators. Participants will explore practical, research-based techniques to boost student motivation, participation, and ownership of learning in writing. The session will include collaborative discussion modeling	Elementary Teachers K-5 Intended Learning Outcomes: By the end of this session, participants will be able to identify and describe at least three research-based engagement strategies to increase student motivation, participation, and ownership of learning in the writing classroom. Teachers will analyze how the principles from <i>The Writing Revolution 2.0</i> can be applied to enhance student engagement and writing skills in K-5 classrooms. They will collaborate with peers to share successful	Regular check-inst Walk throughs Offer one-on-one or small group coaching cycles focused on planning, modeling, and reflecting on engagement strategies. Coach can co-plan, co-teach, or observe and provide feedback. Send out short, regular communication featuring one engagement strategy, a teacher success story, or a quick tip through coach's connection	Teachers consistently incorporating the engagement strategies discussed in the PD into their writing lesson plans and classroom routines. Students are more actively involved in learning activities during the writing block, with increased participation, focus, and enthusiasm. Teachers continue to implement and refine engagement strategies beyond the immediate post-PD period. A positive correlation between the	August 5th, 3hrs.	\$0 - School Level PL



JESSE BACON, SUPERINTENDENT

ADRIENNE USHER, ASSISTANT SUPERINTENDENT

BRANDY HOWARD, CHIEF ACADEMIC OFFICER

TROY WOOD, CHIEF OPERATIONS OFFICER

TO: Dr. Jesse Bacon, Superintendent

FROM: Dr. Adrienne Usher, Assistant Superintendent
Dr. Brandy Howard, Chief Academic Officer

DATE: May 29, 2025

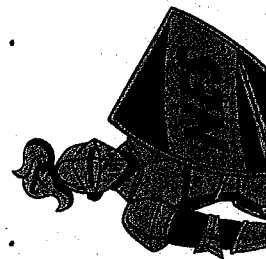
RE: Professional Development Plans

Enclosed are the 2024-2025 Professional Development Plans for each Bullitt County school. Each plan has been approved by SBDMs and reviewed at the district level.

Approval of SBDM approved school professional development plans of all BCPS schools is requested.

OUR MISSION IS TO INSPIRE AND EQUIP OUR STUDENTS TO SUCCEED IN LIFE

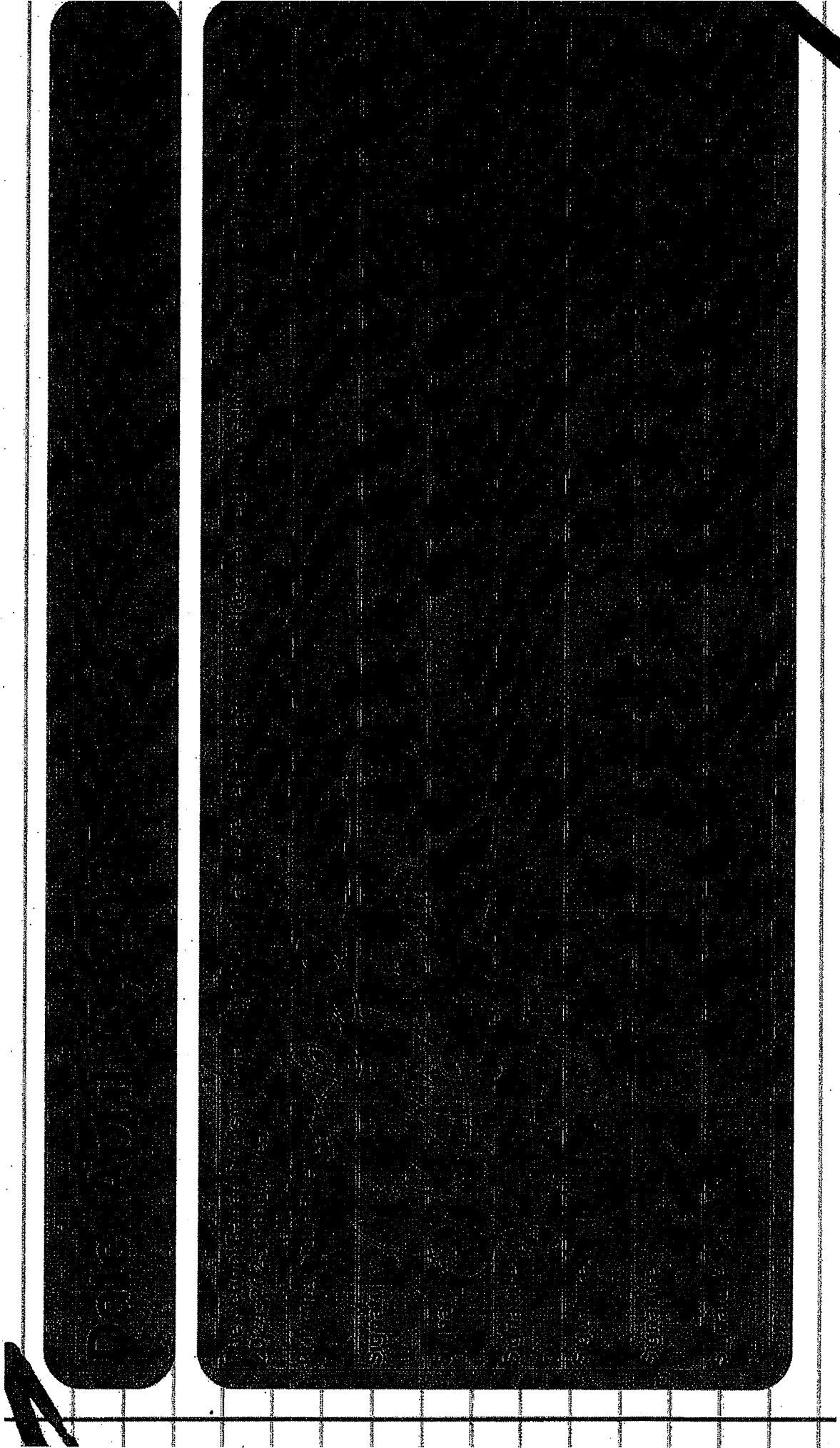
BULLITT COUNTY PUBLIC SCHOOLS IS AN EQUAL EDUCATION AND EMPLOYMENT INSTITUTION



NICHOLS
ELEMENTARY SCHOOL

Professional Development Plan

2025-2026





Mission: Our mission is to educate the whole child and instill in students a desire to achieve their full potential as lifelong learners, thinkers, and productive contributors to their community.

Date: April 1, 2025



PERSONAL INFORMATION

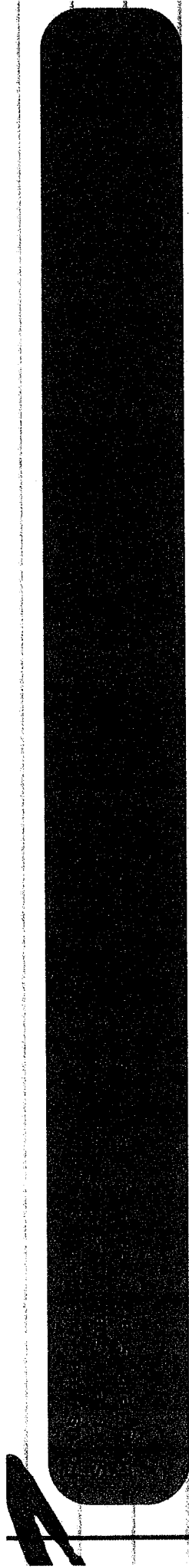
- NAME: [REDACTED]
- LAST NAME: [REDACTED]
- FIRST NAME: [REDACTED]
- SURNAMES: [REDACTED]
- TELEPHONE: [REDACTED]

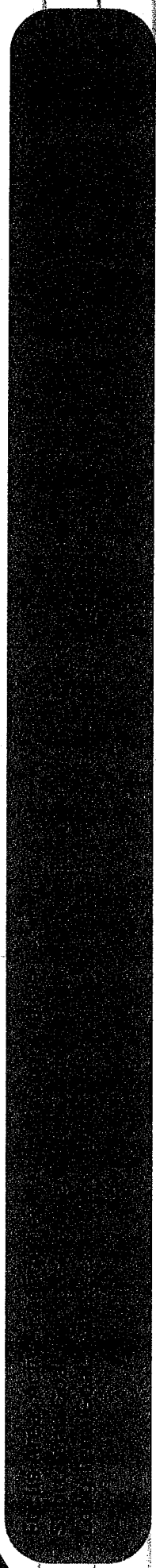
Description of Planning Process

- Specific needs were identified through assessment of the current situation, conducting a staff survey, interviews with staff, and consultation with management and coaches. Next steps were discussed with the staff and specialists.

[illegible]

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and Duration (Hours)	Resources, Estimated Costs and Funding Source
New Teacher Orientation/ THRIVE Academy THRIVE Academy empowers teachers to do more than just survive their first year in the classroom. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.	Audience: All new teachers to BCPS hired for the 2024-2025 school year -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?	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E. mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E. mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal sessions THRIVE urgent care sessions are also provided monthly by T.H.R.I.V.E. mentors, student learning directors, and instructional coaches	Inkwire Work Samples New Teacher and THRIVE Academy Survey	New Teacher Orientation: August, 2024 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year	\$0 (no cost to schools-district funded)

					District General Funds	
Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Measurement Strategies	Indicators & Evidence	July 2025-May 2026		
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning, work with Cricket from OVEC for additional support with math. Description of Activity: Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional	Elementary Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments, as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.			



Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicator of Success	Start/End Date (M/D/YY) Hour	Responsible Personnel (Last Name, First Name)
Professional learning activity: Professional Development surrounding cooperative learning to support active engagement Description of Activity: Teachers and staff will work with a cooperative learning trainer to gain knowledge and strategies to implement cooperative learning in the classrooms	Elementary Teachers Intended Learning Outcomes: Teachers will be able to effectively use cooperative learning strategies to increase student engagement and collaboration.	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) coaches, administrators How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly, weekly check in in PLCs	Increased student performance on Reading and Math assessments.	August 2025-May 2026 3 PL hours in August, more throughout the year	\$0

Professional Learning Activity		Target Audience & Intended Learning Outcomes	Monitoring & Ongoing Support	Indicators of Success	Timeline & Duration	Resources & Budget
Description of Activity Professional learning activity: Professional Development through the MyView trainings and OVEC with Lynn Schwallie Description of Activity: Teachers will gain a better understanding of the MyView curriculum and will align it to the standards. They will also learn to embed the curriculum into authentic learning experiences.		All Certified Staff since it pertains to authentic learning	Teachers will include the curriculum into their lesson plans. This will be supported by the district, instructional coaches, the Grad Profile coach, and OVEC support.	iReady data, State test data, Fastbridge data	August 2025-May 2026 3 PL hours in August, more throughout the year	\$0 (no cost- presented by OVEC staff)

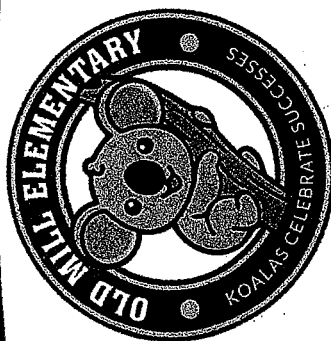


Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Support	Indicator of Success	Start/End Date and Time	Report to be Submitted (Cost, Staff, Building)
Professional learning activity: Special Education: How to co-teach effectively and Autism Awareness Description of Activity: Staff will learn strategies and methods to co-teach effectively with the resource teacher to meet all students needs. Staff will also be trained on how to best meet the needs of students with Autism.	Participants: Teachers Intended Learning Outcomes: Teachers will be able to co-teach effectively with the special education teacher in their classroom. Teachers and staff will be more aware and able to better meet the needs of students with Autism.	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Classroom observations Teacher feedback Student assessment data Who is responsible for gathering data? (teachers, coaches, administrators, etc.) teachers, coaches, administrators How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly check-ins	Classroom observations Teacher Feedback	August 6th 8:15-11:15	\$0 (no cost- presented by district staff)

Promissory Learning Activity Description/Activity	Target Audience/Implementer/Implementing Organization	Monitoring/Measurement/Assessment	Impact/Outcomes/Findings	3 hours PL	\$0
Character Strong Program Training	Participants: All certified staff Outcome: Understand and prepare to utilize the Character Strong program as the universal social-emotional learning curriculum. Intended learning outcome: equip educators to support whole child success	Teachers will incorporate Character Strong lessons into their daily/weekly lesson plans. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Classroom observations Teacher feedback Student assessment data Who is responsible for gathering data? (teachers, coaches, administrators, etc.) This will be supported by the school counselor and district mental health staff. How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly check-ins	Consistent language and expectations throughout the school. Improved classroom behaviors, social skills, attendance, and mental health supports	3 hours PL	\$0



Professional Learning Activity/Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date, and How Often	Resources/Initiative Cost (including Staffing)
Various PL opportunities related to CSIP, CDIP, book study, and/ or PGP	Teachers	Classroom observations Ongoing support from Instructional Coach and other resources as needed to support teachers	Teachers will focus on their areas of growth for continued improvement teacher feedback	Throughout the school year as needed	\$0



Professional Development Plan

2025-2026

Date:

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2024-2025 school year.

Principal Signature:

Signature:

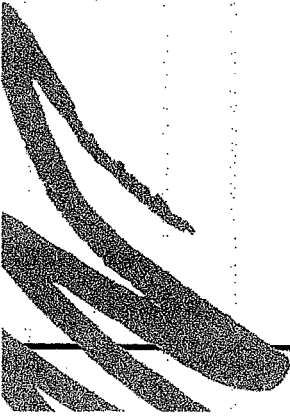
Signature:

Signature:

Signature:

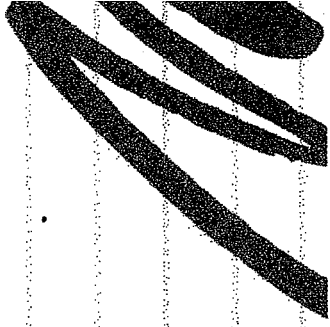
Signature:

Signature:



Mission: Our mission is to create a collaborative and innovative learning environment where all students succeed.

Date: 3/31/25



Persons Involved in Planning Process

- Principal
- Instructional Coach
- Counselor
- Certified Teachers
- Instructional Support Staff

Description of Planning Process

- The professional learning plan for 2025-2026 was developed through a strategic, data-informed approach. CSIP data was first analyzed to identify schoolwide focus areas, leading to the design of 12 hours of required professional learning centered on engagement of standards, diversity, and instructional effectiveness. To ensure relevance and ownership, teacher input was then gathered to shape the topics offered during optional PL sessions. From there, collaboration with identified staff members and experts helped create meaningful opportunities for teachers to receive targeted, high-impact training aligned to their needs and school goals.

Needs Assessment Analysis

[Link to Needs Assessment here](#)

Top two focus areas

- Improving proficiency in Reading and Math, Target support for student disabilities and economically disadvantaged
- Improving MTSS structures to meet the needs of all students

Explanation of how this relates to school goals here

The 2025-2026 professional learning plan directly supports Old Mills' CSIP goals by equipping teachers with high-impact strategies to improve proficiency in reading and math, strengthen MTSS structures, and target support for students with disabilities and those who are economically disadvantaged, through focused training on *the Autism Teacher's* engagement of standards, culturally responsive practices, and SEL. Staff will implement instructional strategies that promote clarity, differentiation, and authentic learning. This work ensures that all students receive equitable, rigorous, and engaging instruction aligned to school-wide goals.

Focus Area: New Teacher Support

Short-Term Goal: Implement a mentorship program that pairs 100 percent of new teachers with an experienced mentor to equip them with the necessary skills to support and guide new teachers effectively.

Long-Term Goal: 100 percent of new teachers will complete the THRIVE mentorship program. Feedback provided will demonstrate success of new teachers, contributing to their overall job satisfaction and effectiveness in the classroom.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
New Teacher Orientation/THRIVE Academy THRIVE Academy empowers teachers to do more than just survive their first year in the classroom. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.	Audience: All new teachers to BCPS hired for the 2024-2025 school year -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?	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E. mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E. mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal sessions THRIVE urgent care sessions are also provided monthly by T.H.R.I.V.E. mentors, student learning directors, and instructional coaches	Inkwire Work Samples New Teacher and THRIVE Academy Survey	New Teacher Orientation: August, 2024 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year	\$0 (no cost to schools--district funded)

Focus Area: K-12 Math Instruction and Assessment (Numeracy Bill 156 Alignment)

Short-Term Goal:

Long-Term Goal:

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.	Elementary Teachers 6-12 Math Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026	District General Funds

Focus Area: Engagement of Standards: Diversity, *The Artisan Teacher* by Mike Rutherford, Authentic Learning & PBL, Grad Profile
 Short-Term Goal: By October 2025, all certified staff will implement a least one strategy from *The Artisan Teacher* and share evidence during PLCs.
 Long-Term Goal: By May 2026, all certified staff will implement one strategy from each quadrant of CSLE aligned PBL and reflect on the impact of learning and/or standards on their practice.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
<i>Reignite. Reimagine. Reach Every Learner</i> Two immersive, high-energy days launching the school year, focusing on <i>The Artisan Teacher</i> traits, engagement strategies, PBL design, and culturally responsive practices.	All Certified Staff - Build mastery in high-leverage Artisan teaching traits - Design and implement engaging, rigorous, and authentic learning experiences - Cultivate inclusive, student-centered classrooms that reflect cultural diversity - Align learning with Bullitt County Graduate-Profile competencies - Increase student ownership and performance through showcases of learning	- Quarterly PL feedback forms - Walkthroughs using Artisan and PBL look-fors - Reflection prompts and goal-setting in PD journals - Mid-year and end-of-year staff reflections on growth - Planning time built into PLCs for showcase preparation and PBL work - Instructional coach and admin support available for modeling, co-planning, and feedback	Growth in student engagement and ownership (measured via student feedback + observation) Implementation of mini-PBLs or authentic tasks in every grade Increased staff reflection and use of Artisan language Visible alignment of instruction to Bullitt Graduate Profile and standards Successful student showcases with participation from families and community Observable traits (e.g. clarity, enthusiasm, instructional variety) during walkthroughs	July 2025 12 Hours	The Artisan Teacher 20 x staff SBDM Budget-Professional Learning

Focus Area: Recamp (Optional)

Short-Term Goal: By the end of the year, 100% of certified staff will have completed the OMES EdCamp. This goal is aligned with the district's strategic plan goal to improve instructional practices and student outcomes. The goal is to provide a professional learning opportunity for all certified staff to learn about and implement effective instructional practices. The goal is to be achieved by the end of the year.

Long-Term Goal: By May 2024, 100% of certified staff will have completed the OMES EdCamp. This goal is aligned with the district's strategic plan goal to improve instructional practices and student outcomes. The goal is to provide a professional learning opportunity for all certified staff to learn about and implement effective instructional practices. The goal is to be achieved by the end of the year.

Impact: The goal is to improve instructional practices and student outcomes. The goal is to provide a professional learning opportunity for all certified staff to learn about and implement effective instructional practices. The goal is to be achieved by the end of the year.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
OMES EdCamp is a teacher-driven, choice-based professional learning event offering breakout sessions focused on engagement strategies, MTSS, inclusion, tech integration, PBL, Mastery Connect, Hands to Mind kits, and more. Educators select sessions based on their learning needs and interests, fostering a collaborative, high-energy environment that supports professional growth and instructional excellence.	All Certified Staff Deepen understanding of key instructional practices aligned with school priorities Increase comfort and confidence with high-impact engagement strategies Build a strong foundation in tools and supports for diverse learners Strengthen staff ownership of professional learning through voice and choice Spark collaboration and excitement at the start of the school year	- Participant sign-up sheets for session tracking - Optional reflection form or sticky-note wall for feedback and takeaways - Continued follow-up in PLCs and coaching to revisit selected strategies - Open invitation for staff to share implementation examples throughout the year - Session leaders provided with support guides and templates for facilitation	Positive feedback and reflection on learning outcomes Observable implementation of learned strategies in classroom walkthroughs Increased staff collaboration and confidence in areas of focus (e.g., PBL, MTSS, tech, Mastery Connect)	July 2025 3 Hours	None

Focus/ Area: PDSA Team Planning (Optional)

Short-Term Goals: By September 2025, 100% of grade-level teams (K-12) will submit a completed PDSA cycle plan, including measurable student learning outcomes, to the district. The plan will be reviewed and approved by the district. The plan will be used to guide the implementation of the PDSA cycle. The plan will be used to guide the implementation of the PDSA cycle. The plan will be used to guide the implementation of the PDSA cycle.

Long-Term Goals: By 2026, 100% of grade-level teams (K-12) will submit a completed PDSA cycle plan, including measurable student learning outcomes, to the district. The plan will be reviewed and approved by the district. The plan will be used to guide the implementation of the PDSA cycle. The plan will be used to guide the implementation of the PDSA cycle. The plan will be used to guide the implementation of the PDSA cycle.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Optional PDSA Planning Session provides dedicated time for grade-level teams to collaboratively plan using the PDSA cycle. Teachers will reflect on student data, identify focus areas, align instructional strategies, and develop their team goals for continuous improvement. This session reinforces the school's commitment to the PLC process and intentional, data-informed instruction.	Audience: All Certified Staff (Grade-Level Teams) Intended Outcomes: - Deepen understanding and use of the PDSA cycle - Strengthen team collaboration around data-driven goals - Align planning to CSIP goals and student needs - Support collective responsibility for student outcomes	- Teams submit completed PDSA planning templates - Admin and instructional coach support follow-up during PLCs - Opportunities to revisit and revise plans quarterly	Clear, measurable team goals aligned to student learning Integration of engagement and diversity strategies into PDSA Evidence of the cycle being used to reflect and adapt throughout the year	July 2025 3 Hours	None

Focus Area: PDSA Form Planning (Optional)

Short-Term Goal: By the end of the 12-hour PDSA Launch training, participants will demonstrate understanding of how to implement a least one PLTW module with fidelity, including planning to provide ongoing professional learning and support.

Long-Term Goal: By the end of the school year, 100% of participating teachers will fully implement multiple PLTW modules, integrating STEM practices into their core instruction and fostering a classroom culture that emphasizes problem-solving, critical thinking, and perseverance across disciplines.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Optional PDSA Planning Session PLTW This opportunity will develop the conceptual and instructional understanding educators need to effectively implement PLTW Launch. The training is designed to prepare teachers to guide PreK-5 students through cross-disciplinary, hands-on STEM experiences that promote problem-solving, critical and creative thinking, collaboration, and perseverance.	Audience: All Certified Staff (Grade-Level Teams) Intended Outcomes: - Gain an understanding of the PLTW Launch program and its alignment with cross-disciplinary standards - Learn how to facilitate student-led exploration and inquiry - Implement strategies to foster collaboration and perseverance in the classroom - Design and deliver PLTW modules that support the development of real-world skills	- Instructional coaches and administrators will provide classroom support and lesson modeling during implementation - Follow-up collaborative planning sessions and PLC discussions will be held to share best practices and reflect on instructional strategies - Teachers will complete implementation checklists and self-reflections throughout the year	Increased student engagement and collaboration during PLTW activities Integration of problem-solving and critical thinking strategies across subject areas Teacher reflections and lesson artifacts that demonstrate successful implementation Pre/post surveys showing increased teacher confidence in delivering STEM instruction	June- July 2025 12 Hours	Fund 22 PLTW Grant

Pleasant Grove Elementary



Professional Development Plan

2025-2026

Date: April 15, 2025

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2025-2026 school year.

Principal Signature:

Signature:

Signature:

Signature:

Signature:

Signature:

Signature:



Mission: Inspire Tomorrow's Leaders Everyday
(Currently under revision)

Date: April 15, 2025



Persons Involved in Planning Process

- Principal: Dionna Bickley
- Assistant Principal: Erica Harbin
- Instructional Coach: Megan Brown
- School Counselor: Elizabeth Barnett
- Certified Staff
- SBDM Committee

Description of Planning Process

- Using the CSIP, the leadership team consisting of the principal, assistant principal, instructional coach, and counselor met to look at areas that are in need of improvement. Once those areas were identified, a list of possible solutions was drafted. The Needs Assessment and the Goal Builder were the main parts of the CSIP plan used. In the March of 2024, a survey was given to certified staff to identify specific areas with regards to our CSIP goals that are needed. 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 SBDM committee. The committee met to review the draft 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.

Needs Assessment Analysis

Needs Assessment

Top two focus areas:

- Students with disabilities in Math
- All students in the academic areas of Reading and Math

Explanation of how this relates to school goals here.

This professional learning aligns directly with our school goals by ensuring consistent Tier 1 instruction that is both standards aligned and evidence-based across all classrooms. By building teacher capacity in delivering high quality instruction in foundational skills, vocabulary, comprehension, and writing, we are strengthening the core for all learners. Additionally, targeted support in math enhances teacher skill in designing instruction that balances conceptual understanding, procedural fluency, and real-world application. Special education teachers benefit by learning how to adapt core content, such as MyView Reading and iReady Math, to meet IEP goals while maintaining alignment with grade-level expectations, supporting our mission to provide equitable access and close achievement gaps for all students.

Focus Area: New Teacher Support

Short Term Goal: Implement a mentorship program that pairs 100 percent of new teachers with an experienced mentor to equip them with the necessary skills to support and guide new teachers effectively.

Long Term Goal: 100 percent of new teachers will complete the T.H.R.I.V.E mentorship program. Feedback provided will demonstrate success of new teachers, contributing to their overall job satisfaction and effectiveness in the classroom.

Professional Learning Activity Description/Activity	Targeted Audience/Intended Learning Outcomes	Monitoring & Ongoing Support	Indicators of Success	Start/End Dates and/or Hours	Resources/Estimated Cost and Funding Source
New Teacher Orientation/THRIVE Academy THRIVE Academy empowers teachers to do more than just survive their first year in the classroom. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.	Audience: All new teachers to BCPS hired for the 2024-2025 school year -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?	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal sessions THRIVE urgent care sessions are also provided monthly by T.H.R.I.V.E mentors, student learning directors, and instructional coaches	Inkwire Work Samples New Teacher and THRIVE Academy Survey	New Teacher Orientation: August, 2024 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year	\$0 (no cost to schools-district funded)

Focus Area: K-12 Math Instruction and Assessment (Numeracy Bill 156 Alignment)

Short Term Goal: Implement a more focused strategy to monitor essential standard mastery while focusing math practices, Kentucky standards, and the Kentucky Numeracy Act.

Long Term Goal: Increased mastery of essential standards in math and increased grade level proficiency as demonstrated through the IREADY and diagnostic Assessments

Professional Learning Activity & Description of Activity	Target Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Dates and # of Hours	Resources/Estimated Cost and Funding Source
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.	K-5 Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments, as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026 July 31st 3 hours	District General Funds

Focus Area: K-12 Math Instruction and Assessment (Numeracy Bill 156 Alignment)

Short Term Goal: Implement a more focused strategy to monitor essential standard mastery while focusing math practices, Kentucky standards, and the Kentucky Numeracy Act.

Long Term Goal: Increased mastery of essential standards in math and increased grade level proficiency as demonstrated through the iREADY and diagnostic Assessments

Professional Learning Activity? Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date/Length of Hours	Resources/Estimated Costs and Funding Source
Professional Learning Activity: HQIR / iReady Implementation Planning Description of Activity: Teachers will work with their PLCs to support the implementation of the math HQIR (iReady) materials through the use of the instructional process.	K-5 Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	• PLC Discussions • Coaching Sessions/Walkthroughs with Jen throughout the school year to provide feedback to teachers • Walkthrough/ELEOT data • Instructional Feedback	-Grade level formative assessments, PLC agendas, iReady data	July/August 3 hours	Instructional Leadership Team, PLCs, \$0

Focus Area: Reading

Short Term Goal: Implement a more focused strategy to monitor essential standard mastery while focusing on the 5 components of reading and detailed reading plans provided by SB9

Long Term Goal: Increased mastery of essential standards in literacy and increased grade level proficiency as demonstrated through the iREADY and diagnostic Assessments

Professional Learning Activity Description of Activity	Targeted Audience & Anticipated Learning Outcomes	Monitoring Ongoing Supports	Indicators of Success	Start and End Date and # of Hours	Resources: Estimated Costs and Funding Source
Professional Learning Activity: HQIR/myView Training, Implementation Planning Description of Activity: Teachers will work with their PLCs to support the continued implementation of the reading HQIR (myView) materials through the use of the instructional process.	PGES Teachers and Staff Intended Learning Outcomes: Teachers will be able to effectively use	• PLC Discussions • Coaching Sessions/Walkthroughs with Jen throughout the school year to provide feedback to teachers • Walkthrough/ELEOT data • Instructional Feedback	-Grade level formative assessments, PLC agendas, iReady data	July 29th, 12:30-3:30 3 hours	Instructional Leadership Team, PLCs, \$0

Focus Area: Building Strong Collaborative Teams

Short-Term Goal: Teams will implement at least one new strategy for effective communication and one problem-solving tool during weekly team meetings to improve collaboration and meeting efficiency.

Long-Term Goal: Teams will cultivate a positive, inclusive culture by consistently applying conflict resolution techniques and inclusive practices, resulting in improved team dynamics and shared decision-making.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and Total Hours	Resources, Estimated Costs, and Funding Source
Professional Learning Activity: Building Strong Teams Team Building Description of Activity: Teachers will work with the Instructional Leadership Team to walk away with: • Strategies for effective team communication • Problem-solving tools • Skills to foster a positive & inclusive team culture • Techniques for resolving conflict	PGES Teachers and Staff Intended Learning Outcomes: Teachers will be able to effectively use new strategies for effective communication, problem-solving, resolving conflict constructively, and fostering a positive and inclusive team community.	• PLC Discussions • Coaching Sessions • Grade Level Planning meetings	-Teams identify and agree on specific communication norms. -Evidence of use can be seen in meeting agendas/notes. -Feedback from team members indicates increased clarity and focus during meetings. -Teams use a shared conflict resolution protocol when issues arise. -Team climate surveys show an increase in feelings of inclusion and trust. -Regular reflections or check-ins demonstrate growth in constructive communication and problem-solving.	July 29th, 8:30-11:30 3 hours	Instructional Leadership Team, PLCs, \$500

Focus Area: Social Emotional/Behavior Support

Short Term Goal: Implement a structured process to provide teachers with the resources and supports needed to provide students with appropriate strategies and techniques in regulating social and emotional behaviors.

Long Term Goal: Increased consistency across the building so that all students are provided the opportunity to excel in and outside of the classroom while regulating social and emotional behaviors.

Professional Learning Activity & Description of Activity	Targeted Audience/Intended Learning Outcomes	Monitoring Ongoing Supports	Initiation Success	Start, End Date and # of Hours	Resources/Estimated Cost and Funding Source
Professional Learning Activity: Next Level Engagement Description of Activity: The professional learning opportunity will continue our work from the past couple of years regarding student engagement within the classroom. During this learning opportunity, we will experience PIES with new strategies. We will outline the differences between class building and team building, and we will explore specific tricks and tips to get kids into the right teams and working together.	PGES Teachers and Staff Intended Learning Outcomes: Teachers will be able to effectively use multiple strategies within their classrooms to support student engagement.	- PLC Discussions - Coaching Sessions/Walkthroughs with Jen throughout the school year to provide feedback to teachers - Walkthrough/ELEOT data - Instructional Feedback	-PBIS Data	August 6th 8:30-3:30	OVEC, Jen Roederer

Focus Area: Various PL Opportunities(Reading, Math, Writing, Science, Social Studies)

Short Term Goal: Enhancing instruction through student-centered strategies, high-quality instructional resources, and introductory AI tools.

Long Term Goal: The school will cultivate a culture of instructional excellence where all teachers consistently create engaging, student-centered learning experiences, leverage high-quality instructional resources, and effectively integrate AI tools to enhance teaching and learning.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicator of Success	Start/End Date and Duration	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: Inquiry Description of Activity: Integrate play and exploration into the learning process to promote curiosity, activity, and critical thinking!	PGES Teachers Intended Learning Outcomes: K-5 teachers will discover how playful inquiry can be applied across contents to foster deeper connections and ownership of learning.	- PLC Discussions - Coaching - Sessions/Walkthroughs with Jen throughout the school year to provide feedback to teachers - Walkthrough/ELEOT data - Instructional Feedback	-Assessment Data -Universal Screening Data -PBIS Data	June 12th 9:00-3:00	\$5,000(Funds will cover expenses for items listed in Various PL Opportunities) Amy James Jen Roederer Adam Watson by OVEC
Professional Learning Activity: From Blah to Ah-ha! Brant Learning Lab Description of Activity: Teachers will discover how simple shifts can inform their teaching. This hands-on session, they will explore five key informations for creating dynamic, student-driven learning experiences and gain over 50 aligned strategies.	PGES Teachers Intended Learning Outcomes: Teachers will experience a lesson from the learner perspective and leave with a concrete plan to make immediate, impactful changes in your classroom.	- PLC Discussions - Coaching - Sessions/Walkthroughs with Jen throughout the school year to provide feedback to teachers - Walkthrough/ELEOT data - Instructional Feedback	-Assessment Data -Universal Screening Data -PBIS Data	July 22nd 9:00-3:00	Carmen Coleman Rachel Albright Lacey Eckels ElevatED powered by OVEC

Focus Area: Various PL Opportunities(Reading, Math, Writing, Science, Social Studies)

Short Term Goal: Enhancing instruction through student-centered strategies, high-quality instructional resources, and introductory AI tools.

Long Term Goal: The school will cultivate a culture of instructional excellence where all teachers consistently create engaging, student-centered learning experiences, leverage high-quality instructional resources, and effectively integrate AI tools to enhance teaching and learning.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Support	Indicators of Success	Start/End Date and # of Hours	Resources/Estimated Cost/Staff Funding Source
Professional Learning Activity: Leveraging Your HQIR to Design Performance Assessments: An ELA Design Studio & Leveraging Your HQIR to Design Performance Assessments: A Math Design Studio Description of Activity: In this Design Studio, teachers will discover what makes learning meaningful, relevant, and inspiring for students AND educators. Teachers will consider how they might use their talents as educators to enliven their instructional resources to create those experiences for students.	PGES Teachers Intended Learning Outcomes: While honoring the components that make a high-quality instructional resource, teachers will find entry points and opportunities to personalize the experience to your students' needs and interests. Educators will collaborate to design simple shifts to tasks and instruction to spark joyful rigor in their classrooms.	• PLC Discussions • Coaching Sessions/Walkthroughs with Jen throughout the school year to provide feedback to teachers • Walkthrough/ELEOT data • Instructional Feedback	-Assessment Data -Universal Screening Data -PBIS Data	July 24th 9:00- 12:00 (Math) 1:00-4:00 (ELA)	Carmen Coleman Rachel Albright Lacey Eckels Elevated powered by OVEC

Focus Area: Various PL Opportunities(Reading, Math, Writing, Science, Social Studies)

Short Term Goal: Enhancing instruction through student-centered strategies, high-quality instructional resources, and introductory AI tools.
Long Term Goal: The school will cultivate a culture of instructional excellence where all teachers consistently create engaging, student-centered learning experiences, leverage high-quality instructional resources, and effectively integrate AI tools to enhance teaching and learning.

Professional Learning Activity & Description of Activity	Targeted Audience & Expected Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date/Time/Day/Hours	Resources/Estimated Cost/Implementing School
Sessional Learning Activity: Your Learning, Innovation & Industry Description of Activity: A professional learning opportunity to encourage the use of AI in schools and classroom.	PGES Teachers Intended Learning Outcomes: Teachers will learn meaningful ways to use AI in ways within the classroom to enhance the student learning experience without adding additional burden to the classroom teacher.	- PLC Discussions - Coaching - Sessions/Walkthroughs with Jen throughout the school year to provide feedback to teachers - Walkthrough/ELEOT data - Instructional Feedback	-Assessment Data -Universal Screening Data -PBIS Data	July 30th 6 hours (TBA)	Amy James Jen Roederer Adam Watson by OVEC
Sessional Learning Activity: Your Teach On Description of Activity: Teachers will leave feeling EMPOWERED, motivated, and prepared to create dynamic lessons that will challenge your students and leave them hungry for more.	PGES Teachers Intended Learning Outcomes: Teachers will spend time with Team Get Your Teach On as they share their PASSION and ENTHUSIASM for education and give you their tips, tricks, best practices, and teacher secrets to building a successful, ENGAGING, & RIGOROUS classroom.	- PLC Discussions - Coaching - Sessions/Walkthroughs with Jen throughout the school year to provide feedback to teachers - Walkthrough/ELEOT data - Instructional Feedback	-Assessment Data -Universal Screening Data -PBIS Data	TBA	Various Presenters GYTO Founders



**Roby
Elementary
School**

**Professional
Development Plan**

2025-2026

Date: 4.10.25

The Student Based Decision-Making Council has reviewed and approved the attached Professional Development Plan for the 2023-26 School Year.

Principal Signature

Signature

Signature

Signature

Signature

Signature

Signature

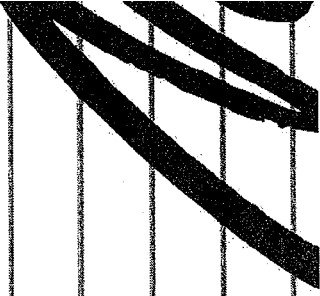
Mission:

Who we are: Caregivers

Why we exist: To inspire the unimaginable (vision)

On a mission to: WE INSPIRE OUR STUDENTS' LOVE
FOR LEARNING, ENCOURAGE THEM TO TRY NEW
THINGS, AND GIVE THEM A SOLID FOUNDATION TO
BECOME CARING COMMUNITY MEMBERS.

Date: April 10, 2024





**Roby
Elementary
School**

**Professional
Development Plan**

2025-2026

Date: 4.10.25

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2025-26 school year.

Principal Signature:

Signature:

Signature:

Signature:

Signature:

Signature:

Signature:

Dr. Henrik Ross

Ashley Rosenfeld

LoY Priddy

Kimberly M Kaufman

Carol L Milby

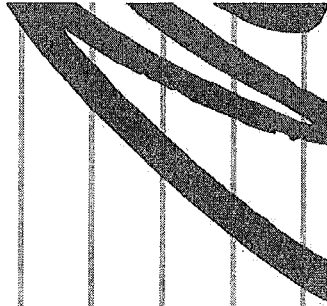
Mission:

Who we are: Caregivers

Why we exist: To inspire the unimaginable (vision)

On a mission to: WE INSPIRE OUR STUDENTS' LOVE
FOR LEARNING, ENCOURAGE THEM TO TRY NEW
THINGS, AND GIVE THEM A SOLID FOUNDATION TO
BECOME CARING COMMUNITY MEMBERS.

Date: April 10, 2024



Persons Involved in Planning Process

- Roby Certified Teachers - via survey and PD dates survey
 - Important Dates
- Team leads: all grades, special areas, special education
- SBDM council: parents and teachers
- Instructional leadership team: Principal, counselor, coach, FRC
-

Description of Planning Process

Teachers were surveyed February 20th and again the 2nd week of April on placement preferences and PL needs for 25-26. Teachers were given an additional opportunity to provide feedback on PL needs with the PL Needs & Dates survey in April. The Impact Survey was given in the winter and again in April (at the school level) asking about resources and PLC & principal collaborated with teams/team leads to determine resources needed to support the lesson design process & curriculum implementation through PLCs in the spring. The survey data was analyzed to determine the needs of teachers for professional development.

Additional data utilized were Eleet Walkthrough Data, and iReady, FastBridge, ODW, and DRA data to plan embedded PD through Bullett Days and professional learning days. Areas of need included student engagement through authentic learning experiences, co-teaching approaches to meet the needs of all students, curriculum implementation training in math for all teachers including but not limited to special areas, technology and special education teachers. There were also individual professional learning needs identified through classroom level data, PGPs, and teacher input.

The professional development plan was created through collaboration between principal, instructional coach and SBDV 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.

Needs Assessment Analysis

[Link to Needs Assessment here](#)

Top two focus areas:

- Math Curriculum
- Student Engagement (co-teaching, kagan, and authentic learning experiences)

Explanation of how this relates to school goals here.

Numeracy aligns to district goal of improving numeracy skills using a high quality instructional resource. Effective Co-teaching practices for students with disabilities aligns to district goal of increasing numeracy and engagement for ALL students

Authentic learning experience professional learning aligns to the district focus of graduate profile and authentic learning for ALL students.

Focus Area: New Teacher Support

Short Term Goal: Implement a mentorship program that pairs 100 percent of new teachers with an experienced mentor to equip them with the necessary skills to support and guide new teachers effectively.

Long Term Goal: 100 percent of new teachers will complete the T.H.R.I.V.E. mentorship program. Feedback provided will demonstrate success of new teachers, contributing to their overall job satisfaction and effectiveness in the classroom.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
New Teacher Orientation/ THRIVE Academy THRIVE Academy empowers teachers to do more than just survive their first year in the classroom. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.	Audience: All new teachers to BCPS hired for the 2024-2025 school year -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?	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E. mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E. mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal sessions THRIVE urgent care sessions are also provided monthly by T.H.R.I.V.E. mentors, student learning directors, and instructional coaches	Inkwire Work Samples New Teacher and THRIVE Academy Survey	New Teacher Orientation: August, 2024 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year	\$0 (no cost to schools-district funded)
Roby Mentoring Program - The mentoring program will coincide with the district THRIVE program, but will provide sustained focus and support in the areas of classroom management, instructional design, and classroom instruction. Specific tasks and responsibilities will be required, such as, co-planning with the mentee, conducting classroom observations with non-evaluative feedback and coaching, providing professional learning, etc. In addition, this will provide teacher leadership among teachers at RE					

Focus Area: K-12 Math Instruction and Assessment (Numeracy Bill 156 Alignment)

Short Term Goal: Implementation of an HQIR math curriculum that aligns to the Kentucky state standards and increase student proficiency.

Long Term Goal: All teachers will be successful in implementing a math HQIR and increase student achievement.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.	Elementary Teachers 6-12 Math Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments ,as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026	District General Funds

Focus Area: Student engagement

Short Term Goal: Implement effective co-teaching approaches, SEL curriculum and cooperative learning strategies to increase student engagement.

Long Term Goal: Design and implement authentic learning experiences designed to increase student engagement and facilitate graduate profile competencies.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
SEL/Character Strong	Targeted Audience: All general education, special education, special area teachers and classified staff Intended Learning Outcomes:	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing	Walkthrough, elect, and formal observation data in domain 2 - during SEL instruction and throughout the day discipline and attendance data SEL showcase at Ed Camp	Team of 4 teachers: 8/5 (3) 9:15-12:15 Bullitt Day, Faculty Meetings	District PL
Kagan	Targeted Audience: All inexperienced teachers & new to Roby teachers Intended Learning Outcome: Teachers will implement Kagan grouping & Kagan structures to engage students in discourse during learning experiences.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing	Walkthrough, elect, and formal observation data on engagement and active learning Kagan showcase	District decided date 6 hours	\$2,241, Section 6
co-teaching /sped	Targeted Audience: LBD Sped teachers & General Education CoTeacher Intended Learning Outcomes: Teachers will collaborate to teach using best practices, which will increase student engagement.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing	walkthrough, elect, and formal observations of co-teaching Co-teaching showcase at Ed Camp	6 hours total- 2 hour kickoff and 4 hours throughout the year	\$0
Academic & Behavior MTSS	Targeted Audience: General Education Teachers Intended Learning Outcomes: Teachers will collect data & implement intervention for students.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource		8/6 (1 hour) MTSS PLC	\$0

Focus Area: Student engagement

Short Term Goal: Implement effective co-teaching approaches, SEL curriculum and cooperative learning strategies to increase student engagement.

Long Term Goal: Design and implement authentic learning experiences designed to increase student engagement and facilitate graduate profile competencies.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Workshop Model/Lesson Plans	Targeted Audience: General Education Teachers Intended Learning Outcomes: Teachers will implement workshop model lessons to support their instruction and engage students in learning.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing	lesson plan feedback walkthrough and formal observation data	8/6 1 hour	\$0
My View/Discourse Strategies Intro to Phonics/Vocabulary	Targeted Audience: All Intended Learning Outcomes: Teachers will implement ELA HQIR to build knowledge and phonics skills to increase student engagement.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing	walkthrough, elect, and formal observations of co-teaching Co-teaching showcase at Ed Camp	8/6 2 hours	\$0
Authentic Learning Experiences	Targeted Audience: 6 general education teachers Intended Learning Outcomes: Teachers will implement authentic cooperative learning experiences with student engagement.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing	walkthrough, elect, and formal observations of co-teaching Co-teaching showcase at Ed Camp	6 hours total- 2 hour kickoff and 4 hours throughout the year	\$0
Individualized PD	Target Audience: Special areas Intended Learning Outcomes: Special area teachers will implement learning in their related arts classes.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing	Special area showcase at EdCamp	TBD	

Professional Development Plan

2025-2026

Date: 4/15/25

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2024-2025 school year.

Principal Signature:

Deon Baryn

Signature:

Lynne Choate

Signature:

Jeffrey Maden

Signature:

Shanda Hobbs

Signature:

Robert Miller

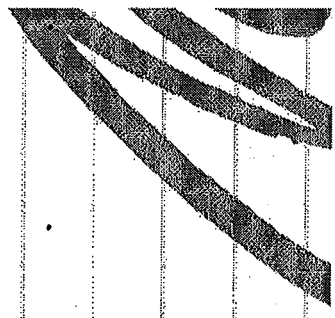
Signature:

Signature:



**Mission: We are a safe and caring community school
with dedicated professionals who give every child,
every chance, every day.**

Date: 3/31/2025



Persons Involved in Planning Process

- Jason Baragary
- Elizabeth McBroom
- Samantha Crumbaker
- Jan Stone
- Kimberly Newton
- Team Facilitators/Team Leads
- SBDM Council

Description of Planning Process

A staff survey was given regarding school priorities moving forward and feedback was solicited during the PLC process to determine professional learning needs. The SBDM council reviewed data and provided feedback on proposed initiatives. Multiple school-wide data points, including assessment data, behavior data, classroom monitoring tools, and IMPACT Survey results (targeted questions administered to staff). The ILT met repeatedly to review data and determine areas of need and utilize the process of continuous improvement. All these components guided where PL was needed to support the mission and vision of SES.

Needs Assessment Analysis

SES Needs Assessment:

Top two focus areas:

- Increasing Reading and Math proficiency among all students but specifically SWD
- Maintaining and furthering a school climate in which students respond favorably to questions of school safety and the school climate.

Explanation of how this relates to school goals here:

Both focus areas relate to the school school goals. We are focusing on both math and reading proficiency among our students, but the crucial work will come within the work we do to increase proficiency in those areas. In that sense regularly measuring math and reading proficiency among students will guide future practices and help determine the effectiveness of individual strategies and activities used to do so.

Related, maintaining and furthering our school culture is vital towards supporting a strong classroom environment in which learning is valued. We believe that when students feel safe, supported, and are excited to be at school they will achieve at higher levels. Focusing on fostering a positive school climate will support student social and emotional learning as well as instructional learning.

Focus Area: New Teacher Support

Short Term Goal: Implement a mentorship program that pairs 100 percent of new teachers with an experienced mentor to equip them with the necessary skills to support and guide new teachers effectively.

Long Term Goal: 100 percent of new teachers will complete the T.H.R.I.V.E. mentorship program. Feedback provided will demonstrate success of new teachers contributing to their overall job satisfaction and effectiveness in the classroom.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
New Teacher Orientation/ THRIVE Academy THRIVE Academy empowers teachers to do more than just survive their first year in the classroom. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.	Audience: All new teachers to BCPS hired for the 2024-2025 school year -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?	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E. mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E. mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal sessions THRIVE urgent care sessions are also provided monthly by T.H.R.I.V.E. mentors, student learning directors, and instructional coaches	Inkwire Work Samples New Teacher and THRIVE Academy Survey	New Teacher Orientation: August, 2025 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year	\$0 (no cost to schools-district funded)

Focus Area: K-12 Math Instruction and Assessment (Numeracy Bill 156 Alignment)

Short Term Goal: Ensure teachers are able to implement the selected math curriculum

Long Term Goal: Provide ongoing support to determine the effectiveness of the curriculum and develop processes that support rigorous instruction and high levels of learning.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.	Elementary Teachers 6-12 Math Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026	District General Funds

Focus Area: UFLI Training and Implementation

Short Term Goal: Train all relevant staff on implementation of University of Florida Literacy Institute (UFLI) practices and procedures

Long Term Goal: Fully integrate UFLI into all relevant classrooms in conjunction with SoR practices that have already been implemented

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: UFLI Training and Implementation Description of Activity: Staff will be trained by certified UFLI trainer on implementing the practices and procedures around utilizing UFLI and be able to practice and develop lessons and protocols for doing so. SPED staff will take this training and apply it to the resource setting and develop plans for supporting SWD and how best to ensure they receive aligned and rigorous instruction.	All classroom and SPED teachers. Intended Learning Outcomes: Classroom teachers will have an understanding of the practices and structures around implementing UFLI and be able to begin developing procedures and practices to ensure that they can teach UFLI with fidelity in their classrooms. SPED staff will apply previous training the resource setting and determine how UFLI can be utilized to ensure that students are receiving instruction based upon their identified learning goals.	Regular follow up in PLCs, staff feedback and check-ins, continued support through OVEC.	Literacy Walkthroughs, Fastbridge and i-Ready Data, ELEOT Data, and formative assessment data.	July 30th 8-3, 6 hours of PL	Up to \$300 depending on the resources needed for purchase.

Focus Area: Further My View Implementation and Internalization

Short Term Goal: Ensure staff are able to utilize the internalization process developed in lesson planning.

Long Term Goal: Create/Implement a system to ensure that the MyView curriculum is rigorous and fully aligned to the standards.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: MyView Internalization and further Implementation Description of Activity: Staff will receive training in the internalization protocol (developed in conjunction with KDE coaches) and begin developing unit plans based upon the internalization tool.	All classroom teachers and designated SPED staff. Intended Learning Outcomes: After utilizing the MyView reading curriculum staff feedback has indicated a need for further support in implementation. Staff will leave training with an understanding of the internalization tool, and the ability to develop rigorous instruction around the MyView framework.	Regular follow up in PLCs and team planning. further Bullitt Day training based upon feedback and data, teacher specific coaching cycles around implementation.	ELEOT Data (specifically Domain B and D), formative assessment data, lesson plan feedback, and staff feedback.	July 29th, 8-3 PM, 6 hours of PL	Up to \$500 for needed resources.

Focus Area: Utilization of The Writing Revolution within targeted teams

Short Term Goal: Train two grade levels on The Writing Revolution Method to utilize in the 2025-2026 school year

Long Term Goal: Further the school wide writing protocols and practices to ensure alignment and support writing being more coherently implemented within multiple content areas across all grade levels

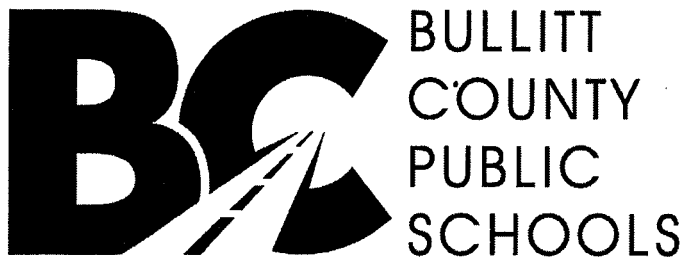
Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: Piloting the Writing Revolution Description of Activity: Targeted grade levels will pilot The Writing Revolution method and implement it into their writing curriculum and planning.	2nd Grade and 4th Grade Teachers Intended Learning Outcomes: Staff members will learn methods and best practices related to writing to implement in their classroom and determine the level of effectiveness to consider whether this process should be adopted school-wide in the future.	Regular check-ins with coach and principal regarding progress, vertical planning with other grade levels, follow up training as needed.	Writing samples, formative assessment data, staff feedback	TBD, in June or July, up to 24 hours of PL	Up to \$7000 for training and materials.

Focus Area: Science of Reading and Foundational Skills

Short Term Goal: Have staff attend the Read to Succeed Conference on 6/13/25 to further knowledge of SoR and implementation

Long Term Goal: Ensure that all staff have access to resources need to implement the RTS Act as well as teach foundational reading skills through the SoR and the appropriate resources to do so.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: Science of Reading Implementation - Read to Succeed Conference Description of Activity: Attendees will receive resources for implementing the Read to succeed Act as well as evidence based instructional shifts for literacy.	K-5 classroom teachers and SPED teachers Intended Learning Outcomes: Staff will come away from the training with a better understanding of implementing instructional practices that are evidenced-based related to teaching students to read and better prepared fully implement the Read to Succeed Act	Regular follow up in PLCs and team planning, further Bullitt Day training based upon feedback and data, teacher specific coaching cycles around implementation.	Fastbridge and i-Ready diagnostic data, formative assessment data, literacy walkthroughs	June 13th, 9-3, 6 hours of PL	\$0



JESSE BACON, SUPERINTENDENT

ADRIENNE USHER, ASSISTANT SUPERINTENDENT

BRANDY HOWARD, CHIEF ACADEMIC OFFICER

TROY WOOD, CHIEF OPERATIONS OFFICER

TO: Dr. Jesse Bacon, Superintendent

FROM: Dr. Adrienne Usher, Assistant Superintendent
Dr. Brandy Howard, Chief Academic Officer

DATE: May 29, 2025

RE: Professional Development Plans

Enclosed are the 2024-2025 Professional Development Plans for each Bullitt County school. Each plan has been approved by SBDMs and reviewed at the district level.

Approval of SBDM approved school professional development plans of all BCPS schools is requested.

OUR MISSION IS TO INSPIRE AND EQUIP OUR STUDENTS TO SUCCEED IN LIFE

BULLITT COUNTY PUBLIC SCHOOLS IS AN EQUAL EDUCATION AND EMPLOYMENT INSTITUTION



BERNHEIM

MIDDLE SCHOOL

Professional Development Plan

2025-2026

Barheim Middle School PD Plan 25-26

Date:

3/7/25

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2024-2025 school year.

Principal Signature:

[Signature]

Signature:

[Signature]

Signature:

[Signature]

Signature:

[Signature]

Signature:

[Signature]

Signature:

Signature:



|| BERNHEIM MIDDLE SCHOOL

**Mission: Every Student, Every Day, Creating a Legacy
of Excellence**

Date: 5/1/25



Persons Involved in Planning Process

People involved in the planning process include the IT for BMS, the principal, assistant principal, counselor, instructional coach, PLC facilitator, and all teachers. Also, the district leadership has been involved with helping to facilitate PD planning for next year.

Description of Planning Process

• We have organized PD based on teacher needs and student needs. We are providing as many opportunities to meet teachers' specific needs as we can in order to support student achievement. We have communicated with each teacher the instructional coach and made a personalized plan for each teacher's needs. Those plans are highlighted through the PL Tracker. We met with each PLC asking for suggestions for PL for next year and all teachers provided input. We identified areas of need for our school through observational data, teacher input, and testing data. Key areas of authentic learning, literacy and problem based learning are a focus so that we can help students graduate having mastered the grad profile competencies.

Needs Assessment

Link to Needs Assessment here

Top Two focus areas:

- High Quality Instruction in Reading and Math, including Literacy and Numeracy across content areas
- Increased opportunity for real world, authentic learning experiences.

Explanation of how this relates to school goals here:

This work directly supports our school's goals of increasing math and reading scores by ensuring high-quality instruction in these subject areas. Improving literacy and numeracy across content areas supports our goal of ensuring all students are successful in all subject areas. Addressing literacy and numeracy across content areas supports our goal of ensuring all students are successful in all subject areas. Improving literacy and numeracy across content areas supports our goal of ensuring all students are successful in all subject areas.

BCPS Green New Teacher Support

BCPS Green New Teacher Support is a program designed to provide new teachers with the resources and support they need to succeed in their first year of teaching. The program includes a variety of services, including mentorship, professional development, and classroom management support. BCPS Green New Teacher Support is a commitment to ensuring that all new teachers have the opportunity to thrive in their first year of teaching.

Professional Learning Activity/Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date and # of Hours	Resources, Estimated Cost, and Funding Source
New Teacher Orientation/THRIVE Academy THRIVE Academy empowers teachers to do more than just survive their first year in the classroom. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.	Audience: All new teachers to BCPS hired for the 2024-2025 school year -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?	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E. mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E. mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal sessions THRIVE urgent care sessions are also provided monthly by T.H.R.I.V.E. mentors, student learning directors, and instructional coaches	Inkwire Work Samples New Teacher and THRIVE Academy Survey	New Teacher Orientation: August, 2024 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year	\$0 (no cost to schools-district funded)

Focus Area: Math Universal Screener and Assessment
 Start Date: 8/20/24
 End Date: 5/20/25

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.	Elementary Teachers 6-12 Math Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments ,as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026	District General Funds

Focus Area: K-12

Short Term Goal: Climate Culture Professional Development: Non academic goal, by Spring 2026 to reduce office referrals by 10%.

Long Term Goal: Continued decline in behavior events

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 District Leadership throughout the year) Teachers
Teacher Leadership Team will attend Jostens RENAISSANCE TRAINING supporting PBIS, Authentic learning, and improving school culture.	TEACHER LEADERS ATTEND TRAINING BRINGING ACADEMICS TOGETHER WITH PERSEVERANCE TO IMPROVE MASTERY OF LEARNING	PBIS Coach/ TEACHER Leadership Team will share with all teachers.	JUNE 2025	\$10,000/General Fund	Increase in positive climate and culture as well as student participation in the positive impact programs BMS has instituted. Increase in long term success of students as individuals beyond the school house boundaries of time and space.
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 2025 6-12 hours	\$0	Effective Student Crisis management

(1) BMS Reading Goal: By Spring 2027, BMS will increase the percentage of all students scoring proficient and distinguished in reading to 76.4%.

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 District Leadership throughout the year)
Thinking Strategies and Literacy Training for Middle Schools.	High Level Questioning 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.	Teachers/IC/ allows teachers to create model classrooms.	August 2023 then ongoing and embedded.	\$4000 General	High Level of Literacy throughout core instruction.

(2) Math AND READING Goal for BMS: By Spring 2026, BMS will increase the percentage of all students scoring proficient and distinguished in math to 72.6%

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 District leadership throughout the year)
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 development of clear Power path MTSS days

(1 & 2) BMS Gap Goal for SWD: By Spring 2026, BMS will increase the percentage of students with disabilities scoring proficient and distinguished in reading to 41.5%.

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 District Leadership throughout the year)
Accommodation vs Modification vs Specially Designed Instruction	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 2024 and then embedded through PLCs	\$0	Teacher effectiveness meeting the needs of special needs students.
BMS Collaboration Camp for General Education and Special Education teachers. Co-Teaching Training between special education and regular education teachers	Creates a model of teaching that is proactive and inclusive as well as promotes equity.	School Sped Team Lead/Co Teacher and /IC, All teachers teaching co teaching settings.	Start July 2024 Embedded Ongoing	\$500 General	Embedding equity and differentiation throughout the day for all students.

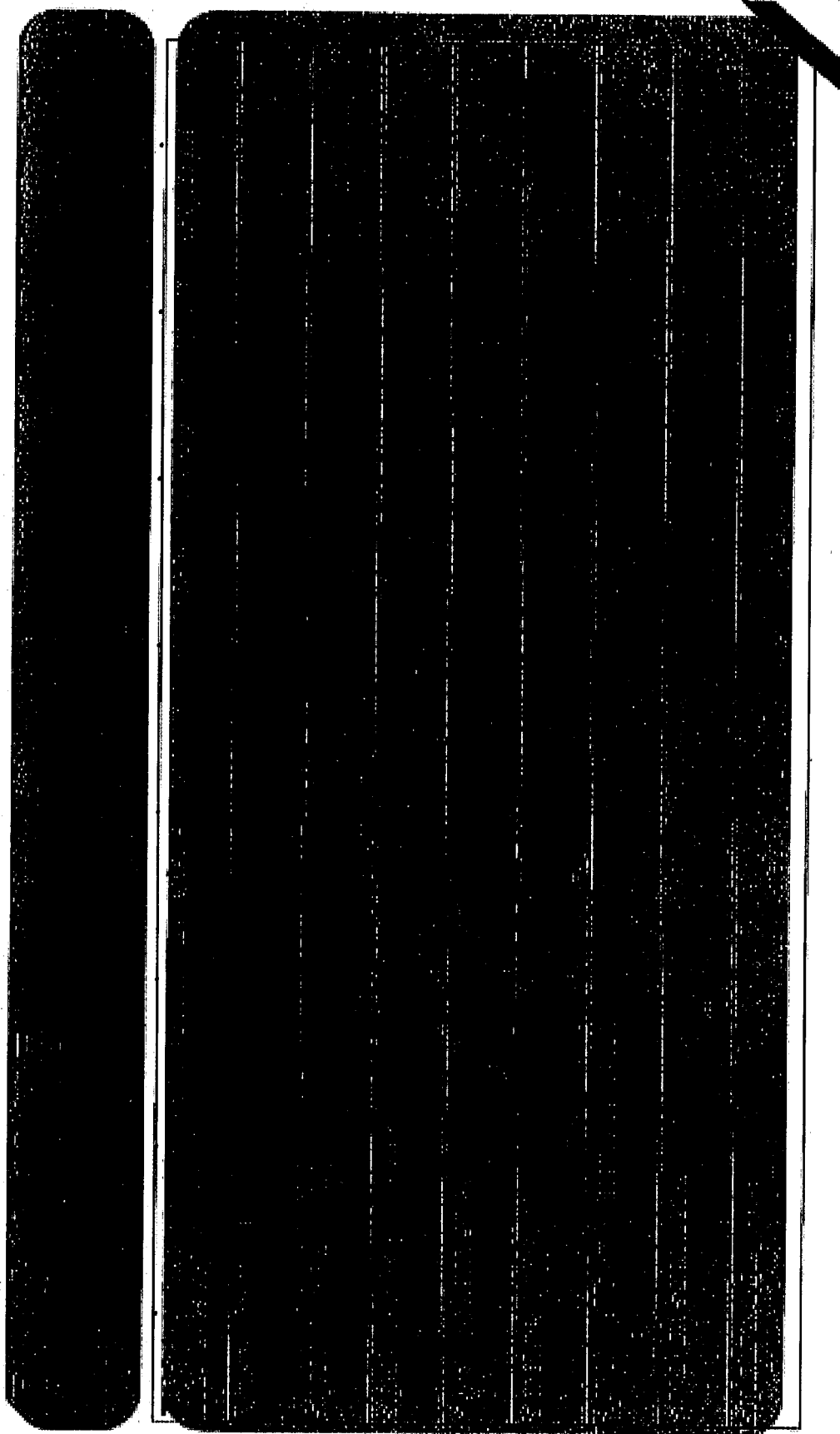
FOCUS: Increase teacher effectiveness and learning for all teachers promoting career excellence

2024-2025 \$300
2025-2026 \$300

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and % of Hours	Resources, Estimated Cost, and Funding Source
Elevating Complex Thinking through Gradual Release and Authentic Learning: Grounded in the Gradual Release of Responsibility model, teachers will explore how to strategically scaffold instruction while embedding thinking strategies that demand higher cognitive load. Through authentic learning experiences tied to real-world tasks, educators will deepen their understanding of how to move beyond surface-level engagement and design lessons that foster student agency, critical thinking, and productive struggle.	All teachers. Develop a clear understanding of the Gradual Release of Responsibility model and how it supports complex thinking. Learn how to embed metacognitive and thinking strategies that increase cognitive demand in daily instruction. Design authentic learning experiences that connect content to real-world contexts, fostering deeper engagement and student agency. Equip students to navigate productive struggle, think critically, and take ownership of their learning. Collaboratively plan and reflect on lessons that promote higher-order thinking across disciplines.	Instructional Walkthroughs & Learning Walks Instructional Coaching Cycles Collaborative Planning Time Teacher Reflection Tools	Student Growth in Higher-Order Thinking Improved Student Engagement and Agency Increased Use of Authentic Learning Tasks Effective Use of Gradual Release Model	August 2025 and ongoing	General fund, \$300

**Bullitt Lick
Middle School
Professional
Development Plan**

2025-2026



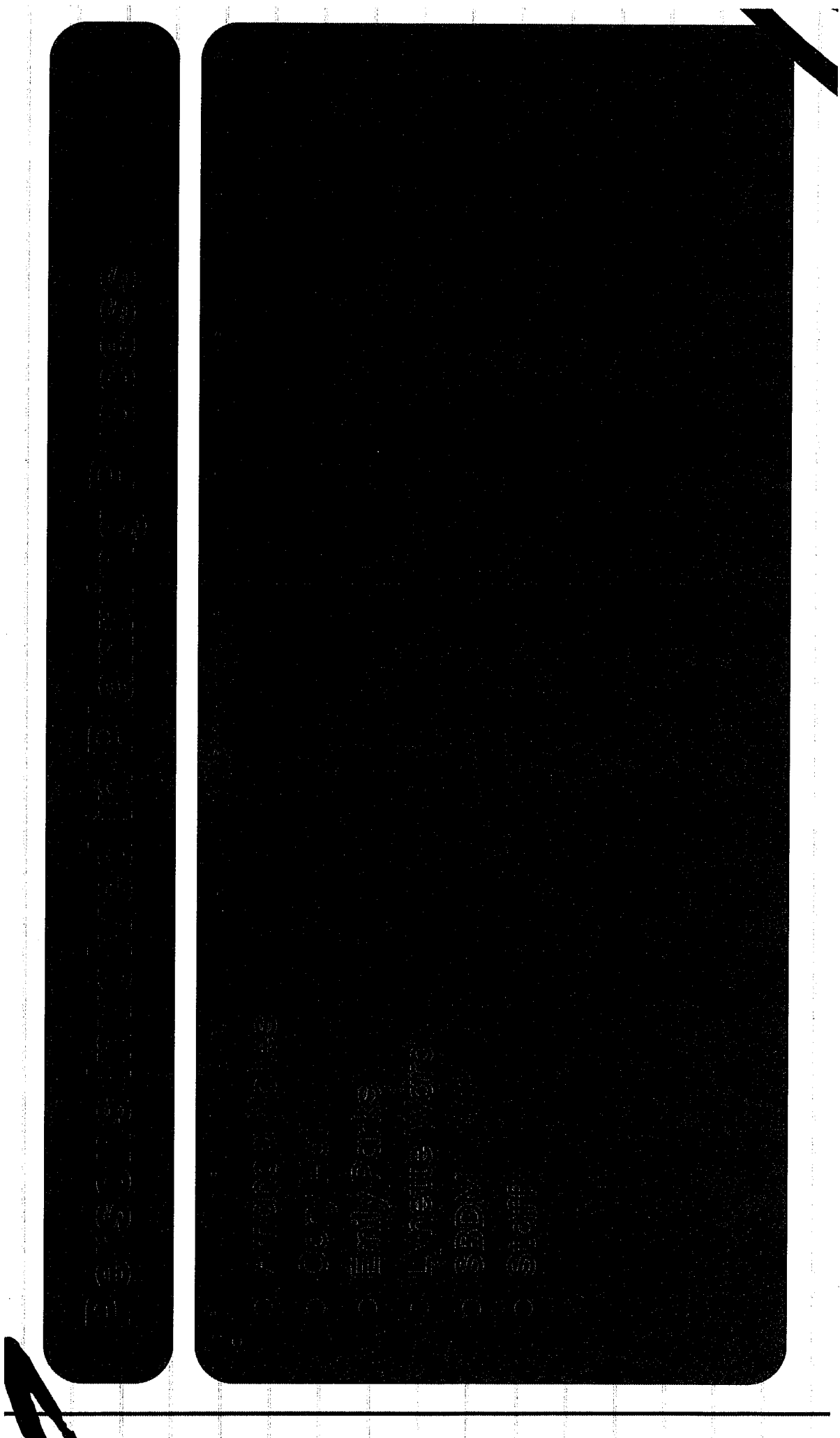
Mission:

To provide a safe environment where all students can learn at high levels.

Date:

April 10, 2025 Approved by SBDM

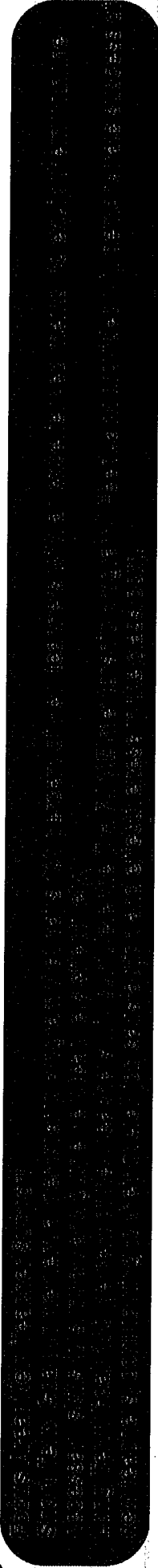




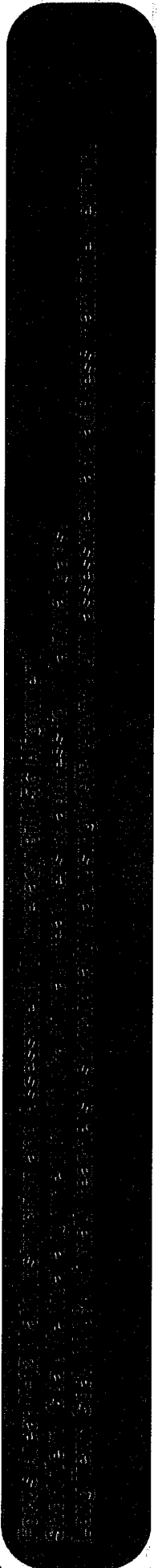
A

(b) (7)(C)
(b) (7)(D)
(b) (7)(E)
(b) (7)(F)
(b) (7)(G)
(b) (7)(H)
(b) (7)(I)
(b) (7)(J)
(b) (7)(K)
(b) (7)(L)
(b) (7)(M)
(b) (7)(N)
(b) (7)(O)
(b) (7)(P)
(b) (7)(Q)
(b) (7)(R)
(b) (7)(S)
(b) (7)(T)
(b) (7)(U)
(b) (7)(V)
(b) (7)(W)
(b) (7)(X)
(b) (7)(Y)
(b) (7)(Z)

(b) (7)(A)
(b) (7)(B)
(b) (7)(C)
(b) (7)(D)
(b) (7)(E)
(b) (7)(F)
(b) (7)(G)
(b) (7)(H)
(b) (7)(I)
(b) (7)(J)
(b) (7)(K)
(b) (7)(L)
(b) (7)(M)
(b) (7)(N)
(b) (7)(O)
(b) (7)(P)
(b) (7)(Q)
(b) (7)(R)
(b) (7)(S)
(b) (7)(T)
(b) (7)(U)
(b) (7)(V)
(b) (7)(W)
(b) (7)(X)
(b) (7)(Y)
(b) (7)(Z)



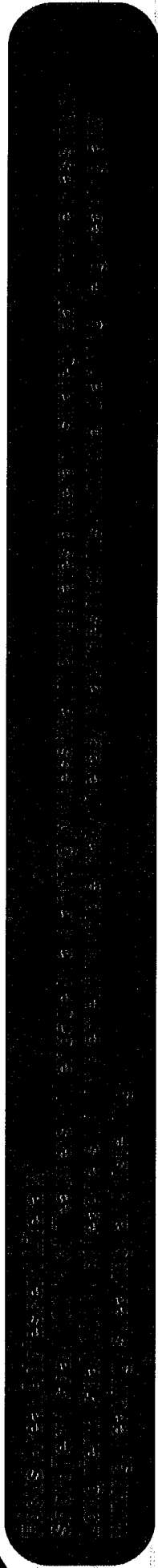
Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources/Estimated Cost and Funding Source
New Teacher Orientation/ THRIVE Academy THRIVE Academy empowers teachers to do more than just survive their first year in the classroom. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.	Audience: All new teachers to BCPS hired for the 2025-2026 school year -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?	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal sessions THRIVE urgent care sessions are also provided monthly by T.H.R.I.V.E mentors, student learning directors, and instructional coaches	Inkwire Work Samples New Teacher and THRIVE Academy Survey	New Teacher Orientation: August, 2025 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year	\$0 (no cost to schools-district funded)



Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.	Elementary Teachers 6-12 Math Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments , as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026	District General Funds



Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: Backwards design planning, HQIR curriculum implementation, Diagnostic screeners, CFA administration and analysis, Kagan Engagement Strategies	All BLMS Staff	Monitoring will be completed through shared planning documents and protocol, PLC meetings (team and content), staff meetings. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? CFA development and CFA data, P2P data, KSA data as released, planning protocol completion, classroom observations and feedback Who is responsible for gathering data? (teachers, coaches, administrators, etc.) CFAs- Teachers/PLC Classroom Observations- Leadership team KSA- All staff How frequently will data be analyzed? (monthly, quarterly)	Planning Protocol is adhered to by all staff. Backwards design is evident in unit plans and PLC conversations.	July 2025-May 2026	\$0



Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: Collaboration with OVEC during Bullitt Days to learn adolescent literacy strategies that can be incorporated in all content areas.	All BLMS Staff	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? P2P data, KSA data as released, planning protocol completion, classroom observations and feedback Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers/PLC Classroom Observations- Leadership team Assessment Data- ALL Staff How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly in the PLC (one literacy strategy per month introduced in PLC) Ongoing Support: Instructional Coach, THRIVE, Coaching	Literacy strategies are present in all classrooms (including Bobcat Time) as observed by Leadership team, and lesson planning.	Bullitt Days 25-26	\$0

EASTSIDE MIDDLE SCHOOL

PD Plan will be presented for approval
to SBDM on May 12.

Professional Development Plan

2025-2026

Date:

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2024-2025 school year.

Principal Signature: Antone Towns

Signature: Ashley Byerley

Signature: Chad Pasley

Signature:

Signature:

Signature:

Signature:



Mission:

Mission

S.O.A.R with Eagle Pride!

Safe Organized Accountable Respectful

Vision

We provide a safe environment that fosters organization, accountability, and respectfulness amongst students and staff, while preparing students to be intrinsically motivated, lifelong learners.

- We will provide a safe environment by having procedures in place to help students feel safe both physically and mentally.
- Students will be organized in their daily routines and procedures. This will be modeled by teachers.
- Students, teachers, and staff will hold themselves and each other accountable for high expectations in academics and behavior.
- Students, teachers, and staff will cultivate an environment built on respect and pride for our school community by teaching the Eagle Virtues of encouragement, attitude, gratitude, leadership, empathy, and service.

Date:

April 2025-26





Journal of Consulting and Clinical Psychology

Volume 68, Number 1, February 2000

Editorial Board

Editor: David A. Clark, University of California, San Diego

Editorial Board: Richard L. Atkinson, University of California, San Diego

Editorial Board: David B. Clark, University of California, San Diego

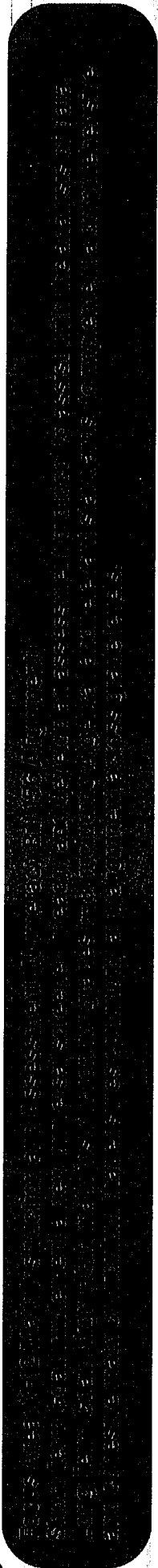
Editorial Board: David A. Clark, University of California, San Diego

Editorial Board

Editorial Board: David A. Clark, University of California, San Diego



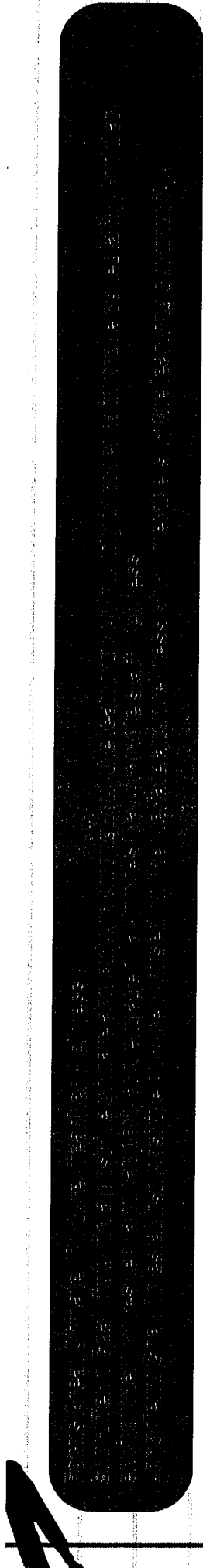
Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
New Teacher Orientation/ THRIVE Academy THRIVE Academy empowers teachers to do more than just survive their first year in the classroom. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.	Audience: All new teachers to BCPS hired for the 2025-2026 school year -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?	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E. mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E. mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal sessions THRIVE urgent care sessions are also provided monthly by T.H.R.I.V.E. mentors, student learning directors, and instructional coaches	Inkwire Work Samples New Teacher and THRIVE Academy Survey	New Teacher Orientation: August, 2025 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year	\$0 (no cost to schools-district funded)



Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.	Elementary Teachers 6-12 Math Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments, as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026	District General Funds



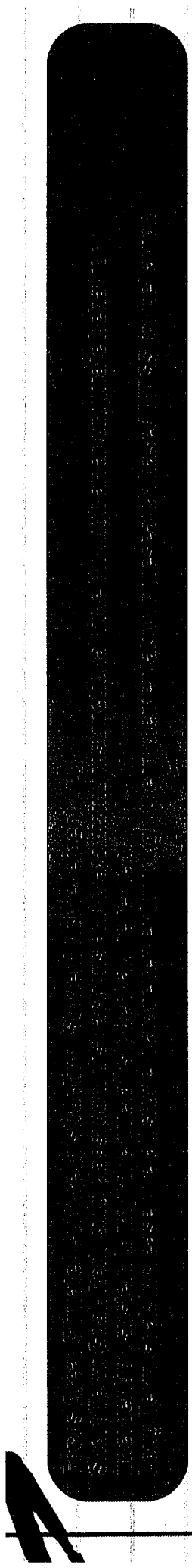
Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: Reading Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a reading universal screener and diagnostic tools to assess student needs.	ELA teachers Intended Learning Outcomes: Teachers will be able to effectively use ELA assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student reading proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards Increased student performance on ELA assessments, as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026	\$0 General Funds



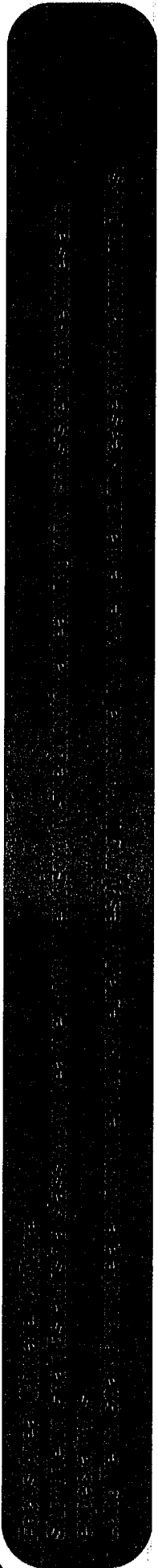
Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Back to School Community Building: A day of teacher team building to boost morale, improve interactions, and establish a culture of collaboration	All EMS Staff- In order to create an environment conducive to working toward any and all comprehensive goals, we will reserve time to work on building a sense of strong community among all staff at EMS. Staff will work together to improve collegiality, set community agreements, build an environment of respect and rapport, engage in activities that promote staff wellness, etc.	On each Bullitt Day, we will revisit the goals outlined during our Back to School Kick-off PL day. We will complete one community building activity each month to reiterate the importance of collegiality, collaboration and community.	Post PL staff survey Mid-Year & End of Year Staff Survey	August 2025 9:00 - 3:00 6 hours	\$500 / General Fund



Learning Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
	The Kentucky Bluegrass Awards is a state award program that encourages student reading and curates a reading culture. The KBA list, book descriptions, and books are provided by the school librarian. Teachers choose between one and ten books to read. This book study includes applicable resources, book talks, school wide incentives, and connections to improving literacy throughout the building.	Students and teachers are invited to participate in the KBA Reading program. Our school librarian monitors those participating and publicly recognizes them. Ms. Thompson will provide teacher participants with lesson plans and resources to accompany each book. Both the librarian and instructional coach will provide strategies to promote adolescent literacy through the use of the KBA books. An end of the year Reading celebration will be offered to any teacher or student who reads at least two books.	Number of student participants	August 2025 -May 2026 1 hour per book	\$2,500 Instructional Funds



Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
MTSS Strategies/ Development: Review MTSS academic and behavior data to determine effective strategies implemented and identify areas for improvement.	EMS Faculty and Staff To increase student achievement, teachers will implement effective academic and behavior strategies. Increase knowledge concerning the intervention process and develop effective MTSS system. Teachers will identify at - risk students and implement tier two and three interventions in a timely and responsive manner. Learn how to use the new universal screener reports to implement effective MTSS system.	PBIS data collection Academic data collection IC Data ISAP Data collection	Decrease in classroom disruption and off task behavior. Decrease in students assigned to in school suspension. Increase in positive office referrals. Increase in students attending weekly and quarterly celebrations. Improvement in overall attendance. Enter and exit data for Tier 3 academic supports	August 2025- May 2026 3 Hours	\$0 Instructional Funds



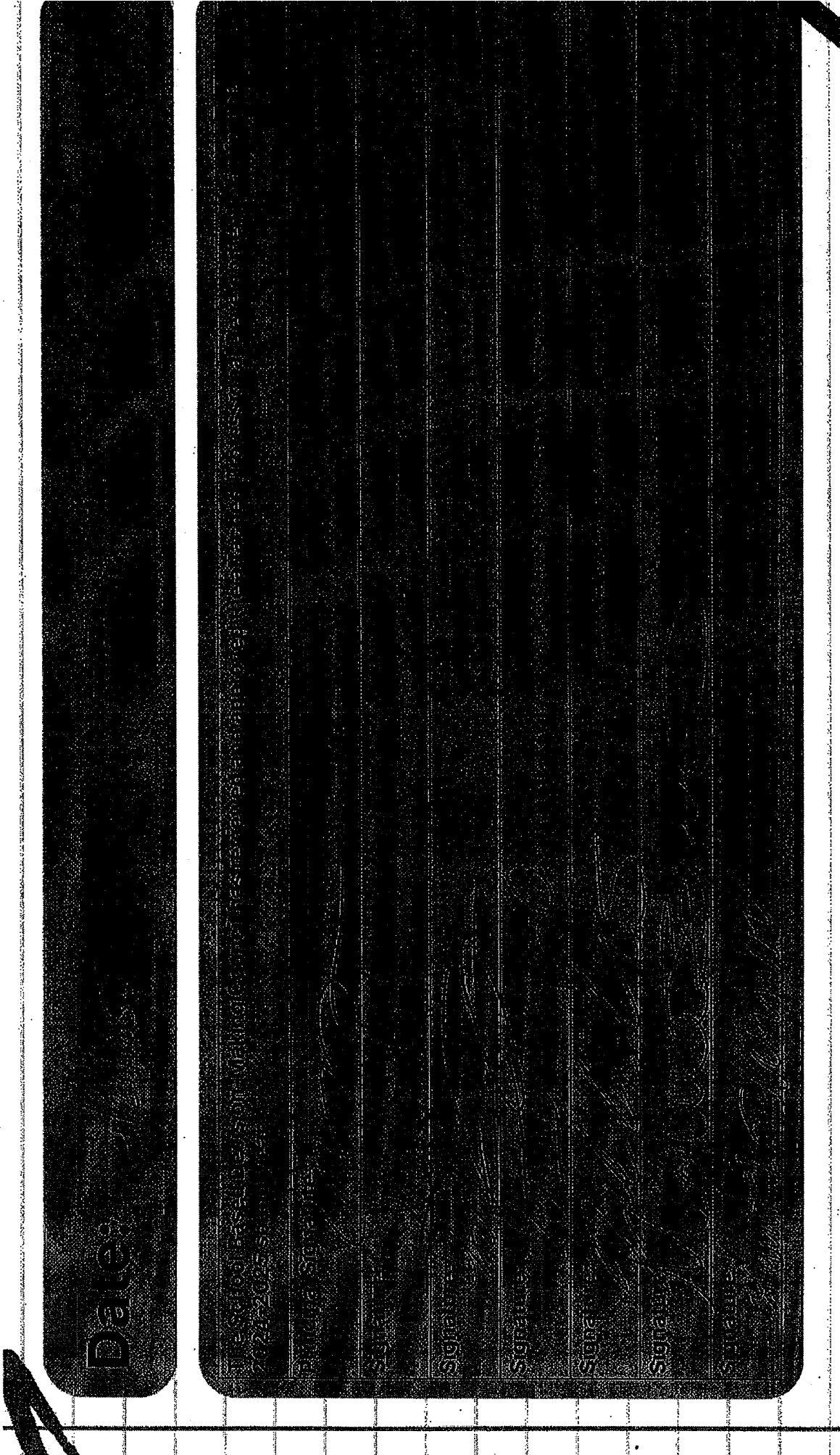
Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
TEAM PLC Establishing Policies, Procedures and Expectations / Establishing a Team Expectations	EMS Faculty and Staff- Establish team policies, procedures and expectations conducive to creating optimal learning environment for students.	Team based PLCs: anecdotal notes Discipline Referrals Minor Behavior Reports MTSS	Decrease discipline referrals/ Classroom Disruptions Maximize instructional time Increase in student achievement	August 2025- May 2026 6 HRS	\$0 Instructional Funds



HEBRON
MIDDLE SCHOOL

Professional Development Plan

2025-2026



Dalco

THE STATIONER'S AND PRINTER'S UNION OF AMERICA
2025-2026

STATIONER'S

STATIONER'S

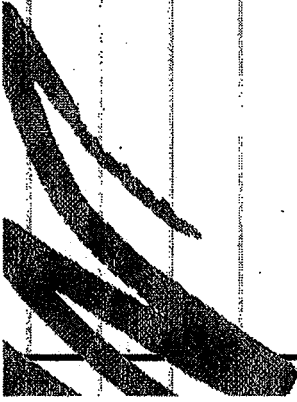
STATIONER'S

STATIONER'S

STATIONER'S

STATIONER'S

STATIONER'S



Mission: Developing Learners and Leaders

Building Relationships, Respect and Perseverance

Date: April 2025



Persons involved in Planning Process

Chad Foster, Principal

Family Outreach Assistant

Katie Collins, Interventionist

Description of Planning Process

- Decisions about promotion often hinge on data collected from classroom observations, PLCs, teacher feedback, and other data.

Needs Assessment/Analysis

Needs Assessment/Analysis

Top Student Needs

1. Students with disabilities (reading and math) still need help.
2. Math at all levels.

Extraction of Data/Analysis

Students with disabilities are a very important group. They address the needs of students who are moved to special education. Students with disabilities need help. They need help in reading and math. They need help in all areas of their education.

Students with disabilities are a very important group. They address the needs of students who are moved to special education. Students with disabilities need help. They need help in reading and math. They need help in all areas of their education.

Focus Area: Professional Learning and Support
Strategic Goal: Increase teacher effectiveness and improve student learning outcomes through ongoing professional learning and support.
Strategic Outcome: All teachers will be effective and meet or exceed expectations for student learning outcomes.
Initiative: New Teacher Academy

Professional Learning Activity/Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date and # of Hours	Resources, Estimated Cost, and Funding Source
New Teacher Orientation/THRIVE Academy THRIVE Academy empowers teachers to do more than just survive their first year in the classroom. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.	Audience: All new teachers to BCPS hired for the 2024-2025 school year -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?	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E. mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E. mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal sessions THRIVE urgent care sessions are also provided monthly by T.H.R.I.V.E. mentors, student learning directors, and instructional coaches	Inkwire Work Samples New Teacher and THRIVE Academy Survey	New Teacher Orientation: August, 2024 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year	\$0 (no cost to schools-district funded)

Focus Area: K-12 Math Instruction and Assessment (Aligned with R150 Alignment)
Short-Term Goals: Teachers will implement HQR in all grade levels.
Long-Term Goals: Implementing a high-quality, state-approved math practices and instructional strategies that will improve the quality of all students' mathematical experiences.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date and # of Hours	Resources/Estimated Cost and Funding Source
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.	Elementary Teachers 6-12 Math Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026	District General Funds

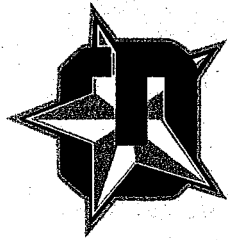
Focus Area: Strategies with Disabilities (Reading and Math)

Strong team collaboration, ongoing assessment, and involvement of all professionals in the process. Long-term goals and implementation of strategies that help all students achieve proficiency in reading and math. Instructional practices and resources that are effective for all students, including those with disabilities.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date and Hours	Resources/Estimated Cost and Funding Source
Math: Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.	Elementary Teachers 6-12 Math Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments ,as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026	District General Funds

FOCUS AREA: Literacy
Strategic Goal: Improving Literacy Skills
Strategic Objective: Increase student literacy skills through professional learning and ongoing support.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date and Duration	Resources/Estimated Cost and Funding Source
Literacy Professional Learning Activity: Staff members will create high quality literacy unit plans for students to show mastery of essential standards.	6-8 ELA Teachers Intended Learning Outcomes: Teachers will be able to effectively use literacy tools to identify student needs and implement high-quality instructional strategies and resources to improve student literacy proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in ELA. Increased student performance on Literacy assessments, as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026	\$0-15,000 funded by SBDM or possibly Title 1.
Description of Activity: Teachers will engage in training on utilizing unit plan PDSA (and lesson plan template) to ensure high-yield instructional practices in Literacy.					



Mt. Washington
Middle School

Professional Development Plan

2025-2026

Date 8/12/23

PTA School Recordkeeping, Jan 2005 - Present, 2025-2026 School Year

Signature

Signature

Signature

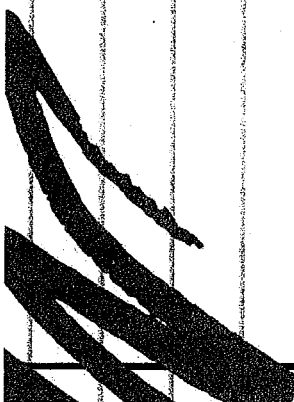
Signature

Signature

Signature

Signature

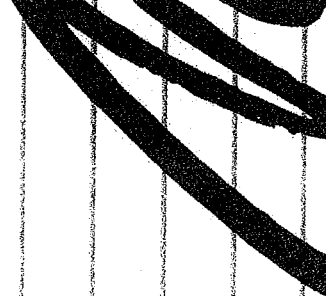
Signature



MWMS Mission:

**Celebrating Success, Collaborating Together,
Creating Futures**

Date: 4/10/25

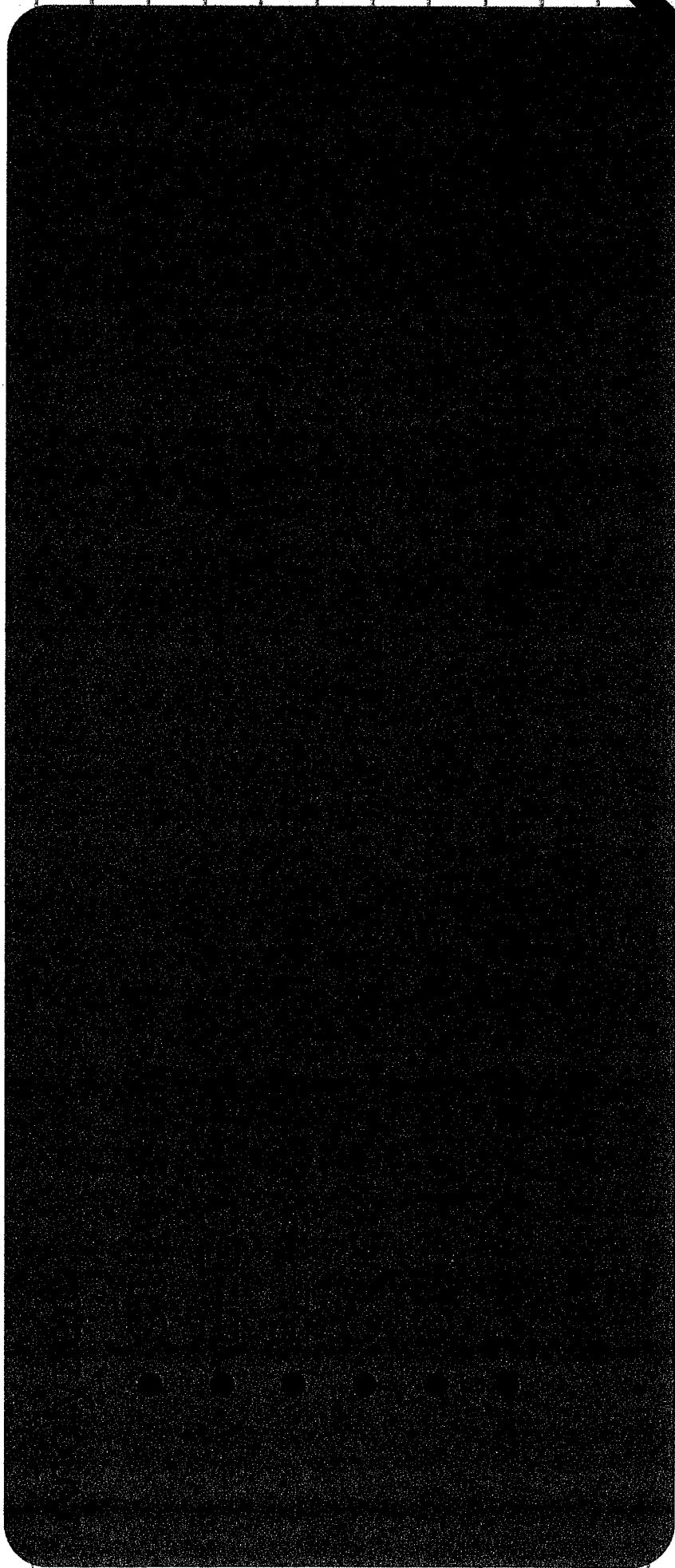


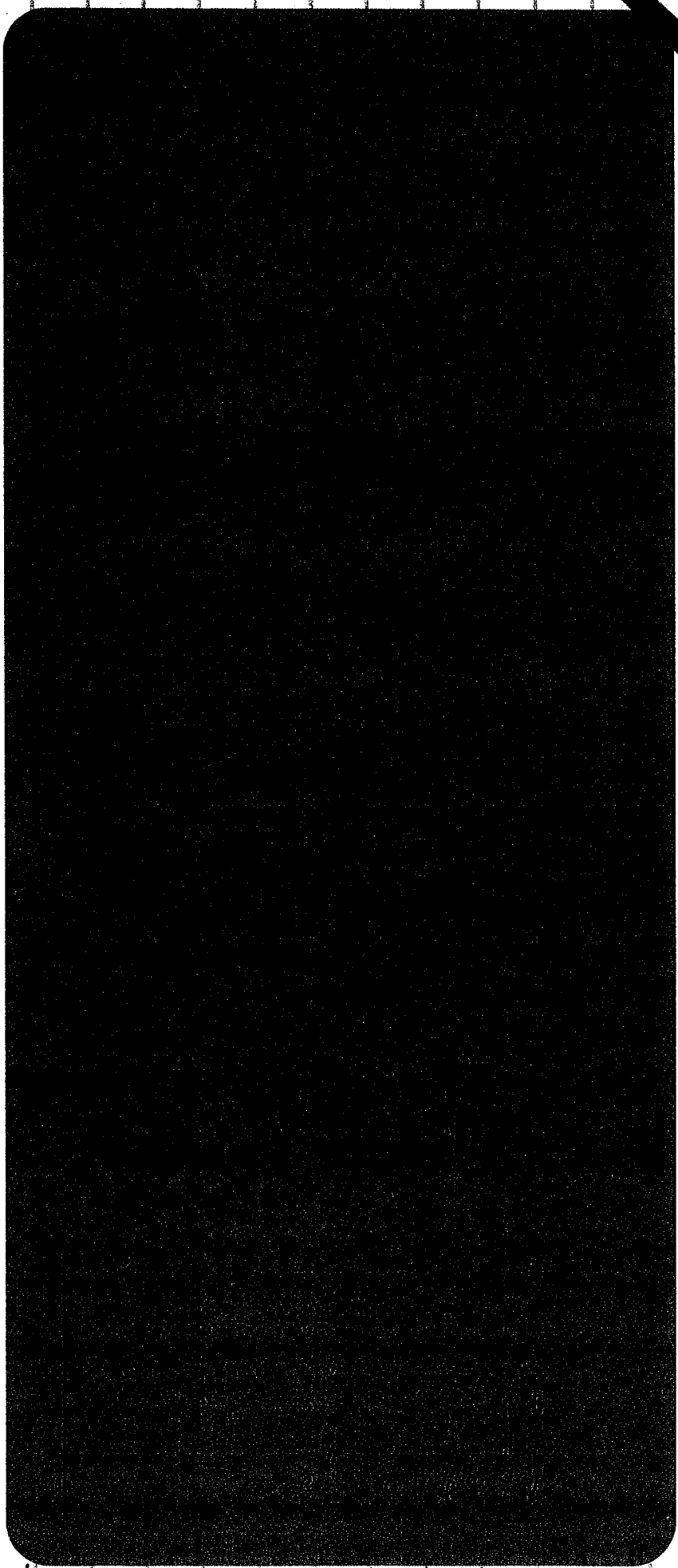
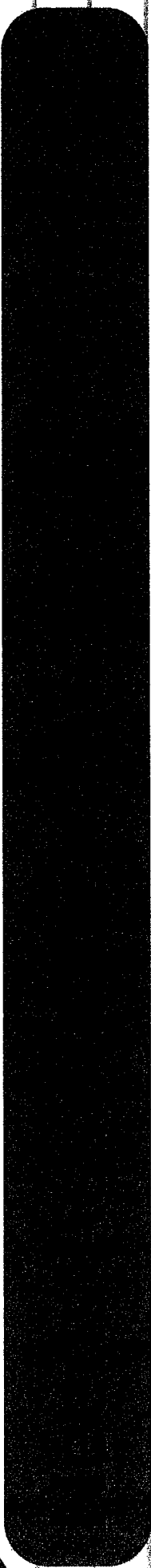
1

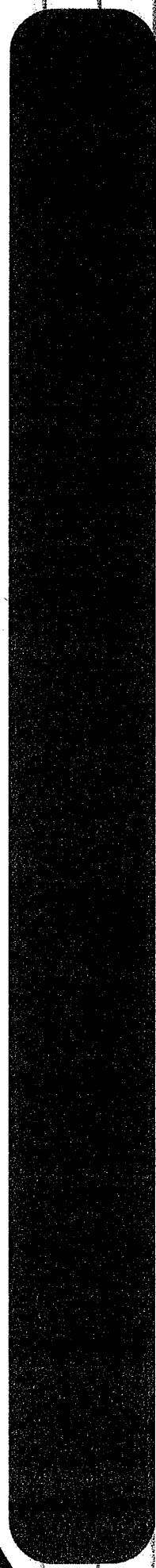
[REDACTED]

[REDACTED]

2



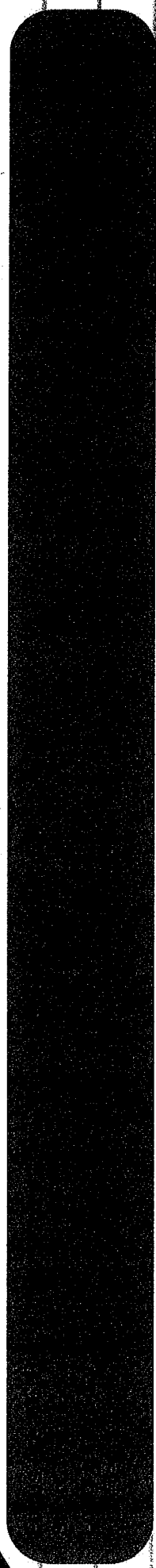




Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start and End Date and Time	Resources/Estimated Cost (if any)
Professional Learning Activity: Engagement/ Kagan Strategies with Amy James (OVEC) Description of Activity: Teachers will engage in training on implementation of Kagan Cooperative Learning/Engagement strategies in their classroom. Strategies will be reinforced by coaches and administrators during classroom observations, walkthroughs, and feedback.	Targeted Audience: 6-8 MWMS Certified Teachers Intended Learning Outcomes: Teachers will be able to effectively implement engagement strategies and cooperative learning structures to effectively engage all students.	Teachers will have ongoing observations by their instructional coach/MTSS Coach (non-evaluative) and administrators (evaluative). Feedback from these observations will be focused around implementation and effectiveness of the engagement strategies/structures observed in the classroom. Ongoing coaching support will be provided by the Instructional and MTSS Coaches. Monthly engagement data will be shared with teachers during Team/MTSS meetings and professional learning communities. Learning walks twice throughout the school year will provide opportunities for teachers to observe engagement structures/strategies in action while providing positive, meaningful feedback to peers.	Increased student engagement levels and mastery of standards across all disciplines. Increased student perception of the school/classroom experience as evidenced by the Quality of School Climate and Safety Survey.	August 2025-May 2026 Morning Bullitt Days throughout the 2025-26 school year.	\$0 (no cost to schools for OVEC members)



Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Evaluation Strategy	Indicators of Success	Start and End Date, Time, and Location	Estimated Cost
Professional Learning Activity: Co-teaching Structures and Strategies for Teachers with Debbie Mays and Tricia Kitzmiller (OVEC) Description of Activity: Teachers will engage in training on implementation of Co-Teaching structures/strategies for use in regular and/or resource classrooms. Strategies will be reinforced by coaches and administrators during classroom observations, walkthroughs, and coaching cycle feedback.	Targeted Audience: 6-8 MWMS SPED/Classroom Teachers Intended Learning Outcomes: Teachers will be able to effectively implement co-teaching structures/strategies to effectively engage all students.	Teachers will have ongoing observations by their Special Education Instructional Coach, Instructional Coach, and MTSS Coach, which are non-evaluative in nature. Administrators will provide evaluative ongoing feedback. Feedback from these observations will be focused around implementation and effectiveness of the co-teaching strategies/structures observed in the classroom. Ongoing coaching support will be provided by the SPED, Instructional, and MTSS Coaches. Monthly engagement data will be shared with teachers during Team/MTSS meetings and professional learning communities. Coaches will share co-teaching data at weekly ILT meetings. Learning walks during the school year will provide opportunities for teachers to observe co-teaching structures/strategies in action while providing positive, meaningful feedback to peers.	Increased student engagement levels and mastery of standards across all disciplines. Classroom walkthrough feedback from SPED, MTSS, and Instructional Coaches Classroom evaluation feedback from administrators Increased student perception of the school/classroom experience as evidenced by the Quality of School Climate and Safety Survey.	June 25, 2025 6 hours 8:30-3:30 Location: Shelbyville OVEC Office Conference Room	\$0 (no cost to schools for OVEC members)



Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Dates, and # of Hours	Responsible Personnel, Estimated Costs, and Funding Source(s)
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing the iReady math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice (SMPs) and instructional coherence.	Targeted Audience: 6-8 Math Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 31, 2025 6 hours and embedded, ongoing throughout the year in PLCs and through coaching feedback	District Numeracy Grant Funds School to purchase i-Ready teacher toolbox if not included in Math Classroom/Assessment package.

Professional Learning Activity / Description of Activity	Targeted Audience / Learning Outcomes	Monitoring / Ongoing Support	Indicator / Milestone	Start Date and End Date / Plan	Reporting / Estimated Cost / Funding Source
Professional Learning Activity: ELA Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing the ELA universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved reading & writing resources, focusing on the Kentucky Academic Standards for Reading & Writing (KAS) and instructional coherence.	Targeted Audience: 6-8 ELA Teachers Intended Learning Outcomes: Teachers will be able to effectively use reading & writing assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student ELA proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Reading & Writing. Increased student performance on ELA assessments as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	TBD	District General Funds

Professional Learning Activity/Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Support	Indicator of Success	Start/End Date and Time	Stipend/Compensation
New Teacher Book Talks Cohort To meet the needs of new certified staff in all roles, teachers new to BCPS will participate in a New Teacher Book Talks Cohort facilitated by the Instructional Coach using the text <u>Welcome to Teaching</u> by Doug Fisher and Nancy Frey. This PL structure will provide a more personalized, secondary layer of support for teachers where they feel comfortable sharing their successes and challenges with ongoing feedback and support from their coach.	Audience: All new teachers to MWMS hired for the 2025-2026 school year -The outcomes for new teachers will be focused around the following categories: • Creating the climate for learning • Planning for learning • Engagement in learning • Assessment of learning • Instructional moves that ensure learning • Tools and strategies that support learning	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have ongoing observations by their instructional coach (non-evaluative) and administrators (evaluative). Teachers will capture reflections in a digital interactive notebook provided by the coach. This will also serve as data. At the conclusion of the cohort, teachers will complete a PL survey to help determine program success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers, administrators, and the Instructional Coach How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide mini and/or student-centered coaching cycles with ongoing feedback. The Instructional Coach and assigned THRIVE mentors will communicate progress quarterly.	Classroom evaluations from administrators Classroom feedback from the Instructional Coach and MTSS Coach THRIVE Academy Coach feedback and collaboration	August 2025-May 2026 Book study cohort sessions: 6-8 hours throughout the school year on Bullitt Days (afternoon) and after school.	@\$35.95 per participant for <u>Welcome to Teaching</u> professional text.



ZONETON
MIDDLE SCHOOL

Professional Development Plan

2025-2026

Date: 4/13/25

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2024-2025 school year.

Principal Signature:

Signature:

Signature:

Signature:

Signature:

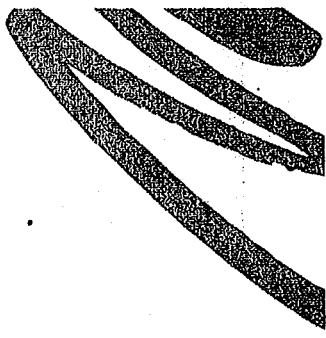
Signature:

Signature:



Mission: OUR MISSION IS TO EMPOWER STUDENTS WHO EMBRACE
DIVERSITY, VALUE LEARNING, AND POSITIVELY IMPACT THE COMMUNITY.

Date: MARCH 28, 2025



Persons Involved in Planning Process

- o Principal
- o Assistant Principal
- o Instructional Coach
- o Special Education Instructional Coach
- o MTSS Coach
- o Counselor
- o Team Leaders

Description of Planning Process

- Professional Learning Opportunities are based on what teachers need for student growth and success! In collaboration with teachers, the instructional coach, and team we will provide as many individualized opportunities as possible in order to support student achievement. Those plans are highlighted through the PL Tracker. Each PLC provided suggestions for PL for next year. We identified areas of need for our school through data. Key areas of literacy and critical thinking are a focus so that we can provide foundational skills for students to navigate real world problems successfully.

Needs Assessment Analysis

Needs Assessment Data

Top two focus areas:

- Increase proficient and Distinguished scores in Math
- Increase proficient and Distinguished scores in Reading

Explanation of how this relates to school goals here.

Our recent data shows that a significant number of students are performing lower than proficient (P) and distinguished (D) levels in both math and reading, which presents a critical opportunity for growth. These low scores highlight the need for strong Tier 1 instruction and targeted intervention to increase overall math and reading scores. Increasing the proficiency levels in these areas directly aligns with our school mission of valuing learning. By focusing on lifting the performance of P and D students, we are not only addressing immediate learning needs but also advancing our broader mission to raise overall student achievement and meet our goal of 61% proficiency in reading and 48% proficiency in math.

Footcandle New Teacher Support
 Short-term goal: Hire a new teacher who will be able to teach other teachers with an ever-increasing number of assignments. The necessary skills to support and guide new teachers effectively.
 Long-term goal: 100 percent of new teachers will demonstrate T.H.R.I.V.E. mentorship program. Feedback provided on demonstration success of new teachers contributing to their overall job satisfaction and effectiveness in the classroom.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and No. Hours	Resources, Estimated Cost and Funding Source
New Teacher Academy THRIVE Academy empowers teachers to do more than just survive their first year in the classroom. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.	Audience: All new teachers to BCPS hired for the 2024-2025 school year -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?	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E. mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E. mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal sessions THRIVE urgent care sessions are also provided monthly by T.H.R.I.V.E. mentors, student learning directors, and instructional coaches	Inkwire Work Samples New Teacher and THRIVE Academy Survey	New Teacher Orientation: August, 2024 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year	\$0 (no cost to schools-district funded)

Focus Area: Math Instruction and Assessment Initiative, 2016-2019
Short-Term Goal
Long-Term Goal

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicator of Success	Start, End Date and # of Hours	Resources, Estimated Cost and Funding Source
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.	Elementary Teachers 6-12 Math Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026	District General Funds

Focus on Math Teacher and Assessment Competency for Algebra I
 Short Term Goal 2024: All math teachers will engage in a variety of professional learning opportunities that can support one another through the new learning and implementation of processes in Algebra I materials.
 Long Term Goal 2024: 100% of math teachers will provide and implement new learning that assess Algebra I learning.

Professional Learning Activity/Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date and/or Hours	Resources/Estimated Cost and Funding Source
Professional Learning Activity: Access to Algebra Description of Activity: Teachers will receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.	6-8 Math Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math, especially pertaining to Algebraic practices. Increased student performance on math assessments, as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	June 10-13 24 hours	Access to Algebra grant

Focus Area: KAGAN Structures and Learning Styles
 Short Term Goal: 100% of teachers will embed KAGAN structures into their daily lesson plans.
 Long Term Goal: 100% of teachers will successfully embed KAGAN structures into their daily lesson plans.

Professional Learning Activity Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date and # of Hours	Resources/Estimated Cost and Funding Source
Professional Learning Activity: KAGAN Description of Activity: Teachers will receive professional development on implementing KAGAN structures into daily lesson plans.	All Teachers Intended Learning Outcomes: Teachers will be able to effectively embed KAGAN structures into daily lessons, seamlessly and regularly, to increase student academic discourse and increase engagement through accountability of all students.	Regular check-ins, observations, coaching sessions, and lesson plan review to better embed KAGAN structures.	Increased student discourse. Increased student accountability on mastering standards, as well as improved teacher implementation of KAGAN structures. Increased student engagement in the academic setting.	August 7, 2025 7 6 hours	Title 1

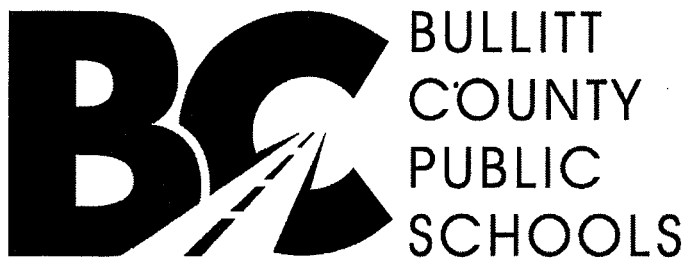
FOCUS ON EFFECTIVE TEACHER LEARNING AND GROWTH

Shore View Public Schools is pleased to announce the 2024-2025 Teacher Learning and Growth Plan. This plan is designed to support the professional development of our teachers and to ensure that they are equipped with the skills and knowledge necessary to provide the highest quality of instruction for our students.

Long Term Goal: Teachers will demonstrate a commitment to ongoing learning and growth, and will be able to apply this learning to their practice.

Experiences resulting in increased engagement and learning are a key component of our plan.

Professional Learning Activity/Description of Activity	Targeted Audience/Intended Learning Outcomes	Monitoring/Ongoing Support	Indicators of Success	Start/End Date and/or Hours	Resources/Estimated Cost and Funding Source
Professional Learning Activity: From Standards to Significance: Learning that Matters Description of Activity: Teachers will learn to use the backward design model, to ensure they are planning with the end in mind—identifying desired results and authentic outcomes—while also planning learning experiences and assessments that connect students to the real world while still ensuring full alignment with academic standards.	All Teachers Intended Learning Outcomes: Teachers will be able to explain principles of backward design, identify standards, and design authentic learning experiences that connect standards to the real world. Teachers will ensure alignment between standards, assessments, and instructional activities.	Regular check-ins, observations, coaching sessions, PDSA, and lesson planning to ensure students are engaging in authentic learning experiences that are directly tied to standards.	Participants reflect on current unit planning practices and identify areas for growth Participants articulate the stages of backward design and explain the importance of starting with desired outcomes. Participants align learning activities and assessments with the selected standards. Unit plans include at least one authentic task or assessment that connects learning to real-world contexts.	August 6, 2025 6 hours	\$0



JESSE BACON, SUPERINTENDENT

ADRIENNE USHER, ASSISTANT SUPERINTENDENT

BRANDY HOWARD, CHIEF ACADEMIC OFFICER

TROY WOOD, CHIEF OPERATIONS OFFICER

TO: Dr. Jesse Bacon, Superintendent

FROM: Dr. Adrienne Usher, Assistant Superintendent
Dr. Brandy Howard, Chief Academic Officer

DATE: May 29, 2025

RE: Professional Development Plans

Enclosed are the 2024-2025 Professional Development Plans for each Bullitt County school. Each plan has been approved by SBDMs and reviewed at the district level.

Approval of SBDM approved school professional development plans of all BCPS schools is requested.

OUR MISSION IS TO INSPIRE AND EQUIP OUR STUDENTS TO SUCCEED IN LIFE

BULLITT COUNTY PUBLIC SCHOOLS IS AN EQUAL EDUCATION AND EMPLOYMENT INSTITUTION



BULLITT CENTRAL
HIGH SCHOOL

Professional Development Plan

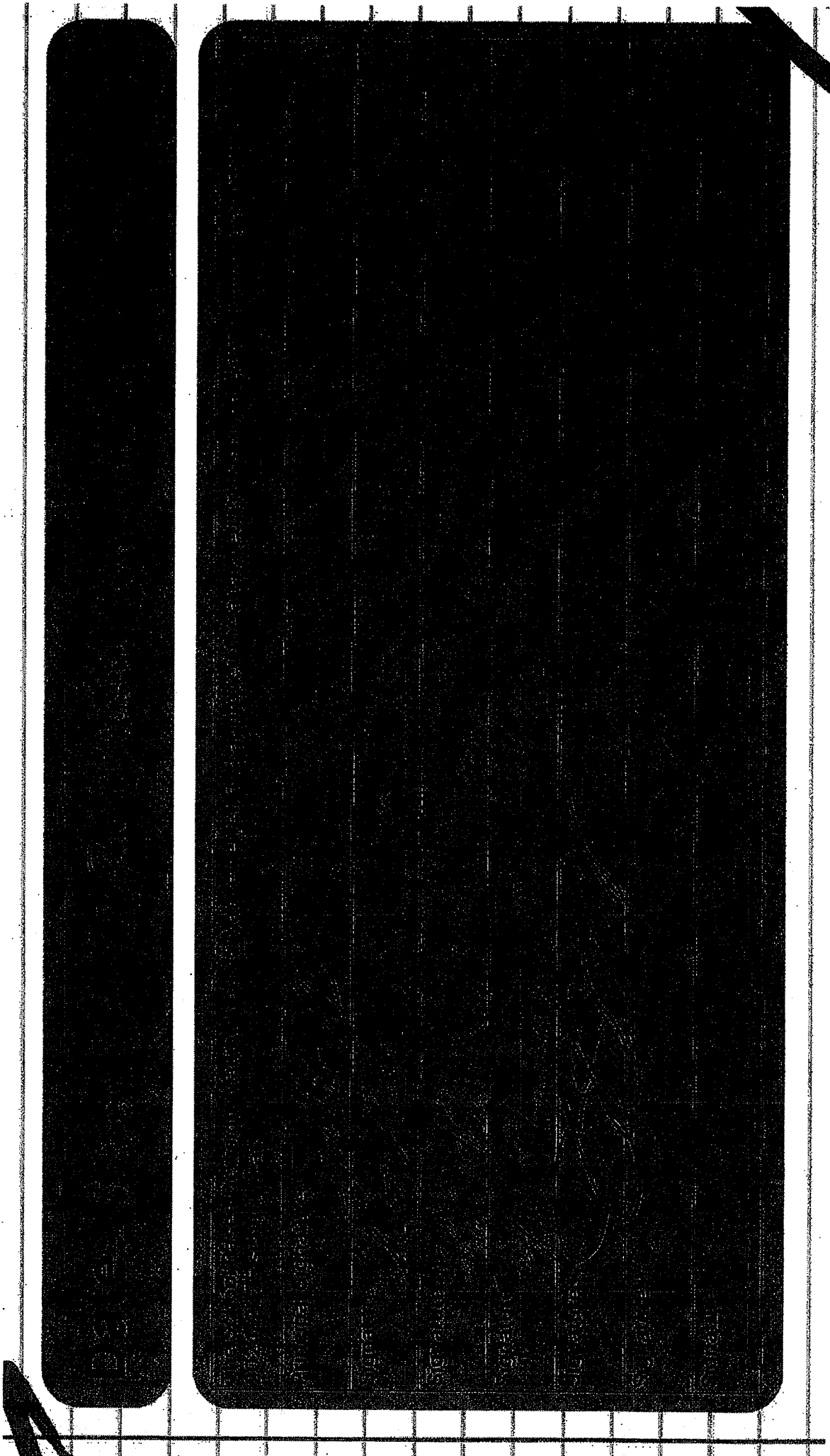
2025-2026

FOCUS AREA: LEARNING AND INSTRUCTION

Supporting teachers with data analysis and strategy implementation. The focus area is designed to provide teachers with tools and resources to improve their instructional practices and student learning outcomes.

Long-term goals: Teachers will consistently use data to inform their instruction, leading to improved student learning outcomes. Short-term goals: Teachers will use data to inform their instruction, leading to improved student learning outcomes.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicator for Success	Start/End Date and/or Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Activity: Personalized Modules - Workshop Model - Tier 2 in the classroom - Graduate Profile - Formative Assessments - Thinking Strategies - Using Data Description of Activity: Teachers will engage in self-paced learning modules tailored to their individual Professional Growth Goals (PGP)	All Teachers Intended Learning Outcomes: Teachers will be able to explain and implement learning from the individualized modules.	Regular check-ins, observations, coaching sessions, PDSA, and lesson planning to follow up on the various modules teachers can engage in.	Daily lessons designed using workshop model. Successful implementation of Tier 2 intervention strategies. Grad Profile competencies embedded in units. Shifting teaching based on formative assessments. Embedding Thinking Strategies into daily lessons. Using classroom and accountability data to inform teaching.	August 2025-May 2026 6 one hour modules	\$0

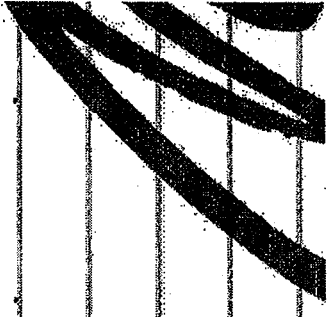




Mission: To provide equitable and quality instructional experiences for the whole student

Vision: To prepare all students with the skills they need for the future.

Date: 4-12-25



● Principal – Joe Pat Lee

● Assistant Principals – Abby Baylor, Christy Burden, Kyle Roach

● Instructional Coaches – Beau Kaelin, Jennifer Fletcher

● Digital Learning Coach – Christie Turbeville

● Staff Survey

● SBDM Council

- Weekly ILT Meetings

- Weekly LTM Meetings

- Eleot Data

- Impact Survey Data

- Professional Learning Interest Survey

BCHS Needs Assessment

Top two focus areas:

- Increase Proficiency in Reading and Math
- Reduce novice in students with disabilities

The top two focus areas requiring professional development related to school goals:

- Increased student learning
 - HQR Resources
 - Thinking strategies model
- Collaborative Teams

3 Big Ideas, 4 Essentials Questions, Minutes Form, Collaborative Team Process, Community Agreements/Norms, Bridging PLCs to build toad Authentic Learning experiences

Focus Area: Improved Student Achievement

Short Term Goal: Enhance the structure of PLC basics to help build toward planning, assessments, reflection and intervention/remediation systems to support student learning and to build authentic learning experiences.

Long Term Goal: Teachers will build strong collaborative teams and be able to display student learning for gallery walks on Bullitt Days - this will help teams to build and provide more authentic learning experiences.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success/Outcomes/Progress/Success Evidence	Start/End Dates and Hours	Resources, Estimated Cost, and Funding Source
Bullitt Days	Teachers/Staff				
Solution Tree At Work Collaboration	Increased tools/strategies to impact student learning and experiences	Weekly ILT data of various domains analysis (Eleot, Active Learning and Progress Monitoring)	Increased implementation of (EduProtocols, so on) and technology modeling in PL	Aug-May, Bullitt Days PL Week ILT review	\$5000 Solution Tree
Laborative Teams all meet library in the morning for Bullitt Day PLC time	Ability to learn from each other from monthly collaborative team gallery walks	Weekly ILT data analysis (PLC minutes)	Increased student engagement by sharing experiences		\$10000 Solution Tree PLC at work
to build supports in place further PL around the PLC process, including support on essentials standards / authentic learning experiences	Strong collaborative teams processes / structure	Weekly ILT meetings, Surveys	Progress Monitoring improvements from an increase in conversation around Q2 (How will they know they have learning it)		\$1200 Subs for Facilitator training.
ams reflect, showcase student learning/experiences learn from each other	Focus on feedback, assessments, & reflection in the PLC process	Progress Monitoring; have a system in place to discuss monitoring PLCs (being in the library present for team meetings)	Increase authentic learning experiences offered to students		
collaborative teams to support on Bullitt Days (min, coaches, so on)	Getting teacher feedback, shout outs to praise the process	Send PLC Leads to Solution Tree PLC at Work	Increased collaboration with PLCs		
			Increased horizontal alignment as teams have shared space to meet (library)		

Focus Area: Improve student achievement

- Short Term Goal: Implement best instructional practices that align with essential standards work to increase student achievement.
- Long Term Goal: Implement aligned assessment system in PLCs to provide accurate data that will inform instruction in order to increase student achievement in core content subjects and demonstrate levels of mastery as measured by KSA

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Support	Indicator of Success/Outcomes Progress, Success, and Evidence	Resources
Staff training in thinking strategies and workshop model of teaching	All certified instructional staff, including: - Core academic teachers (English, Math, Science, Social Studies) - Elective teachers (Arts, PE, CTE, etc.) - Special education teachers Integrate Thinking Strategies into daily lesson plans to support deeper comprehension and student metacognition. Model strategic thinking for students and scaffold them toward independent use. Create classroom environments that support student choice, independence, and collaboration. Encourage students to take ownership of their learning by applying thinking strategies across content areas. Use formative assessment and conferring to guide individual student growth.	Initial cohort of teachers training in Thinking Strategies will provide follow up training at Faculty meeting, Bullitt Days and Classroom visits. Embedded Instructional Coaching Cycles Learning Walks and Peer Observations Data Collection and Reflection Tools	KSA Data ELS/Benchmark Data ACT Data Students thinking critically and strategically across disciplines. Teachers confidently designing and delivering instruction using a proven model. Classrooms buzzing with purposeful talk, independent work, and meaningful reflection. A faculty culture grounded in continuous improvement, shared learning, and student-centered instruction.	Aug-May, Bullitt Days PL \$1200 Subs

Focus Area: Improve student achievement amongst students with disabilities.

Short Term Goal: Implement comprehensive professional learning opportunities for ECE teachers.

Long Term Goal: 100% of ECE teachers will participate in ECE professional learning and implement learned practices in classroom settings.

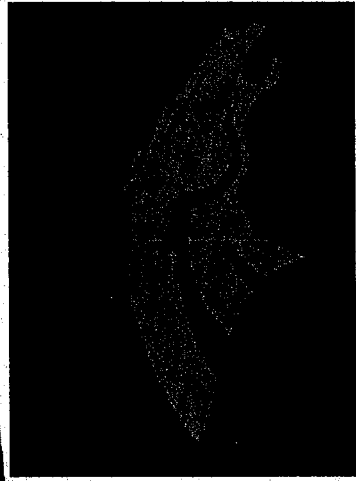
Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Professional Learning Activities	Indicators of Success/Outcomes Progress/Success Evidence	Resources Estimated Cost and Funding Source
QIR in Math and English	ECE and General education teachers Outcomes -will support teachers in implementing high-quality -Improve instructional access and equity -Increased collaboration between special education and general education teachers. -strengthening instructional coherence across all grade levels -enhancing authentic learning experiences in math and english	Weekly PLC Meetings. Quarterly PLC Check ins Department Meetings. Learning Walks and Peer Observations Data Collection and Reflection Tools Weekly PLC meetings for Co-teaching collaboration ECE update and progress of co-teaching pairs.	KSA Data ELS/Benchmark Data ACT Data PLC Agendas ELEOT Data Improved Instructional Practices Data Driven Instruction	Aug-May, Bullitt Days PL \$1200 Subs
Co-teaching Pair Training on modules				

cus Area: New Teacher Support

hort Term Goal: Implement a mentorship program that pairs 100 percent of new teachers with an experienced mentor to equip them with the necessary skills to support and guide new teachers effectively.

ong Term Goal: 100 percent of new teachers will complete the T.H.R.I.V.E mentorship program. Feedback provided will demonstrate success of new teachers, contributing to their overall job satisfaction and effectiveness in the classroom.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success/Outcomes/Progress/Success Evidence	Start/End Date and Duration	Resources/Estimate/Current Funding Source
New Teacher Orientation/THRIVE Academy THRIVE Academy empowers teachers to do more than just survive their first year in the classroom. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.	Audience: All new teachers to BCPS hired for the 2024-2025 school year -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?	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E mentor. Mentors will collect data during these observations. Teachers also input work samples into Inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal sessions THRIVE urgent care sessions are also provided monthly by T.H.R.I.V.E mentors, student learning directors, and instructional coaches	Indicators of Success/Outcomes/Progress/Success Evidence Inkwire Work Samples New Teacher and THRIVE Academy Survey	ew Teacher Orientation: August, 2024 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year	0



Professional Development Plan

2025-2026

Deftox 7/11/14/20/25

[illegible]

1. *Phyllanthus*
 2. *Phyllanthus*
 3. *Phyllanthus*
 4. *Phyllanthus*
 5. *Phyllanthus*
 6. *Phyllanthus*
 7. *Phyllanthus*
 8. *Phyllanthus*
 9. *Phyllanthus*
 10. *Phyllanthus*
 11. *Phyllanthus*
 12. *Phyllanthus*
 13. *Phyllanthus*
 14. *Phyllanthus*
 15. *Phyllanthus*
 16. *Phyllanthus*
 17. *Phyllanthus*
 18. *Phyllanthus*
 19. *Phyllanthus*
 20. *Phyllanthus*
 21. *Phyllanthus*
 22. *Phyllanthus*
 23. *Phyllanthus*
 24. *Phyllanthus*
 25. *Phyllanthus*
 26. *Phyllanthus*
 27. *Phyllanthus*
 28. *Phyllanthus*
 29. *Phyllanthus*
 30. *Phyllanthus*
 31. *Phyllanthus*
 32. *Phyllanthus*
 33. *Phyllanthus*
 34. *Phyllanthus*
 35. *Phyllanthus*
 36. *Phyllanthus*
 37. *Phyllanthus*
 38. *Phyllanthus*
 39. *Phyllanthus*
 40. *Phyllanthus*
 41. *Phyllanthus*
 42. *Phyllanthus*
 43. *Phyllanthus*
 44. *Phyllanthus*
 45. *Phyllanthus*
 46. *Phyllanthus*
 47. *Phyllanthus*
 48. *Phyllanthus*
 49. *Phyllanthus*
 50. *Phyllanthus*
 51. *Phyllanthus*
 52. *Phyllanthus*
 53. *Phyllanthus*
 54. *Phyllanthus*
 55. *Phyllanthus*
 56. *Phyllanthus*
 57. *Phyllanthus*
 58. *Phyllanthus*
 59. *Phyllanthus*
 60. *Phyllanthus*
 61. *Phyllanthus*
 62. *Phyllanthus*
 63. *Phyllanthus*
 64. *Phyllanthus*
 65. *Phyllanthus*
 66. *Phyllanthus*
 67. *Phyllanthus*
 68. *Phyllanthus*
 69. *Phyllanthus*
 70. *Phyllanthus*
 71. *Phyllanthus*
 72. *Phyllanthus*
 73. *Phyllanthus*
 74. *Phyllanthus*
 75. *Phyllanthus*
 76. *Phyllanthus*
 77. *Phyllanthus*
 78. *Phyllanthus*
 79. *Phyllanthus*
 80. *Phyllanthus*
 81. *Phyllanthus*
 82. *Phyllanthus*
 83. *Phyllanthus*
 84. *Phyllanthus*
 85. *Phyllanthus*
 86. *Phyllanthus*
 87. *Phyllanthus*
 88. *Phyllanthus*
 89. *Phyllanthus*
 90. *Phyllanthus*
 91. *Phyllanthus*
 92. *Phyllanthus*
 93. *Phyllanthus*
 94. *Phyllanthus*
 95. *Phyllanthus*
 96. *Phyllanthus*
 97. *Phyllanthus*
 98. *Phyllanthus*
 99. *Phyllanthus*
 100. *Phyllanthus*

THE
NEW
YORK
PUBLIC
LIBRARY

Bullitt East High School

Date: _____

The School Based Decision Making Committee has reviewed and approved the attached Plan for the 2024-2025 school year.

Principal Signature: _____

Signature: _____

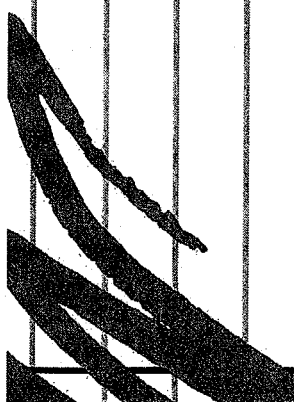
Signature: _____

Signature: _____

Signature: _____

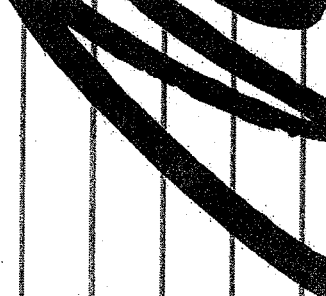
Signature: _____

Signature: _____



Mission: Our Mission is to Inspire and Equip Our
Students to Succeed in Life. COLLEGE.CAREER.
TRADITION. UNRIVALED.

Date: 3/19/2025



Description of Planning Process

Professional learning is designed at the very early instructional leadership level. It is that individual within a district or school who coaches, collaborates with teachers, and provides all of the support and areas of growth and professional development for all of the staff. Work consideration is also given to what has worked well over the course of the year and our ability to reflect and improve upon that work.

NOON'S VOICE

10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

Focus Area: New Teacher Support

Short Term Goal: Implement a mentorship program that pairs 100 percent of new teachers with an experienced mentor to equip them with the necessary skills to support an guide new teachers effectively.

Long Term Goal: 100 percent of new teachers will complete the T.H.R.I.V.E mentorship program. Feedback provided by participating teachers will demonstrate success of new teachers, contributing to their overall job satisfaction and effectiveness in the classroom.

New Teacher Orientation/ THRIVE Academy	Participants: All new teachers to BCPS hired for the 2025-2026 school year - 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?	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal sessions THRIVE urgent care sessions are also provided monthly by T.H.R.I.V.E mentors, student learning directors, and instructional coaches	Inkwire Work Samples New Teacher and THRIVE Academy Survey	New Teacher Orientation: August, 2025 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year	\$0 (no cost to schools-district funded)
--	--	--	---	--	--

Focus Area: Improve student achievement

Short Term Goal: Create authentic assessments that are aligned with KSA grounded in essential standards work within PLCs.

Long Term Goal: Implement aligned assessment system in PLCs to provide accurate data that will inform instruction in order to increase student achievement in core content subjects and demonstrate levels of mastery as measured by KSA

PLC Facilitation Training	PLC Leads Outcomes- -meet with members of ILT for feedback of working questions and developing assessments. Teachers Outcomes -Alignment of assessments to KSA standards grounded in essential standards work.	PLC leads to meet with members of ILT for feedback of working questions and developing assessments. CFA's	PLC agenda PLC Minutes KSA Data ELS/Benchmark Data ACT Data	August 2025-May 2026 Max 6 hrs	\$0
Authentic Assessments				August 2025-May 2026 Max 6 hrs	\$1200 for subs

Focus Area: Improve student achievement

Short Term Goal: Implement best instructional practices that align with essential standards work to increase student achievement.
 Long Term Goal: Implement aligned assessment system in PLCs to provide accurate data that will inform instruction in order to increase student achievement in core content subjects and demonstrate levels of mastery as measured by KSA

Thinking Strategies	Lab Hosts and Cohort teachers Outcomes-implement strategies for a high achieving student-centered classroom.	Cohort teachers will participate in TS strategies and lab visits	KSA Data ELS/Benchmark Data ACT Data	August 2025-May 2026 Max 12 hrs	\$1200 for subs
State conferences-KSTA, KCM, KCSS, KCTE	Core content teachers Outcome -teachers to build professional network -learn best practices specific to content	Attending teachers will share learned content with department	PLC minutes Lesson Plans KSA Data ELS Benchmark Data	July 2025-June 2026 max 12 hrs	\$2500 from department funds

Focus Area: Improve student achievement amongst students with disabilities.

Short Term Goal: Implement comprehensive professional learning opportunities for ECE teachers.

Long Term Goal: 100% of ECE teachers will participate in ECE professional learning and implement learned practices in classroom settings.

Math HQIR	ECE and General Ed Math Teachers Outcomes -will support teachers in implementing high-quality -strengthening instructional coherence across all grade levels -enhancing authentic learning experiences in math	-Weekly PLC meetings -Department meetings	PL Tracker PLC agendas PLC minutes	July 2025-June 2026	\$10,000
-----------	--	--	--	---------------------	----------

Focus Area: Improve student achievement amongst students with disabilities.

Short Term Goal: Implement comprehensive professional learning opportunities for ECE teachers.

Long Term Goal: 100% of ECE teachers will participate in ECE professional learning and implement learned practices in classroom settings.

Post Secondary Readiness - Chalk Talk ACT prep curriculum	All Math, English, and Science Teachers Outcomes -expose students to ACT content -variety of strategies to prep students for ACT -increase student achievement through intervention and enrichment	-Weekly PLC meetings -ILT share out	PLC agendas PLC minutes	July 2025-June 2026	\$20,000
--	--	--	----------------------------	---------------------	----------

Focus Area: Improve student achievement amongst students with disabilities.

Short Term Goal: Implement comprehensive professional learning opportunities for ECE teachers.

Long Term Goal: 100% of ECE teachers will participate in ECE professional learning and implement learned practices in classroom settings.

Co-Teaching strategies	ECE and General Ed Teachers who are in a co-teach setting Outcomes -variety of strategies to meet accommodations written in IEP -increase student achievement -strong collegial relationships between co-teachers	-Weekly PLC meetings for co-teach collaboration -ECE update in ILT weekly meetings	PLC agendas PLC minutes	July 2025-June 2026	\$2500	



**NORTH
BULLITT**
|| High School

Professional Development Plan

2025-2026

Date:

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2024-2025 school year.

Principal Signature: Kristi Lynch

Signature: Kristi Burkhead

Signature: Katie Hardy

Signature: Chad Laswell

Signature: Amanda Wooden

Signature: Jen Cox

Link to approval notes (these will be approved May 7)

A

[REDACTED]

[REDACTED]

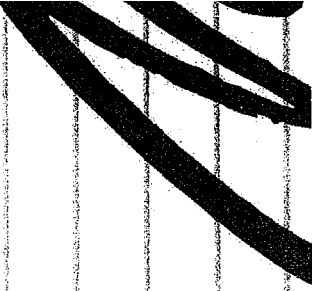
1

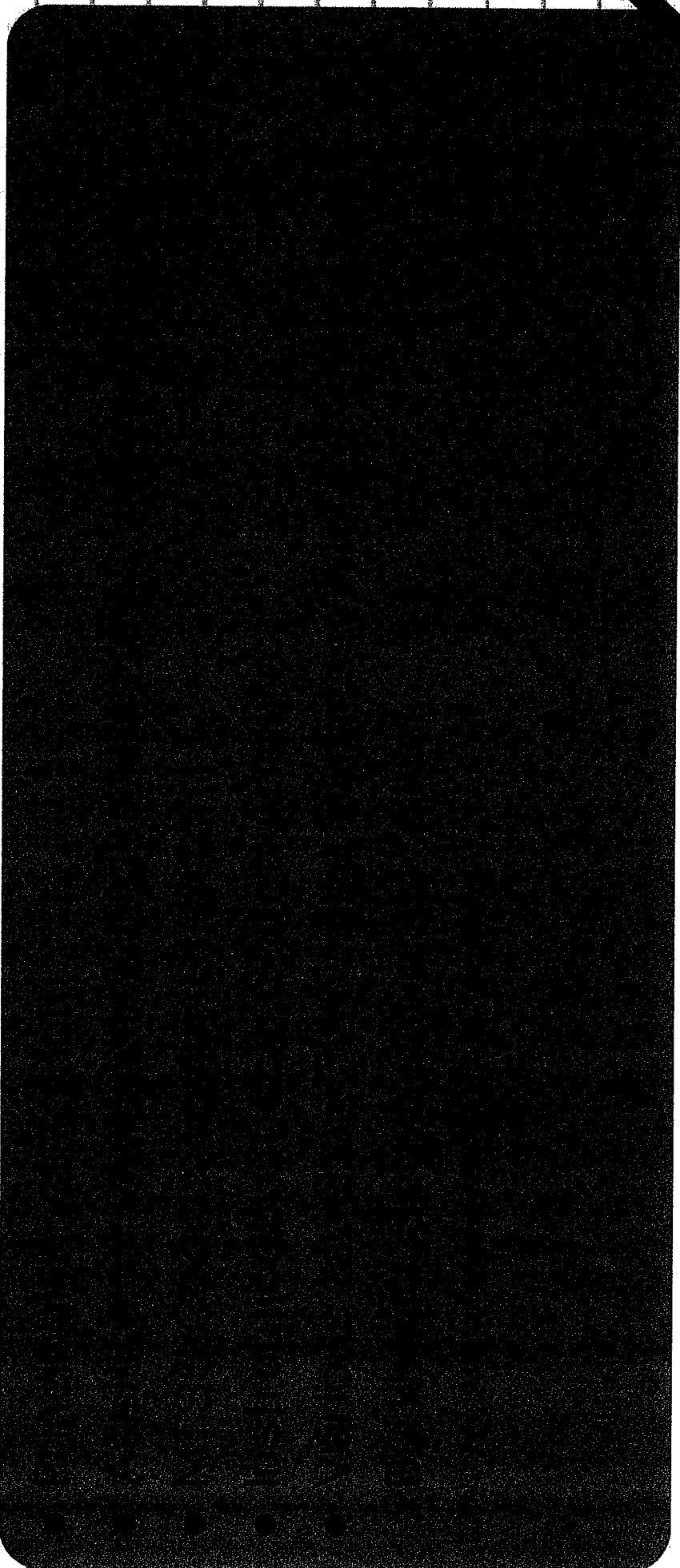
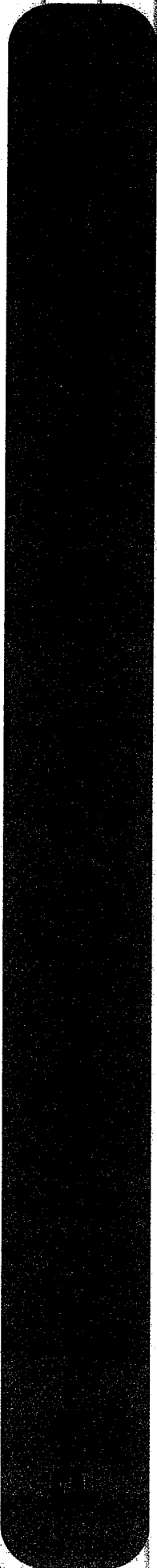


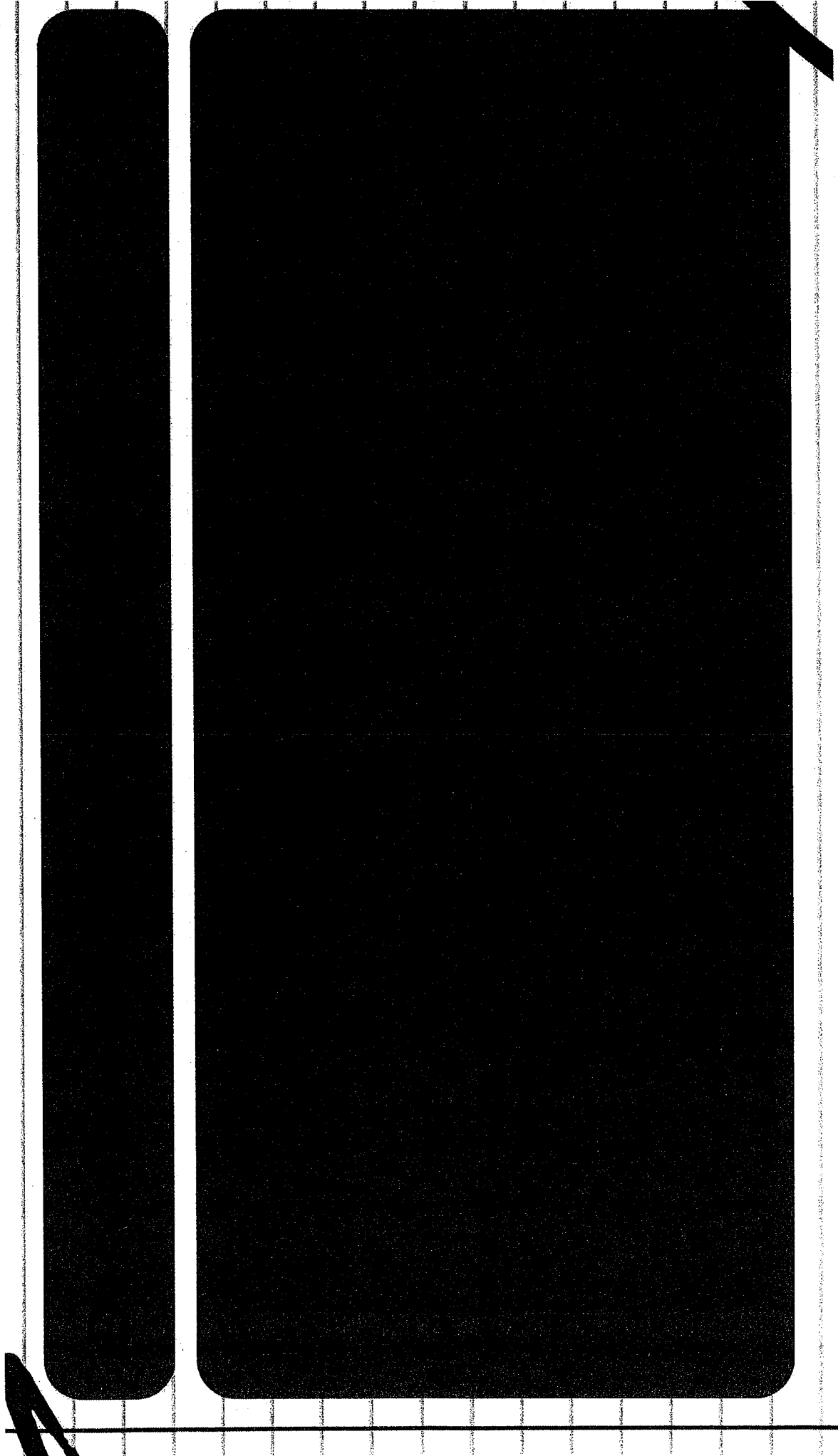
Mission: To provide a safe community that prepares students for post secondary citizenry and success through equitable, rigorous and engaging instruction.

Admin Vision: Create a transformational school experience that empowers students and staff to succeed.

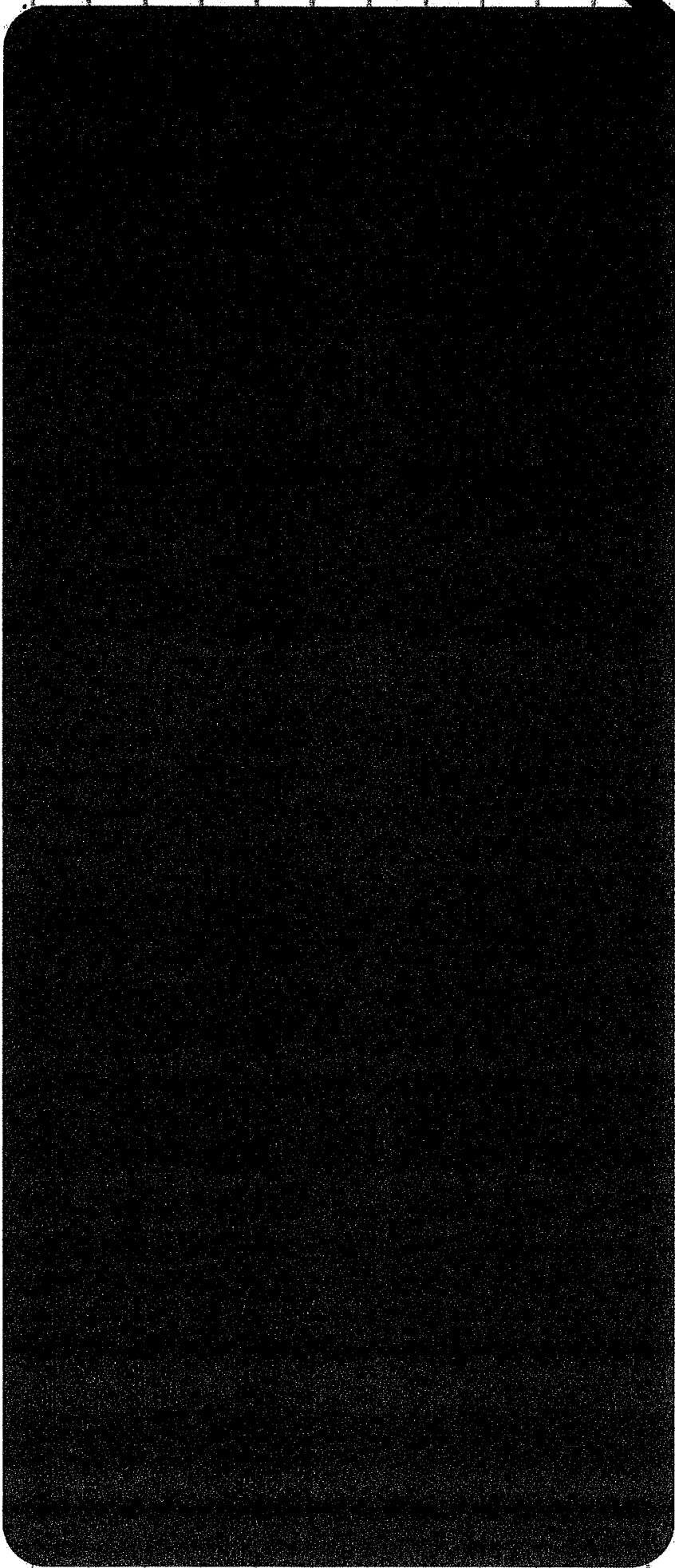
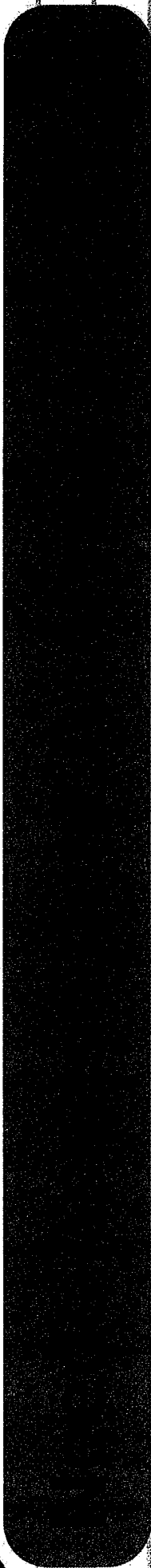
Date: 4/16/25



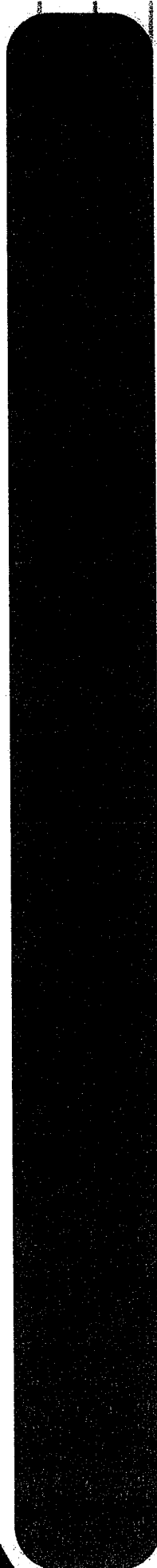




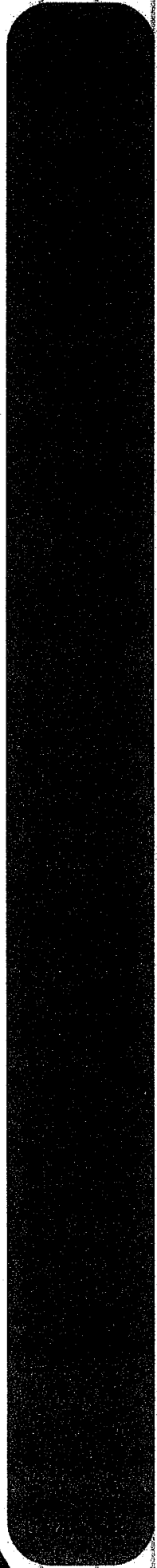
A



1

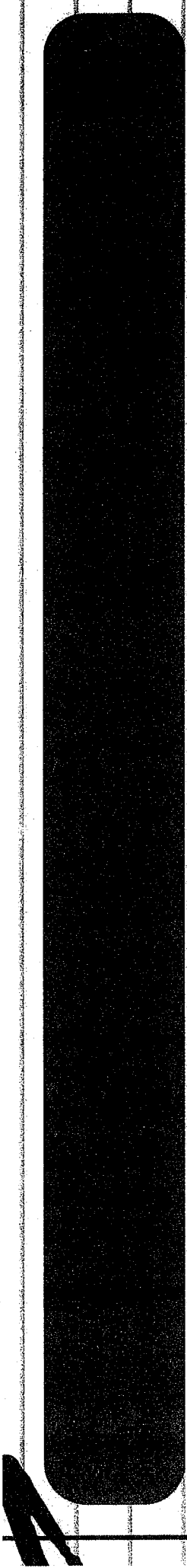


Professional Learning Activity & Description of Activity	Target Audience & Identified Learning Outcomes	Monitoring & Ongoing Support	Deliverables or Products	Time/End Date (if applicable)	Resources (if funded)
New Teacher Orientation/ THRIVE Academy THRIVE Academy empowers teachers to do more than just survive their first year in the classroom. Teachers will discover a practical strategies combined with self-care practices that will help them THRIVE in their first year of teaching.	Audience: All new teachers to BCPS hired for the 2024-2025 school year -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?	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E. mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E. mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal sessions THRIVE urgent care sessions are also provided monthly by T.H.R.I.V.E. mentors, student learning directors, and instructional coaches	Inkwire Work Samples New Teacher and THRIVE Academy Survey	New Teacher Orientation: August, 2024 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year	\$0 (no cost to schools-district funded)

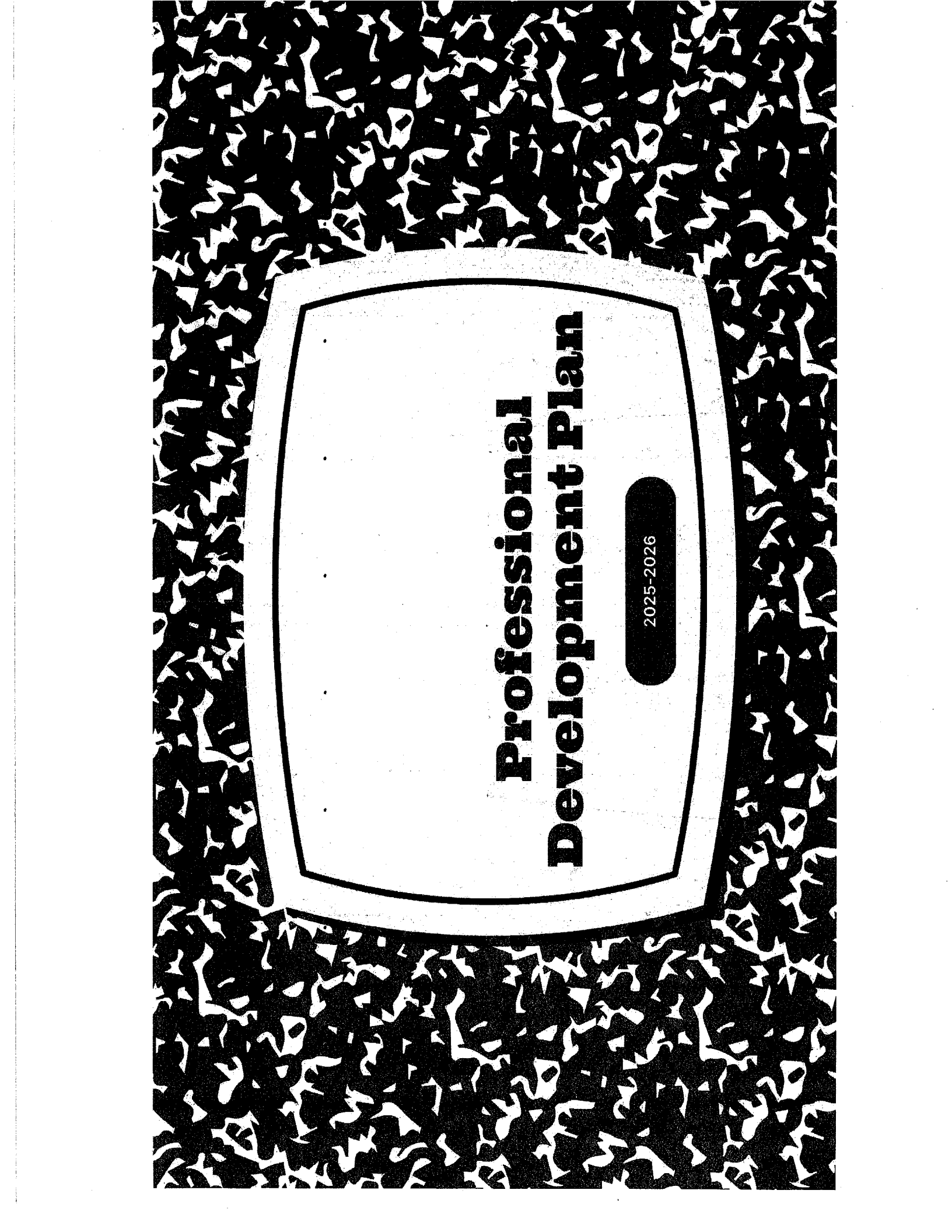


Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date/Time	Funding Source
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.	Elementary Teachers 6-12 Math Teachers Intended Learning Outcomes: Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.	Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments ,as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2025-May 2026	District General Funds

[REDACTED]				
Professional Learning Activity / Description of Activity	Targeted Audience / Intended Learning Outcome	Monitored / Ongoing	Indicators of Effectiveness / Success Criteria and Measures	Resources / Budget
Kagan Training	Staff	Look fors: choosing monthly strategies to look for in popins Modeling regularly for staff on Bullitt Days and Faculty meetings	Evidence of strategy use will be observed through ELEOT walkthroughs and pop-ins. Data will also be analyzed from ELS assessments to determine areas of growth, proficiency increase and novice reduction	4,652.23

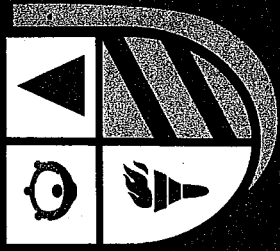
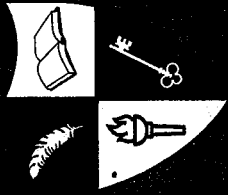


Professional Learning Activity/2 Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Supporting Supports	Indicator of Success	Start/End Date/Time	Resources/Supports
PLC Facilitation Training	PLC Outcomes- -meet with members of ILT for feedback of working through the 4 questions and developing assessments using ELS & CFA data.	PLCs to meet with members of ILT for feedback of working through the 4 questions and developing assessments using ELS & CFA data.	PLC agenda PLC Minutes KSA Data ELS/Benchmark Data ACT Data	August 2025-May 2026 Max 6 hrs	\$0
Authentic Assessments	Teachers Outcomes -Alignment of assessments to KSA standards grounded in essential standards work.	CFA's		August 2025-May 2026 Max 6 hrs	



Professional Development Plan

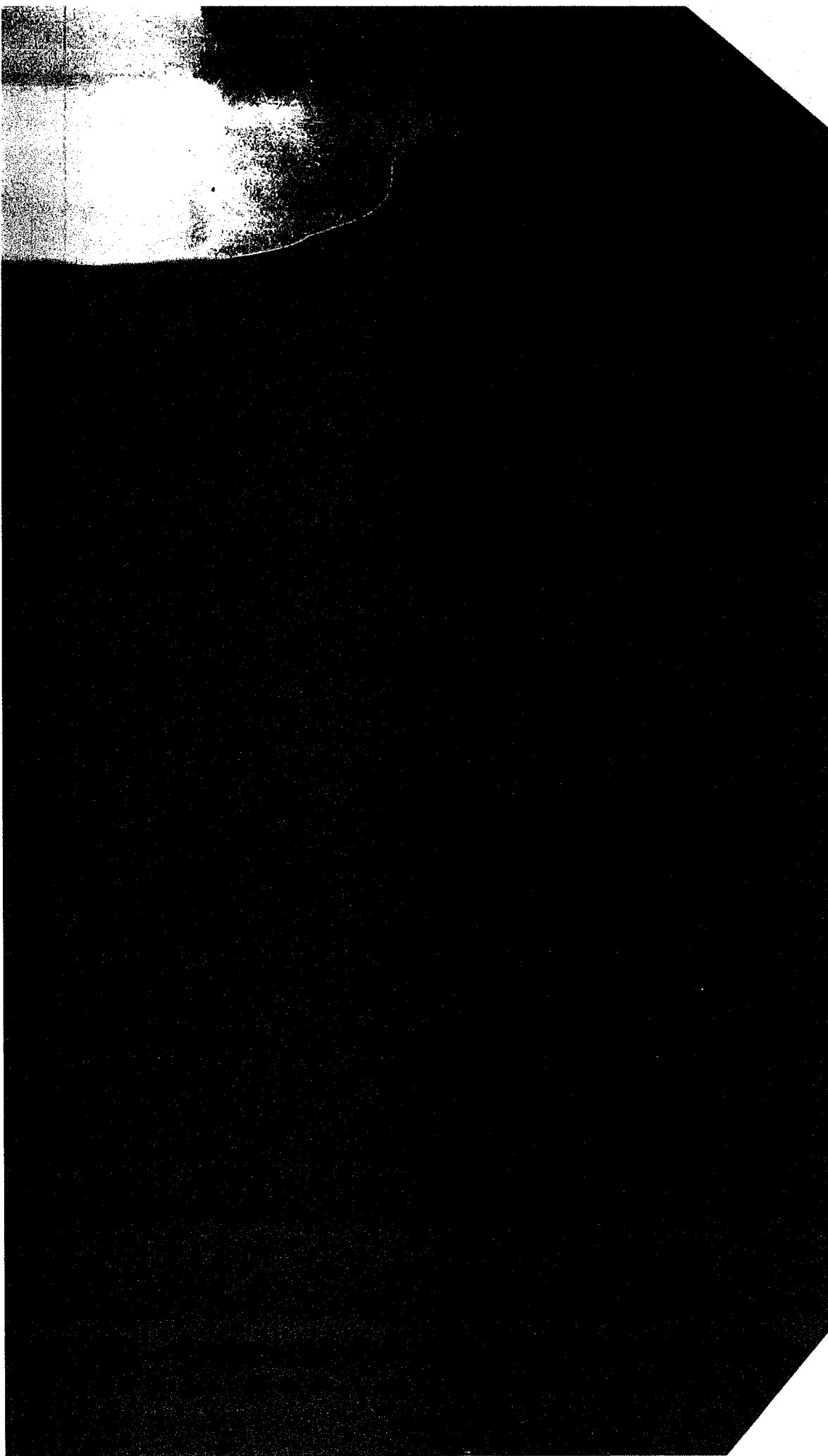
2025-2026



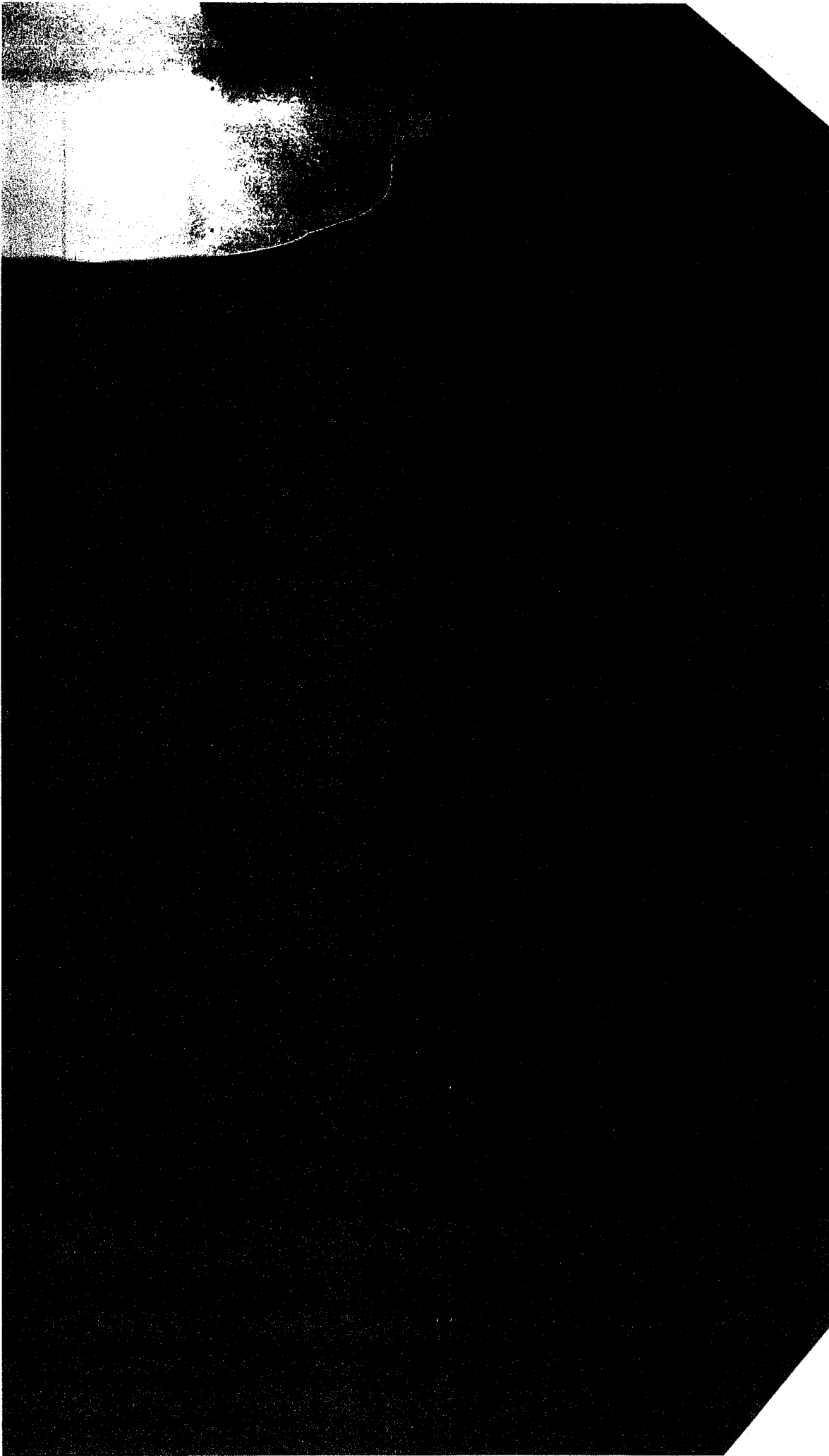
2025 - 2026 Professional Learning Plan

...at will equip our

...due



9



Focus Area: New Teacher Support

Short Term Goal: Implement a mentorship program that pairs 100 percent of new teachers with an experienced mentor to equip them with the necessary skills to support and guide new teachers effectively.

Long Term Goal: 100 percent of new teachers will complete the T.H.R.I.V.E. mentorship program. Feedback provided by participating teachers will demonstrate success of new teachers, contributing to their overall job satisfaction and effectiveness in the classroom.

Professional Learning Activity/Description of Activity	Targeted Audience/Intended Learning Outcomes	Monitoring/Reporting Methods	Indicators of Success/Outcomes/Programs/Initiatives	Resources/Estimated Costs/Staffing/Support
New Teacher Orientation/THRIVE Academy	Participants: All new teachers to BCPS hired for the 2025-2026 school year -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?	What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered? Teachers will have observations with their T.H.R.I.V.E. mentor. Mentors will collect data during these observations. Teachers also input work samples into inkwire. This will also serve as data. Teachers also complete surveys to help determine success and next steps. Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E. mentors How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly Ongoing Support: Instructional coaches support the work of the learning sessions and provide student-centered coaching cycles and informal sessions THRIVE urgent care sessions are also provided monthly by T.H.R.I.V.E. mentors, student learning directors, and instructional coaches	Inkwire Work Samples New Teacher and THRIVE Academy Survey	\$0 (no cost to schools-district funded) New Teacher Orientation: August, 2025 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year

Focus Area: Active & Authentic Learning

Short Term Goal: Give teachers tools to identify active & authentic learning, give them the tools needed
 Long Term Goal: Teachers begin to transform their learning → students learn better

Focus Area: Data to Drive Instruction

Short Term Goal: Train and give teachers tools to gather and use data for instruction
 Long Term Goal: Teachers effectively use data to help drive instruction

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success/Outcomes/Progress/Student Evidence	Start, End Dates and # of Hours	Resources, Estimated Costs, and Funding Source
UK Next Gen	CRC and BVLA Teachers will learn Deeper Learning strategies and be able to teach UK Dual Credit courses	UK will continue with remote training throughout the 2026 school year	More active learning in classes, ability to teach UK Dual Credit courses	Summer 2026; 6 Hours	Unknown as of 3/24/25
Transformation Tuesdays	All Certified Staff (but open to all) -Multiple outcomes dependent on staff needs	15 minute, asynchronous PD sessions will be released 2-3x/month. These will be made by and for Specialized Programs staff.	Completion and Use of Strategies taught in sessions	Ongoing, 6 hours	\$0

Professional Learning Activity & Description of Activity	Integrated Audience of Intended Participants	Instructional Coaching Support	Implementation Strategy (Outcomes)	Start/End Date and Duration	Resources
Authentic Learning Experiences	-All Programs -Instructional staff learn the hallmarks of ALE -Instructional staff learn what ALE looks and feels like from student and teacher perspective	PLCs, coaching cycles, Bullitt Days	-Teachers use strategies that make learning more authentic -Teachers guide students in Performance-based credit experiences -Student achievement increases	Ongoing	\$0
Transformational Learning	-All Programs -Instructional staff learn how to identify small shifts that can transform lessons -Instructional staff learn how to apply small shifts to their lessons	PLCs, coaching cycles, Bullitt Days	-Teachers use strategies that make learning more authentic -Teachers guide students in Performance-based credit experiences -Student achievement increases	Ongoing	\$0
Graduate Profile	-All Programs -Continue teaching staff about the 6 components of the GP -Teachers learn what it looks and feels like to have lessons where students practice these skills	PLCs, coaching cycles, Bullitt Days	-Teachers use strategies that make learning more authentic -Teachers guide students in Performance-based credit experiences -Student achievement increases	Ongoing	\$0
Safe Crisis Management	BAC/SM and Admin		Staff will be able to know and use correct holds	July 2025 multiple date options, 6 Hours	\$0

Professional Learning Activity/Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success/Outcomes/Progress/Success Evidence	Start, End Date, and Duration	Estimated Cost and Funding Source
All the Fun Things	-All Programs -Staff will learn how to use: 3D printer, laser engraver, drone, podcaster, podcaster, etc. -Staff will receive refreshers on digital strategies and A.I. tools	Mike Paul	-Teachers use strategies that make learning more authentic -Teachers guide students in Performance-based credit experiences -Student achievement increases	August 6, 2025 6 Hours	\$0
Launch and Learn	All Programs -GP, Transformational Learning, A.I., Planning, Assessments, Etc	Mike Paul	Mini-coaching cycles/Coaching cycles	Ongoing	\$0

