



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

RE: 2025-2026 District Professional Development Plan

DATE: June 5, 2025

The attached 2025-2026 District Professional Development Plan provides a plan and snapshot of professional learning opportunities offered by and through the district. All professional learning opportunities are aligned with our needs assessments, specifically tailored to the District Improvement Plan and federal funds, as applicable. This plan is also subject to change based on new offerings and/or needs that occur through the continuous improvement process. Approval is requested for the 2025-2026 District Professional Development Plan.

BULLITT COUNTY PUBLIC SCHOOLS IS AN EQUAL EDUCATION AND EMPLOYMENT INSTITUTION



**District
Professional
Development Plan**

2025-2026

Bullitt County Public Schools

Date: March 10, 2025

Mission

Our mission is to inspire and equip our students to succeed in life.

Core Values

*Students Matter Most
Shared Accountability
Embrace Difference
Future Focused
Proactive Innovation
Service Before Self*

Aspirations

- **Student Learning:** Provide students with meaningful learning experiences that inspire confidence and build essential skills that empower every student to achieve their goals.
- **Fiscal and Operational Care:** Manage our facilities, finances, and resources responsibly and strategically to ensure operational efficiency, creating a sustainable environment that supports every student.
- **Community Collaboration and Engagement:** Develop strong partnerships with families, businesses, and community organizations that enrich learning and strengthen our community.
- **Engaged and Well-Rounded Students:** Empower every student with diverse experiences beyond the classroom that spark creativity, inspire leadership, and nurture a lifelong love of learning.
- **Student Safety and Well-Being:** Create a welcoming and inclusive environment where every student feels valued, safe, and supported.
- **Life Readiness:** Prepare students with the knowledge, skills, and values for citizenship, employment, and impacting the community and world positively.

Persons Involved in Planning Process

- Jesse Bacon, Superintendent
- Adrienne Usher, Assistant Superintendent for Student Learning
- Brandy Howard, Chief Academic Officer
- Patrick Durham, Director of Elementary Education
- Amy Compton, Director of Secondary Education
- Troy Kolb, Director of Special Education
- Lee Barger, Director of College and Career Readiness/Innovative Programs
- Elementary, Middle and High School Principals
- Elementary, Middle and High School Instructional Coaches
- Digital Learning Coaches
- Teachers through Surveys/Feedback
- Input from Superintendent Certified Advisory Team

Description of Planning Process

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

*(*this plan is subject to change based on needs and data updates)*

Needs Assessment Analysis

[Link to Needs Assessment here](#)

Top two focus areas:

- Math K-12
- Authentic Learning=High Quality Learning Experiences for ALL Students

Math K-12 ensures that all students receive high-quality math instruction grounded in evidence-based practices. Through curriculum based professional development, we will support teachers in implementing high-quality, state-approved math resources, utilizing the Standards for Mathematical Practice, and strengthening instructional coherence across all grade levels. This focus will deepen students' mathematical understanding, problem-solving skills, and application of concepts, ultimately enhancing authentic learning experiences and improving overall math proficiency districtwide.

Authentic Learning = High-Quality Learning Experiences for ALL Students focus will support our district goals by aligning instruction and learning experiences with our instructional vision. These learning experiences will foster student-centered instruction that promotes deeper understanding and real-world application of knowledge. Through targeted professional development, educators will learn how to design and facilitate meaningful learning experiences that is standards aligned and emphasize student agency, collaboration, and problem-solving. This focus will ensure that all students, regardless of background or ability, have access to rigorous and relevant learning opportunities that prepare them for success beyond the classroom.

*(*this plan is subject to change based on needs and data updates)*

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
<p>New Teacher Orientation/ THRIVE Academy</p> <p>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.</p>	<p>Audience: All new teachers to BCPS hired for the 2024-2025 school year</p> <p>-The outcomes for new teachers will be focused around the following essential questions:</p> <p>(1) How has teacher planning, classroom management, instruction, and professionalism improved?</p> <p>(2) How will addressing the emotional phases a new teacher experiences impact job satisfaction and teacher retention?</p> <p>(3) How have teachers demonstrated the characteristics of a T.H.R.I.V.E. teacher?</p>	<p>What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?</p> <p>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.</p> <p>Who is responsible for gathering data? (teachers, coaches, administrators, etc.) Teachers and T.H.R.I.V.E mentors</p> <p>How frequently will data be analyzed? (monthly, quarterly, etc.) Monthly</p> <p>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</p>	<p>Inkwire Work Samples</p> <p>New Teacher and THRIVE Academy Survey</p>	<p>New Teacher Orientation: August, 2024 (6 hours)</p> <p>THRIVE Academy sessions: up to 6 hours throughout year</p>	<p>\$0 (no cost to schools-district funded)</p>

Focus Area: English Learners

Reading Goal: By Spring 2026, Bullitt County Public Schools will increase the percentage of all students scoring proficient and distinguished in Elementary School Reading to 64.4%, Middle School Reading to 70.6% and High School Reading to 53.5%

Math Goal: By Spring 2026, Bullitt County Public Schools will increase the percentage of all students scoring proficient and distinguished in Elementary School Math to 56.8%, Middle School Math to 60.7% and High School Math to 47.5%

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
<p>WIDA Conference</p> <p>Training surrounding English Language Learners teaching, learning, and differentiated instruction.</p>	<p>Audience: EL Teachers & Teachers of EL Students</p> <p>Learning Outcomes: Participants will learn best practice instruction specific to EL learners and their needs; how to differentiate instruction and utilize existing district programming</p>	<p>Feedback from Principals, Instructional Coaches, and Teachers</p> <p>Coaching cycles</p> <p>Data-driven PLCs</p>	<p>Students meeting growth goals on the following assessments:</p> <ul style="list-style-type: none"> -WIDA ACCESS -SummitK12 	<p>October 2025</p>	<p>Title III Funds \$5000</p>

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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
<p>Kentucky Coalition for English Learners (KyCEL) Summer Institute</p> <p>Training surrounding English Learner (EL) teaching, learning, programming, and identification processes for ELs and Special Education.</p>	<p>Audience: EL Teachers & Teachers of EL Students</p> <p>Learning Outcomes: Participants will learn best practice instruction specific to EL learners and their needs; how to effectively use data to contribute to MTSS and Special Education decisions for ELs.</p>	<p>Feedback from Principals, Instructional Coaches, and Teachers</p> <p>Coaching cycles</p> <p>Data-driven PLCs</p>	<p>Students meeting growth goals on the following assessments: -WIDA ACCESS -SummitK12</p>	<p>Summer 2026</p>	<p>Title III Funds \$925</p>

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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
<p>English Learner Workshop and Training for Classroom Teachers</p> <p>Training surrounding teaching and supporting English Learner (EL) students within the classroom.</p>	<p>Audience: Classroom/content teachers with ELs in their class.</p> <p>Learning Outcomes: Participants will learn best practice instruction specific to EL strategies and differentiation within the classroom.</p>	<p>Feedback from Principals, Instructional Coaches, and Teachers</p> <p>Coaching cycles</p> <p>Data-driven PLCs</p>	<p>Students meeting growth goals on the following assessments: -WIDA ACCESS -SummitK12</p>	<p>Fall 2025</p>	<p>\$0 (Materials purchased from EL district funds and/or Title III funds)</p>

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<p>English Learner Cohort For Middle and High School Teachers</p>	<p>Audience: Middle and High School content area teachers.</p> <p>Learning Outcomes:</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Develop a deeper understanding of EL student needs and best practices for instruction. • Implement differentiated and inclusive instructional strategies. • Foster collaboration with EL teachers and other colleagues. • Serve as building advocates for EL students, ensuring equitable access to learning opportunities. • Contribute to a district-wide shift toward more inclusive and effective EL instruction. 	<p>Feedback from Principals, Instructional Coaches, and Teachers</p> <p>Coaching cycles</p> <p>Data-driven PLCs</p>	<p>Students meeting growth goals on the following assessments:</p> <ul style="list-style-type: none"> -WIDA ACCESS -SummitK12 	<p>Bullitt Days of the 25-26 school year</p>	<p>\$0 (Materials purchased from EL district funds and/or Title III funds)</p>

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

Short Term Goal: By Spring 2025, Bullitt County Public Schools will increase the percentage of all students scoring proficient and distinguished in Elementary School Math to 38%, Middle School Math to 34% and High School Math to 32%

Long Term Goal: By Spring 2028, Bullitt County Public Schools will increase the percentage of all students scoring proficient and distinguished in Elementary School Math to 68.6%, Middle School Math to 53% and High School Math to 54%

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
<p>Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning.</p> <p>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.</p>	<p>Elementary Teachers 6-12 Math Teachers</p> <p>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.</p>	<p>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.</p>	<p>Increased student understanding and mastery of standards in Math.</p> <p>Increased student performance on math assessments</p> <p>,as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.</p>	<p>July 2025-May 2026</p>	<p>District General Funds</p>

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Long Term Goal: By Spring 2028, Bullitt County Public Schools will increase the percentage of all students scoring proficient and distinguished in Elementary School Reading and Math to 68.6%, Middle School Reading to 74%, Math to 53%, and High School Reading to 59% and Math to 54%

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
<p>Graduate Profile Teacher Cohort</p> <p>Teachers will be able to learn about each graduate profile competency and be able to plan learning experiences aligned with them.</p>	<p>Audience: Teachers and Instructional Coaches</p> <p>Learning Outcomes: Teachers will be able to learn about each graduate profile competency and be able to plan learning experiences aligned with them.</p>	<p>Feedback from Principals and Instructional Coaches</p> <p>Student-centered coaching cycles</p>	<p>Attendees survey feedback</p> <p>Growth on district benchmark assessments</p>	<p>September 2024-May 2025</p>	<p>\$60,000- grant funding</p>

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<p>Student-Centered Coaching Cycles</p> <p>Instructional Coaches will complete modules where they will learn how to implement a student-centered coaching cycles based on Diane Sweeney's Student Centered Coaching Cycle book.</p>	<p>Audience: Instructional Coaches</p> <p>Coaches will implement a student-centered coaching cycles based on Diane Sweeney's Student Centered Coaching Cycle book.</p>	<p>Check ins with CAO</p>	<p>Coaching Cycle Results Based Coaching Tool Data</p> <p>Coaching Cycle Reflection Surveys</p>	<p>August 2024-2025</p>	<p>\$0</p>

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<p>Instructional Technology</p> <p>The 5 District Digital Learning Coaches will provide general and tailored professional learning to teachers and schools based on new technology tools purchased by district/schools and/or being used to assist with NTI and continuing to improve technology in the classroom.</p>	<p>Audience: Teachers Instructional Coaches Principals</p> <p>Learning Outcomes: Teachers will learn how to effectively integrate new technology tools into lessons and will have increased competence with edtech tools, as well as increased student engagement. Teachers and administrators will increase their knowledge of an effective blended model learning classroom continuing to use existing technology platforms and tools.</p>	<p>Feedback from Principals and Instructional Coaches</p> <p>Coaching cycles</p>	<p>Student and Teacher Survey data -Eleot Technology Environment Data Review</p>	<p>July 2024-May 2025</p>	<p>\$0</p>

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<p>My View Literacy Curriculum Training</p> <p>Teachers participate in year long job-embedded learning focused on the how to implement MyView curriculum</p>	<p>Audience: Elementary teachers</p> <p>Learning Outcomes: Implement MyView Curriculum</p>	<p>Feedback from Principals and Instructional Coaches</p> <p>Coaching cycles</p>	<p>-i-Ready and Fastbridge data (early literacy data) tri-yearly assessments</p>	<p>July 2024-May 2025</p>	<p>General Budget</p>

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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
<p>Variety of K-12 Professional Learning Offerings- Teacher Choice</p> <p>Provide additional professional learning opportunities that align with school level professional development plans and teacher professional growth goals</p>	<p>Audience: Teachers</p> <p>Learning Outcomes: criteria established by presenter for session</p>	<p>Feedback from Principals and Instructional Coaches</p> <p>Coaching cycles</p>	<p>-Predictive/Benchmark Assessment Data</p> <p>-State Assessment Data</p> <p>-Participant Surveys</p>	<p>June 2024-July 2025</p>	<p>\$0</p>

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Standards Training/ Alignment for: -Science -Social Studies -ELA -Math Ensure alignment of standards through adjustment of pacing guides	Audience Teachers, Instructional Coaches, etc. Learning Outcomes: Implement aligned standards documents in classroom instruction and through assessment at the appropriate DOK level	Feedback from Principals and Instructional Coaches Coaching cycles	-Predictive/Benchmark Assessment Data -State Assessment Data -Participant Surveys	July 2024-June 2025	\$0

Postsecondary Readiness Goal: Transition Readiness Goal-By Spring 2026, the postsecondary readiness goal will increase to 95%
Graduation Goal: Graduation Goal-By Spring 2026, the graduation rate will increase to 92.7% .

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
<p>Kentucky Association for Career and Technical Education Conference (KACTE)</p> <p>Participants will learn of new updates specific to CTE and how to implement/improve workforce development opportunities for students</p>	<p>Audience: Principals, CTE Asst. Principals, CCR Coaches, and CTE Teachers</p> <p>Intended Learning Outcomes: Participants will have an increased knowledge of CTE updates, CTE implementation skills, knowledge of pathway skills, and increased awareness of industry trends.</p>	<p>Feedback from Principals and Instructional Coaches</p> <p>Coaching cycles</p>	<p>Transition Readiness Rates</p>	<p>July 2024 12 hours</p>	<p>Perkins \$3,300</p>

Focus Area: Physical Education Improvement

Goal: Based on our SEL Needs Assessment we will increase student participation in Physical Education classes and enhance overall fitness 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
<p>KYSHAPE State Conference</p> <p>State conference that provides strategies and new learning for teachers to address the needs of the whole child</p>	<p>Targeted Audience: Physical Education and Health Teachers</p> <p>Learning Outcomes: Address the whole child through safe and healthy activities in the classroom for students</p>	<p>Follow up Phys. Ed. district collaborative meetings</p>	<ul style="list-style-type: none"> -Participant Surveys -Implementation of -SEL/Trauma-Informed strategies within -PE/Health pacing guides 	<p>June 2024</p>	<p>Title IV \$6000</p>

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<p>KySTE Conference</p> <p>State conference to provide school staff with new learning related to implementing effective instructional technology in the classroom</p>	<p>Audience: Principals, Teachers, Library Media Specialists, Instructional Coaches, Digital Learning Coaches</p> <p>Learning Outcomes: Implement one-to-one and blended learning environments more effectively in our district in Grades K-12</p>	<p>Feedback from Principals and Instructional Coaches</p> <p>Coaching cycles</p>	<p>-Participant Surveys</p> <p>-Eleot Walkthrough</p>	<p>Winter 2025 (TBD)</p>	<p>Title IV</p> <p>\$10,000</p>

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<p>WIDA Conference</p> <p>Training surrounding English Language Learners teaching, learning, and differentiated instruction.</p>	<p>Audience: EL Teachers & Teachers of EL Students</p> <p>Learning Outcomes: Participants will learn best practice instruction specific to EL learners and their needs; how to differentiate instruction and utilize existing district programming</p>	<p>Feedback from Principals, Instructional Coaches, and Teachers</p> <p>Coaching cycles</p> <p>Data-driven PLCs</p>	<p>Students meeting growth goals on the following assessments: -WIDA ACCESS -SummitK12</p>	<p>October 2024</p>	<p>Title III Budget \$5000</p>

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<p>Kentucky Coalition for English Learners (KyCEL) Summer Institute</p> <p>Training surrounding English Learner (EL) teaching, learning, programming, and identification processes for ELs and Special Education.</p>	<p>Audience: EL Teachers & Teachers of EL Students</p> <p>Learning Outcomes: Participants will learn best practice instruction specific to EL learners and their needs; how to effectively use data to contribute to MTSS and Special Education decisions for ELs.</p>	<p>Feedback from Principals, Instructional Coaches, and Teachers</p> <p>Coaching cycles</p> <p>Data-driven PLCs</p>	<p>Students meeting growth goals on the following assessments: -WIDA ACCESS -SummitK12</p>	<p>Summer 2025</p>	<p>Title III Budget \$500</p>

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<p>Training for Classroom Teachers</p> <p>Training surrounding teaching and supporting English Learner (EL) students within the classroom.</p>	<p>Audience: Classroom/content teachers with ELs in their class.</p> <p>Learning Outcomes: Participants will learn best practice instruction specific to EL strategies and differentiation within the classroom.</p>	<p>Feedback from Principals, Instructional Coaches, and Teachers</p> <p>Coaching cycles</p> <p>Data-driven PLCs</p>	<p>Students meeting growth goals on the following assessments:</p> <ul style="list-style-type: none"> -WIDA ACCESS -SummitK12 	<p>Fall 2024</p>	<p>\$0</p>

Focus Area: Behavior Data Improvement

Goal: BCPS will implement professional learning for all classified instructional staff focused on effective behavior management strategies. Our goal is to have 80% of the classified instructional staff complete this training to foster a positive classroom environment and reduce disruptive behavior.

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 # of Hours	Resources, Estimated Cost, and Funding Source
<p>Positive Behavior Interventions and Supports</p> <p>Provide staff with information on evidence based behavior prevention strategies for effective classroom engagement.</p>	<p>Audience Principals and Teachers, Pre-K through 12th</p> <p>Learning Outcomes: Education and awareness of student behavior and the appropriate response for support for students</p>	<p>Feedback from Principals and Instructional Coaches</p> <p>Coaching cycles</p> <p>MTSS PLCs</p>	<p>Analysis of Behavior data/ Tableau Visualizations.</p>	<p>2024–2025 Ongoing As needed</p>	<p>\$0</p>

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<p>PBIS/Trauma-Informed Care</p> <p>Proactive approach to classroom management and responsiveness/resiliency in the classroom</p>	<p>Audience: K-12 Principals, Teachers, Counselors, Classified Staff, etc.</p> <p>Learning Outcomes: Decrease office referrals and implement proactive student behavior support systems.</p>	<p>Feedback from Principals and Instructional Coaches</p> <p>Coaching cycles</p> <p>MTSS PLCs</p>	<p>Tiered Fidelity Measure</p>	<p>2024-2025 3 hours</p>	<p>\$0</p>

Focus Area: Behavior Data Improvement

Goal: BCPS will implement professional learning for all classified instructional staff focused on effective behavior management strategies. Our goal is to have 80% of the classified instructional staff complete this training to foster a positive classroom environment and reduce disruptive behavior.

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 # of Hours	Resources, Estimated Cost, and Funding Source
<p>Restorative Practices</p> <p>Provide staff information on restorative practice and how to implement in their classes and schools.</p>	<p>Audience Teachers K-12 Principals</p> <p>Learning Outcomes: Education and awareness of the effects of punitive consequences</p>	<p>Feedback from Principals and Instructional Coaches</p> <p>Coaching cycles</p> <p>MTSS PLCs</p>	<p>Analysis of Discipline Policies, Aggregation of Data and Decrease in Office Referrals and IN- and Out- of school Suspensions</p>	<p>2024-2025 On going As needed</p>	<p>Stronger Connections Grant \$2,000</p>

Reading Achievement Gap Short Term Goal: By Spring 2026, Bullitt County Public Schools will increase the percentage of students with disabilities scoring proficient and distinguished in Middle School Reading to 32.4%.

Reading Achievement Gap Long Term Goal: By Spring 2026, Bullitt County Public Schools will increase the percentage of students with disabilities scoring proficient and distinguished in Middle School Reading to 39.5%.

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 # of Hours	Resources, Estimated Cost, and Funding Source
<p>Special Education Compliance Monitoring and Feedback</p> <p>Teams of teachers across the district will use KDE monitoring forms to review IEPs.</p>	<p>Audience: Compliance Coordinator, Compliance Coach, ARC Chairpersons and Special Education Teachers</p> <p>Learning Outcomes: Participants will improve their understanding of compliance requirements related to IEPs to improve the quality of IEPs across the district specific to compliance concerns.</p>	<p>Feedback from Principals, Instructional Coaches, and Special Education Coaches</p> <p>Coaching cycles</p> <p>PLCs</p>	<p>–Compliance Coordinator and Compliance Coach monitoring/feedback evaluations</p> <p>–Number of IEPs in compliance based on monitoring forms</p>	<p>2024–2025 ongoing</p>	<p>\$0</p>

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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 # of Hours	Resources, Estimated Cost, and Funding Source
<p>IEP and Progress Monitoring Training</p> <p>Special Education Teachers will receive updated information concerning IEP development and methods of progress monitoring data collection</p>	<p>Audience: Special Education Teachers</p> <p>Learning Outcomes: Participants will grow in their understanding of IEP development and Progress Monitoring requirements to meet compliance standards and lead to improved instructional practices.</p>	<p>Feedback from Principals, Instructional Coaches, and Special Education Coaches</p> <p>Coaching cycles</p> <p>PLCs</p>	<p>–feedback evaluations</p> <p>–compliance monitoring forms</p>	<p>July and August 2024</p> <p>6 hours</p> <p>2024–2025 ongoing</p>	<p>\$0</p>