

**JESSE BACON, SUPERINTENDENT**  
ADRIENNE USHER, DEPUTY SUPERINTENDENT  
BRANDY HOWARD, CHIEF ACADEMIC OFFICER  
TROY WOOD, CHIEF OPERATIONS OFFICER

**TO:** Dr. Jesse Bacon, Superintendent

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

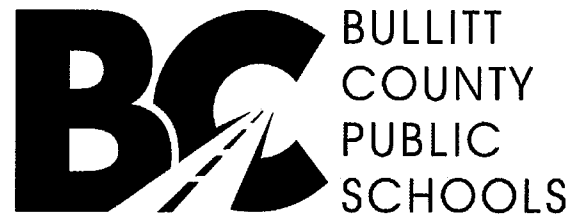
**DATE:** May 6, 2026

**RE:** 2026-2027 District Professional Development Plan

The attached 2026-2027 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 2026-2027 District Professional Development Plan.

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

**BULLITT COUNTY PUBLIC SCHOOLS IS AN EQUAL EDUCATION AND EMPLOYMENT INSTITUTION**



# **District Professional Development Plan**

2026-2027

# Bullitt County Public Schools

## 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*

## Community Based Accountability Pillars

- **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.

Date: March 1, 2026

# Persons Involved in Planning Process

- Jesse Bacon, Superintendent
- Adrienne Usher, Deputy Superintendent
- 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
- Sarah Smith, Director of Safe Schools
- Jeff Walker, EL Teacher and Program Coordinator
- 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 2026-2027 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:

- Increase academic achievement proficiency in Math
- Strengthen instruction delivery using HQIRs

The needs assessment analysis reveals two primary areas of focus for improvement. First, there is a critical need to increase academic achievement by addressing significant gaps in proficiency, particularly among students with disabilities and economically disadvantaged students, as well as improving overall performance in high school math where proficiency rates remain low. Additionally, benchmark data shows that many students begin the year below proficiency, highlighting foundational learning gaps. Second, the district must strengthen instructional delivery by improving how high-quality instructional resources are implemented in classrooms, as current efforts have not yet resulted in meaningful academic growth. Together, these priorities emphasize the importance of both raising student performance and ensuring effective, consistent instructional practices across schools.

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

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

|  |   |
|--|---|
| <p><b>Short-Term Goal (Objective/Goal):</b></p> <ul style="list-style-type: none"> <li>• <b>Elementary:</b> By Spring 2026, students scoring proficient and distinguished in math will improve from 37% → 56.8%</li> <li>• <b>Middle:</b> By Spring 2026, students scoring proficient and distinguished in math will improve from 38% → 60.7%</li> <li>• <b>High:</b> By Spring 2026, students scoring proficient and distinguished in math will improve from 35% → 47.5%</li> </ul> | <p><b>Long-Term Goal (3–5 Year Goal):</b></p> <ul style="list-style-type: none"> <li>• <b>Elementary:</b> By Spring 2029, students scoring proficient and distinguished in math will reach 64.4%</li> <li>• <b>Middle:</b> By Spring 2029, students scoring proficient and distinguished in math will reach 67.6%</li> <li>• <b>High:</b> By Spring 2029, students scoring proficient and distinguished in math will reach 56.8%</li> </ul> |
|--|---|

| Professional Learning Activity & Description  | Targeted Audience & Intended Results   | Monitoring for Evidence of Implementation  | Indicators of Success  | Start, End Date & # of Hours   | Resources, Estimated Cost & Funding Source  |
|---|--|--|--|--|---|
| <p>Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Training Teachers learn to use assessment tools and implement high-quality math instruction aligned to Standards for Mathematical Practice.</p> | <p><b>Target Audience:</b> Elementary &amp; 6–12 Math Teachers<br/> <b>Intended Results:</b> Effective use of diagnostics + stronger instructional alignment<br/> <b>Student Outcomes:</b> Increased mastery of math standards<br/> <b>Educator Practices:</b> Data-driven instruction, coherent lesson design<br/> <b>Educator Beliefs &amp; Efficacy:</b> Increased confidence in assessment + instructional decision-making</p> | <p><b>Data Gathered:</b> Student assessment data, walkthroughs<br/> <b>Responsible Parties:</b> Instructional Coaches, Admin<br/> <b>Frequency:</b> Ongoing (PLC + check-ins)<br/> <b>Ongoing Supports:</b> Coaching, PLCs, resource sharing</p> | <p>Improved math assessment performance<br/>           Increased implementation of evidence-based practices<br/>           Positive teacher feedback</p> | <p><b>Start:</b> July 2025<br/> <b>Ongoing:</b> Yes<br/> <b>Mid-Year Review:</b> Winter 2025–26<br/> <b>Completion:</b> May 2027</p> | <p><b>Staffing:</b> Instructional Coaches<br/> <b>Technology &amp; Tools:</b> Screener + diagnostic platforms<br/> <b>Time &amp; Release:</b> PD days + PLC time<br/> <b>Estimated Cost:</b> Covered<br/> <b>Funding Source:</b> District General Funds</p> |

## Focus Area: Math- Magma Math

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|--|---|
| <p><b>Short-Term Goal (Objective/Goal):</b></p> <ul style="list-style-type: none"> <li>• <b>Elementary:</b> By Spring 2026, students scoring proficient and distinguished in math will improve from 37% → 56.8%</li> <li>• <b>Middle:</b> By Spring 2026, students scoring proficient and distinguished in math will improve from 38% → 60.7%</li> <li>• <b>High:</b> By Spring 2026, students scoring proficient and distinguished in math will improve from 35% → 47.5%</li> </ul> | <p><b>Long-Term Goal (3–5 Year Goal):</b></p> <ul style="list-style-type: none"> <li>• <b>Elementary:</b> By Spring 2029, students scoring proficient and distinguished in math will reach 64.4%</li> <li>• <b>Middle:</b> By Spring 2029, students scoring proficient and distinguished in math will reach 67.6%</li> <li>• <b>High:</b> By Spring 2029, students scoring proficient and distinguished in math will reach 56.8%</li> </ul> |
|--|---|

| Professional Learning Activity & Description  | Targeted Audience & Intended Results   | Monitoring for Evidence of Implementation  | Indicators of Success   | Start, End Date & # of Hours   | Resources, Estimated Cost & Funding Source  |
|---|--|--|---|--|---|
| <p>Teachers will engage in professional learning focused on implementing Magma Math as a tool to support real-time formative assessment, student discourse, and problem-based learning in mathematics. Training will emphasize using Magma Math to monitor student thinking, provide immediate feedback, and adjust instruction during lessons.</p> | <p><b>Target Audience:</b><br/>Math Teachers (Elementary, Middle, and High School), Instructional Coaches, Principals</p> <p><b>Intended Results:</b><br/>Educators will effectively use Magma Math to enhance math instruction through real-time data, student engagement, and responsive teaching practices.</p> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increased student engagement in mathematics</li> <li>• Improved problem-solving and mathematical reasoning skills</li> <li>• Growth in math achievement through immediate feedback and targeted support</li> </ul> <p><b>Educator Practices:</b></p> <ul style="list-style-type: none"> <li>• Use of Magma Math for real-time formative assessment</li> <li>• Monitoring student work live to inform instructional decisions</li> <li>• Facilitating math discourse and student collaboration</li> <li>• Adjusting instruction based on immediate student data</li> </ul> <p><b>Educator Beliefs &amp; Efficacy:</b></p> <ul style="list-style-type: none"> <li>• Increased confidence in teaching math through student-centered practices</li> <li>• Stronger belief in the value of real-time data for instructional decisions</li> <li>• Greater efficacy in supporting diverse learners in math</li> </ul> | <p><b>Data Gathered:</b></p> <ul style="list-style-type: none"> <li>• Magma Math usage data (lesson participation, frequency of use)</li> <li>• Student performance data within the platform</li> <li>• Classroom observation data (look-fors aligned to math discourse and engagement)</li> <li>• Teacher and student survey data</li> </ul> <p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>• Principals</li> <li>• Instructional Coaches</li> </ul> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>• Ongoing through PLCs and coaching cycles</li> <li>• Monthly or quarterly data reviews</li> <li>• Mid-year and end-of-year analysis</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>• Professional learning sessions on Magma Math features and instructional strategies</li> <li>• Coaching cycles with modeling and feedback</li> <li>• PLC collaboration focused on math instruction and data use</li> <li>• Technical support as needed</li> </ul> | <ul style="list-style-type: none"> <li>• Increased use of Magma Math across math classrooms</li> <li>• Evidence of real-time instructional adjustments based on student data</li> <li>• Increased student participation and engagement in math lessons</li> <li>• Improved student performance trends in mathematics</li> </ul> | <p><b>Start:</b> July 2026</p> <p><b>Ongoing:</b><br/>Embedded professional learning, PLCs, and coaching cycles throughout the year</p> <p><b>Mid-Year Review:</b><br/>Winter 2026–2027</p> <p><b>Completion:</b> May 2027</p> | <p><b>Staffing:</b></p> <ul style="list-style-type: none"> <li>• Instructional Coaches</li> <li>• School and District Leadership</li> </ul> <p><b>Technology &amp; Tools:</b></p> <ul style="list-style-type: none"> <li>• Magma Math platform</li> <li>• Student devices</li> </ul> <p><b>Time &amp; Release:</b></p> <ul style="list-style-type: none"> <li>• Embedded in PLCs, PD days, and coaching cycles</li> </ul> <p><b>Estimated Cost:</b><br/>16 dollars per student (only certain sites will be implementing)</p> <p><b>Funding Sources:</b></p> |

**Focus Area: Math- Math Medic**

| Short-Term Goal (Objective/Goal):   |   | Long-Term Goal (3-5 Year Goal):  |  |  |  |
|---|---|--|--|--|--|
| <ul style="list-style-type: none"> <li><b>Elementary:</b> By Spring 2026, students scoring proficient and distinguished in math will improve from 37% → 56.8%</li> <li><b>Middle:</b> By Spring 2026, students scoring proficient and distinguished in math will improve from 38% → 60.7%</li> <li><b>High:</b> By Spring 2026, students scoring proficient and distinguished in math will improve from 35% → 47.5%</li> </ul>                            |   | <ul style="list-style-type: none"> <li><b>Elementary:</b> By Spring 2029, students scoring proficient and distinguished in math will reach 64.4%</li> <li><b>Middle:</b> By Spring 2029, students scoring proficient and distinguished in math will reach 67.6%</li> <li><b>High:</b> By Spring 2029, students scoring proficient and distinguished in math will reach 56.8%</li> </ul>  |  |  |  |
| Professional Learning Activity & Description  | Targeted Audience & Intended Results  | Monitoring for Evidence of Implementation  | Indicators of Success  | Start, End Date & # of Hours   | Resources, Estimated Cost & Funding Source   |
| <p><b>Math Medic Curriculum Implementation</b></p> <p>Teachers will engage in professional learning focused on implementing the Math Medic curriculum to support high-quality, standards-aligned math instruction. Emphasis will be placed on problem-based learning, student discourse, and conceptual understanding. Teachers will learn how to facilitate lessons that promote productive struggle, collaboration, and deep mathematical thinking.</p> | <p><b>Target Audience:</b><br/>Math Teachers (Middle and High School), Instructional Coaches, Principals</p> <p><b>Intended Results:</b><br/>Educators will effectively implement Math Medic lessons to increase rigor, student engagement, and conceptual understanding in mathematics.</p> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>Improved conceptual understanding of mathematical content</li> <li>Increased ability to explain and justify mathematical thinking</li> <li>Growth in math achievement and proficiency</li> </ul> <p><b>Educator Practices:</b></p> <ul style="list-style-type: none"> <li>Implementation of problem-based lessons aligned to Math Medic</li> <li>Facilitation of student discourse and collaborative learning</li> <li>Use of formative assessment strategies embedded in lessons</li> <li>Emphasis on conceptual understanding over procedural instruction</li> </ul> <p><b>Educator Beliefs &amp; Efficacy:</b></p> <ul style="list-style-type: none"> <li>Increased confidence in facilitating student-centered math instruction</li> <li>Stronger belief in the value of productive struggle and discourse</li> <li>Greater efficacy in supporting all learners in rigorous math tasks</li> </ul> | <p><b>Data Gathered:</b></p> <ul style="list-style-type: none"> <li>Classroom observation data (look-fors aligned to Math Medic practices)</li> <li>Student work samples and performance data</li> <li>Common assessment results</li> <li>Teacher and student survey data</li> </ul> <p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>Principals</li> <li>Instructional Coaches</li> <li>District Math/Instructional Leadership Team</li> </ul> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>Ongoing through PLCs and coaching cycles</li> <li>Unit/assessment cycle reviews</li> <li>Mid-year and end-of-year analysis</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>Professional learning on Math Medic lesson design and facilitation</li> <li>Coaching cycles with modeling, co-teaching, and feedback</li> <li>PLC collaboration around lesson planning and student work analysis</li> <li>Access to Math Medic resources and planning tools</li> </ul> | <ul style="list-style-type: none"> <li>Increased implementation of Math Medic instructional practices</li> <li>Evidence of student discourse and collaborative problem-solving</li> <li>Improved quality of student work and mathematical explanations</li> <li>Positive trends in math assessment data</li> </ul> | <p><b>Start:</b> July 2026</p> <p><b>Ongoing:</b> Embedded professional learning, PLCs, and coaching cycles throughout the year</p> <p><b>Mid-Year Review:</b> Winter 2026-2027</p> <p><b>Completion:</b> May 2027</p> | <p><b>Staffing:</b></p> <ul style="list-style-type: none"> <li>Instructional Coaches</li> <li>School and District Leadership</li> </ul> <p><b>Technology &amp; Tools:</b></p> <ul style="list-style-type: none"> <li>Math Medic curriculum resources</li> <li>Student devices (as needed)</li> <li>Classroom instructional materials</li> </ul> <p><b>Time &amp; Release:</b></p> <ul style="list-style-type: none"> <li>Embedded in PLCs, PD days, and coaching cycles</li> </ul> <p><b>Estimated Cost:</b><br/>Varies (based on curriculum access/subscription if applicable)</p> <p><b>Funding Sources:</b><br/>District-funded, School budgets, or grant funding (if applicable)</p> |

## Focus Area: ELA- Revised KAS Standards

**Short-Term Goal:** Build educator understanding of the revised KAS for Reading and Writing, including instructional shifts such as: Reading Standard 10 (text complexity & comprehension, bundling standards, text-based writing, foundational skills integration).

**Long-Term Goal:** Elementary: By Spring 2026, students scoring proficient and distinguished in reading will improve from 41% to 64.4%. Middle: By Spring 2026, students scoring proficient and distinguished in reading will improve from 40% to 70.6%. High: By Spring 2026, students scoring proficient and distinguished in reading will improve from 37% to 53.5%.

| Professional Learning Activity & Description  | Targeted Audience & Intended Results   | Monitoring & Ongoing Supports  | Indicators of Success   | Start, End Date & # of Hours   | Resources, Estimated Cost & Funding Source   |
|---|--|--|---|--|--|
| <p><b>KAS Reading &amp; Writing Standards Implementation Module Series</b></p> <p>Description:<br/>A focused professional learning series that builds teacher capacity to implement the revised KAS through:</p> <ul style="list-style-type: none"> <li>Applying Reading Standard 10 and complex text instruction</li> <li>Using bundled standards for coherent lesson delivery</li> <li>Designing text-based writing tasks</li> <li>Leveraging the KAS Implementation Guide and KDE resources</li> </ul> <p>Delivered through PD sessions, PLC collaboration, and coaching to support consistent, standards-aligned instruction across classrooms.</p> | <p><b>Target Audience:</b> K-12 ELA teachers, instructional coaches, school administrators</p> <p><b>Intended Results:</b> Increased coherence and consistency in literacy instruction</p> <ul style="list-style-type: none"> <li>Stronger alignment to revised KAS expectations</li> <li>Improved use of HQIR and standards-aligned practices</li> </ul> <p><b>Student Outcomes:</b> Improved comprehension of complex, grade-level texts<br/>Increased ability to apply background knowledge and strategies flexibly<br/>Stronger written expression across purposes (inform, argue, publish)</p> <p><b>Educator Practices:</b> Consistent use of bundled standards for instruction<br/>Implementation of text-based writing tasks<br/>Explicit integration of:</p> <ul style="list-style-type: none"> <li>Background knowledge</li> <li>Vocabulary</li> <li>Comprehension strategies</li> </ul> <p>Use of complex texts to build knowledge</p> <p><b>Educator Beliefs &amp; Efficacy:</b><br/>Shift toward belief that:</p> <ul style="list-style-type: none"> <li>Literacy is knowledge-building across content</li> <li>All students can engage in grade-level complex text</li> <li>Instruction should prioritize meaning-making over isolated strategies</li> </ul> | <p><b>Data Gathered:</b></p> <ul style="list-style-type: none"> <li>Classroom observation data (HQIR/IPG aligned)</li> <li>Student work samples (writing tasks, text responses)</li> <li>PLC artifacts (lesson plans showing bundling)</li> <li>Assessment data (reading comprehension, writing)</li> </ul> <p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>School Administrators</li> <li>Instructional Coaches</li> </ul> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>Monthly PLC review cycles</li> <li>Quarterly district data reviews</li> <li>Mid-year and end-of-year implementation checks</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>Instructional coaching cycles</li> <li>PLC focused on standards implementation</li> <li>Access to BCPS and KDE resources</li> </ul> | <p>Observable use of <b>bundled standards in instruction</b><br/>Increased student engagement with <b>complex texts</b><br/>Growth in student writing quality and comprehension<br/>Teacher confidence in implementing KAS shifts<br/>Alignment across classrooms and schools</p> | <p><b>Start:</b> Spring 2026 (Exploration Phase)<br/><b>Ongoing:</b> 2026-27 School Year (Initial Implementation)<br/><b>Mid-Year Review:</b> Winter 2026-27<br/><b>Completion:</b> End of 2026-27 School Year</p> | <p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>Administrators</li> <li>Instructional Coaches</li> <li>Digital Learning Coach</li> </ul> <p><b>Technology &amp; Tools</b></p> <ul style="list-style-type: none"> <li>KAS Digital Standards Platform</li> <li>Learning management system for modules</li> <li>Assessment &amp; data tracking tools</li> </ul> <p><b>Time &amp; Release</b></p> <ul style="list-style-type: none"> <li>PLC time (embedded)</li> <li>PD days / early release</li> <li>Optional summer training</li> </ul> |

## Focus Area: ELA- My View

**Short-Term Goal:** Build educator understanding of the revised KAS for Reading and Writing, including instructional shifts such as: Reading Standard 10 (text complexity & comprehension, bundling standards, text-based writing, foundational skills integration).

**Long-Term Goal:** Elementary: By Spring 2026, students scoring proficient and distinguished in reading will improve from 41% to 64.4%. Middle: By Spring 2026, students scoring proficient and distinguished in reading will improve from 40% to 70.6%. High: By Spring 2026, students scoring proficient and distinguished in reading will improve from 37% to 53.5%.

| Professional Learning Activity & Description   | Targeted Audience & Intended Results  | Monitoring & Ongoing Supports  | Indicators of Success  | Start, End Date & # of Hours  | Resources, Estimated Cost & Funding Source   |
|--|---|--|--|---|--|
| <p><b>Savvas myView Literacy Curriculum Implementation (Elementary)</b><br/>Elementary teachers will engage in professional learning focused on the effective implementation of the Savvas myView Literacy curriculum. Training will emphasize standards-aligned literacy instruction, including reading, writing, speaking, and listening, as well as differentiation, small group instruction, and the use of assessments to inform teaching and learning.</p> | <p><b>Target Audience:</b><br/>Elementary Teachers, Instructional Coaches, Principals</p> <p><b>Intended Results:</b><br/>Educators will implement the Savvas myView Literacy curriculum with fidelity to improve literacy instruction and student achievement.</p> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>Improved reading proficiency and comprehension</li> <li>Increased writing skills across multiple genres</li> <li>Growth in foundational literacy skills and vocabulary development</li> </ul> <p><b>Educator Practices:</b></p> <ul style="list-style-type: none"> <li>Implementation of Savvas myView lessons aligned to standards</li> <li>Use of small group instruction and differentiation strategies</li> <li>Integration of reading and writing instruction</li> <li>Use of formative and summative assessments to guide instruction</li> </ul> <p><b>Educator Beliefs &amp; Efficacy:</b></p> <ul style="list-style-type: none"> <li>Increased confidence in delivering high-quality literacy instruction</li> <li>Stronger belief in the effectiveness of a structured literacy curriculum</li> <li>Greater efficacy in meeting diverse student literacy needs</li> </ul> | <p><b>Data Gathered:</b></p> <ul style="list-style-type: none"> <li>Benchmark and formative literacy assessment data</li> <li>Classroom observation and walkthrough data</li> <li>Student work samples</li> <li>Participant feedback surveys</li> </ul> <p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>Principals</li> <li>Instructional Coaches</li> <li>District Elementary Literacy Team</li> </ul> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>Ongoing through PLCs and coaching cycles</li> <li>Unit and benchmark assessment reviews</li> <li>Mid-year and end-of-year analysis</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>Coaching cycles with modeling and feedback</li> <li>PLC collaboration focused on lesson planning and student work</li> <li>Follow-up professional learning sessions</li> <li>Support from district literacy team</li> </ul> | <p>Increased fidelity of Savvas myView implementation<br/>Evidence of standards-aligned literacy instruction in classrooms<br/>Growth in student literacy assessment data<br/>Improved student engagement in reading and writing</p> | <p><b>Start:</b> July 2026</p> <p><b>Ongoing:</b><br/>Implementation support through PLCs, coaching cycles, and professional learning throughout the school year</p> <p><b>Mid-Year Review:</b><br/>Winter 2026–2027</p> <p><b>Completion:</b> May 2027</p> | <p><b>Staffing:</b></p> <ul style="list-style-type: none"> <li>Elementary Teachers</li> <li>Instructional Coaches</li> </ul> <p><b>Technology &amp; Tools:</b></p> <ul style="list-style-type: none"> <li>Savvas myView Literacy curriculum materials</li> <li>Digital platform and assessments</li> <li>Classroom instructional resources</li> </ul> <p><b>Time &amp; Release:</b></p> <ul style="list-style-type: none"> <li>PD days, PLC time, and coaching cycles</li> </ul> <p><b>Estimated Cost:</b><br/>\$0 (if curriculum already purchased)</p> <p><b>Funding Sources:</b><br/>District-funded (existing resources)</p> |

## Focus Area: ELA– Common Lit 360

**Short-Term Goal:** Build educator understanding of the revised KAS for Reading and Writing, including instructional shifts such as: Reading Standard 10 (text complexity & comprehension, bundling standards, text-based writing, foundational skills integration).

**Long-Term Goal:** Elementary: By Spring 2026, students scoring proficient and distinguished in reading will improve from 41% to 64.4%. Middle: By Spring 2026, students scoring proficient and distinguished in reading will improve from 40% to 70.6%. High: By Spring 2026, students scoring proficient and distinguished in reading will improve from 37% to 53.5%.

| Professional Learning Activity & Description  | Targeted Audience & Intended Results  | Monitoring & Ongoing Supports  | Indicators of Success  | Start, End Date & # of Hours  | Resources, Estimated Cost & Funding Source   |
|---|---|--|--|---|--|
| <p><b>CommonLit Implementation for ELA (Middle &amp; High School)</b><br/>Middle and high school ELA teachers will engage in professional learning focused on the effective use of CommonLit to support standards-aligned reading instruction. Training will emphasize text complexity, comprehension strategies, writing in response to reading, and the use of data to inform instruction and intervention.</p> | <p><b>Target Audience:</b><br/>Middle and High School ELA Teachers, Instructional Coaches, Principals</p> <p><b>Intended Results:</b><br/>Educators will effectively implement CommonLit to improve reading comprehension, writing skills, and overall literacy achievement.</p> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>Improved reading comprehension and analysis of complex texts</li> <li>Increased ability to cite textual evidence in writing</li> <li>Growth in literacy achievement across grade levels</li> </ul> <p><b>Educator Practices:</b></p> <ul style="list-style-type: none"> <li>Use of CommonLit texts and aligned instructional materials</li> <li>Implementation of reading and writing strategies tied to standards</li> <li>Use of data from CommonLit assessments to guide instruction</li> <li>Differentiation of instruction based on student needs</li> </ul> <p><b>Educator Beliefs &amp; Efficacy:</b></p> <ul style="list-style-type: none"> <li>Increased confidence in teaching complex texts</li> <li>Stronger belief in data-driven literacy instruction</li> <li>Greater efficacy in supporting struggling readers and writers</li> </ul> | <p><b>Data Gathered:</b></p> <ul style="list-style-type: none"> <li>CommonLit usage and performance data</li> <li>Benchmark and formative assessment data</li> <li>Classroom observation and walkthrough data</li> <li>Student work samples and writing responses</li> </ul> <p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>Principals</li> <li>Instructional Coaches</li> <li>District Secondary ELA Team</li> </ul> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>Ongoing through PLCs and coaching cycles</li> <li>Unit and benchmark assessment reviews</li> <li>Mid-year and end-of-year analysis</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>Coaching cycles with modeling and feedback</li> <li>PLC collaboration focused on text analysis and student work</li> <li>Follow-up professional learning sessions</li> <li>Support from district ELA team</li> </ul> | <p>Increased use of CommonLit with fidelity<br/>Evidence of rigorous, standards-aligned ELA instruction<br/>Improved student performance in reading and writing<br/>Growth in literacy assessment data</p> | <p><b>Start:</b> July 2026</p> <p><b>Ongoing:</b><br/>Implementation support through PLCs, coaching cycles, and professional learning throughout the school year</p> <p><b>Mid-Year Review:</b><br/>Winter 2026–2027</p> <p><b>Completion:</b> May 2027</p> | <p><b>Staffing:</b></p> <ul style="list-style-type: none"> <li>ELA Teachers</li> <li>Instructional Coaches</li> <li>School Leadership</li> </ul> <p><b>Technology &amp; Tools:</b></p> <ul style="list-style-type: none"> <li>CommonLit platform</li> <li>Student devices</li> <li>Literacy assessment tools</li> </ul> <p><b>Time &amp; Release:</b></p> <ul style="list-style-type: none"> <li>PD days, PLC time, and coaching cycles</li> </ul> <p><b>Estimated Cost:</b><br/>\$0 (if using free version; may vary if upgraded platform is used)</p> <p><b>Funding Sources:</b><br/>District-funded, School budgets, or grant funding (if applicable)</p> |

## Focus Area: Graduate Profile

**Short-Term Goal:** Increase student proficiency in reading and math (CDIP goals)

**Long-Term Goal:** Increase overall student proficiency and readiness aligned to graduate competencies

| Professional Learning Activity & Description   | Targeted Audience & Intended Results  | Monitoring for Evidence of Implementation  | Indicators of Success  | Start, End Date & # of Hours                | Resources, Estimated Cost & Funding Source   |
|--|---|--|--|---|--|
| <p><b>Graduate Profile Cohort</b></p> <p>Teachers will be able to learn about each graduate profile competency and be able to plan learning experiences aligned with them.</p> | <ul style="list-style-type: none"> <li>• <b>Target Audience:</b> Teachers, Instructional Coaches, Administrators</li> <li>• <b>Student Outcomes:</b> Increased application of graduate competencies</li> <li>• <b>Educator Practices:</b> Competency-based lesson design</li> <li>• <b>Beliefs:</b> Shift toward student-centered learning</li> </ul> | <p><b>Data Gathered:</b></p> <ul style="list-style-type: none"> <li>• Classroom observation &amp; walkthrough data</li> <li>• Work samples (Inkwire)</li> <li>• Survey feedback</li> </ul> <p><b>Responsible Parties:</b><br/>CAO, K-12 Instructional Coach</p> <p><b>Frequency of Analysis:</b><br/>Monthly</p> <p><b>Ongoing Supports:</b><br/>Instructional coaching cycles</p> | <ul style="list-style-type: none"> <li>• Survey results</li> <li>• Benchmark growth</li> </ul> | <p>Sept 2026 – May 2027</p> <p>16 hours</p> | <p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>• K-12 Instructional Coach</li> </ul> <p><b>Technology &amp; Tools</b></p> <ul style="list-style-type: none"> <li>• Inkwire</li> </ul> <p><b>Time &amp; Release</b></p> <ul style="list-style-type: none"> <li>• After School</li> </ul> <p><b>Funding</b></p> <ul style="list-style-type: none"> <li>• Stipend Pay</li> </ul> |

## Focus Area: Authentic Learning Architects

**Short-Term Goal:** By Spring 2026, the district will increase the percentage of students scoring proficient and distinguished in both reading and math across all grade levels, with elementary students improving to 64.4% in reading and 56.8% in math, middle school students improving to 70.6% in reading and 60.7% in math, and high school students improving to 53.5% in reading and 47.5% in math.

**Long-Term Goal:** By Spring 2029, the district will further increase the percentage of students scoring proficient and distinguished in both reading and math, with elementary students reaching 70.7% in reading and 64.4% in math, middle school students reaching 75.8% in reading and 67.6% in math, and high school students reaching 61.7% in reading and 56.8% in math.

| Professional Learning Activity & Description | Targeted Audience & Intended Results  | Monitoring for Evidence of Implementation  | Indicators of Success  | Start, End Date & # of Hours | Resources, Estimated Cost & Funding Source  |
|--|---|--|--|------------------------------|---|
| <b>Authentic Learning Architects</b>         | <ul style="list-style-type: none"> <li>• <b>Target Audience:</b> Teachers</li> <li>• <b>Student Outcomes:</b> Increased application of the BCPS Instructional Vision</li> <li>• <b>Educator Practices:</b> Competency-based lesson design in alignment with the BCPS Instructional Vision evidenced through the BCPS walkthrough tool.</li> <li>• <b>Beliefs:</b> Shift toward student-centered learning</li> </ul> | <p><b>Data Gathered:</b></p> <ul style="list-style-type: none"> <li>• Classroom observation &amp; walkthrough data</li> <li>• Survey feedback</li> </ul> <p><b>Responsible Parties:</b><br/>CAO, K-12 Instructional Coaches</p> <p><b>Frequency of Analysis:</b><br/>Monthly</p> <p><b>Ongoing Supports:</b><br/>Instructional coaching cycles</p> | <ul style="list-style-type: none"> <li>• Survey results</li> <li>• Benchmark growth</li> </ul> | Sept 2026 – May 2027         | <p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>• Instructional Coaches</li> </ul> <p><b>Technology &amp; Tools</b></p> <ul style="list-style-type: none"> <li>• Inkwire</li> </ul> <p><b>Time &amp; Release</b></p> <ul style="list-style-type: none"> <li>• During the Work Day</li> </ul> <p><b>Funding</b></p> <ul style="list-style-type: none"> <li>• Substitute Pay</li> </ul> |

## Focus Area: New Teacher Support – T.H.R.I.V.E. Mentorship Program

**Short-Term Goal:** Implement a structured mentorship program pairing 100% of new teachers with an experienced T.H.R.I.V.E. mentor.

**Long-Term Goal:** 100% of new teachers will complete the T.H.R.I.V.E. program, demonstrating measurable growth in instructional effectiveness, teacher efficacy, and retention, resulting in improved student outcomes.

| Professional Learning Activity & Description  | Targeted Audience & Intended Results  | Monitoring & Ongoing Supports   | Indicators of Success   | Start, End Date & # of Hours  | Resources, Estimated Cost & Funding Source   |
|---|---|---|---|---|--|
| <p><b>New Teacher Orientation &amp; T.H.R.I.V.E. Academy</b><br/>THRIVE Academy equips new teachers with practical strategies aligned to HQIR implementation, classroom management, instructional planning, formative assessment, and professionalism. The program includes structured mentorship, coaching cycles, and responsive support sessions to ensure teachers move beyond survival to sustained effectiveness.</p> | <p><b>Target Audience:</b> All newly hired certified teachers (2024–2025), including those new to the profession and those new to BCPS implementing HQIR in reading and/or math.<br/><b>Intended Results:</b><br/><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased evidence of grade-level rigorous instruction aligned to HQIR</li> <li>Growth in formative and curriculum-based assessment data</li> <li>Increased student proficiency on priority standards</li> </ul> <p><b>Educator Practices:</b></p> <ul style="list-style-type: none"> <li>100% implementation of HQIR-aligned lesson planning</li> <li>Growth in instructional delivery and classroom management</li> <li>Regular use of student work analysis to inform instruction</li> </ul> <p><b>Educator Beliefs &amp; Efficacy:</b></p> <ul style="list-style-type: none"> <li>Increased teacher confidence</li> <li>Increased perception belonging</li> <li>Improved retention of new teachers</li> </ul> | <p><b>Monitoring for Evidence of Implementation: Data Gathered:</b></p> <ul style="list-style-type: none"> <li>Classroom observation &amp; walkthrough data</li> <li>Student work samples (Inkwire)</li> <li>Curriculum-based &amp; common formative assessment data</li> <li>Mentor meeting logs</li> <li>Mid-year &amp; end-of-year survey data</li> <li>Session attendance records</li> </ul> <p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>T.H.R.I.V.E. Mentors</li> <li>Instructional Coaches</li> <li>Building Administrators</li> <li>New Teachers (artifact submission)</li> </ul> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>Monthly mentor check-ins</li> <li>Quarterly review of observation &amp; student data</li> <li>Mid-year &amp; end-of-year survey analysis</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>Monthly structured mentor/mentee protocol meetings</li> <li>Instructional coaching cycles</li> <li>Quarterly district THRIVE cohort sessions</li> <li>THRIVE Urgent Care rapid-response support</li> <li>Administrator evaluation conference alignment</li> </ul> | <ul style="list-style-type: none"> <li>100% of new teachers paired with a trained mentor within 30 days of hire</li> <li>90%+ attendance in required THRIVE sessions</li> <li>Demonstrated improvement in observation rubric scores from fall to spring</li> <li>Walkthrough evidence of HQIR-aligned instruction</li> <li>Positive growth in teacher efficacy survey results</li> <li>Increased new teacher retention compared to previous year</li> <li>Documented evidence of monthly mentor meetings</li> </ul> | <p><b>Start:</b> August 2026<br/><b>New Teacher Orientation</b> (6 hours)<br/><b>Ongoing:</b> Up to 6 additional THRIVE Academy hours throughout school year<br/>Monthly mentor meetings<br/>Quarterly cohort sessions<br/><b>Mid-Year Review:</b> January 2027<br/><b>Completion:</b> May 2027</p> | <p><b>Staffing:</b> T.H.R.I.V.E. Mentors, Instructional Coaches, Administrators, Professional Learning Coordinator<br/><b>Technology &amp; Tools:</b> Inkwire platform, survey tools, observation rubrics, HQIR materials<br/><b>Time &amp; Release:</b> Mentor check-ins, optional observation release time<br/><b>Estimated Cost:</b> District-funded (no cost to schools)<br/><b>Funding Sources:</b> District General Fund Professional Learning Allocation Title II (if applicable)</p> |

## Focus Area: Instructional Coaching- Student-Centered Coaching Modules

**Short-Term Goal:** By Spring 2026, the district will increase the percentage of students scoring proficient and distinguished in both reading and math across all grade levels, with elementary students improving to 64.4% in reading and 56.8% in math, middle school students improving to 70.6% in reading and 60.7% in math, and high school students improving to 53.5% in reading and 47.5% in math.

**Long-Term Goal:** By Spring 2029, the district will further increase the percentage of students scoring proficient and distinguished in both reading and math, with elementary students reaching 70.7% in reading and 64.4% in math, middle school students reaching 75.8% in reading and 67.6% in math, and high school students reaching 61.7% in reading and 56.8% in math.

| Professional Learning Activity & Description  | Targeted Audience & Intended Results   | Monitoring for Evidence of Implementation   | Indicators of Success   | Start, End Date & # of Hours  | Resources, Estimated Cost & Funding Source   |
|---|--|---|---|---|--|
| <p><b>Student-Centered Coaching Modules</b></p> <p>Training on Diane Sweeney's Student-Centered Coaching model.</p> | <p><b>Target Audience:</b> Instructional Coaches</p> <p><b>Intended Results:</b> Coaches implement student-centered coaching cycles</p> <p><b>Student Outcomes:</b> Improved student achievement through targeted instruction</p> <p><b>Educator Practices:</b> Data-driven coaching cycles</p> <p><b>Educator Beliefs &amp; Efficacy:</b> Confidence in coaching for student outcomes</p> | <p><b>Data Gathered:</b> Results based coaching tool data, reflections</p> <p><b>Responsible Parties:</b> CAO, Instructional coaches</p> <p><b>Frequency:</b> Ongoing</p> <p><b>Ongoing Supports:</b> Check-ins</p> | <ul style="list-style-type: none"> <li>Coaching cycle data</li> <li>Reflection surveys</li> </ul> | <p><b>Start:</b> August 2026</p> <p><b>Mid-Year Review:</b> January 2027</p> <p><b>Completion:</b> May 2027</p> | <p><b>Staffing:</b> Instructional coaches</p> <p><b>Technology &amp; Tools:</b> Coaching tools</p> <p><b>Time &amp; Release:</b> Embedded</p> <p><b>Estimated Cost: Funding:</b></p> |

## Focus Area: Instructional Technology

**Short-Term Goal:** By Spring 2026, the district will increase the percentage of students scoring proficient and distinguished in both reading and math across all grade levels, with elementary students improving to 64.4% in reading and 56.8% in math, middle school students improving to 70.6% in reading and 60.7% in math, and high school students improving to 53.5% in reading and 47.5% in math.

**Long-Term Goal:** By Spring 2029, the district will further increase the percentage of students scoring proficient and distinguished in both reading and math, with elementary students reaching 70.7% in reading and 64.4% in math, middle school students reaching 75.8% in reading and 67.6% in math, and high school students reaching 61.7% in reading and 56.8% in math.

| Professional Learning Activity & Description  | Targeted Audience & Intended Results  | Monitoring for Evidence of Implementation   | Indicators of Success  | Start, End Date & # of Hours  | Resources, Estimated Cost & Funding Source   |
|---|---|---|--|---|--|
| <p>The 5 District Digital Learning</p> <p>Coaches will provide general and tailored professional learning to teachers and schools based on newly purchased and existing technology tools. Support will include integration of tools to assist with NTI and ongoing classroom technology improvement. schools based on newly purchased and existing technology tools. Support will include integration of tools to assist with NTI and ongoing classroom technology improvement.</p> | <p>Targeted Audience &amp; Intended Results<br/>           Target Audience: Teachers, Instructional Coaches, Principals<br/>           Intended Results: Teachers and administrators will effectively integrate technology into instruction and strengthen blended learning practices.<br/>           Student Outcomes:</p> <ul style="list-style-type: none"> <li>Increased student engagement</li> <li>Improved access to digital learning opportunities</li> </ul> <p>Educator Practices:</p> <ul style="list-style-type: none"> <li>Effective integration of new and existing technology tools into daily instruction</li> <li>Implementation of blended learning strategies</li> </ul> <p>Educator Beliefs &amp; Efficacy:</p> <ul style="list-style-type: none"> <li>Increased confidence in using edtech tools</li> <li>Stronger belief in the impact of technology on student learning</li> </ul> | <p>Data Gathered:</p> <ul style="list-style-type: none"> <li>Student and Teacher Survey Data</li> <li>Elet Technology Environment Data Review</li> </ul> <p>Responsible Parties:</p> <ul style="list-style-type: none"> <li>Principals</li> <li>Instructional Coaches</li> <li>District Digital Learning Coaches</li> </ul> <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> <li>Ongoing through coaching cycles</li> <li>Mid-year and end-of-year review</li> </ul> <p>Ongoing Supports:</p> <ul style="list-style-type: none"> <li>Feedback from principals and instructional coaches</li> <li>Coaching cycles</li> </ul> | <p>Indicators of Success</p> <ul style="list-style-type: none"> <li>Increased positive responses in student and teacher surveys</li> <li>Evidence of technology integration in classrooms</li> <li>Improved Elet Technology Environment ratings</li> </ul> | <p>SStart, End Date &amp; # of Hours<br/>           Start: July 2024<br/>           Ongoing:<br/>           Continuous coaching cycles and support<br/>           Mid-Year Review: Winter 2024–2025<br/>           Completion: May 2025</p> | <p>Resources, Estimated Cost &amp; Funding Source<br/>           Staffing:</p> <ul style="list-style-type: none"> <li>5 District Digital Learning Coaches</li> <li>School-based instructional staff</li> </ul> <p>Technology &amp; Tools:</p> <ul style="list-style-type: none"> <li>District-purchased digital tools and platforms</li> <li>Existing instructional technology systems</li> </ul> <p>Time &amp; Release:</p> <ul style="list-style-type: none"> <li>Embedded within professional learning and coaching cycles</li> </ul> <p>Estimated Cost: \$0<br/>           Funding Sources: District-funded (existing resources)</p> |

## Focus Area: Student Achievement Data and Monitoring- Otus

**Short-Term Goal:** By Spring 2026, the district will increase the percentage of students scoring proficient and distinguished in both reading and math across all grade levels, with elementary students improving to 64.4% in reading and 56.8% in math, middle school students improving to 70.6% in reading and 60.7% in math, and high school students improving to 53.5% in reading and 47.5% in math.

**Long-Term Goal:** By Spring 2029, the district will further increase the percentage of students scoring proficient and distinguished in both reading and math, with elementary students reaching 70.7% in reading and 64.4% in math, middle school students reaching 75.8% in reading and 67.6% in math, and high school students reaching 61.7% in reading and 56.8% in math.

| Professional Learning Activity & Description  | Targeted Audience & Intended Results   | Monitoring for Evidence of Implementation   | Indicators of Success  | Start, End Date & # of Hours  | Resources, Estimated Cost & Funding Source   |
|---|--|---|--|---|--|
| <p><b>Otus Platform</b></p> <p>District and school leaders will support the implementation and effective use of the Otus platform as a unified system for assessment, data analysis, progress monitoring, and communication. Professional learning will focus on helping educators use Otus to track student performance, analyze standards-based data, and inform instructional decisions.</p> | <p><b>Target Audience:</b><br/>Teachers, Instructional Coaches, Principals, District Leaders</p> <p><b>Intended Results:</b><br/>Educators will effectively use the Otus platform to monitor student progress, analyze data, and adjust instruction to improve student outcomes.</p> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>Improved student achievement through data-informed instruction</li> <li>Increased student ownership of learning through access to performance data</li> <li>More timely interventions based on real-time data</li> </ul> <p><b>Educator Practices:</b></p> <ul style="list-style-type: none"> <li>Regular use of Otus for assessment creation and progress monitoring</li> <li>Data-driven instructional planning and differentiation</li> <li>Use of standards-based grading and reporting tools</li> </ul> <p><b>Educator Beliefs &amp; Efficacy:</b></p> <ul style="list-style-type: none"> <li>Increased confidence in analyzing and using student data</li> <li>Stronger belief in the impact of data-driven decision-making</li> <li>Greater efficacy in monitoring and responding to student needs</li> </ul> | <p><b>Data Gathered:</b></p> <ul style="list-style-type: none"> <li>Otus usage reports (logins, assessments created, data tracking)</li> <li>Student performance data within Otus</li> <li>Teacher and student survey data</li> </ul> <p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>Principals</li> <li>Instructional Coaches</li> <li>District Leadership Team</li> </ul> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>Ongoing review of Otus usage and data</li> <li>Monthly or quarterly data team meetings</li> <li>Mid-year and end-of-year reviews</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>Professional learning sessions on Otus features</li> <li>Coaching and modeling by instructional coaches</li> <li>Helpdesk and technical support</li> <li>Collaboration during PLCs</li> </ul> | <ul style="list-style-type: none"> <li>Increased teacher usage of Otus platform features</li> <li>Evidence of standards-based assessments and data tracking</li> <li>Improved student performance trends over time</li> <li>Increased teacher confidence in using data to guide instruction</li> </ul> | <p><b>Start:</b> August 2026</p> <p><b>Ongoing:</b> Continuous professional learning, PLC integration, and coaching support</p> <p><b>Mid-Year Review:</b> Winter 2026</p> <p><b>Completion:</b> May 2027</p> | <p><b>Staffing:</b></p> <ul style="list-style-type: none"> <li>Instructional Coaches</li> <li>School and District Leadership</li> <li>Teacher Leaders</li> </ul> <p><b>Technology &amp; Tools:</b></p> <ul style="list-style-type: none"> <li>Otus platform</li> <li>District data systems and devices</li> </ul> <p><b>Time &amp; Release:</b></p> <ul style="list-style-type: none"> <li>Embedded in PLCs, PD days, and coaching cycles</li> </ul> <p><b>Estimated Cost:</b><br/>\$0 (if already purchased)</p> <p><b>Funding Sources:</b><br/>District-funded (existing platform and resources)</p> |

## Focus Area: Personalized Learning

**Short-Term Goal:** By Spring 2026, the district will increase the percentage of students scoring proficient and distinguished in both reading and math across all grade levels, with elementary students improving to 64.4% in reading and 56.8% in math, middle school students improving to 70.6% in reading and 60.7% in math, and high school students improving to 53.5% in reading and 47.5% in math.

**Long-Term Goal:** By Spring 2029, the district will further increase the percentage of students scoring proficient and distinguished in both reading and math, with elementary students reaching 70.7% in reading and 64.4% in math, middle school students reaching 75.8% in reading and 67.6% in math, and high school students reaching 61.7% in reading and 56.8% in math.

| Professional Learning Activity & Description   | Targeted Audience & Intended Results  | Monitoring for Evidence of Implementation  | Indicators of Success  | Start, End Date & # of Hours   | Resources, Estimated Cost & Funding Source   |
|--|---|--|--|--|--|
| <p><b>Variety of K-12 Professional Learning Offerings – Teacher Choice</b></p> <p>The district will provide a variety of professional learning opportunities that allow teachers to select sessions aligned to school-level professional development plans and individual professional growth goals. Offerings will be differentiated based on content, grade level, and instructional focus, ensuring relevance and choice for all educators.</p> | <p><b>Target Audience:</b><br/>Teachers</p> <p><b>Intended Results:</b><br/>Teachers will engage in meaningful, choice-based professional learning that supports individual growth goals and school improvement priorities.</p> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>Improved student achievement through targeted instructional strategies</li> <li>Increased student engagement as a result of enhanced teaching practices</li> </ul> <p><b>Educator Practices:</b></p> <ul style="list-style-type: none"> <li>Implementation of strategies learned through selected professional learning sessions</li> <li>Alignment of instructional practices to school and district goals</li> <li>Increased use of research-based instructional strategies</li> </ul> <p><b>Educator Beliefs &amp; Efficacy:</b></p> <ul style="list-style-type: none"> <li>Increased ownership of professional growth</li> <li>Greater confidence in implementing new strategies</li> <li>Stronger belief in the impact of personalized professional learning</li> </ul> | <p><b>Data Gathered:</b></p> <ul style="list-style-type: none"> <li>Predictive/Benchmark Assessment Data</li> <li>State Assessment Data</li> <li>Participant Surveys</li> </ul> <p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>Principals</li> <li>Instructional Coaches</li> <li>District Leadership</li> </ul> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>Ongoing through PLCs and coaching cycles</li> <li>Mid-year and end-of-year review</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>Feedback from principals and instructional coaches</li> <li>Coaching cycles</li> <li>Follow-up support aligned to selected sessions</li> </ul> | <p>Positive participant feedback on professional learning sessions</p> <p>Evidence of strategy implementation in classrooms</p> <p>Improvement in student assessment data</p> <p>Increased alignment between teacher goals and instructional practices</p> | <p><b>Start:</b> July 2026</p> <p><b>Ongoing:</b> Choice-based professional learning opportunities throughout the school year</p> <p><b>Mid-Year Review:</b> Winter 2026-2027</p> <p><b>Completion:</b> May 2027</p> | <p><b>Staffing:</b></p> <ul style="list-style-type: none"> <li>District and School Leaders</li> <li>Instructional Coaches</li> <li>Session Facilitators/Presenters</li> </ul> <p><b>Technology &amp; Tools:</b></p> <ul style="list-style-type: none"> <li>Professional learning platforms</li> <li>District instructional resources</li> </ul> <p><b>Time &amp; Release:</b></p> <ul style="list-style-type: none"> <li>Embedded in PD days and optional learning sessions</li> </ul> <p><b>Estimated Cost:</b><br/>\$0</p> <p><b>Funding Sources:</b><br/>District-funded (existing resources)</p> |

## Focus Area: Standards Unpacking & Unit Planning

**Short-Term Goal:** By Spring 2026, the district will increase the percentage of students scoring proficient and distinguished in both reading and math across all grade levels, with elementary students improving to 64.4% in reading and 56.8% in math, middle school students improving to 70.6% in reading and 60.7% in math, and high school students improving to 53.5% in reading and 47.5% in math.

**Long-Term Goal:** By Spring 2029, the district will further increase the percentage of students scoring proficient and distinguished in both reading and math, with elementary students reaching 70.7% in reading and 64.4% in math, middle school students reaching 75.8% in reading and 67.6% in math, and high school students reaching 61.7% in reading and 56.8% in math.

| Professional Learning Activity & Description  | Targeted Audience & Intended Results   | Monitoring for Evidence of Implementation  | Indicators of Success   | Start, End Date & # of Hours   | Resources, Estimated Cost & Funding Source  |
|---|--|--|---|--|---|
| <p><b>Standards Alignment &amp; Instructional Implementation (K-12)</b><br/>Teachers and instructional leaders will engage in professional learning focused on unpacking and aligning academic standards in Science, Social Studies, ELA, and Math. Emphasis will be placed on refining pacing guides, ensuring alignment between standards, instruction, and assessment, and increasing the rigor of tasks to match appropriate Depth of Knowledge (DOK) levels.</p> | <p><b>Target Audience:</b><br/>Teachers, Instructional Coaches, Principals</p> <p><b>Intended Results:</b><br/>Educators will consistently implement aligned standards through instruction and assessment, ensuring rigorous, grade-level expectations for all students.</p> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased mastery of grade-level standards across content areas</li> <li>Improved performance on benchmark and state assessments</li> <li>Greater exposure to rigorous, standards-aligned tasks</li> </ul> <p><b>Educator Practices:</b></p> <ul style="list-style-type: none"> <li>Use of aligned pacing guides to drive instruction</li> <li>Development and implementation of standards-aligned lessons and assessments</li> <li>Integration of appropriate DOK levels in instructional tasks</li> <li>Ongoing adjustment of instruction based on student data</li> </ul> <p><b>Educator Beliefs &amp; Efficacy:</b></p> <ul style="list-style-type: none"> <li>Increased confidence in standards-based planning and instruction</li> <li>Stronger belief in the importance of alignment and rigor</li> <li>Greater efficacy in delivering grade-level content to all learners</li> </ul> | <p><b>Data Gathered:</b></p> <ul style="list-style-type: none"> <li>Predictive/Benchmark Assessment Data</li> <li>State Assessment Data</li> <li>Participant Surveys</li> <li>Lesson plans and classroom observation data</li> </ul> <p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>Principals</li> <li>Instructional Coaches</li> <li>District Leadership</li> </ul> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>Ongoing through PLCs and coaching cycles</li> <li>Mid-year and end-of-year review</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>Feedback from principals and instructional coaches</li> <li>Coaching cycles</li> <li>PLC collaboration focused on standards alignment and student work</li> </ul> | <ul style="list-style-type: none"> <li>Evidence of standards-aligned instruction and assessments</li> <li>Increased rigor of classroom tasks (aligned to DOK levels)</li> <li>Improved student performance on benchmark and state assessments</li> <li>Consistent use of pacing guides across classrooms</li> </ul> | <p><b>Start:</b> July 2026</p> <p><b>Ongoing:</b> Embedded in PLCs, coaching cycles, and professional learning sessions</p> <p><b>Mid-Year Review:</b><br/>Winter 2026-2027</p> <p><b>Completion:</b> May 2027</p> | <p><b>Staffing:</b></p> <ul style="list-style-type: none"> <li>Instructional Coaches</li> <li>District Content Leads</li> <li>School Leadership</li> </ul> <p><b>Technology &amp; Tools:</b></p> <ul style="list-style-type: none"> <li>Standards documents</li> <li>Pacing guides</li> <li>Data platforms</li> </ul> <p><b>Time &amp; Release:</b></p> <ul style="list-style-type: none"> <li>PLC time and district PD days</li> </ul> <p><b>Estimated Cost:</b><br/>\$0</p> <p><b>Funding Sources:</b><br/>District-funded (existing resources)</p> |

## Focus Area: Instructional Technology- KAST

**Short-Term Goal:** By Spring 2026, the district will increase the percentage of students scoring proficient and distinguished in both reading and math across all grade levels, with elementary students improving to 64.4% in reading and 56.8% in math, middle school students improving to 70.6% in reading and 60.7% in math, and high school students improving to 53.5% in reading and 47.5% in math.

**Long-Term Goal:** By Spring 2029, the district will further increase the percentage of students scoring proficient and distinguished in both reading and math, with elementary students reaching 70.7% in reading and 64.4% in math, middle school students reaching 75.8% in reading and 67.6% in math, and high school students reaching 61.7% in reading and 56.8% in math.

| Professional Learning Activity & Description  | Targeted Audience & Intended Results  | Monitoring for Evidence of Implementation  | Indicators of Success   | Start, End Date & # of Hours   | Resources, Estimated Cost & Funding Source  |
|---|---|--|---|--|---|
| <p><b>KAST Conference (formerly KySTE) – Instructional Technology Integration</b> District and school staff will participate in the KAST Conference to engage in professional learning focused on effective instructional technology practices. Participants will explore strategies to enhance one-to-one and blended learning environments, improve digital instruction, and support student engagement through the integration of technology across K–12 classrooms.</p> | <p><b>Target Audience:</b><br/>Principals, Teachers, Library Media Specialists, Instructional Coaches, Digital Learning Coaches</p> <p><b>Intended Results:</b><br/>Participants will implement effective instructional technology strategies to enhance teaching and learning in one-to-one and blended environments.</p> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased student engagement through effective use of technology</li> <li>Improved access to personalized and blended learning opportunities</li> <li>Enhanced digital learning experiences across content areas</li> </ul> <p><b>Educator Practices:</b></p> <ul style="list-style-type: none"> <li>Effective implementation of one-to-one instructional strategies</li> <li>Integration of blended learning models into daily instruction</li> <li>Use of digital tools to support student engagement and differentiation</li> </ul> <p><b>Educator Beliefs &amp; Efficacy:</b></p> <ul style="list-style-type: none"> <li>Increased confidence in using instructional technology</li> <li>Stronger belief in the impact of blended learning on student outcomes</li> <li>Greater efficacy in designing technology-rich learning experiences</li> </ul> | <p><b>Data Gathered:</b></p> <ul style="list-style-type: none"> <li>Participant Surveys</li> <li>Eleot Walkthrough Data</li> <li>Classroom observation data</li> </ul> <p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>Principals</li> <li>Instructional Coaches</li> <li>Digital Learning Coaches</li> </ul> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>Ongoing through coaching cycles and walkthroughs</li> <li>Mid-year and end-of-year review</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>Coaching cycles</li> <li>Feedback from principals and instructional coaches</li> <li>Support from Digital Learning Coaches</li> <li>Follow-up professional learning and PLC integration</li> </ul> | <p><b>Indicators of Success</b></p> <ul style="list-style-type: none"> <li>Increased use of effective instructional technology practices</li> <li>Evidence of blended learning implementation in classrooms</li> <li>Improved Eleot walkthrough ratings related to engagement and technology use</li> <li>Positive participant feedback from professional learning</li> </ul> | <p><b>Start:</b> Winter 2027<br/>(Conference Date TBD)</p> <p><b>Ongoing:</b> Implementation and support throughout the 2026–2027 school year</p> <p><b>Mid-Year Review:</b> Winter 2026–2027</p> <p><b>Completion:</b> May 2027</p> | <p><b>Staffing:</b></p> <ul style="list-style-type: none"> <li>Teachers</li> <li>Instructional Coaches</li> <li>Digital Learning Coaches</li> <li>School Leadership</li> </ul> <p><b>Technology &amp; Tools:</b></p> <ul style="list-style-type: none"> <li>Instructional technology tools and platforms</li> <li>District devices and digital resources</li> </ul> <p><b>Time &amp; Release:</b></p> <ul style="list-style-type: none"> <li>Conference attendance and follow-up implementation</li> </ul> <p><b>Estimated Cost:</b><br/>\$10,000</p> <p><b>Funding Sources:</b><br/>Title IV</p> |

## Focus Area: Post Secondary

Transition Readiness Goal-By Spring 2027, the postsecondary readiness goal will increase to 96%

Graduation Goal: Graduation Goal-By Spring 2027, the graduation rate will increase to 93% .

| Professional Learning Activity & Description  | Targeted Audience & Intended Results   | Monitoring for Evidence of Implementation   | Indicators of Success  | Start, End Date & # of Hours   | Resources, Estimated Cost & Funding Source   |
|---|--|---|--|--|--|
| <p><b>Kentucky Association for Career and Technical Education Conference (KACTE)</b></p> <p>District and school leaders, along with CTE educators, will participate in the KACTE Conference to gain updated knowledge on Career and Technical Education (CTE) programs, workforce development trends, and best practices. Participants will focus on strengthening CTE pathways, improving college and career readiness (CCR), and aligning programs to current industry standards.</p> | <p><b>Target Audience:</b><br/>Principals, CTE Assistant Principals, CCR Coaches, CTE Teachers</p> <p><b>Intended Results:</b><br/>Participants will apply new learning from KACTE to enhance CTE programming, strengthen workforce readiness opportunities, and improve student transition outcomes.</p> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased student readiness for college and careers</li> <li>Improved Transition Readiness Rates</li> <li>Expanded access to high-quality CTE pathways</li> </ul> <p><b>Educator Practices:</b></p> <ul style="list-style-type: none"> <li>Implementation of updated CTE practices and pathway guidance</li> <li>Integration of workforce development strategies into instruction</li> <li>Alignment of CTE programs to industry standards and expectations</li> </ul> <p><b>Educator Beliefs &amp; Efficacy:</b></p> <ul style="list-style-type: none"> <li>Increased awareness of current industry trends</li> <li>Greater confidence in supporting student career pathways</li> <li>Stronger belief in the impact of CTE on student success</li> </ul> | <p><b>Data Gathered:</b></p> <ul style="list-style-type: none"> <li>Transition Readiness Rates</li> <li>Program participation and completion data</li> <li>Participant feedback from conference</li> </ul> <p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>Principals</li> <li>CTE Leadership</li> <li>CCR Coaches</li> </ul> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>Ongoing monitoring throughout the school year</li> <li>Mid-year and end-of-year review of CCR and CTE data</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>Feedback from principals and instructional leaders</li> <li>Coaching cycles and follow-up support</li> <li>Collaboration among CTE staff and leadership</li> </ul> | <p>Improved Transition Readiness Rates<br/>Increased implementation of updated CTE practices<br/>Expansion or strengthening of CTE pathways<br/>Positive participant feedback and evidence of applied learning</p> | <p><b>Start:</b> July 2026</p> <p><b>Ongoing:</b> Follow-up implementation and support throughout the school year</p> <p><b>Mid-Year Review:</b> Winter 2026–2027</p> <p><b>Completion:</b> May 2027</p> <p><b>Total Hours:</b> 12 hours</p> | <p><b>Staffing:</b></p> <ul style="list-style-type: none"> <li>CTE Teachers</li> <li>CCR Coaches</li> <li>School and District Leadership</li> </ul> <p><b>Technology &amp; Tools:</b></p> <ul style="list-style-type: none"> <li>Conference materials and CTE resources</li> <li>District CCR and data systems</li> </ul> <p><b>Time &amp; Release:</b></p> <ul style="list-style-type: none"> <li>Conference attendance and follow-up collaboration</li> </ul> <p><b>Estimated Cost:</b><br/>\$3,300</p> <p><b>Funding Sources:</b><br/>Perkins Funding</p> |

## Focus Area: Preschool

**Short-Term Goal:** To consistently implement regulations and best practices with fidelity, resulting in high-quality preschool instruction and improved student outcomes.

**Long-Term Goal:** To build and maintain a culture of continuous improvement in preschool programming through consistent application of regulations and best practices.

| Professional Learning Activity & Description  | Targeted Audience & Intended Results  | Monitoring & Ongoing Supports   | Indicators of Success  | Start, End Date & # of Hours  | Resources, Estimated Cost & Funding Source  |
|---|---|---|--|---|---|
| <p>6 Hours PYRAMID REVIEW<br/>August 3rd 8:15-11:15<br/>(implementation = 3 hrs)<br/>Location TBD</p> <p>3 hours Best practices in early childhood</p> <p>August 3rd 12:15-3:15 Location TBD</p> <p>3 hrs DIAL 4 / 3 hrs PreK My Way</p> <p>August 4th 8:15-3:15 Location TBD</p> <p>3 hours from RTC Website (connected to individualized PGP for Preschool Teacher)</p> <p>6 HOURS with school staff related to classroom management, working with low incidence, family engagement, etc (must be related to preschool)</p> | <p><b>Target Audience:</b> Preschool Teacher</p> <p><b>Intended Results:</b> Improved quality of preschool instruction leading to enhanced student engagement, development, and school readiness.</p> <p><b>Student Outcomes:</b> Students will show increased readiness for kindergarten through improved foundational academic and social-emotional skills.</p> <p><b>Educator Practices:</b> Educators will create engaging, developmentally appropriate learning experiences that support growth across all preschool domains.</p> <p><b>Educator Beliefs &amp; Efficacy:</b> Educators will have a strong sense of efficacy in fostering positive social-emotional, language, and cognitive outcomes for preschool students.</p> | <p><b>Monitoring for Evidence of Implementation:</b> Implementation will be observed during classroom walkthroughs.</p> <p><b>Data Gathered:</b> Walkthrough data is used to support and inform the implementation of the Pyramid Model.</p> <p><b>Responsible Parties:</b> The following stakeholders are involved in this process: the Preschool Director/Coordinator, consultants, and building principals.</p> <p><b>Frequency of Analysis:</b> A monthly review conducted during the Preschool Department Meeting.</p> <p><b>Ongoing Supports:</b> Monthly PLC Data Sessions<br/>Coaching Cycles provided by consultants based on data collection and observed trends.</p> | <ul style="list-style-type: none"> <li>Increased use of evidence-based social-emotional teaching practices observed during classroom walkthroughs.</li> <li>Improved student social-emotional skills, including self-regulation, &amp; communication. Resulting in a reduction in challenging behaviors and behavior-related incidents.</li> <li>Consistent implementation of Pyramid Model strategies across classrooms.</li> </ul> | <p><b>Start:</b><br/>August 2026</p> <p><b>Ongoing:</b><br/>Sessions offered on August 3rd and 4th. Reviewed throughout the year.</p> <p><b>Mid-Year Review:</b><br/>Data Analysis/PLC</p> <p><b>Completion:</b><br/>May 2027</p> | <p><b>Staffing:</b> Preschool Director/Coordinator, Consultants, Elementary Director, Lead Teachers</p> <p><b>Technology &amp; Tools:</b> TPOT Reliability<br/>STARS<br/>Pyramid materials<br/>PreK My Way Curriculum</p> <p><b>Time &amp; Release:</b></p> <p><b>Estimated Cost:</b> 0</p> <p><b>Funding Sources:</b> NA</p> |

## Focus Area: Student Support (Dept of Safe and Drug Free Schools)

**Short-Term Goal:** Implement comprehensive student support trainings to foster a safe, inclusive, and data-driven environment for all students.

**Long-Term Goal:** 100% of staff will be proficient in implementing student support strategies—including trauma-informed care, PBIS, and restorative practices—resulting in improved student well-being and a measurable decrease in behavioral incidents and feeling safe at school.

| Professional Learning Activity & Description  | Targeted Audience & Intended Results  | Monitoring & Ongoing Supports   | Indicators of Success  | Start, End Date & # of Hours  | Resources, Estimated Cost & Funding Source  |
|---|---|---|--|---|---|
| Trauma - Informed Care<br><br>Positive Behavior Supports and Interventions<br><br>Character Strong Training<br><br>Restorative Practices<br><br>Infinite Campus Data Training<br><br>De-Escalation Strategies for Staff<br><br>Threat Assessment<br><br>Suicide Prevention Training/ Code Red | <p><b>Target Audience:</b> All certified and classified staff, including administrators and counselors.</p> <p><b>Intended Results:</b></p> <p><b>Student Outcomes:</b> Increased sense of safety and belonging; improved behavioral and academic outcomes.</p> <p><b>Educator Practices:</b> Effective use of data to inform interventions; consistent application of restorative and proactive behavioral strategies.</p> <p><b>Educator Beliefs &amp; Efficacy:</b> Increased staff confidence in managing diverse student needs and fostering a positive school culture</p> | <p><b>Monitoring for Evidence of Implementation: Data Gathered:</b> Infinite Campus behavioral data, student climate surveys, and walkthrough observations.</p> <p><b>Responsible Parties:</b> Building Administrators, Counselors, and PBIS Teams.</p> <p><b>Frequency of Analysis:</b> Monthly data reviews and climate assessments.</p> <p><b>Ongoing Supports:</b> Monthly PLC Data Sessions<br/>Coaching Cycles for Restorative Circles<br/>Infinite Campus Office Hours for data entry and analysis support</p> | <p>100% of staff completed all required modules.</p> <ul style="list-style-type: none"> <li>• Measurable reduction in office discipline referrals (ODRs) compared to previous years.</li> <li>• Positive growth in "Sense of Belonging" scores on annual student surveys.</li> <li>• Accurate and timely entry of intervention data into Infinite Campus.</li> </ul> | <p><b>Start:</b> August 2026</p> <p><b>Ongoing:</b> Monthly Sessions throughout the year</p> <p><b>Mid-Year Review:</b> January 2027</p> <p><b>Completion:</b> May 2027</p> | <p><b>Staffing:</b> District and School Counselors, PBIS coordinators, Character Strong Trainers</p> <p><b>Technology &amp; Tools:</b> Infinite Campus, Character Strong curriculum and materials</p> <p><b>Time &amp; Release:</b></p> <p><b>Estimated Cost:</b> TBD based on Vendor Contracts</p> <p><b>Funding Sources:</b> General Fund, Safe Schools Funding, Title IV funds</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  | Targeted Audience & Intended Results   | Monitoring & Ongoing Supports  | Indicators of Success  | Start, End Date & # of Hours   | Resources, Estimated Cost & Funding Source   |
|---|--|--|--|--|--|
| <p><b>WIDA Conference</b></p> <p>Training surrounding English Language Learners teaching, learning, and differentiated instruction.</p> | <p><b>Target Audience: 8 EL/Classroom Teachers</b></p> <p><b>Intended Results:</b><br/> <b>Student Outcomes:</b><br/>           Students will increase their English language proficiency and content mastery as a result of enhanced teacher collaboration &amp; implementation of best practices/strategies.<br/> <b>Educator Practices:</b><br/>           Participants will learn best practice instruction specific to EL learners and their needs; how to differentiate instruction and utilize existing district programming.<br/> <b>Educator Beliefs &amp; Efficacy:</b><br/>           Increased teacher confidence with implementing EL strategies and collaboration and increased sense of shared accountability for EL student success.</p> | <p><b>Monitoring for Evidence of Implementation:</b></p> <p><b>Data Gathered:</b><br/>           WIDA ACCESS, Ellevation Benchmark, iReady, ELS, and classroom formative assessments</p> <p><b>Responsible Parties:</b><br/>           Classroom teachers, EL teachers, Instructional Coaches, Principals</p> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>• 3 times a year (after iReady, ELS, and Ellevation Benchmark assessments)</li> <li>• Weekly in school level and EL team PLCs</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>• Data-driven PLCs</li> <li>• Coaching Cycles</li> <li>• EL Coordinator support</li> </ul> | <p>In addition to participant surveys, student success will be indicated by students meeting growth goals on the following assessments:</p> <ul style="list-style-type: none"> <li>• WIDA ACCESS</li> <li>• Ellevation Benchmark</li> <li>• iReady Reading &amp; Math</li> <li>• ELS Reading &amp; Math</li> </ul> | <p><b>Start:</b><br/>           September 15th, 2026</p> <p><b>Completion:</b><br/>           September 18th, 2026</p> | <p><b>Staffing:</b><br/>           Sending 6 teachers</p> <p><b>Estimated Cost:</b><br/>           \$12,820</p> <p><b>Funding Sources:</b><br/>           District EL and/or Title III budgets</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   | Targeted Audience & Intended Results  | Monitoring & Ongoing Supports  | Indicators of Success  | Start, End Date & # of Hours   | Resources, Estimated Cost & Funding Source   |
|--|---|--|--|--|--|
| <p><b>Kentucky Coalition for English Learners (KyCEL) Summer Institute</b></p> <p>Training surrounding English Learner (EL) teaching, learning, programming, and identification processes for ELs and Special Education.</p> | <p><b>Target Audience: Up to 8 EL/Classroom Teachers</b></p> <p><b>Intended Results:</b><br/> <b>Student Outcomes:</b><br/>           Students will increase their English language proficiency and content mastery as a result of enhanced teacher collaboration &amp; implementation of best practices/strategies.<br/> <b>Educator Practices:</b><br/>           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.<br/> <b>Educator Beliefs &amp; Efficacy:</b><br/>           Increased teacher confidence with implementing EL strategies and collaboration and increased sense of shared accountability for EL student success.</p> | <p><b>Monitoring for Evidence of Implementation:</b></p> <p><b>Data Gathered:</b><br/>           WIDA ACCESS, Ellevation Benchmark, iReady, ELS, and classroom formative assessments</p> <p><b>Responsible Parties:</b><br/>           Classroom teachers, EL teachers, Instructional Coaches, Principals</p> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>• 3 times a year (after iReady, ELS, and Ellevation Benchmark assessments)</li> <li>• Weekly in school level and EL team PLCs</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>• Data-driven PLCs</li> <li>• Coaching Cycles</li> <li>• EL Coordinator support</li> </ul> | <p>In addition to participant surveys, student success will be indicated by students meeting growth goals on the following assessments:</p> <ul style="list-style-type: none"> <li>• WIDA ACCESS</li> <li>• Ellevation Benchmark</li> <li>• iReady Reading &amp; Math</li> <li>• ELS Reading &amp; Math</li> </ul> | <p><b>Start &amp; Completion:</b><br/>           Summer 2027<br/>           (1-2 Days)</p> | <p><b>Staffing:</b><br/>           Sending up to 8 teachers</p> <p><b>Estimated Cost:</b> \$800</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• ~4 registrations covered by KDE Scholarship</li> <li>• Other registrations/costs covered by the district EL budget and/or the Title III budget.</li> </ul> |

## 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   | Targeted Audience & Intended Results  | Monitoring & Ongoing Supports  | Indicators of Success  | Start, End Date & # of Hours   | Resources, Estimated Cost & Funding Source  |
|--|---|--|--|--|---|
| <p><b>"EL 101"</b><br/>Entry level training for all classroom teachers surrounding English Learner teaching, learning, programming, identification, etc.</p> <p><b>EL "Digging Deeper" Sessions</b><br/>PD sessions for EL cluster classroom teachers and/or high EL population schools.</p> | <p><b>Target Audience: Classroom Teachers</b></p> <p><b>Intended Results:</b><br/><b>Student Outcomes:</b><br/>Students will increase their English language proficiency and content mastery as a result of enhanced teacher collaboration &amp; implementation of best practices/strategies.<br/><b>Educator Practices:</b><br/>Participants will learn best practice instruction specific to EL learners and their needs; how to differentiate instruction and utilize existing district programming.<br/><b>Educator Beliefs &amp; Efficacy:</b><br/>Increased teacher confidence with implementing EL strategies and collaboration and increased sense of shared accountability for EL student success.</p> | <p><b>Monitoring for Evidence of Implementation:</b></p> <p><b>Data Gathered:</b><br/>WIDA ACCESS, Ellevation Benchmark, iReady, ELS, and classroom formative assessments</p> <p><b>Responsible Parties:</b><br/>Classroom teachers, EL teachers, Instructional Coaches, Principals</p> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>• 3 times a year (after iReady, ELS, and Ellevation Benchmark assessments)</li> <li>• Weekly in school level and EL team PLCs</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>• Data-driven PLCs</li> <li>• Coaching Cycles</li> <li>• EL Coordinator support</li> </ul> | <p>In addition to participant surveys, student success will be indicated by students meeting growth goals on the following assessments:</p> <ul style="list-style-type: none"> <li>• WIDA ACCESS</li> <li>• Ellevation Benchmark</li> <li>• iReady Reading &amp; Math</li> <li>• ELS Reading &amp; Math</li> </ul> | <p><b>Start &amp; Completion:</b><br/>Summer 2027<br/>(1-2 Days)</p> | <p><b>Staffing:</b><br/>Sending up to 8 teachers</p> <p><b>Estimated Cost:</b> \$800</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• ~4 registrations covered by KDE Scholarship</li> <li>• Other registrations/costs covered by the district EL budget and/or the Title III budget.</li> </ul> |

## 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  | Targeted Audience & Intended Results  | Monitoring & Ongoing Supports  | Indicators of Success  | Start, End Date & # of Hours   | Resources, Estimated Cost & Funding Source  |
|---|---|--|--|--|---|
| <p><b>EL Summer PD Summit:</b><br/>1-2 day PD with representative classroom teacher(s) from each school</p> | <p><b>Target Audience: Classroom Teachers</b></p> <p><b>Intended Results:</b><br/><b>Student Outcomes:</b><br/>Students will increase their English language proficiency and content mastery as a result of enhanced teacher collaboration &amp; implementation of best practices/strategies.</p> <p><b>Educator Practices:</b><br/>Participants will learn best practice instruction specific to EL learners and their needs; how to differentiate instruction and utilize existing district programming. Participants will also take their learning to their schools as a representative within grade/team PLCs and staff meetings to share their learning for school-wide benefit.</p> <p><b>Educator Beliefs &amp; Efficacy:</b><br/>Increased teacher and school-level confidence with implementing EL strategies and collaboration and increased sense of shared accountability for EL student success.</p> | <p><b>Monitoring for Evidence of Implementation:</b></p> <p><b>Data Gathered:</b><br/>WIDA ACCESS, Ellevation Benchmark, iReady, ELS, and classroom formative assessments</p> <p><b>Responsible Parties:</b><br/>Classroom teachers, EL teachers, Instructional Coaches, Principals</p> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>• 3 times a year (after iReady, ELS, and Ellevation Benchmark assessments)</li> <li>• Weekly in school level and EL team PLCs</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>• Data-driven PLCs</li> <li>• Coaching Cycles</li> <li>• EL Coordinator support</li> </ul> | <p>In addition to participant surveys, student success will be indicated by students meeting growth goals on the following assessments:</p> <ul style="list-style-type: none"> <li>• WIDA ACCESS</li> <li>• Ellevation Benchmark</li> <li>• iReady Reading &amp; Math</li> <li>• ELS Reading &amp; Math</li> </ul> | <p><b>Start &amp; Completion:</b><br/>Summer 2026<br/>(1-2 Days)</p> | <p><b>Staffing:</b> 22-44 attendees</p> <p><b>Estimated Cost:</b></p> <ul style="list-style-type: none"> <li>• ~\$4,000 (Materials and Up to 10 stipends; other participants to receive PD credit)</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• District EL Budget</li> </ul> |

## Focus Area: Physical Education

**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  | Targeted Audience & Intended Results  | Monitoring & Ongoing Supports   | Indicators of Success  | Start, End Date & # of Hours   | Resources, Estimated Cost & Funding Source  |
|---|---|---|--|--|---|
| <p>KYSHAPE State Conference</p> <p><b>KYSHAPE State Conference – Whole Child &amp; Health/PE Instruction</b><br/>Physical Education and Health teachers will participate in the KYSHAPE State Conference to gain strategies and updated practices focused on supporting the whole child. Professional learning will emphasize safe and healthy classroom environments, social-emotional learning (SEL), and trauma-informed practices within Physical Education and Health instruction.</p> | <p><b>Target Audience:</b><br/>Physical Education and Health Teachers</p> <p><b>Intended Results:</b><br/>Educators will implement strategies that support the physical, social, and emotional well-being of students through aligned Health and PE instruction.</p> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>Improved student well-being and engagement in PE/Health classes</li> <li>Increased student participation in safe and healthy activities</li> <li>Enhanced social-emotional skills through movement and health instruction</li> </ul> <p><b>Educator Practices:</b></p> <ul style="list-style-type: none"> <li>Integration of SEL and trauma-informed strategies into PE/Health instruction</li> <li>Alignment of pacing guides to include whole-child supports</li> <li>Implementation of safe, inclusive, and engaging physical activities</li> </ul> <p><b>Educator Beliefs &amp; Efficacy:</b></p> <ul style="list-style-type: none"> <li>Increased confidence in addressing the whole child</li> <li>Stronger belief in the role of PE/Health in supporting student well-being</li> <li>Greater efficacy in implementing SEL and trauma-informed practices</li> </ul> | <p><b>Data Gathered:</b></p> <ul style="list-style-type: none"> <li>Participant Surveys</li> <li>Evidence of SEL/trauma-informed strategies within PE/Health pacing guides</li> <li>Classroom observation data</li> </ul> <p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>Principals</li> <li>District PE/Health Leads</li> <li>Instructional Coaches</li> </ul> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>Ongoing through district collaborative meetings</li> <li>Mid-year and end-of-year review</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>Follow-up Physical Education district collaborative meetings</li> <li>Coaching cycles and feedback</li> <li>Ongoing collaboration among PE/Health teachers</li> </ul> | <ul style="list-style-type: none"> <li>Evidence of SEL and trauma-informed strategies in PE/Health instruction</li> <li>Updated pacing guides reflecting whole-child practices</li> <li>Increased student engagement and participation</li> <li>Positive participant feedback</li> </ul> | <p><b>Start:</b> June 2026</p> <p><b>Ongoing:</b> Implementation and collaboration throughout the 2026–2027 school year</p> <p><b>Mid-Year Review:</b> Winter 2026–2027</p> <p><b>Completion:</b> May 2027</p> | <p><b>Staffing:</b></p> <ul style="list-style-type: none"> <li>PE/Health Teachers</li> <li>District PE/Health Leads</li> <li>School Leadership</li> </ul> <p><b>Technology &amp; Tools:</b></p> <ul style="list-style-type: none"> <li>Conference materials</li> <li>SEL and trauma-informed instructional resources</li> </ul> <p><b>Time &amp; Release:</b></p> <ul style="list-style-type: none"> <li>Conference attendance and follow-up collaboration</li> </ul> <p><b>Estimated Cost:</b><br/>\$6,000</p> <p><b>Funding Sources:</b><br/>Title IV</p> |

## Focus Area: Special Education

### Goal:

Elementary: By Spring 2026, students scoring proficient and distinguished in reading will improve from 21% to 44.9%.

Middle: By Spring 2026, students scoring proficient and distinguished in reading will improve from 16% to 39.5%.

High: By Spring 2026, students scoring proficient and distinguished in reading will improve from 12% to 32.2%.

| Professional Learning Activity & Description  | Targeted Audience & Intended Results  | Monitoring & Ongoing Supports   | Indicators of Success  | Start, End Date & # of Hours   | Resources, Estimated Cost & Funding Source   |
|---|---|---|--|--|--|
| <p><b>Special Education Compliance Monitoring and Feedback</b><br/>Special education teams will engage in ongoing professional learning and monitoring focused on improving compliance and quality of Individualized Education Programs (IEPs). Using KDE monitoring forms, teams will review IEPs, identify areas of need, and provide targeted feedback to ensure compliance with state and federal regulations while improving instructional alignment for students with disabilities.</p> | <p><b>Target Audience:</b><br/>Compliance Coordinator, Compliance Coach, ARC Chairpersons, Special Education Teachers</p> <p><b>Intended Results:</b><br/>Participants will strengthen their understanding of IEP compliance requirements and improve the overall quality and accuracy of IEP development and implementation.</p> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased access to appropriate services and supports</li> <li>Improved alignment between IEP goals and student needs</li> <li>Enhanced educational outcomes for students with disabilities</li> </ul> <p><b>Educator Practices:</b></p> <ul style="list-style-type: none"> <li>Development of compliant, high-quality IEPs</li> <li>Use of KDE monitoring tools to review and revise IEPs</li> <li>Ongoing collaboration to ensure compliance and instructional alignment</li> <li>Implementation of feedback from monitoring cycles</li> </ul> <p><b>Educator Beliefs &amp; Efficacy:</b></p> <ul style="list-style-type: none"> <li>Increased confidence in developing compliant IEPs</li> <li>Stronger understanding of legal and instructional requirements</li> <li>Greater efficacy in supporting students with disabilities</li> </ul> | <p><b>Data Gathered:</b></p> <ul style="list-style-type: none"> <li>Compliance Coordinator and Compliance Coach monitoring/feedback evaluations</li> <li>Number/percentage of IEPs in compliance based on KDE monitoring forms</li> <li>PLC documentation and feedback</li> </ul> <p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>Compliance Coordinator</li> <li>Compliance Coach</li> <li>Principals</li> <li>Special Education Leadership</li> </ul> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>Ongoing through PLCs and monitoring cycles</li> <li>Regular review during the school year</li> <li>Mid-year and end-of-year analysis</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>Coaching cycles</li> <li>PLC collaboration</li> <li>Feedback from principals, instructional coaches, and special education coaches</li> <li>Ongoing monitoring and targeted support</li> </ul> | <p>Increased percentage of IEPs meeting compliance standards<br/>Reduction in compliance errors identified through monitoring<br/>Improved quality of IEP development and implementation<br/>Positive feedback from monitoring and coaching cycles</p> | <p><b>Start:</b> July 2026</p> <p><b>Ongoing:</b> Continuous monitoring, PLCs, and coaching cycles throughout the school year</p> <p><b>Mid-Year Review:</b> Winter 2026–2027</p> <p><b>Completion:</b> May 2027</p> | <p><b>Staffing:</b></p> <ul style="list-style-type: none"> <li>Compliance Coordinator</li> <li>Compliance Coach</li> <li>Special Education Teachers</li> <li>School and District Leadership</li> </ul> <p><b>Technology &amp; Tools:</b></p> <ul style="list-style-type: none"> <li>KDE monitoring forms</li> <li>IEP management system</li> </ul> <p><b>Time &amp; Release:</b></p> <ul style="list-style-type: none"> <li>PLC time and monitoring/review sessions</li> </ul> <p><b>Estimated Cost:</b><br/>\$0</p> <p><b>Funding Sources:</b><br/>District-funded (existing resources)</p> |

## Focus Area: Special Education

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High: By Spring 2026, students scoring proficient and distinguished in reading will improve from 12% to 32.2%.

| Professional Learning Activity & Description  | Targeted Audience & Intended Results   | Monitoring & Ongoing Supports  | Indicators of Success   | Start, End Date & # of Hours   | Resources, Estimated Cost & Funding Source   |
|---|--|--|---|--|--|
| <p><b>IEP Development and Progress Monitoring Training</b><br/>Special Education teachers will participate in professional learning focused on strengthening IEP development and effective progress monitoring practices. Training will include updated guidance on compliance requirements, writing measurable goals, and collecting and analyzing progress monitoring data to inform instruction and ensure student growth.</p> | <p><b>Target Audience:</b><br/>Special Education Teachers</p> <p><b>Intended Results:</b><br/>Participants will deepen their understanding of IEP development and progress monitoring practices to ensure compliance and improve instructional outcomes for students with disabilities.</p> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>Improved alignment between IEP goals and student needs</li> <li>Increased student progress toward IEP goals</li> <li>Enhanced access to appropriate supports and services</li> </ul> <p><b>Educator Practices:</b></p> <ul style="list-style-type: none"> <li>Development of compliant, measurable IEP goals</li> <li>Consistent collection and analysis of progress monitoring data</li> <li>Use of data to adjust instruction and supports</li> <li>Alignment of IEPs to grade-level standards and student needs</li> </ul> <p><b>Educator Beliefs &amp; Efficacy:</b></p> <ul style="list-style-type: none"> <li>Increased confidence in writing and implementing IEPs</li> <li>Stronger understanding of compliance and progress monitoring requirements</li> <li>Greater efficacy in using data to support student growth</li> </ul> | <p><b>Data Gathered:</b></p> <ul style="list-style-type: none"> <li>Feedback evaluations from professional learning sessions</li> <li>Compliance monitoring forms</li> <li>PLC documentation and collaboration notes</li> </ul> <p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>Principals</li> <li>Instructional Coaches</li> <li>Special Education Coaches</li> <li>Compliance Coordinator</li> </ul> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>Ongoing through PLCs and coaching cycles</li> <li>Mid-year and end-of-year review</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>Coaching cycles</li> <li>PLC collaboration</li> <li>Feedback from principals, instructional coaches, and special education coaches</li> <li>Ongoing compliance monitoring and support</li> </ul> | <p>Increased percentage of compliant IEPs<br/>Improved quality of IEP goals and progress monitoring plans<br/>Evidence of consistent progress monitoring data collection<br/>Positive feedback from participants and monitoring reviews</p> | <p><b>Start:</b> July 2026</p> <p><b>Ongoing:</b> Continued support, PLCs, and coaching cycles throughout the 2026–2027 school year</p> <p><b>Mid-Year Review:</b> Winter 2026–2027</p> <p><b>Completion:</b> May 2027</p> <p><b>Total Hours:</b> 6 hours (initial training)</p> | <p><b>Staffing:</b></p> <ul style="list-style-type: none"> <li>Special Education Teachers</li> <li>Special Education Coaches</li> <li>Compliance Coordinator</li> <li>School Leadership</li> </ul> <p><b>Technology &amp; Tools:</b></p> <ul style="list-style-type: none"> <li>IEP management system</li> <li>Progress monitoring tools and data systems</li> </ul> <p><b>Time &amp; Release:</b></p> <ul style="list-style-type: none"> <li>Summer training sessions (July/August) and ongoing PLC time</li> </ul> <p><b>Estimated Cost:</b><br/>\$0</p> <p><b>Funding Sources:</b><br/>District-funded (existing resources)</p> |