



# **PGES Professional Development Plan**

2026-2027

**Date: April 21, 2026**

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2026-2027 school year.

Principal/Signature:

*Jonna Bickley*

Signature:

*Julica Boggett*

Signature:

*Kelli Kruse*

Signature:

*Amy Stahr*

Signature:

*[Signature]*

Signature:

*Paula Bates*

Signature:

*[Signature]*

# Pleasant Grove Elementary

## Mission

*We lead. We learn. We care. We make a difference.*

Date: April 20, 2026

# **Persons Involved in Planning Process**

- **Dionna Bickley, Principal**
- **Erica Harbin, Assistant Principal**
- **Megan Brown, Instructional Coach**
- **Elizabeth Barnett, Counselor**

# Description of Planning Process

- Using the CSIP, the leadership team consisting of the principal, assistant principal, instructional coach, and counselor met to look at areas that are in need of improvement. Once those areas were identified, a list of possible solutions was drafted. The Needs Assessment and the Goal Builder were the main parts of the CSIP plan used.
- In the March of 2026, a survey was given to certified staff to identify specific areas with regards to our CSIP goals that are needed. All of the data was compiled and areas of focus were determined.
- A draft was created by the leadership team, and then shared with the staff at a faculty meeting. The committee met to review the draft and give suggestions to the rough draft.
- The administration team made revisions and the finalized plan was shared with staff for feedback. The plan was presented to the SBDM Council for review and approval during the April meeting.

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

# Needs Assessment Analysis

Link to [Needs Assessment](#) here

Top two focus areas:

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

Explanation of how this relates to school goals here.

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

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



## 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></p> <p>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.</p> <p><b>Intended Results:</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 of 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  <b>End:</b> New Teacher Orientation (6 hours)  <b>Ongoing:</b> Up to 6 additional THRIVE Academy hours throughout school year  <b>Monthly</b> mentor meetings  <b>Quarterly</b> cohort sessions  <b>Mid-Year Review:</b> January 2027  <b>Completion:</b> May 2027</p>	<p><b>Staffing:</b> T.H.R.I.V.E. Mentors, Instructional Coaches, Administrators, Professional Learning Coordinator</p> <p><b>Technology &amp; Tools:</b> Inkwire platform, survey tools, observation rubrics, HQIR materials</p> <p><b>Time &amp; Release:</b> Mentor check-ins, optional observation release time</p> <p><b>Estimated Cost:</b> District-funded (no cost to schools)</p> <p><b>Funding Sources:</b> District General Fund  Professional Learning Allocation Title II (if applicable)</p>

## Focus Area: Math Instruction

**Short-Term Goal:** Teachers will develop a shared understanding of math fact fluency as flexibility, accuracy, and efficiency rather than speed alone.

**Long-Term Goal:** Instructional practices will shift away from timed tests and isolated drill toward **strategy-based, discourse-rich fluency instruction**. Students will demonstrate increased **flexibility in strategy use**, along with improved accuracy and efficiency over time.

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>Professional Learning Activity:</b> Math Fact Fluency Day-Williams &amp; Kling) with Ready Integration</p> <p><b>Description of Activity:</b> This professional learning series is designed to deepen teachers' understanding of math fact fluency as defined by Jennifer Day-Williams and Gina Kling, with a focus on embedding fluency within iReady instructional units.</p> <p>The PL consists of:</p> <ul style="list-style-type: none"> <li>8 hours of structured book study</li> <li>4-hour in-person collaborative planning session</li> <li>The experience emphasizes application, collaboration, and instructional shifts rather than passive learning.</li> </ul>	<p><b>Target Audience:</b> K-5 Teachers</p> <p><b>Intended Results:</b> Teachers will develop a shared, research-based understanding of math fact fluency and embed strategy-based, discourse-rich fluency instruction within iReady lessons. Instruction will shift away from isolated, rote practices toward meaningful, integrated learning experiences. As a result, students will demonstrate increased flexibility, accuracy, and efficiency while using multiple strategies to solve problems. This will lead to stronger conceptual understanding and overall mathematical proficiency.</p> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased student use of mathematical strategies and discourse</li> <li>Evidence of student flexibility in solving problems (multiple strategies)</li> <li>Improved student accuracy and efficiency over time</li> </ul> <p><b>Educator Practices:</b></p> <ul style="list-style-type: none"> <li>Embed fluency within daily iReady instruction through intentional routines and mini-lessons rather than isolated practice.</li> <li>Prioritize strategy-based learning and student discourse, encouraging multiple methods and explanation of thinking.</li> <li>Collaborate and reflect in PLCs to plan, refine, and monitor the impact of fluency practices.</li> </ul> <p><b>Educator Beliefs &amp; Efficacy:</b></p> <ul style="list-style-type: none"> <li>Fluency is flexibility, accuracy, and efficiency—not speed—so instruction prioritizes strategy-based learning over memorization.</li> <li>Students build fluency through discourse and multiple strategies, so teachers embed discussion and explanation into daily math instruction.</li> <li>Fluency is developed within core instruction (iReady), not in isolation, through consistent, intentional routines</li> </ul>	<p><b>Monitoring for Evidence of Implementation:</b> Data Gathered: PLC Discussions, Coaching Sessions/Walkthroughs throughout the school year to provide feedback to teachers</p> <p><b>Responsible Parties:</b> Admin Team, Instructional Coach</p> <p><b>Frequency of Analysis:</b> ILT Discussions Monthly, PLC Conversations, Bullitt Day Reflections</p> <p><b>Ongoing Supports:</b></p>	<ul style="list-style-type: none"> <li>Teachers consistently implement fluency routines within iReady lessons</li> <li>Decrease in reliance on timed tests and isolated drill practices</li> <li>Increased student use of mathematical strategies and discourse</li> <li>Evidence of student flexibility in solving problems (multiple strategies)</li> <li>Improved student accuracy and efficiency over time</li> </ul>	<p><b>Start:</b> June 2026 12 hours</p> <p><b>Ongoing:</b> July/August 4 hour PL</p> <p><b>Mid-Year Review:</b> January 2026</p> <p><b>Completion:</b> May 2027</p>	<p><b>Staffing:</b> Admin Team/Coach</p> <p><b>Technology &amp; Tools:</b> Inkwire platform, survey tools, observation rubrics, HQR materials</p> <p><b>Time &amp; Release:</b> Walkthroughs, Bullitt Days, PLC Discussions</p> <p><b>Estimated Cost:</b> Cost of additional books needed to purchase...\$22.59 per book</p> <p><b>Funding Sources:</b> Section 6 Professional Development</p>



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

**Short-Term Goal:** Enhancing instruction through student-centered strategies and high-quality instructional resources

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

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date :and # of :Hours-	Resources, Estimated Cost, and Funding Sources
<b>Professional Learning Activity:</b> OVEC- Rachel & cey Integrating vibrant learning through simple shifts in the ILR  <b>Description of Activity:</b> OPS professional learning opportunity to	<b>PGES Teachers</b>  <b>Intended Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>PLC Discussions</li> <li>Coaching Sessions/Walkthroughs with Jen throughout the school year to provide feedback to teachers</li> <li>Walkthrough/ELEOT data</li> <li>Instructional Feedback</li> </ul>	-Assessment Data -Universal Screening Data -PBIS Data	July 28th 3 hours (12:30-3:30)	<b>Staffing:</b> OVEC Staff/Admin Team/Coach  <b>Technology &amp; Tools:</b> Inkwire platform, HQIR materials, materials from OVED <b>Time &amp; Release:</b> Walkthroughs, Bullitt Days, PLC Discussions  <b>Estimated Cost:</b> \$0  <b>Funding Sources:</b>
<b>Professional Learning Activity:</b> at Your Teach On <b>Description of Activity:</b> Teachers will leave feeling EMPOWERED, motivated, and prepared to create dynamic lessons that will challenge your students and leave them hungry	<b>PGES Teachers</b> <b>Intended Learning Outcomes:</b> Teachers will spend time with Team Get Your Teach On as they share their PASSION and ENTHUSIASM for education and give you their tips, tricks, best practices, and teacher secrets to building a successful, ENGAGING, & RIGOROUS classroom.	<ul style="list-style-type: none"> <li>PLC Discussions</li> <li>Coaching Sessions/Walkthroughs throughout the school year to provide feedback to teachers</li> <li>Walkthrough/ELEOT data</li> <li>Instructional Feedback</li> </ul>	-Assessment Data -Universal Screening Data -PBIS Data	TBA	<b>Staffing:</b> Various Presenters, GYTO Founders  <b>Technology &amp; Tools:</b> Nothing needed for conference  <b>Time &amp; Release:</b> Staff will train whole staff once they return <b>Estimated Cost:</b> \$ 650

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

**Short-Term Goal:** Teachers will develop and begin implementing structured, developmentally appropriate reflection strategies that help students articulate their learning and prepare for a formal defense of learning.

**Long-Term Goal:** The school will establish a sustainable, schoolwide culture where students regularly engage in meaningful reflection and confidently demonstrate their learning through formal defenses, supported by consistent, high-quality instructional practices across all classrooms.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date :and # of :Hours-	Resources, Estimated Cost, and Funding Sour
<b>Professional Learning Activity:</b> Introduction to defenses of Learning  <b>Description of Activity:</b> three-hour, in-person professional learning session led by school administrators that introduces elementary teachers to the concept defenses of learning and equips them with strategies to build students' reflection skills throughout the year.	<b>PGES Teachers</b>  <b>Intended Learning Outcomes:</b> Teachers will be able to design and implement developmentally appropriate reflection practices that prepare students to successfully engage in a formal defense of learning by the end of the year.	<ul style="list-style-type: none"> <li>• PLC Discussions</li> <li>• Coaching Sessions/Walkthroughs the school year to provide feedback to teachers</li> <li>• Walkthrough/ELEOT data</li> <li>• Instructional Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of the session, teachers will develop a plan to implement regular, reflection-based activities in their classroom and outline an end-of-year defense of learning that is developmentally appropriate for their grade level.</li> </ul>	July 28 3 hours (8:30-11:30)	<b>Staffing:</b> Admin Team/Coach  <b>Technology &amp; Tools:</b> Inkwire platform, HQIR materials  <b>Time &amp; Release:</b> Walkthroughs, Bullitt Days, PLC Discussions  <b>Estimated Cost:</b> \$0  <b>Funding Sources:</b>

## Focus Area: ELA Unit Internalization (Reading, Writing)

**Short-Term Goal:** 100% of K–5 participants will demonstrate understanding of the Kentucky Academic Standards, KDE internalization process, and myView alignment, as evidenced by: Completion of at least **one unit internalization template** (standards, learning targets, success criteria, and aligned assessment)

**Long-Term Goal:** Within one instructional semester following the training, K–5 teachers will implement standards-aligned literacy instruction with fidelity, as evidenced by: regular use of internalization practices within PLCs & Lesson plans and instruction aligned to KAS and myView.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date :and # of :Hours-	Resources, Estimated Cost, and Funding Source
<b>Professional Learning Activity:</b> ELA Unit internalization and planning  <b>Description of Activity:</b> Deepening teacher understanding of KAS. Engaging in structured unit internalization (unpacking standards, defining mastery, aligning assessments) Strengthening Tier 1 instruction using myView instructional routines (foundational skills, reading, writing, and small group instruction) Using formative and summative data to inform instruction and intervention (MTSS/SB9 aligned) Participating in ongoing PLC cycles, coaching, and	<b>PGES Teachers</b>  <b>Intended Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Demonstrate a deep understanding of KAS Reading and Writing standards and vertical alignment</li> <li>Apply the KDE internalization process to design standards-aligned instruction</li> <li>Deliver high-quality Tier 1 literacy instruction aligned to Science of Reading principles</li> <li>Effectively implement myView Literacy with fidelity</li> <li>Use assessment data to differentiate instruction and plan targeted interventions</li> <li>Improve student outcomes in foundational skills, reading comprehension, and writing</li> </ul>	<ul style="list-style-type: none"> <li>PLC Discussions</li> <li>Coaching Sessions/Walkthroughs the school year to provide feedback to teachers</li> <li>Walkthrough/ELEOT data</li> <li>Instructional Feedback</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of standards-aligned lesson plans and internalization documents</li> <li>Consistent implementation of myView instructional routines</li> <li>Increased use of explicit, systematic literacy instruction (especially K–2 foundational skills)</li> <li>Effective small group instruction and differentiation</li> <li>Improved student performance on literacy assessments (universal screeners, classroom assessments, and state assessments)</li> <li>Reduction in the number of students performing below grade level expectations</li> </ul>	July/August 6 hours (8:30-3:30)	<b>Staffing:</b> Admin Team/Coach  <b>Technology &amp; Tools:</b> Inkwire platform, survey tools, observation rubrics, HQIR materials  <b>Time &amp; Release:</b> Walkthroughs, Bullitt Days, PLC Discussions  <b>Estimated Cost:</b> \$0  <b>Funding Sources:</b>