

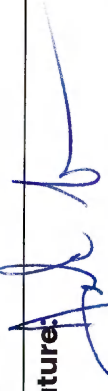








Bullitt East HS Professional Development Plan

2026-2027

Date: 4/23/26

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

Principal Signature:		Signature:	
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Bullitt East High School

Mission

College. Career. Tradition. Unrivaled.

Date: March 1, 2026

Persons Involved in Planning Process

- **APs** – Mike Brangers, Stephen Crepps, Ondrea Smallwood, Erin Waldridge
- **Coaches:** Kyle Stanton, Nicole Stover, Jennifer Fletcher
- **Counselors:** Valerie Clark, Savannah Richardson, Dana Steinmetz, April Walker
- **Principal:** Josh Lightle

Description of Planning Process

Professional Learning is discussed at the weekly leadership team meetings that include administrators, counselors, and coaches. Our instructional coach, Nicole Stover, stays in constant contact with teachers and regularly assesses what needs the staff have. Student and teacher needs are revealed through ongoing data conversations in PLCs, Weekly Instructional Leadership Team (ILT) Meetings, and Weekly Leadership Team (LTM) meetings. BEHS staff will be surveyed to ensure the leadership team is aware of staff needs/wants.

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

Needs Assessment Analysis

[Link to Needs Assessment](#)

Top two focus areas:

- KCWP 2: Design and Deliver Instruction
 - HQIRs in math and English
 - Authentic Assessment
- KCWP 4: Review, Analyze and Apply Data Results

Explanation of how this relates to school goals here:

BEHS has a strong tradition of high achievement. In order to keep achievement levels elevated, we need to have clear systems for delivering instructions and analyzing data.

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

Focus Area: Math Instruction and Assessment / Implementation of HQIR – Math Medic

Short Term Goal: Teachers will implement HQIR in all grade levels.

Long Term Goal: Improve outcomes in mathematics at all levels as measured by benchmark testing, KSA, and College entrance exams (SAT or ACT)

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>Description of Activity:</p> <p>Math Medic(HQIR) and CommonLit (HQIR)</p> <p>Teachers will engage in training on administering benchmarks in reading and math, pulling and analyzing data, utilizing personalized tools to address student needs, as well as how to best implement the HQIR math curriculum.</p>	<p>Target Audience: new teachers</p> <p>Intended Results:</p> <ul style="list-style-type: none"> Increased evidence of grade-level rigorous instruction aligned to HQIR Growth in formative and curriculum-based assessment data Increased student proficiency on priority standards <p>Educator Practices:</p> <ul style="list-style-type: none"> Implementation of HQIR, growth in instructional delivery Gather and analyzing data to determine and making informed next steps in student mastery of standards <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> Increase teacher capacity around the HQIR and data 	<p>Monitoring for Evidence of Implementation:</p> <ul style="list-style-type: none"> Unit and lesson plans Classroom formative and summative data Benchmark data ELS Data PLC minutes <p>Responsible Parties:</p> <ul style="list-style-type: none"> Instructional coaches Principal Assistant Principal Teachers <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> Weekly lesson checks 3x/yr benchmarks Weekly PLC data review in PLC <p>Ongoing Supports:</p> <ul style="list-style-type: none"> PLC collaboration around student learning, results, and next steps Instructional coach site visits PLC Presentations to Admin twice yearly 	<ul style="list-style-type: none"> Walkthrough evidence of HQIR implementation and delivery of instruction Increase student proficiency and standard mastery in units Benchmark goals met 	<p>Start: New teacher Mathmedic training July (# hours TBD)</p> <p>CommonLit training for ELA/ECE teachers</p> <p>Ongoing: Instructional coach / admin visits during PLC (no PL hours)</p> <p>Mid-Year Review: January 2027</p> <p>Completion: May 2027</p>	<p>Staffing:</p> <p>Instructional coach, Special Education instructional coach, principal, assistant principal, MTSS Coach</p> <p>Technology & Tools:</p> <p>Math Medic Platform</p> <p>CommonLit platform</p> <p>Time & Release:</p> <p>Estimated Cost:</p> <p>District</p> <p>Funding Sources:</p> <p>District</p>

Focus Area: ELA Instruction and Assessment / Implementation of HQIR – CommonLit

Short Term Goal: Teachers will implement HQIR in all grade levels.

Long Term Goal: Improve outcomes in ELA at all levels as measured by benchmark testing, KSA, and College entrance exams (SAT or ACT)

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>Description of Activity:</p> <p>Math Medic(HQIR) and CommonLit (HQIR)</p> <p>Teachers will engage in training on administering benchmarks in reading and math, pulling and analyzing data, utilizing personalized tools to address student needs, as well as how to best implement the HQIR math curriculum.</p>	<p>Target Audience: new teachers</p> <p>Intended Results:</p> <ul style="list-style-type: none"> Increased evidence of grade-level rigorous instruction aligned to HQIR Growth in formative and curriculum-based assessment data Increased student proficiency on priority standards <p>Educator Practices:</p> <ul style="list-style-type: none"> Implementation of HQIR, growth in instructional delivery Gather and analyzing data to determine and making informed next steps in student mastery of standards <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> Increase teacher capacity around the HQIR and data 	<p>Monitoring for Evidence of Implementation:</p> <p>Data Gathered:</p> <ul style="list-style-type: none"> Unit and lesson plans Classroom formative and summative data Benchmark data ELS Data PLC minutes <p>Responsible Parties:</p> <ul style="list-style-type: none"> Instructional coaches Principal Assistant Principal Teachers <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> Bi Weekly lesson checks 3x/yr benchmarks Weekly PLC data review in PLC <p>Ongoing Supports:</p> <ul style="list-style-type: none"> PLC collaboration around student learning, results, and next steps Instructional coach site visits PLC Presentations to Admin twice yearly 	<ul style="list-style-type: none"> Walkthrough evidence of HQIR implementation and delivery of instruction Increase student proficiency and standard mastery in units Benchmark goals met 	<p>Start: New teacher</p> <p>CommonLit training for ELA/ECE teachers</p> <p>Ongoing: Instructional coach / admin visits during PLC (no PL hours)</p> <p>Mid-Year Review: January 2027</p> <p>Completion: May 2027</p>	<p>Staffing:</p> <p>Instructional coach, Special Education instructional coach, principal, assistant principal, MTSS Coach</p> <p>Technology & Tools:</p> <p>Math Medic Platform</p> <p>Time & Release:</p> <p>CommonLit platform</p> <p>Estimated Cost:</p> <p>District</p> <p>Funding Sources:</p> <p>District</p>

Focus Area: Thinking Strategies **Short Term Goal:** Teachers will implement HQIR in all grade levels.

Long Term Goal: Improve outcomes in ELA at all levels as measured by benchmark testing, KSA, and College entrance exams (SAT or ACT)

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
Description of Activity: Thinking Strategies	Target Audience: Lab Hosts and Cohort teachers Intended Results: Student Outcomes: <ul style="list-style-type: none"> implement strategies for a high achieving student-centered classroom. Educator Practices: <ul style="list-style-type: none"> Implementation of HQIR, growth in instructional delivery Gather and analyzing data to determine and making informed next steps in student mastery of standards Educator Beliefs & Efficacy: <ul style="list-style-type: none"> Increase teacher capacity around the HQIR and data 	Monitoring for Evidence of Implementation: <ul style="list-style-type: none"> Unit and lesson plans Classroom formative and summative data Lesson Plan Reviews Responsible Parties: <ul style="list-style-type: none"> Instructional coaches Principal Assistant Principal Teachers Frequency of Analysis: <ul style="list-style-type: none"> monthly lesson checks Ongoing Supports: <ul style="list-style-type: none"> AP support from Mrs. Smallwood. Site host support 	<ul style="list-style-type: none"> Successful completion of cohort implementation of strategies in classroom 	Start: July / August 2026 Ongoing: Monthly meetings / Tasks After school pl (PL hours offered) Completion: May 2027	Staffing: Instructional coach, assistant principal, MTSS Coach Technology & Tools: Consumables for strategies Time & Release: Estimated Cost: PL credit Funding Sources: School Budget