



2023-2024 SES Phase Four: Professional Development Plan for
Schools for School Year 2024-2025_04212024_20:20

2023-2024 Phase Four: Professional Development Plan for Schools for School Year
2024-2025

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Table of Contents

<u>2023-24 Phase Four: Professional Development Plan for Schools for School Year 202...</u>	3
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2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL),

teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

Sebastian Elementary Vision/Mission/Core Beliefs

Vision:

Preparing students to be successful academically, socially, and emotionally in transitioning to BHS.

Mission:

Our students are:

Empowered to become independent learners who are respectful and compassionate

Equipped to be positive role models

Engaged in relevant, rigorous instruction to be successful, productive citizens

Core Values:

Engagement

Respectful Individuals

Safe High Expectations

Problem Solvers

Being Responsible

Teamwork

Being Positive

Success

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs

assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Focus Area One-KCWP2: Design and Deliver Instruction

Priority Areas:

Tier One Instruction, Student Engagement, Reading and Math High Yield Instructional Strategies , and Clarity of Learning

Focus Area Two- KCWP4: Review, Analyze and Apply Data

Priority Areas:

Formative Assessment, Progress Monitoring , Data Analysis-Tiers

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

Goal 1 Increase Proficiency Score in Reading from 36% to 62.7% by year 2027, and Math from 31% to 58% by year 2027

Goal 2 (State your science, social studies, and writing goal.): Increase Proficiency rates in Science to 44.7% by year 2027, and in Social Studies to 72.3% by year 2027, and in Writing to 58.5% by year 2027 as measured by state required academic assessments

Goal 3 (State your Achievement Gap Goal.): Increase Proficiency rates of Students with Disabilities in Reading to 57.3 by year 2027, and in Math to 49.2 by year 2027, as measured by state required academic assessments.

Goal 4 (State your Climate and Safety Goal.): During the 2022-2023 school year our performance rating was High (green), with an overall QSCS score of 79.3. We want to increase the QSCS index score above 85 to continue with a Very High-performance rating (Blue) by the year 2027.

Quality tier one instruction is directly related to increasing the proficiency rates in all subject areas. We are striving to make independent, successful learners, by using

clear learning intentions and success criteria statements. We are also dedicated to looking at our data and making adjustments for each individual student.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Short Term Goals:

- The school's goals focus around moving students within the tiers of instruction.
- Differentiation of Instruction
- Formative Assessment
- High Student Engagement
- Intervention Strategies and Resources

Long-Term Goals:

- We also will work to make Tier One instruction more effective with high expectations across all grade levels.
- The school's goals focus around moving students within the tiers of instruction.
- We also want students benchmarking and performing at grade level.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

- We will see a decrease in students who score at the Tier III level.
- We will see an increase in students who score at the Tier I level.
- Reduction in novice rates across all subject areas

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

-We will look at common assessments, benchmark data, and progress monitoring data.

-Teachers and administrators will be responsible for gathering and analyzing data.

-We will look at data weekly (PLC Meetings), monthly (School and District PLC Meetings), and quarterly (Benchmark Checks).

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

-Increase the number of students who score proficient or higher in all content areas.

-Decrease the number of students who score at the novice level in all content areas.

-Decrease the number of students performing at the Tier 2 and Tier 3 levels and increase the number of students performing at the Tier 1 level.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

-All elementary teachers

-Instructional Assistants

-All Administrators

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

-Staff Devices

-District Curriculum Team Support

-Content Area Standards and Curriculum Maps

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan

together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

- School Level PLC Meetings
- District Level PLC Meetings
- Monthly District Walkthrough Data Analysis
- Bi-Weekly Feedback on School Walkthroughs
- Weekly Common Planning Meetings

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Short Term Goals:

- The school's goals focus around moving students within the tiers of instruction.
- Intervention Strategies and Resources Implementation
- Weekly Analysis of Progress Monitoring Data

Long-Term Goals:

- The school's goals focus around moving students within the tiers of instruction.
- We also want students benchmarking and performing at grade level.
- We want to see movement from the Tier 3 and Tier 2 levels to the Tier 1 level after each benchmark.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

- We will see less students performing at the Tier 3 and Tier 2 levels and more students performing at the Tier 1 level.
- We will see less students scoring novice in all content areas.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations,

etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

-We will look at common assessments, benchmark data, and progress monitoring data.

-Teachers and administrators will be responsible for gathering and analyzing data.

-We will look at data weekly (PLC Meetings), monthly (School and District PLC Meetings), and quarterly (Benchmark Checks).

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

-Increase the number of students who score proficient or higher in all content areas.

-Decrease the number of students who score at the novice level in all content areas.

-Decrease the number of students performing at the Tier 2 and Tier 3 levels and increase the number of students performing at the Tier 1 level.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

-Classroom Teachers

-Academic Tutors

-Instructional Assistants

-Administrators

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

-Staff Devices

-District Curriculum Team Support

-DOSE Support

-PBIS/MTSS Team Support

-Benchmark Data

-Progress Monitoring Data

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

-School Level PLC Meetings

-District Level PLC Meetings

-Monthly MTSS Team Meetings

-Weekly Common Planning Meetings

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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