



SES 2024-2025 Phase Four: Professional Development Plan for Schools for School Year 2025-2026_04082025_15:01

2024-2025 Phase Four: Professional Development Plan for Schools for School Year
2025-2026

Sebastian Elementary School
Jeremy Hall
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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](#).

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. [704 KAR 3:035](#) establishes the annual professional development plan.

Per 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 further provides, "Each school and local district professional development plan shall contain the following five (5) 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."

1. Professional Development Plan

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. What are the **top two areas requiring professional development?**

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. For the **first identified area requiring professional development**, what required school goal(s) from the Comprehensive Improvement Plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

Goal 1 Increase Proficiency Score in Reading from 34% 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 English Learner 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 2023-2024 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.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

Short-Term:

Objective 1:

Increase Proficiency Percentage in Reading from 34% to 49% by year 2025

Objective 2

Increase the Proficiency Percentage in Math from 31% to 45% by year 2025

Objective 3

Increase Proficiency Percentage in Science to 35% by year 2025

Objective 4

Increase Proficiency percentage in Social Studies to 51% by year 2025

Objective 5

Increase Proficiency percentage in Writing to 46% by year 2025

Objective 6

Increase the percentage of students with disabilities scoring proficient and distinguished in reading to 45% by 2025 as measured by state-required academic assessments.

Objective 7

Increase the percentage of students with disabilities scoring proficient and distinguished in math to 43% by 2025 as measured by state-required academic assessments.

Objective 8

Increase the QSCS to 85 by year 2025

Long-Term:

-We also will work to make Tier One instruction more effective with high expectations across all grade levels

-Meet the school's goals focus around moving students within the tiers of instruction

-We also want 80% of our students benchmarking and performing at grade level

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

-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 the percentage in novice rates across all subject areas

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

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

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

iii. How frequently will this 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).

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **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.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

-All elementary teachers

-Instructional Assistants

-All Administrators

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

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

-Staff Devices

-District Curriculum Team Support

-Content Area Standards and Curriculum Maps

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 3.

-School Level PLC Meetings

-District Level PLC Meetings

-Monthly District Walkthrough Data Analysis

-Bi-Weekly Feedback on School Walkthroughs

-Weekly Common Planning Meetings

4. For the **second identified area requiring professional development**, what required school goal(s) from the Comprehensive Improvement Plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

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e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

-All elementary teachers

-Content Specialists

-Instructional Assistants

-All Administrators

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

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-Progress Monitoring Resources

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-Content Area Standards and Curriculum Maps

-Benchmark Assessments

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- School Level PLC Meetings

- District Level PLC Meetings

- Monthly District Walkthrough Data Analysis

- Bi-Weekly Feedback on School Walkthroughs

- Weekly Common Planning Meetings

- Monthly Meetings with Daytime Tutors

5. If there is additional professional development information you would like to include, you may upload an attachment(s) here. **If you do NOT wish to include an optional extension, please list N/A in the space provided below.**

We will be using six days in June of 2025 to work on our two focus areas identified in this plan.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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