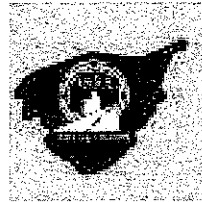


Bullitt County Public Schools



Professional Development Plan 2022-2023

School Name: Freedom Elementary	Date: March 25, 2022
The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2022-2023 school year.	
Principal Signature:	
Signature:	
Signature:	
Signature:	
Signature:	
Signature:	

Signature:

Bullitt County Public Schools
Professional Development Plan
2022-2023

School: Freedom Elementary

Planning Process Participants	Principal Instructional Coach Site Based Decision Making Council
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Description of Overall Needs Assessment	<p>Based upon the 2020-21 KPREP Assessment, formative school data, and teacher feedback, there is a need to address several areas. Within the context of the reading and math workshop, a focus will be on developing aligned and engaging student centers. Additionally, there will be time spent on aligning resources for a consistent and effective phonics program. There will be a focus on project-based learning at the school-level and classroom-level as well.</p> <p>In addition, teachers will need continued opportunities to refine and adjust their common formative assessments in the areas of reading and math to adequately address the rigor of the standard. A focus will also be made on answering critical question 3 (intervention) and 4 (extension).</p> <p>Teachers will also be provided opportunities throughout the course of the year to analyze CASE assessment data and make instructional plans to address gaps that are present.</p>
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Description of Planning Process	Matt Treadway, principal, and Ashley Andriot, instructional coach, met and developed the PD outline for the upcoming school year based upon school need. A survey was sent to all staff members that allowed for all voices to be heard. The SBDM will be consulted to approve the plan in its entirety.
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Final Plan Due to Assistant Superintendent: April 27, 2022

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Bullitt County Public Schools

Professional Development Plan 2022-2023

Student Learning/School Improvement Need(s): (connect to student data, CSIP, etc.)	Professional Learning Name and Description	Intended Participants & Learning Outcomes	Date(s) and # of Hours	Estimated Cost & Funding Source	Success Evidence (to be reviewed by SBDM council throughout the year)	
Increase the average combined reading and math proficiency percentage on K-PREP from	Math Centers- develop aligned and engaging student centers	All teachers will develop aligned and engaging student math centers.	3	\$0	School-Wide CASE Data Breakdown, Grade Level CFA Data Breakdown, Student Mastery of Standards by Spring 2022	
	Reading Centers- develop aligned and engaging	All teachers will develop aligned and engaging	3	\$0	School-Wide CASE Data Breakdown, Grade Level	

42.45% in 2021 to 52% in 2022.	student centers	student reading centers.			CFA Data Breakdown, Student Mastery of Standards by Spring 2022	
Decrease the combined percentage of students scoring novice in reading and math from 23.95% in 2021 to 19% on K-PREP by 2022.	Question 3- Planning Interventions for Essentials	All teachers will plan quality interventions for identified essential standards.	3	\$0	School-Wide CASE Data Breakdown, Grade Level CFA Data Breakdown, Student Mastery of Standards by Spring 2022	
<p>Increase the percentage of students scoring proficient or distinguished in science on K-PREP from 34.8% in 2021 to 40% in 2022.</p> <p>Increase the average combined</p>	Project-Based Learning	All teachers will engage in a learning session around developing and employing project-based learning in their classroom.	3	\$0	School-Wide CASE Data Breakdown, Grade Level CFA Data Breakdown, Student Mastery of Standards by Spring 2022, Student mastery of NGSS standards, lesson plans	

reading and math proficiency percentage on K-PREP from 42.45% in 2021 to 52% in 2022.						
Increase the average combined reading and math proficiency percentage on K-PREP from 42.45% in 2021 to 52% in 2022.	Phonics K-3-aligning resources for a consistent and effective phonics program	All K-3 teachers will align resources for a consistent and effective phonics program.	3	\$0	School-Wide CASE Data Breakdown, Grade Level CFA Data Breakdown, Student Mastery of Standards by Spring 2022	
Increase the average combined reading and math proficiency percentage on K-PREP from 42.45% in 2021 to 52% in 2022.	CASE Analysis- Instructional decisions will be made based upon the results of math and reading CASE data during the fall, winter, and spring windows.	To measure student mastery of standards throughout the course of the school year, determine instructional effectiveness as it relates to standard mastery, and to determine needed extensions and interventions for individual students.	Fall Window (2 Hours) Winter Window (2 Hours) Spring Window (2 Hours)	\$0	School-Wide CASE Data Breakdown, Grade Level CASE Data Breakdown, Student Mastery of Standards by Spring 2023	

<p>Increase the average combined reading and math proficiency percentage on K-PREP from 42.45% in 2021 to 52% in 2022.</p> <p>Decrease the combined percentage of students scoring novice in reading and math from 23.95% in 2021 to 19% on K-PREP by 2022.</p>	Behavior Management and Intervention (Tier 1 and 2)	All teachers will engage in a learning session focused on strategies for behavior management in tier 1 and targeted interventions for tier 2. Progress monitoring of behaviors will be addressed as well.	3	\$0	School-Wide CASE Data Breakdown, Grade Level CFA Data Breakdown, Student Mastery of Standards by Spring 2022	
	New Teacher Induction	Teachers with 0 years experience will be immersed in a new teacher induction program as outlined in the certified evaluation plan. This program will provide new teachers a	New teachers will grow their toolkit and have a better understanding of best practices	Dates TBD 2022/23 School Year (12 Hours)	District Funding	CFA Data, Achievement Data, Student Mastery of Standards by Spring 2023, Teacher Retention

		solid foundation in best practices both instructionally and within classroom management.	within the classroom.			
	Ongoing Professional Learning as needed to address Professional Growth Goal, District Wide Initiatives, and Individual Classroom Needs.	Teachers have the ability to seek out or be provided additional differentiated professional learning opportunities as needed.	To successfully utilize information learned to apply to their practices.	Dates TBD Hours as Needed		N/A
	Book Study	A book study will be offered each semester (Fall and Spring) based on teacher need/interest.	PreK-5 Teachers To successfully utilize information learned to apply to their practices.	Dates TBD 3 Hours/Book Study	Cost of the Books Selected	