BULLITT COUNTY PUBLIC SCHOOLS

JESSE BACON, SUPERINTENDENT
ADRIENNE USHER, ASSISTANT SUPERINTENDENT
BRANDY HOWARD, CHIEF ACADEMIC OFFICER
TROY WOOD, CHIEF OPERATIONS OFFICER

TO: Dr. Jesse Bacon, Superintendent

FROM: Dr. Adrienne Usher, Assistant Superintendent

DATE: May 14, 2024

RE: FES Professional Development Plan

The Freedom Elementary Professional Development Plan is attached and has been approved by the FES SBDM committee. This plan may be adjusted due to hiring a new principal, but the plan was created to allow for some changes based on staff professional development needs in collaboration with the staff and the school council. Approval is requested of the FES Professional Development plan for the 2024-2025 school year.

FREEDOM
Elementary School

- 2024 - 2025 -

Professional Development Plan

Date: _____

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2024-2025 school year.

Principal Signature: Terry L. Price, Interim Principal / Dr. Adrienne Usher, Asst. Supt.

Signature: _____

Signature: _____

Signature: _____

Signature: _____

Signature: _____

Signature: _____

FREEDOM | Elementary School

Mission: SOAR, students and staff agree to:

S = Strive to be confident and focused on learning; O – Overcome obstacles and maintain a growth mindset; A – Always encourage and help each other; R – Rise to meet our full potential

** Mission statement to be revisited / revised 2024-2025

Date: SBDM Approved on _____4/23/24_____

Persons Involved in Planning Process

- Terry Price
- Terri Lewis
- Jessica Emerson
- Building Team Leads
→ Katherine Cardenas
→ Amber Selby
→ Kayley Crume
→ Nicole Bennett
→ Megan Eskridge
→ Katherine Kennedy
→ Savannah Neuner, Special Education Rep.

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

Description of Planning Process

The design of FES's Professional Development Plan involved analysis of the current instructional needs of students as well as what resources would be needed in order to support the identified areas of overall school improvement. The plan includes areas that are a high need in order to develop school systems, structures, supports that will enhance staff and student achievement. Team leads, as a part of the PLC process, reviewed and determined currents needs moving into the 24 – 25 school term.

Identified Areas: Consistent behavioral plans, consistent academic plans between grade levels, and unit/essential standards scope/sequence.

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

Needs Assessment Analysis

FES CSIP / Needs Assessment

Instructional Design/Consistent

Lesson Expectations as a system

And process

2. Established strong learning environment and

Culture

3. Review of current discipline practices and referral data
4. Academic deficiencies reviewed along with what additional training and supports are needed to academically/behaviorally improve

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· Evaluate the Teaching and Learning Environment

7 . Consider the processes, practices and conditions evident in the teaching and environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

<u>Focus Area:</u> Instructional Design: Ensuring that resources are aligned with KY Standards and instructional planning are embedded in school wide systems and structures.
<u>Short Term Goal:</u> To implement current instructional resources with fidelity in order to improve student achievement. To provide training and support for new instructional resources and to embed those resources into everyday instructional opportunities.
<u>Long Term Goal:</u> Overall increased student achievement as evidenced by formative and summative assessments.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success/Outcomes/ Progress/Success Evidence	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
UFLI "reboot" and further training to ensure instructional fidelity. I-Ready usage, tools, Magnetic Reading, and teacher toolbox training. ELA / Math Strategies and Resources. School-wide Writing Plan Development [Ed-Camp] 6 hours	Participants: Targeted Audience: Teachers, Instructional Assistants, Interventionists. Outcomes: The appropriate utilization and implementation of existing resources/new resources, will allow for instructional continuity in all grade levels. Assessments have shown that students are not progressing or showing appropriate growth in ELA and Mathematics. Writing Plan: This will allow for instructional consistency and vertical alignment in the area of writing to build strong foundational skills as well as specific grade level expectations.	Monitoring will occur as a part of weekly PLC meetings using student data to drive instructional decisions and modifications. Administrative monitoring, along with PLC data disaggregation and consistency in implementation will be reviewed monthly. Supports include, but not limited to: Team writing plan reviews based on student application. Grade level resources to aid in implementation.	Formative and summative scores in the areas of reading and mathematics. Team data reviews as a part of the PLC process.	Summer 2024 dates / times TBD Tentative: July 23, 2024 6 hours	1000.00 school funds

Focus Area: School-wide behavioral plan that is consistent and aligned with the school mission, vision, and goals.
Short Term Goal: To consistently implement behavioral plan, with modifications as needed, in an effort to have all teachers following the same plan building-wide.
Long Term Goal: Overall increased student achievement as well as having strong structures and systems in place related to student expectations.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success/Outcomes/ Progress/Success Evidence	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Behavioral Intervention Strategies. Development and refinement [of existing plans w/ modifications]. • SOAR Expectations • PBIS • Character Strong Program • MTSS Behavior • ADHD/Sensory Challenges within the regular classroom • Ed Camp Set Up	Participants: All Staff [classroom teachers/interventionists] Outcomes: • Development of a consistent school-wide behavioral plan • Classroom behavior and character plan • Character Strong Program evidence by tracking • Revamp referral system • New Strategies for teachers with sensory challenges • Systematic overall plan for implementation	Administrative monitoring with input from teachers as a part of the PLC and MTSS process. Administrative monitoring of office behavioral referrals. Character Strong implementation will be monitoring by the Guidance Counselor as a part of the total school guidance program. Master schedule changes will allow for a more concentrated time for this program during the AM time frame. Supports: Teacher feedback after implementation along with implementation fidelity will be reviewed monthly. Data, both academic and behavior will be reviewed at team PLC meetings, weekly.	• Program reviews • Drop in office referrals • Strong plan and system implementation • On-going adjustments to plan after review • Referral tracking will be discussed and modified monthly.	Summer 2024 dates / times TBD Tentative date: July 24, 2024 6 hours	No estimated cost for this work. Budget: 500.00 for materials Source: School funds. Theresa Cox, Presenter

Focus Area: School-wide systems and structures that are consistent and aligned with the school/district mission, vision, and goals.

Short Term Goal: To design and implement grade level units tied to essential standards in order to improve student learning and success. Team building will assist the staff in getting to know each other as well as strengths and areas of improvement for designed teams.

Long Term Goal: To have greater opportunities for student in-depth learning through unit implementation that raises the rigor for students. Team building will allow for all staff to have a better understanding of how to build relationships with each other and students for the greater success of the school as a whole.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success/Outcomes/ Progress/Success Evidence	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
Professional Learning Community work: • Student report card correlation to standards. • Instructional Unit Planning • Work with essential grade level standards alignment • Open learning for special education staff and related arts staff. Activities will vary. Team Building	Teachers Instructional Assistants Administration Appropriate Support Staff • Learning outcomes would include a common consistent method of measuring student progress and reporting • Grade level units aligned with KY essential standards • Open Learning: Special education staff and related arts staff School staff including administrators and support staff	Monitoring of unit plans will start with current teams, instructional coach, and administration as to the appropriate alignment with state standards and include rigorous learning activities for students.	• I-ready diagnostic scores to benchmark. • I-Ready benchmark score improvement throughout the school year at assessed intervals • Other grade level formative assessments and summative assessments. Goal: Better interaction with each other and a growth mindset	Summer 2024 dates / times TBD 9 hours 3 hours date TBD	No estimated cost for this work. Budget: 500.00 for materials Source: School funds.