

## North Middletown Elementary- Professional Learning Plan

**School Year:** 2025-2026

**School/District:** Bourbon/ North Middletown Elementary

**Principal/Administrator:** Katie Sparks

**Date:** April 28, 2025

| Priority Need Identified                              | Measurable Goal  | Professional Development Activity  | Implementation  | Sustainability   | Date or Timeline and PD Hours Offered  | Who Will Lead the Activity?                        | Who is Accountable?<br><br>Funding Source                     |
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| Math Curriculum                                       | The use of a new textbook series for math (with updated standards and resources) will increase proficiency on STAR ; KSA and District Learning Checks.   | All staff will receive updated training by the textbook vendor personnel and will have follow up opportunities throughout the year. Meetings will be conducted via PLC or Zoom PLC.  | All staff will use the math textbook and its resources to provide students with lessons containing updated standards. School walkthroughs and PLC discussions will be conducted noting the use of the series.                               | Katie Sparks, Principal will monitor through walk-throughs and PLC data reflections that the series is being used with fidelity.   | August 2025 and ongoing  | Katie Sparks                                       | District  |
| Kagan Strategies in the Classroom<br><br>(Engagement) | The use of Kagan strategies in the classroom will engage students, differentiate learning and increase mastery of skills in all curriculum areas as noted on KSA data, STAR data, Common Assessment data and grade reports.              | All staff (K-5) will be trained with Kagan strategies. The training will address many areas but include cooperative learning; multiple intelligences; character development; thinking skills; memory systems etc. for the classroom.                           | Shauna Spencer (Kagan trainer for NMES) will implement strategies within K-5.<br><br>Weekly PLCs will allow staff to reflect on KAGAN and student engagement.   | Shauna Spencer will be available to address questions/concerns and coach throughout the year.<br><br>School walk-throughs will note strategies being incorporated into the classroom lessons.<br><br>Learning Check Data; STAR data and KSA data will note an increase in skills mastery for reading and math. | August 2025- Demonstration of strategy for first nine weeks. Each nine weeks modeling of strategy will take place in PLC.  | Shauna Spencer will lead in August with all staff. | Shauna Spencer<br><br>Katie Sparks Principal<br><br>All Staff |
| Literacy Achievement                                  | Literacy Strategy training will provide teachers with strategies to assist students who struggle in the classroom.<br><br>Training in this area will help in closing the GAP for all learners in reading as noted areas on KSA and STAR. | Teachers in grades K-5 will have training embedded throughout the year that will address areas such as (Phonics Dance; Reading Recovery; Word Work; Running Records; Genre studies; Comprehension; Fontas and Pinnell-leveling readers; Spelling Inventories). | K-5 teachers and interventionists will be trained throughout the year based on needs within their classrooms. Initial training in the fall with follow up or additional in the spring.<br><br>Ky Reading Project Training for all teachers. | Reading Interventionists will be available to assist teachers with questions/concerns or additional training throughout the year. Lesson plans, unit plans and Walk-through data will note the use of Literacy strategies.   | Interventionists will assist with some training throughout the year.<br><br>Phonics Dance and Literacy (leveling of books; word work; classroom libraries) training occurring in August. | Reading Specialist and Literacy Team Teachers      | Reading Specialist<br><br>Katie Sparks<br><br>K-5 Teachers    |

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|   |  | All staff has been trained and will continue to update their yearly training.   |  |   | KY Reading Project Training through the University of KY.   |                             |   |
| Writing Achievement   | Achievement will improve in the area of writing through a combined effort to concentrate on writing professional development of Abel and Atherton and Jan Richardson's (reading/writing connection) , and the use of the District Writing Plan.              | Amy Brown and Katie Sparks will share writing resources and strategies with K-5 staff in PLC.   | Amy Brown and Katie Sparks will share writing resources and strategies with K-5 staff in PLC.<br><br>Writing folders in each grade with continuing pieces of writing samples.              | Analyze writing pieces and KSA (writing data) in PLC for all grade-levels. Professional Development as needed.  | Ongoing throughout the year   | Sparks Brown                | Title 1   |
| Science Achievement   | Teachers will acquire a better understanding of the science standards and resources to support. Achievement will improve in the area of science.   | Shauna Spencer and Calyn Crowe will attend science leadership professional development and share out in PLC.<br><br>Support will be provided in this area by the district as well.  | Shauna Spencer and Calyn Crowe will guide K-5 teachers with units for science built upon the new science standards. Units purchased and ready for staff to preview over the summer months. | Spencer along with staff will address concerns with new standards. Support will be provided in this area by the district as well.   | Ongoing throughout the year   | Spencer Crowe<br><br>Sparks | Title 1   |
| Social Studies Achievement  | Teachers will acquire a better understanding of the social Studies standards and resources to support. Achievement will improve in the area of social studies.   | Amy Brown will attend professional development and provide support along with the district in the area of social studies.   | Amy Brown will provide support to staff in PLC regarding new social studies standards.   | Analyze needs in regards to new social studies standards.   | Ongoing throughout the year   | Brown Sparks                |   |
| Technology in the Classroom to increase engagement and extend learning opportunities among students which will increase mastery of state standards.<br><br>Train teachers on strategies and activities for ChromeBooks and Google Certify Classroom Teachers<br><br>. | The use of technology in the classroom will provide students with skills that can help them in middle and high school with Google Classrooms.<br><br>Students will acquire skills in researching, composing products/assignments individually and in groups. | The use of technology in the classroom will provide teachers with a different mode to engage students in learning. Technology also allows teachers to easily differentiate learning for all (individually or within assigned groups). Technology can benefit all areas of instruction through practicing and applying concepts to research. Therefore increasing student mastery of skills. | Teachers in grades 3-5 will be trained throughout the year on using ChromeBooks in the classroom and Google Classroom.   | Increase in mastery of skills (all areas) as noted by grade reports from Infinite Campus and Common Assessment scores.<br><br>KSA scores will be monitored to note an increase in proficiency in areas using Chrome Books/Google Classroom. | Technology Staff for District will provide training on random dates in August to prepare staff for use of Chromebooks; Google Classroom; Zoom and other educational apps. . | District Technology Staff   | Katie Sparks<br>K-5 Teachers<br>District<br>Technology Staff<br><br><br>Funding:<br>School; Title 1 |
| PGES (Evaluation system)  | PGES training with all certified staff will increase teacher effectiveness and   | Review components (domains) of the TPGES/OPGES.   | New staff will be trained in early August by the principal. Current staff  | Walk-through tool and lesson plans will be used to monitor staff in the   | 1 hours<br>August 2025  | Katie Sparks                | Katie Sparks<br>All Staff   |

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| Train any new certified staff on the new teacher evaluation system (TPGES; OPGES). Current Staff will review the domains of the PGES (evaluation system).  | have a positive impact on KSA scores as well as student grades.  | Review rubrics. Discuss peer evaluations. Discuss student voice. Discuss growth goals   | will receive refresher training.<br><br>All staff will receive update mini-trainings as needed throughout the year.   | implementation of domains from the TPGES/OPGES.<br><br>Classroom Evaluations will be conducted to monitor the implementation of domains from the TPGES/OPGES.   |                                   |   | Funding: NMES Funds   |
| STAR training will be reviewed and updated to help teachers learn how to use student data to increase student learning in all areas. STAR data will be used to determine the need for intervention services.<br><br>STAR update/review all staff. Initial training new staff 2025-2026 | KSA scores for grades three through five will increase in the areas of reading and math. Common Assessment scores will increase as will mastery of the standards on grade reports.       | STAR Training with a focus on using the Descartes to differentiate instruction. The use of Skills checklists will be discussed and how they can move students toward mastery. | A refresher STAR training will be conducted prior to administering the FALL test in September. New staff will receive training that is individualized to address set-up etc. STAR testing will be conducted in Fall, Winter and Spring each year.<br><br>Teachers will be trained on how to use STAR data to address student needs and determine students needing RTI intervention. | The principal will monitor in PLCs the use of STAR data to increase proficiency in reading and math.<br><br>KSA data will be analyzed each year to monitor progress in reading and math. RTI will be monitored by the principal to note increases in mastery of standards.<br><br>Sparks and Phillips will be available throughout the year to assist staff with STAR programs and data analysis. | August, 2025<br>1-hour            | Sparks<br>Spencer   | Katie Sparks,<br>Principal<br><br><br>Funding: NMES Funds   |
| Positive Behavior Management PD as mandated by law for the Special Education Population.<br><br>Update training for current employees and initial Positive Behavior Training for new staff. Include Positive Behavior for bus drivers.   | This training will prepare staff with de-escalation techniques. Positive Behavior Management will help reduce behavioral barriers that may negatively impact learning.                   | All employees (Update training for PBIS)<br><br>Student achievement will increase through the use of Positive Behavioral Interactions.  | All staff are required to receive face to face or online training by August 30 <sup>th</sup> .  | The principal and district personnel will monitor PD logs and certificates to ensure all staff are trained each year.<br><br>The principal will monitor behavior issues within the building.  | August 2021<br>2 hours            | Online and/or face-to-face presenter<br><br>MTSS Team-Counselor; Sparks | Katie Sparks,<br>Principal<br><br>Counselor Sparks<br>NMES Staff<br><br>Funding: District                 |
| Safe Crisis Management (Restraint Training) for up to three restraint-team members.  | Safe Crisis Management-Restraint-team will receive restraint training as mandated by the law. Reducing behavioral barriers within the classroom setting will positively impact learning. | Safe Crisis Management Restraint Team (Update for current members of the team)  | Restraint team will receive initial or update training prior to August 8th.   | The principal and district personnel will monitor PD logs and certificates to ensure all staff on the Restraint Team are trained each year.<br><br>The principal will monitor behavior issues within the  | TBA<br>Update training is 4 hours | Counselor Sparks<br>Special Ed Teacher                                  | Katie Sparks<br>Counselor<br>All Staff<br><br>Christian Ernest<br><br>Funding: District Special Ed. Funds |

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|  |  |  |  | building and ensure that proper protocol is used.   |   |  |   |
| Seizure Training (not mandatory) but recommended for front office personnel.   | Student well-being affects achievement. Staff will gain knowledge in how to assist students who may have seizures.   | Seizure PD   | Staff working with students noted as having medical needs involving seizures will be trained prior to August 13 <sup>th</sup> .<br><br>The principal, secretary, and 21 <sup>st</sup> Century Coordinator will be trained prior to August 8. | The principal and district personnel will monitor PD logs and certificates to ensure staff in critical areas are trained each year.<br><br>The principal will monitor health needs of students involving seizures within the building and ensure that proper training and protocol is used.                               | TBA<br>2 hours                                | Presenter<br>TBA                         | Christian Ernest<br><br>Funding:<br>District-Special Education                  |
| Provide current teachers with updates to RTI. Train new staff on how to use RTI to meet the needs of students. Provide strategies/knowledge to identify students who need intervention in reading and math based on STAR data. | Teachers will maintain records for students at risk and provide those students with mini-lessons to increase student learning. Students will increase performance on the KSA test (grades 3-5) as well as on grade reports in the areas of reading and math. | The NMES RTI Committee will update the staff on the RTI process noting changes for 2017-2018. New staff will be updated at this time. Activities will include progress monitoring using STAR data. | All interventionist and classroom teachers will receive initial or update training on progress monitoring students in RTI by the end of August to early September. Progress monitoring will be ongoing throughout the year.                  | The principal will monitor in PLCs the use of STAR data to increase proficiency in reading and math and note the need for RTI. The principal, district personnel, teachers and RTI interventionist will analyze progress monitoring of students in RTI.<br><br>RTI Committee meetings will be monitored by the principal. | August, 2025<br>1 hour                        | RTI Committee-<br><br>Classroom Teachers | All staff<br>Katie Sparks,<br>Principal<br><br>Funding: NMES Funds              |
| Mandatory Trainings for staff for 2025-2026 as required by law.  | Implementation of training in blood borne pathogen, suicide prevention, referral, confidentiality etc. as mandated by law.   | Training for blood borne pathogens, suicide prevention, referral, confidentiality etc. as mandated by law.   | All staff will receive training prior to August 30 as mandated by the district.  | The principal and district personnel will monitor PD logs, sign-in sheets for verification of training.<br><br>The principal will monitor proper protocols being used when addressing health needs.   | August<br>2 hours                             | Online presenters<br><br>Kerrie McIntyre | All Staff<br>Katie Sparks,<br>Principal<br><br>Funding:<br>District Special Ed. |
| School Improvement 30-60-90 for inclusion in the Comprehensive School Improvement Plan.  | Focus area of school for school based improvement based on needs analysis and ongoing monitoring.  | Training on 30-60-90   | The Leadership Team will determine a focus area for the school based improvement based on needs analysis and ongoing monitoring.<br><br>Principals will have updated training at summer retreat.   | The Leadership Team and SBDM revise and monitor the plan.<br><br>Plan shared at district meetings throughout the year.  | Leadership Team (Ongoing throughout the year) | School Leadership Team                   | Katie Sparks  |

Date: April 10, 2025

We the undersigned members of the SBDM Council for North Middletown Elementary School hereby approve the above Professional Learning Plan for the school year 2025-2026.

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| Tiffany Adams, Teacher     | _____ |
| Amy Brown, Teacher         | _____ |
| Hannah Southall, Teacher   | _____ |
| Jeannie Adkinson, Teacher  | _____ |
| Kayla Burke, Parent        | _____ |
| Laurie Worthington, Parent | _____ |
| Katie Sparks, Principal    | _____ |