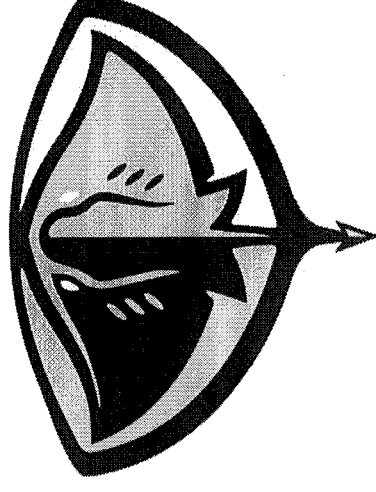


shepherdsville Elementary Professional Development Plan

2026-2027



SHEPHERDSVILLE

ELEMENTARY SCHOOL

Directions

1. Add your Schools mission on slide 4
2. On slide 5 include the persons involved in your planning process
3. On slide 6 describe your planning process.
4. On slide 7 link in your CSIP needs assessment. Include your top two focus areas of improvement based on your needs assessment and how these relate to your school goals.
5. On your professional learning slides, add your focus area, as well as short and long term goals. These can be your CSIP goals.
 - a. Include:
 - i. Professional learning activity and description of activity
 - ii. Targeted audience & intended learning outcomes
 - iii. Monitoring & ongoing supports- respond to the questions in the column
 - iv. Indicators of success
 - v. State, end date and # of hours
 - vi. Resources, Estimated Cost, & Funding Source
6. See slide 8 for an example of a professional learning activity slide.
7. Submit to Brandy Howard and CC Kim Lee with SBDM approval by April 23rd.

Date: 4/29/26

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2026-2027 school year. | |
| Principal Signature: | Jason Baragony |
| Signature: | Patricia J. Walker |
| Signature: | Patricia Baragony |
| Signature: | Steph L. Foy |
| Signature: | Michael Lee |
| Signature: | John Walin |
| Signature: | |

Shepherdsville Elementary

Mission

We are a safe and caring community school with dedicated professionals who give every child, every chance, every day.

Date: March 1, 2026

Persons Involved in Planning Process

- Administrative Team, SBDM, Facilitators, Staff Feedback
- Jason Baragary
- Liz McBroom
- Samantha Crumbacker
- Sarah Eaton
- Kimberly Newton

Description of Planning Process

A staff survey was given regarding school priorities moving forward and feedback was solicited during the PLC process to determine professional learning needs. Multiple school-wide data points, including assessment data, behavior data, classroom monitoring tools, and IMPACT Survey results (targeted questions administered to staff) were utilized to guide where PL was needed to support the mission and vision of SES.

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

Needs Assessment Analysis

SES Needs Assessment

Top two focus areas:

- Increasing the number of students who score proficient and distinguished in math and reading, specifically students with disabilities and english language students
- Reestablish the the mission and vision of SES and and ensure that staff members are aligned on the goals for students and staff

These areas acknowledge both academic and cultural goals that go into creating a successful student. Implementing multiple new curriculums over the last two years has created challenges in regards to rigor and teacher autonomy.. The goal of the PL provided to staff this year is to ensure that they are actively involved in creating the conditions that will allow our students have access to equitable and rigorous instruction; as well train staff to be equipped with the appropriate tools and resources to develop equitable and rigorous instruction.

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

Focus Area: New Teacher Support – T.H.R.I.V.E. Mentorship Program

Short-Term Goal: Implement a structured mentorship program pairing 100% of new teachers with an experienced T.H.R.I.V.E. mentor.

Long-Term Goal: 100% of new teachers will complete the T.H.R.I.V.E. program, demonstrating measurable growth in instructional effectiveness, teacher efficacy, and retention, resulting in improved student outcomes.

| Professional Learning Activity & Description | Targeted Audience & Intended Results | Monitoring & Ongoing Supports | Indicators of Success | Start, End Date & # of Hours | Resources, Estimated Cost & Funding Source |
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| <p>New Teacher Orientation & T.H.R.I.V.E. Academy</p> <p>THRIVE Academy equips new teachers with practical strategies aligned to HQIR implementation, classroom management, instructional planning, formative assessment, and professionalism. The program includes structured mentorship, coaching cycles, and responsive support sessions to ensure teachers move beyond survival to sustained effectiveness.</p> | <p>Target Audience: All newly hired certified teachers (2024–2025), including those new to the profession and those new to BCPS implementing HQIR in reading and/or math.</p> <p>Intended Results:</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> Increased evidence of grade-level rigorous instruction aligned to HQIR Growth in formative and curriculum-based assessment data Increased student proficiency on priority standards <p>Educator Practices:</p> <ul style="list-style-type: none"> 100% implementation of HQIR-aligned lesson planning Growth in instructional delivery and classroom management Regular use of student work analysis to inform instruction <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> Increased teacher confidence Increased perception belonging Improved retention of new teachers | <p>Monitoring for Evidence of Implementation: Data Gathered:</p> <ul style="list-style-type: none"> Classroom observation & walkthrough data Student work samples (inkwire) Curriculum-based & common formative assessment data Mentor meeting logs Mid-year & end-of-year survey data Session attendance records <p>Responsible Parties:</p> <ul style="list-style-type: none"> T.H.R.I.V.E. Mentors Instructional Coaches Building Administrators New Teachers (artifact submission) <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> Monthly mentor check-ins Quarterly review of observation & student data Mid-year & end-of-year survey analysis <p>Ongoing Supports:</p> <ul style="list-style-type: none"> Monthly structured mentor/mentee protocol meetings Instructional coaching cycles Quarterly district THRIVE cohort sessions THRIVE Urgent Care rapid-response support Administrator evaluation conference alignment | <ul style="list-style-type: none"> 100% of new teachers paired with a trained mentor within 30 days of hire 90%+ attendance in required THRIVE sessions Demonstrated improvement in observation rubric scores from fall to spring Walkthrough evidence of HQIR-aligned instruction Positive growth in teacher efficacy survey results Increased new teacher retention compared to previous year Documented monthly mentor meetings | <p>Start: August 2024 New Teacher Orientation (6 hours)</p> <p>Ongoing: Up to 6 additional THRIVE Academy hours throughout school year</p> <p>Monthly mentor meetings</p> <p>Quarterly cohort sessions</p> <p>Mid-Year Review: January 2025</p> <p>Completion: May 2025</p> | <p>Staffing: T.H.R.I.V.E. Mentors, Instructional Coaches, Administrators, Professional Learning Coordinator</p> <p>Technology & Tools: Inkwire platform, survey tools, observation rubrics, HQIR materials</p> <p>Time & Release: Mentor check-ins, optional observation release time</p> <p>Estimated Cost: District-funded (no cost to schools)</p> <p>Funding Sources: District General Fund Professional Learning Allocation Title II (if applicable)</p> |

Focus Area: Staff Culture and Climate

Short-Term Goal: Re-establish mission and vision for all staff to ensure alignment with school goals

Long-Term Goal: Increase positive staff responses to school climate survey to 75%

| Professional Learning Activity & Description | Targeted Audience & Intended Results | Monitoring & Ongoing Supports | Indicators of Success | Start, End Date & # of Hours | Resources, Estimated Cost & Funding Source |
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| Re-establishing a mission and vision for SES: Staff will review the SES current mission and vision and translate components into actionable items for students to develop common language, practices, and expectations. | <p>Target Audience: All certified staff</p> <p>Intended Results: Clear and actionable practices that can be used to ensure alignment on learning goals for students</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> Increased evidence of grade-level rigorous instruction aligned to HQIR Increased active engagement during classroom instruction <p>Educator Practices:</p> <ul style="list-style-type: none"> Further use of HQIR in a way that supports student learning but allows for teacher autonomy <p>Educator Beliefs & Efficacy:</p> <p>Increased teacher satisfaction</p> <p>Increased sense of clarity on mission and vision</p> <p>Increased retention of teachers</p> | <p>Monitoring for Evidence of Implementation:</p> <ul style="list-style-type: none"> Staff surveys twice per year (fall and spring) CFA assessments i-Ready Diagnostic Data (three times per year) <p>Responsible Parties: Administration</p> <p>Frequency of Analysis: Quarterly</p> <p>Ongoing Supports: Faculty Meeting check ins, facilitator meetings</p> | <p>100% staff participation in surveys</p> <p>> 85% of staff attendance for PL</p> <p>Increased positive responses to the question of "How positive is the working environment in your school?"</p> | <p>Start: July 2026</p> <p>Ongoing: Survey check ins during school year</p> <p>Mid-Year Review: February survey</p> <p>Completion: June of 2027</p> | <p>Staffing: Administrative planning</p> <p>Technology & Tools:</p> <p>Time & Release:</p> <p>Estimated Cost: Up to \$200, for materials and time</p> <p>Funding Sources: Title 1, section 6 funds</p> |

Focus Area: EL Student support

Short-Term Goal: Ensure all relevant staff members can utilize ELlevation and Access Data to support student learning.

Long-Term Goal: Develop PLCs around EL students to ensure proper supports are consistently provided and implemented.

| Professional Learning Activity & Description | Targeted Audience & Intended Results | Monitoring & Ongoing Supports | Indicators of Success | Start, End Date & # of Hours | Resources, Estimated Cost & Funding Source |
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| <p>The PL will ensure that all staff members are trained on utilizing ELlevation data to support EL students. Additionally, staff will be trained on best practices and be able to develop resources needed within the classroom to support EL students.</p> | <p>Target Audience: All certified staff Intended Results: Increased capacity for staff who work directly with EL students</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> Increased sense of belonging for EL students and families Increased Access proficiency among EL students <p>Educator Practices:</p> <ul style="list-style-type: none"> Ability to utilize ELlevation and Access reports to further student learning <p>Educator Beliefs & Efficacy: Increased confidence in supporting EL students Increased awareness and ability to utilize best practices towards support of EL students</p> | <p>Monitoring for Evidence of Implementation:</p> <p>Data Gathered:</p> <ul style="list-style-type: none"> Access test data CFA assessments i-Ready Diagnostic Data (three times per year) <p>Responsible Parties: Administration, EL teacher</p> <p>Frequency of Analysis: Quarterly</p> <p>Ongoing Supports: EL PLCs designed to further learning and review student data to determine actionable next steps.</p> | <p>> 85% of staff attendance for PL</p> <p>Increased performance from EL students on Access testing, and grade level assessments</p> | <p>Start: July 2026 Ongoing: EL PLCs every 6-8 weeks Mid-Year Review: December 2026 (as part of quarterly check) Completion: June of 2027</p> | <p>Staffing: Administrative planning, EL staff</p> <p>Technology & Tools:</p> <p>Time & Release:</p> <p>Estimated Cost: Up to \$500, for materials and time</p> <p>Funding Sources: Title 1, section 6 funds</p> |

Focus Area: Internalization/Lesson Rehearsal for ELA and Math

Short-Term Goal: Review and teach processes to ensure that staff can implement Internalization and Lesson Rehearsal (LR) within ELA and Math curriculums

Long-Term Goal: Develop systems that ensure that staff members are able to fully implement and engage with internalization and LR in a timely and effective manner.

| Professional Learning Activity & Description | Targeted Audience & Intended Results | Monitoring & Ongoing Supports | Indicators of Success | Start, End Date & # of Hours | Resources, Estimated Cost & Funding Source |
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| Staff will utilize the internalization process and lesson rehearsal to ensure proper implementation of HQIR resources through rigorous instructional practices | <p>Target Audience: All certified staff</p> <p>Intended Results: Better familiarity with HQIR resources as well as implementation</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> Greater engagement with higher level thinking, Increased proficiency on grade level assessments <p>Educator Practices:</p> <ul style="list-style-type: none"> Further engagement with planning practices. Alignment between standards and HQIR <p>Educator Beliefs & Efficacy: More confidence in utilizing the HQIRs and a better understanding of the how the HQIRs develop learning over the course of a lesson, week, or unit.</p> | <p>Monitoring for Evidence of Implementation:</p> <ul style="list-style-type: none"> CFA assessments i-Ready Diagnostic Data (three times per year) Observations/Walkthroughs <p>Responsible Parties: Principal, assistant principal, Instructional coach</p> <p>Frequency of Analysis: Monthly, ILT meetings</p> <p>Ongoing Supports: Unit Internalization, PLC check ins</p> | <p>> 85% attendance for PLS among staff members</p> <p>Staff survey results that demonstrate comfort with utilizing HQIRs</p> <p>Instructional Practice Guide Core Action Rubrics that indicate Yes/Mostly on identified core actions.</p> | <p>Start: July 2026</p> <p>Ongoing: PLCs, school day PL, faculty meetings, Bullitt Days</p> <p>Mid-Year Review: December 2026 (as part of quarterly check)</p> <p>Completion: June of 2027</p> | <p>Staffing: Administrative planning, EL staff</p> <p>Technology & Tools:</p> <p>Time & Release:</p> <p>Estimated Cost: Up to \$300, for materials and time</p> <p>Funding Sources: Title 1, section 6 funds</p> |

Focus Area: Writing Revolution Continued Development and Training

Short-Term Goal: Train two more grade levels on implementation of The Writing Revolution

Long-Term Goal: Develop coherent and vertically aligned practices for writing at SES

| Professional Learning Activity & Description | Targeted Audience & Intended Results | Monitoring & Ongoing Supports | Indicators of Success | Start, End Date & # of Hours | Resources, Estimated Cost & Funding Source |
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| Target two grade levels for Writing Revolution Training | <p>Target Audience: Specified Grade Levels</p> <p>Intended Results: Aligned writing practices and writing instruction that envelops writing into all content areas</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> Increased ability in writing Consistent writing practices across all contents <p>Educator Practices:</p> <ul style="list-style-type: none"> Shared practices and commons language that support alignment <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> Recognition and ability to ensure that writing is enveloped across content areas rather than in isolation | <p>Monitoring for Evidence of Implementation:</p> <ul style="list-style-type: none"> Walkthroughs Writing Samples Staff survey <p>Responsible Parties: Principal, instructional coach, team facilitators</p> <p>Frequency of Analysis: Quarterly</p> <p>Ongoing Supports: Facilitator meetings with a writing focus</p> | <p>Lesson plans that reflect writing taking place in content areas</p> <p>Increased performance on On-Demand writing</p> | <p>Start: July 2026</p> <p>Ongoing:</p> <p>Mid-Year Review: December 2026 (as part of quarterly check)</p> <p>Completion: June of 2027</p> | <p>Staffing: Administrative planning, targeted grade levels</p> <p>Technology & Tools: N/A</p> <p>Time & Release: N/A</p> <p>Estimated Cost: Approximately \$7000 for staff training</p> <p>Funding Sources: Title One Funds</p> |

Focus Area:

Short-Term Goal:

Long-Term Goal:

| Professional Learning Activity & Description | Targeted Audience & Intended Results | Monitoring & Ongoing Supports | Indicators of Success | Start, End Date & # of Hours | Resources, Estimated Cost & Funding Source |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Target Audience: All certified staff Intended Results: <ul style="list-style-type: none">• Student Outcomes:• Educator Practices:• Educator Beliefs & Efficacy: | Monitoring for Evidence of Implementation: <ul style="list-style-type: none">• Data Gathered:• Responsible Parties: Frequency of Analysis: Ongoing Supports: | | Start: July 2026 Ongoing: Mid-Year Review: December 2026 (as part of quarterly check) Completion: June of 2027 | Staffing: Administrative planning, EL staff Technology & Tools: Time & Release: Estimated Cost: Funding Sources: |

