

# **Lebanon Junction Elementary Professional Development Plan**

2026-2027

# Lebanon Junction Elementary

## Mission

The mission of LJE is to provide an engaging community that prepares each student to grow as a thinker and be a productive member of society.

# **Persons Involved in Planning Process**

- **Daniel Mullins, Principal**
- **Heather Allen, Instructional Coach**
- **Jami Willis, Counselor**
- **staff surveys**

# Description of Planning Process

The 2026-2027 PL planning process began with a staff survey of professional learning needs and wants. Professional learning was then planned with the goal of addressing as many areas as possible. Topics that were not able to fit into the professional learning plan will be addressed through faculty meetings, PLCs and Bullitt Days in the upcoming year.

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

# Needs Assessment Analysis

[Link to Needs Assessment](#)

Top two focus areas:

- Reading
- Math

Explanation of how this relates to school goals here.

The top two focus areas requiring professional development relate to school goals through further training in Reading/Writing strategies and curriculum and training in differentiation to engage and challenge students.

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

**Date: April 27, 2026**

The School Based Decision-Making Council has reviewed and approved the attached Professional Development plan for the 2026-2027 school year.

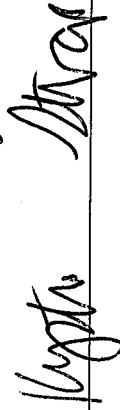
Principal Signature:



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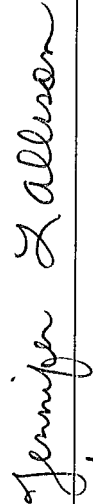
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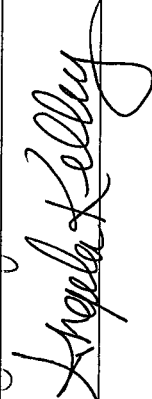
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## Focus Area: New Teacher Support – T.H.R.I.V.E. Mentorship Program

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

## Focus Area: Authentic Learning Experiences (ALE) Planning & Unit Planning

**Short-Term Goal:** Plan ALE with a focus on teaching students to celebrate and reflect on their learning.

**Long-Term Goal:** 100% of students will participate in a celebration of learning during the 2026-2027 school year, complete with reflecting on their learning journey and sharing their learning and journey with an authentic audience.

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
<b>Authentic Learning Experiences (ALE) Planning</b> As part of the new accountability system, students must learn to reflect on their learning journey and communicate their journey to an authentic audience. Through this professional learning session, staff will plan opportunities for their students to reflect on their growth in addition to a plan for celebrating that growth through an official celebration (defense) of learning. Staff will also begin unit planning for the school year.	<b>Target Audience:</b> All teachers  <b>Intended Results:</b> <ul style="list-style-type: none"> <li>Increased evidence of reflection in content areas</li> <li>Increased student proficiency on priority standards</li> <li>Participation in a celebration of learning experience</li> </ul> <b>Educator Practices:</b> <ul style="list-style-type: none"> <li>Evidence of planning opportunities for student self-reflection</li> <li>Regular use of student work analysis to inform instruction and teach self-reflection</li> </ul> <b>Educator Beliefs &amp; Efficacy:</b> <ul style="list-style-type: none"> <li>Increased teacher confidence</li> <li>Increased teacher capacity</li> </ul>	<b>Monitoring for Evidence of Implementation:</b> <b>Data Gathered:</b> <ul style="list-style-type: none"> <li>Classroom observation &amp; walkthrough data</li> <li>Student work samples</li> <li>Curriculum-based &amp; common formative assessment data</li> </ul> <b>Responsible Parties:</b> <ul style="list-style-type: none"> <li>Instructional Coaches</li> <li>Building Administrators</li> <li>Classroom teachers</li> </ul> <b>Frequency of Analysis:</b> <ul style="list-style-type: none"> <li>Monthly check-ins</li> <li>Quarterly review of ALE plan</li> </ul> <b>Ongoing Supports:</b> <ul style="list-style-type: none"> <li>Instructional coaching cycles</li> <li>ALE planning and collaboration opportunities through faculty meetings, PLCs and Bullitt Days</li> </ul>	<ul style="list-style-type: none"> <li>100% of students participate in a celebration of learning during the 2026-2027 school year</li> </ul>	<b>Start:</b> August 3, 2026 8:15a-3:15p (6 hours)  <b>Ongoing:</b> Optional modeling and/or coaching cycles available; collaboration and planning opportunities available during faculty meetings, PLCs and Bullitt Days  <b>Mid-Year Review:</b> January 2027  <b>Completion:</b> May 2027	<b>Staffing:</b> Daniel Mullins Heather Allen  <b>Technology &amp; Tools:</b> None  <b>Time &amp; Release:</b> Optional observation release time, PLC  <b>Estimated Cost:</b> None  <b>Funding Sources:</b> None



## Focus Area: Reading – UFLI Training with a Vocabulary Focus

**Short-Term Goal:** Continue UFLI focus in grades K-3 while adding a vocabulary focus to instruction.

**Long-Term Goal:** Increase vocabulary instruction by teachers and schema of students by focusing training on the vocabulary component of UFLI.

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
<b>UFLI</b> Teach foundation skills through detailed, step-by-step lesson plans that are based on the science of reading to help students in grades K-3, or struggling readers master decoding and encoding.	<p><b>Target Audience:</b> All teachers</p> <p><b>Intended Results:</b></p> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased evidence of grade-level rigorous instruction aligned to HQIR</li> <li>Growth in formative and curriculum-based assessment data</li> <li>Increased student proficiency on priority standards</li> <li>Increased proficiency in vocabulary domain of Iready</li> </ul> <p><b>Educator Practices:</b></p> <ul style="list-style-type: none"> <li>100% implementation of HQIR-aligned lesson planning</li> <li>Growth in instructional delivery</li> </ul> <p><b>Educator Beliefs &amp; Efficacy:</b></p> <ul style="list-style-type: none"> <li>Increased teacher confidence</li> <li>Increased teacher capacity</li> </ul>	<p><b>Monitoring for Evidence of Implementation:</b></p> <p><b>Data Gathered:</b></p> <ul style="list-style-type: none"> <li>Classroom observation &amp; walkthrough data</li> <li>Curriculum-based &amp; common formative assessment data</li> </ul> <p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>Instructional Coach</li> <li>Building Administrator</li> <li>Classroom teachers</li> </ul> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>Quarterly review of observation &amp; student data</li> <li>3x a year with Iready diagnostics</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>Instructional coaching cycles</li> </ul>	<ul style="list-style-type: none"> <li>Increased student performance in vocabulary domain of Iready diagnostic</li> <li>Increase in proficiency on student data in phonological skills</li> <li>Walkthrough evidence of HQIR-aligned instruction</li> </ul>	<p><b>Start:</b> August 4, 2026 8:15a-3:15p (6 hours)</p> <p><b>Ongoing:</b> Optional modeling and/or coaching cycles available</p> <p><b>Mid-Year Review:</b> January 2027</p> <p><b>Completion:</b> May 2027</p>	<p><b>Staffing:</b> Lynn Schwallie Heather Allen</p> <p><b>Technology &amp; Tools:</b> UFLI data system</p> <p><b>Time &amp; Release:</b> Optional observation release time</p> <p><b>Estimated Cost:</b> OVEC (no cost to schools)</p> <p><b>Funding Sources:</b> None needed</p>

## Focus Area: MyView Strategies and Collaboration with OES

**Short-Term Goal:** Collaborate with another school in the district to share strategies and insights for teaching MyView curriculum.

**Long-Term Goal:** Increase teacher capacity for teaching MyView curriculum in addition to 'shifting' the HQIR to allow opportunity for alignment and inclusion as part of authentic learning experiences.

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
<b>MyView Strategies and Collaboration with OES</b> Teachers will collaborate with Overdale Elementary staff to share strategies and plan as part of a larger PLC, allowing staff to share ideas for implementing HQIR while also shifting instruction toward authentic learning experiences.	<p><b>Target Audience:</b> All teachers</p> <p><b>Intended Results:</b></p> <ul style="list-style-type: none"> <li>Increased evidence of grade-level rigorous instruction aligned to HQIR</li> <li>Growth in formative and curriculum-based assessment data</li> <li>Increased student proficiency on priority standards</li> <li>Increased exposure to authentic learning experiences</li> </ul> <p><b>Educator Practices:</b></p> <ul style="list-style-type: none"> <li>100% implementation of HQIR-aligned lesson planning</li> <li>Growth in instructional delivery</li> <li>Regular use of student work analysis to inform instruction</li> </ul> <p><b>Educator Beliefs &amp; Efficacy:</b></p> <ul style="list-style-type: none"> <li>Increased teacher confidence</li> <li>Increased teacher capacity</li> </ul>	<p><b>Monitoring for Evidence of Implementation:</b></p> <ul style="list-style-type: none"> <li><b>Data Gathered:</b> <ul style="list-style-type: none"> <li>Classroom observation &amp; walkthrough data</li> <li>Curriculum-based &amp; common formative assessment data</li> </ul> </li> <li><b>Responsible Parties:</b> <ul style="list-style-type: none"> <li>Instructional Coaches</li> <li>Building Administrators</li> <li>Classroom teachers</li> </ul> </li> <li><b>Frequency of Analysis:</b> <ul style="list-style-type: none"> <li>Quarterly review of observation &amp; student data</li> </ul> </li> <li><b>Ongoing Supports:</b> <ul style="list-style-type: none"> <li>Instructional coaching cycles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Increased student performance on iReady diagnostics</li> <li>Walkthrough evidence of HQIR-aligned instruction</li> </ul>	<p><b>Start:</b> August 5, 2026 8:15a-11:15a (3 hours)</p> <p><b>Ongoing:</b> Optional modeling and/or coaching cycles available</p> <p><b>Mid-Year Review:</b> January 2027</p> <p><b>Completion:</b> May 2027</p>	<p><b>Staffing:</b> Daniel Mullins and Heather Allen from LJES, Josh DeWar and Carmen Bolyard from OES</p> <p><b>Technology &amp; Tools:</b> MyView/Savvas</p> <p><b>Time &amp; Release:</b> Optional observation release time</p> <p><b>Estimated Cost:</b> None</p> <p><b>Funding Sources:</b> None</p>

## Focus Area: iReady Strategies and Collaboration with OES

**Short-Term Goal:** Collaborate with another school in the district to share strategies and insights for teaching iReady curriculum.

**Long-Term Goal:** Increase teacher capacity for teaching iReady curriculum in addition to 'shifting' the HQIR to allow opportunity for alignment and inclusion as part of authentic learning experiences.

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
<b>iReady Strategies and Collaboration with OES</b> Teachers will collaborate with Overdale Elementary staff to share strategies and plan as part of a larger PLC, allowing staff to share ideas for implementing HQIR while also shifting instruction toward authentic learning experiences.	<p><b>Target Audience:</b> All teachers</p> <p><b>Intended Results:</b></p> <ul style="list-style-type: none"> <li>Increased evidence of grade-level rigorous instruction aligned to HQIR</li> <li>Growth in formative and curriculum-based assessment data</li> <li>Increased student proficiency on priority standards</li> <li>Increased exposure to authentic learning experiences</li> </ul> <p><b>Educator Practices:</b></p> <ul style="list-style-type: none"> <li>100% implementation of HQIR-aligned lesson planning</li> <li>Growth in instructional delivery</li> <li>Regular use of student work analysis to inform instruction</li> </ul> <p><b>Educator Beliefs &amp; Efficacy:</b></p> <ul style="list-style-type: none"> <li>Increased teacher confidence</li> <li>Increased teacher capacity</li> </ul>	<p><b>Monitoring for Evidence of Implementation:</b></p> <p><b>Data Gathered:</b></p> <ul style="list-style-type: none"> <li>Classroom observation &amp; walkthrough data</li> <li>Curriculum-based &amp; common formative assessment data</li> </ul> <p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>Instructional Coaches</li> <li>Building Administrators</li> <li>Classroom teachers</li> </ul> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>Quarterly review of observation &amp; student data</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>Instructional coaching cycles</li> </ul>	<ul style="list-style-type: none"> <li>Increased student performance on iReady diagnostics</li> <li>Walkthrough evidence of HQIR-aligned instruction</li> </ul>	<p><b>Start:</b> August 5, 2026 12:15p-3:15p (3 hours)</p> <p><b>Ongoing:</b> Optional modeling and/or coaching cycles available</p> <p><b>Mid-Year Review:</b> January 2027</p> <p><b>Completion:</b> May 2027</p>	<p><b>Staffing:</b> Daniel Mullins and Heather Allen from LUES; Josh DeWar and Carmen Bolyard from OES</p> <p><b>Technology &amp; Tools:</b> iReady</p> <p><b>Time &amp; Release:</b> Optional observation release time</p> <p><b>Estimated Cost:</b> None</p> <p><b>Funding Sources:</b> None</p>

## Focus Area: Behavior – Kagan Win-Win Discipline

**Short-Term Goal:** Provide new strategies for addressing student behaviors within the classroom.

**Long-Term Goal:** 20% reduction in office referrals for behavior.

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
<b>Kagan Win-Win Discipline</b> Win-Win Discipline is a classroom management approach that reframes misbehavior as an opportunity to teach students self-management skills, viewing disruptive behavior as an attempt to meet unmet needs.	<p><b>Target Audience:</b> All certified staff</p> <p><b>Intended Results:</b></p> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased conflict resolution skills for students</li> <li>Increased self-management skills for unmet needs</li> </ul> <p><b>Educator Practices:</b></p> <ul style="list-style-type: none"> <li>100% implementation of classroom management strategies</li> <li>Growth in classroom management</li> </ul> <p><b>Educator Beliefs &amp; Efficacy:</b></p> <ul style="list-style-type: none"> <li>Increased teacher confidence</li> <li>Increased perception belonging</li> <li>Increased proactive teaching of behaviors</li> <li>Increased teacher capacity</li> </ul>	<p><b>Monitoring for Evidence of Implementation:</b></p> <p><b>Data Gathered:</b></p> <ul style="list-style-type: none"> <li>Classroom observation</li> <li>Behavior referrals</li> </ul> <p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>Building Administrator</li> <li>Instructional Coach</li> <li>Counselor</li> <li>Tier 1 Behavior Team</li> <li>Classroom teachers</li> </ul> <p><b>Frequency of Analysis:</b></p> <ul style="list-style-type: none"> <li>Monthly Tier 1 Team meeting</li> <li>Quarterly review of observation &amp; student data</li> </ul> <p><b>Ongoing Supports:</b></p> <ul style="list-style-type: none"> <li>Monthly Tier 1 Behavior Team feedback</li> <li>Built in coaching through faculty meetings and Bullitt Days</li> </ul>	<ul style="list-style-type: none"> <li>20% reduction in behavior referrals</li> <li>Demonstrated improvement in classroom management strategies (Domain 2: Environment)</li> </ul>	<p><b>Start:</b> August 7, 2026 8:15a-3:30p (6.25 hours)</p> <p><b>Ongoing:</b> Revisit strategies through faculty meetings and Bullitt Days</p> <p><b>Mid-Year Review:</b> January 2027</p> <p><b>Completion:</b> May 2027</p>	<p><b>Staffing:</b> Amy Compton, Director of Secondary Schools</p> <p><b>Technology &amp; Tools:</b> I</p> <p><b>Time &amp; Release:</b> Optional observation release time</p> <p><b>Estimated Cost:</b> \$2000</p> <p><b>Funding Sources:</b> Section 6 (SBDM budget)</p>