



Mt. Washington Elementary Professional Development Plan

2026-2027

Approved by
SBDM on
4/21/26.
Lennie
Weir

Date:

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

Principal Signature:

Leslie Weihe

Signature:

Erika Perry

Signature:

Michelle Stratton

Signature:

Sarah Holm

Signature:

Lizzy Junka

Signature:

Shelley

Signature:



Mt. Washington Elementary

Mission

Our school's mission is to empower students to become lifelong learners by providing a nurturing learning environment.

Date: April 1, 2026



Persons Involved in Planning Process

- **Leslie Weihe, School Principal**
- **Julie Adams, Assistant Principal**
- **Alicia Franklin, Counselor**
- **Karen Liebert-German, Instructional Coach**
- **Certified Staff- Based on professional learning survey and PLC's**

Description of Planning Process

- The school leadership team, including the principal, assistant principal, instructional coach, and teacher leaders, collaborated to develop the professional learning plan. The team began by analyzing multiple data sources, including student performance data, survey results, and instructional trends, to identify areas of need and prioritize focus areas for improvement. Based on this analysis, the team identified key areas for professional growth aligned to school and district goals. Staff input was gathered through surveys and PLC discussions to ensure the plan reflected both teacher needs and student outcomes.
- Each certified staff member completed a [survey](#) to identify their top professional learning priorities. This input was used to create a comprehensive plan that includes targeted professional learning opportunities throughout the year.
- The plan outlines specific learning experiences, timelines, and structures for implementation, including PLCs, district trainings, and ongoing coaching support. The finalized plan was shared with staff for feedback and was presented to the SBDM Council for review and approval during the April meeting.

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



Needs Assessment Analysis

2026 Needs Assessment

Top two focus areas:

- Math
- Reading

Explanation of how this relates to school goals here.

Our focus on reading and math directly supports our school goals of ensuring high levels of learning for all students. By strengthening instructional practices and increasing student engagement in these core content areas, we are working to improve overall student achievement and growth. Through targeted professional learning and the use of HQIR resources, teachers are better equipped to identify and address learning gaps, differentiate instruction, and provide meaningful learning experiences. This aligns with our commitment to Every Child, Every Day, ensuring all student receive the support they need to succeed.

*(*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
<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:</p> <p>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 evidence of 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: Engagement (Kagan)

Short-Term Goal: 100% of teachers will implement at least 1-2 Kagan structures per week, resulting in increased student engagement and participation, as evidenced by walkthrough observations.

Long-Term Goal: 100% of teachers will consistently implement Kagan structures as part of daily instruction, resulting in sustained increases in student engagement, collaboration, and academic achievement, as evidenced by walkthrough data, improved i-ready and CFA performance, and reduced behavior disruptions.

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
Kagan Cooperative Learning Kagan Cooperative Learning focuses on increasing student engagement through teamwork and structured interaction by using Kagan structures. These strategies support academic achievement, student collaboration and positive classroom culture, while helping reduce behavior concerns.	<p>Target Audience: All Certified Staff</p> <p>Intended Results:</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> Increased active engagement Improved academic achievement and understanding of content Development of being a Productive Collaborator and Effective communicator Improved on-task behavior and reduce disruptions <p>Educator Practices:</p> <ul style="list-style-type: none"> Consistent use of structured cooperative learning strategies in daily instruction Stronger implementation of student-centered instruction over teacher-led approaches <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> Stronger commitment to student-centered, engaging instruction Stronger teacher confidence in creating positive, engaging classroom environments that support effective student behavior and learning. 	<p>Monitoring for Evidence of Implementation:</p> <p>Data Gathered:</p> <ul style="list-style-type: none"> Classroom observation Walkthrough data Lesson plans Reduced office discipline referrals <p>Responsible Parties:</p> <ul style="list-style-type: none"> Principal Assistant Principal Counselor Classroom Teacher <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> Weekly Instructional Leadership Team Meetings Monthly PLC's <p>Ongoing Supports:</p> <ul style="list-style-type: none"> Built in coaching through Faculty Meetings, Bullitt Day and PLC's Feedback on lesson plans 	<ul style="list-style-type: none"> Increased student engagement observed across classrooms (Domain 2: Environment) Reduction in behavior referrals and off task behaviors (Domain 2: Environment) Improved student achievement data (Domain 3: Instruction) 	<p>Start: June 1, 2026</p> <p>Ongoing: Revisit strategies through faculty meetings, Bullitt Days, and PLC's</p> <p>Mid-Year Review: January 2027</p> <p>Completion: May 2027</p>	<p>Staffing: Amy Compton, Director of Secondary Schools</p> <p>Technology & Tools: Kagan Workbooks</p> <p>Time & Release: Optional observation release time</p> <p>Estimated Cost: \$1,900</p> <p>Funding Sources: Sec 6 (SBDM budget)</p>

Focus Area: Teacher's Professional Growth Plan

Short-Term Goal: Increase teacher pedagogy which will result in increased proficiency in various subject areas.

Long-Term Goal: Reading: Increase the number of students scoring proficient/distinguished on KSA from 48% to 53%.
Math: Increase the number of students scoring proficient/distinguished on KSA from 47% to 54%.
Writing: Increase the number of students scoring proficient/distinguished on KSA from 28% to 37%.

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
Various types of PL opportunities Teachers will engage in professional learning experiences designed to address specific growth areas based on Professional Growth Plan and individual needs.	<p>Target Audience: All certified staff</p> <p>Intended Results:</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> Improved academic performance (i-Ready, CFA's, classroom assessments) Increased student engagement in learning <p>Educator Practices:</p> <ul style="list-style-type: none"> Increased use of instructional strategies aligned with PGP goals <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> Increased confidence in applying new learning from professional development Shift toward a growth mindset and continuous improvement 	<p>Monitoring for Evidence of Implementation:</p> <p>Data Gathered:</p> <ul style="list-style-type: none"> Walkthroughs Self Reflections PGP evidence and/or staff presentation <p>Responsible Parties:</p> <ul style="list-style-type: none"> Principal Assistant Principal Certified Teacher <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> Mid-Year PGP reflection meetings End of the Year PGP reflection Meetings <p>Ongoing Supports:</p> <ul style="list-style-type: none"> Instructional coaching and check ins PLC collaboration time to share learning, plan, and reflect on impact Administrative support and feedback through walkthroughs and conversations 	<ul style="list-style-type: none"> Improved teacher performance in identified growth areas, as demonstrated through self-reflection, strengthened instructional practices, positive student outcomes, and meaningful feedback from administrators and peers.(Domain 4: Professional Responsibility) 	<p>Start: July 2026</p> <p>Ongoing: Throughout the school year as PL opportunities arise</p> <p>Mid-Year Review: December 2026</p> <p>Completion: May 2027</p>	<p>Staffing: various presenters depending on PL</p> <p>Technology & Tools: PL platforms, classroom technology, HQIR resources, iReady, AI tools</p> <p>Time & Release: 6 hrs</p> <p>Estimated Cost: Varies</p> <p>Funding Sources: Sec 6 (SBDM Budget)</p>

Focus Area: Authentic Learning Experiences

Short-Term Goal: Increase teacher pedagogy which will result in increased proficiency in instructional planning of authentic learning.

Long-Term Goal: 100% of certified staff will consistently design and implement standards-aligned authentic learning units that incorporate real-world tasks, student inquiry, and opportunities for public audience, resulting in increased student engagement, ownership of learning, and measurable growth in academic achievement as evidenced by walkthrough data, student artifacts, and assessment results (i-Ready, CFAs, and KSA).

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
<p>Authentic Learning: In a collaborative workshop, teachers will engage in a "Design Sprint" to build unit(s) that feature a real-world task, a public audience, and student-driven inquiry. Teachers will intentionally embed opportunities for students to reflect on and demonstrate Graduate Profile competencies (e.g., effective communicator, productive collaborator, critical thinker) through structured reflection, discussion, and authentic products.</p>	<p>Target Audience: All certified staff</p> <p>Intended Results:</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> Higher levels of engagement, actively participating in meaningful, real-world learning tasks Apply academic skills to real world problems and scenarios, showing deeper understanding Taking responsibility for their learning by setting goals, reflecting on progress, and making revisions <p>Educator Practices:</p> <ul style="list-style-type: none"> Design and implement standards-aligned lessons that incorporate real-world applications and problem-solving Reflects a balance shift from teacher led delivery to student driven learning with students actively engaged in inquiry and collaboration <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> Every students is capable of growth with the right support, instruction, and opportunities. Educators foster a growth mindset by viewing errors as opportunities for learning rather than failure. Educators value students input, choice, and ownership in the learning process. 	<p>Monitoring for Evidence of Implementation:</p> <p>Data Gathered:</p> <ul style="list-style-type: none"> Transformational walkthrough data Student artifacts Unit plan Teacher reflections <p>Responsible Parties:</p> <ul style="list-style-type: none"> Classroom teachers Instructional Coach Principal Assistant Principal <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> Weekly Instructional Leadership Team Meetings Monthly PLC's <p>Ongoing Supports:</p> <ul style="list-style-type: none"> Instructional coaching and check ins PLC collaboration time to plan, share learning, and reflect on impact Administrative support and feedback through walkthroughs and conversations 	<ul style="list-style-type: none"> Improved teacher instructional planning and practices as evidenced through positive student outcomes, along with meaningful feedback from administrators (Domain 1: Planning and Preparation) Students will demonstrate engagement, ownership, and reflection on Graduate Profile competencies through their work and learning experiences. (Domain 3: Instruction) 	<p>Start: August 5th</p> <p>Ongoing: Throughout the school year during faculty meetings, Bullitt days, and/or grade level planning days</p> <p>Mid-Year Review: January 2027</p> <p>Completion: May 2027</p>	<p>Staffing: Karen German (Instructional Coach) Leslie Weihe (School Principal)</p> <p>Technology & Tools: Inkwire Platform, AL-E,</p> <p>Time & Release: 6 hours</p> <p>Estimated Cost: \$0</p> <p>Funding Sources: NA</p>

Focus Area: Vertical Math Alignment

Short-Term Goal: Implement vertically aligned, standards-based math instruction using HQIR i-Ready resources and appropriate tools and manipulatives, resulting in improved instructional coherence as evidenced by walkthrough data and lesson plans/unit plans.

Long-Term Goal: 100% of teachers will consistently implement vertically aligned, standards-based math instruction using HQIR i-Ready resources and appropriate tools and manipulatives, resulting in an increase in the percentage of students scoring proficient/distinguished on KSA Math from 47% to 54%, as supported by walkthrough data, lesson plans/unit plans, and ongoing assessment results (i-Ready, CFAs, and KSA).

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
Vertical Math Alignment Teachers will collaborate in vertical teams to align Kentucky Academic Standards with HQIR i-Ready resources, unpack learning progressions, and identify effective tools and manipulatives to support student understanding and instructional coherence.	<p>Target Audience: K-5 classroom teachers</p> <p>Intended Results:</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> • Deeper conceptual understanding of grade-level standards through aligned instruction and use of tools/manipulatives • Improved problem-solving and mathematical reasoning skills • Increased growth and achievement on i-Ready, CFAs, and KSA <p>Educator Practices:</p> <ul style="list-style-type: none"> • Collaborate vertically to align standards with HQIR i-Ready resources and ensure instructional coherence • Intentionally use tools and manipulatives to support conceptual understanding (CSA model) • Plan and deliver rigorous standards-aligned instruction based on data and student needs <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> • Believe all students can achieve grade-level standards with aligned instruction and appropriate supports • Recognize that effective use of HQIR resources, tools, and manipulatives improves student understanding • Value collaboration and shared responsibility across grade levels to ensure student success 	<p>Monitoring for Evidence of Implementation:</p> <p>Data Gathered:</p> <ul style="list-style-type: none"> • Observations, evaluations (focus on standards alignment, use of tools/manipulatives) • KMIT walkthrough tool • Lesson plans/unit plans aligned to i-Ready • Student work samples/artifacts • i-Ready diagnostic and CFA results <p>Responsible Parties:</p> <ul style="list-style-type: none"> • Classroom Teachers • Instructional Coach • Principal • Assistant Principal <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> • Weekly Instructional Leadership Team meetings • Monthly PLC meetings • Ongoing during evaluation cycles <p>Ongoing Supports:</p> <ul style="list-style-type: none"> • Instructional coaching and feedback cycles • Vertical and PLC collaboration time for planning and reflection • Administrative feedback through walkthroughs and conversations • Access to HQIR resources, tools, and manipulatives for implementation 	<ul style="list-style-type: none"> • Kentucky Mathematics Innovation Tool (KMIT) walkthrough data and lesson plans show consistent alignment to standards and effective use of i-Ready resources and manipulatives across grade levels, resulting in improved student performance on i-Ready, CFAs, and KSA. (Domain 1: Planning and Preparation) • Students effectively use manipulatives to deepen understanding, leading to improved accuracy and overall math performance. 	<p>Start: August 6th</p> <p>Ongoing: Throughout the school year during faculty meetings, Bullitt days, and/or grade level planning days</p> <p>Mid-Year Review: January 2027</p> <p>Completion: May 2027</p>	<p>Staffing: Karen German (Instructional Coach), Leslie Weihe (Principal)</p> <p>Technology & Tools:</p> <p>Time & Release: 6 hours</p> <p>Estimated Cost: \$0</p> <p>Funding Sources: NA</p>