



Professional Development Plan

2026-2027

Date: April 21, 2026

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

Principal Signature:

Joshua J. Seubert

Signature:

Wesley S. ...

Signature:

Destiny Hall

Signature:

J. J. Dargatzis

Signature:

Annie Markesbury

Signature:

Rachael Gibbs

Signature:

Overdale Elementary School

Mission

At Overdale, We...

- Overcome Obstacles
- Experience Growth
- Show Grit

Vision:

Overdale Elementary strives to grow all students into productive members of society by providing engaging, rigorous instruction with high expectations in an environment of mutual respect and appreciation.

Date: March 1, 2026

Persons Involved in Planning Process

Individuals involved in the 2026–2027 PL planning process include:

Faculty of OES (Bullitt Day January 5/Bullitt Day March 9)

OES Instructional Coach: Carmen Bolyard

SBDM Faculty: Jennifer Davenport, Rachel Gibbs, and Angie Marksbury

Principal: Joshua DeWar

Description of Planning Process

The 2026-2027 Professional Learning planning process began with a staff discussion of professional learning needs and wants at the January 2026 Bullitt Day.

Using discussion and feedback from the January meeting (that was recorded, compiled, and then voted upon, using small groups and chart paper gallery walks), the principal then reached out to SBDM faculty members to narrow down and refine teacher requests further to select and develop quality professional learning opportunities.

Professional learning was then planned and designed by the instructional coach and the principal 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.

The final plan was approved at the April SBDM meeting. Faculty were invited to give feedback on the final draft from April 15 up to the meeting (held April 21).

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

Needs Assessment Analysis

Link to Needs Assessment [HERE](#)

Top two focus areas:

- Reading & Writing Growth
- Creating Meaningful Professional Learning Opportunities for Staff

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. The latter has come about through PLC discussion and meetings with faculty post ARC meetings.

*(**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 (2026–2027), 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 2026 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 2027</p> <p>Completion: May 2027.</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: Using BCPS Technologies to Advance Instruction (AL-E, Gabby, and OTUS)

Short-Term Goal: Expose staff to ways that AI can complement their teaching and enhance the student learning experience

Long-Term Goal: Increase the use of AI to benefit teacher planning and instruction

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>OTUS, AL-E, GABY & Other New Technologies</p> <p>This professional learning session is designed to provide teachers with an overview and introduction to the instructional technologies currently being used across Bullitt County Public Schools, including OTUS, AL-E, GABY, and other district-supported digital tools.</p> <p>Participants will become familiar with the purpose of each platform, basic navigation, and how these systems support teaching, learning, assessment, and student progress monitoring.</p>	<p>Target Audience: Teachers and instructional staff in Bullitt County Public Schools who will be using district-supported instructional technologies.</p> <p>Intended Results: Participants will develop a basic understanding of district technology platforms and other new instructional tools.</p> <p>Student Outcomes: Students will benefit from increased access to meaningful, technology-supported learning experiences, improved tracking of progress and assessment data, and enhanced engagement through interactive digital tools.</p> <p>Educator Practices: Educators will demonstrate familiarity with OTUS, AL-E, GABY, and other district technologies, including navigation, accessing resources, and basic integration into classroom instruction.</p> <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> - Increase teacher efficiency - Support teacher's self-direction - Create mastery learners 	<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"> Instructional Coaches Building Administrators Teachers <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> Quarterly review of observation & student data Weekly lesson plan review by building admin <p>Ongoing Supports:</p> <ul style="list-style-type: none"> Instructional coaching cycles Administrator evaluation conference alignment Ongoing Bullitt Day conversations 	<ul style="list-style-type: none"> Teacher feedback Classroom observations Lesson plans detailing innovative, interactive, engaging strategies 	<p>Start: 8/4/2026, 8:15-11:15 AM</p> <p>Mid-Year Review: January 2027 Bullitt Day, PLCs throughout the year</p> <p>Completion: May 2027</p>	<p>Staffing: Instructional Coaches, Administrators, Professional Learning Coordinator</p> <p>Technology & Tools: AI platforms, survey tools, observation rubrics, HQJR materials</p> <p>Time & Release: Coaching cycle times, Bullitt Days</p> <p>Estimated Cost: District-funded (no cost to schools)</p> <p>Funding Sources: District General Fund</p>

Focus Area: Classroom Engagement Strategies to Make Learning Relevant, Meaningful, and Authentic

Short-Term Goal: By the end of the professional learning cycle, 100% of teachers will implement at least two new classroom engagement strategies learned during the Teacher Showcase, as evidenced by classroom walkthrough data, lesson plans, or PLC reflections.

Long-Term Goal: By the end of the school year, 100% of teachers will consistently implement at least two high-leverage engagement strategies, resulting in a 10% increase in student engagement indicators and a measurable increase in student growth on i-Ready assessments, as evidenced by walkthroughs, and student performance results.

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>Classroom Engagement Strategies That Work – Teacher Showcase</p> <p>This professional learning session will highlight effective classroom engagement strategies currently being used by teachers across the building. Selected teachers will have approximately 20 minutes to present an engaging instructional strategy, activity, or classroom practice that promotes student participation, thinking, and learning. The purpose of this session is to provide practical, teacher-led examples that colleagues can immediately apply in their classroom.</p>	<p>Target Audience: Certified staff</p> <p>Intended Results: Teachers will gain exposure to a variety of high-leverage engagement strategies that can be implemented in their classrooms to increase student participation, interaction, and learning outcomes.</p> <p>Student Outcomes: Students will experience more engaging, interactive, and student-centered instruction that promotes deeper understanding, collaboration, and active learning.</p> <p>Educator Practices:</p> <ul style="list-style-type: none"> Educators will observe, discuss, and apply classroom engagement strategies demonstrated by colleagues, 100% integration of at least two new strategies <p>Educator Beliefs & Efficacy: Teachers will strengthen their confidence in using engagement strategies and develop a shared belief that effective, student-centered instruction can be supported through practical, building-wide collaboration and professional learning.</p>	<p>Monitoring for Evidence of Implementation: Data Gathered:</p> <ul style="list-style-type: none"> Classroom walkthrough data focused on student engagement strategies Lesson plans reflecting use of showcased strategies PLC notes and teacher reflections on strategy implementation Student engagement indicators (on-task behavior, participation, discourse) i-Ready and formative assessment data to monitor impact on learning <p>Responsible Parties:</p> <ul style="list-style-type: none"> Administration (principal/assistant principal) Instructional coach Classroom teachers <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> Walkthrough data: Once every three weeks PLC discussions and reflections: Once a month Student data (i-Ready/formative): Monthly and after each diagnostic window Mid-year and end-of-year review of overall trends <p>Ongoing supports:</p> <ul style="list-style-type: none"> Instructional coaching cycles (modeling, co-teaching, and feedback) PLC time dedicated to sharing successes, challenges, and strategy refinement Follow-up faculty meetings Peer observations to see strategies in action Access to shared resources, strategy bank, and exemplars 	<ul style="list-style-type: none"> 100% of teachers are observed implementing at least two classroom engagement strategies during walkthroughs. Increased percentage of students meeting or exceeding i-Ready growth goals in reading and math. Improvement in formative assessment performance across classrooms. PLC documentation shows regular discussion, reflection, and refinement of engagement strategies. Teachers share successful strategies and student impact during PLCs or follow-up sessions. Teacher survey results indicate increased confidence in using engagement strategies and belief in their impact on student learning. 	<p>Start: 8/4/2026, 12:15–3:15 PM</p> <p>Ongoing: Teacher planning days, Faculty meeting follow ups, walkthrough data reviews, PLC discussions.</p> <p>Mid-Year Review: January 2027 Bullitt Day</p> <p>Completion: May 2027</p>	<p>Staffing: Instructional Coach, Administrators, Professional Learning Coordinator</p> <p>Technology & Tools: AI platforms, survey tools, observation rubrics, HQIR materials</p> <p>Time & Release: Coaching cycle times, Bullitt Days</p> <p>Estimated Cost: District-funded (no cost to schools)</p> <p>Funding Sources: District General Fund</p>

Focus Area: Reading & Writing Growth

Short-Term Goal: By the end of the first instructional quarter, 100% of teachers will implement at least one HQR-aligned instructional strategy and one engagement strategy from the North & Central Strategy Swap, as evidenced by lesson plans, PLC notes, and classroom walkthrough data.

Long-Term Goal: By the end of the school year, consistent implementation of HQR-aligned instruction and engagement strategies across all classrooms will result in a 10% increase in student engagement indicators and measurable growth on common assessments and state/district benchmark data, as evidenced by walkthrough trends, student work, and assessment results.

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>North & Central Collaboration – OES/LJES HQR Best Practices & Strategy Swap This professional learning session will highlight effective classroom engagement strategies currently being used by teachers across the building. Selected teachers will have approximately 20 minutes to present an engaging instructional strategy, activity, or classroom practice that promotes student participation, thinking, and learning. The purpose of this session is to provide practical, teacher-led examples that colleagues can immediately apply in their classroom.</p>	<p>Target Audience: OES & LJES Certified Staff</p> <p>Intended Results: Teachers at both schools will begin the school year with routines and structures in place that lead to effective classroom management and the beginning of strong implementation of our reading and math HQR.</p> <p>Student Outcomes: Students will receive high quality instruction with the usage of BCPS technological tools.</p> <p>Educator Practices: Educators within the same grade level band will plan using the BCPS non-negotiables to develop lessons based on reading and math HQR with small shifts towards authentic learning practices.</p> <p>Educator Beliefs & Efficacy: Educators will increase their belief in and confidence to implement HQR-aligned instructional practices through collaborative planning and peer modeling, resulting in more consistent use of engaging, student-centered instructional strategies.</p>	<p>Monitoring for Evidence of Implementation: Data Gathered: Evidence will include classroom observations, lesson plans, student work samples, and grade-level/common assessment data. Additional data may include student engagement indicators (on-task behavior, participation) and PLC notes reflecting instructional shifts.</p> <p>Responsible Parties:</p> <ul style="list-style-type: none"> Instructional Coaches Building Administrators Teachers <p>Frequency of Analysis: Data will be analyzed on an ongoing basis through weekly PLC check-ins and bi-weekly Special Education PLC meetings, with monthly reflections to monitor trends and instructional impact.</p> <p>Ongoing Supports: Teachers will receive continued support through PLC collaboration, instructional coaching cycles, peer observations, and administrative feedback. Additional supports may include modeling of HQR strategies, co-planning opportunities, and targeted follow-up professional learning based on needs.</p>	<p>Teacher feedback from the shared school sessions will let admin. at both schools know the effectiveness of this new initiative.</p> <p>Lesson plans will show more engaging practices, more fully developed assessments, and a deeper understanding of HQR implementation.</p>	<p>Start: 8/5/2026, 8:15–11:15 AM 12:15–3:15pm</p>	<p>Staffing: Instructional Coaches, Administrators, Professional Learning Coordinator</p> <p>Technology & Tools: AI platforms, survey tools, observation rubrics, HQR materials</p> <p>Time & Release: 8/5/2026 training with school team planning days and follow-ups</p> <p>Estimated Cost: District-funded (no cost to schools)</p> <p>Funding Sources: District General Fund</p>

Focus Area: Working with Students with Unique Needs (IEPs & 504s)

Short-Term Goal: Staff will better understand the nine eligibility categories for which students can qualify and learn strategies for working with students in those nine categories (as well as how to differentiate and modify instruction for those with 504s).

Long-Term Goal: Certified staff will gain confidence and effectiveness will increase in working with special education students.

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>Diving Into Disabilities: A Special Education Camp for Educators: A full-day, interactive professional learning experience focused on understanding disabilities under IDEA, with deep dives into Autism, MTSS processes, and 504s/ARCs. Participants engage in simulations (Disability Sudoku), large-group learning, and small-group sessions to build practical strategies for supporting diverse learners.</p>	<p>Target Audience: All certified and classified staff at Overdale Elementary, including general education teachers, special education teachers, and support staff.</p> <p>Intended Results: Staff will develop and apply deeper understanding of disabilities, MTSS processes, and legal requirements (504s/ARCs).</p> <p>Student Outcomes: Students with disabilities and diverse learning needs will receive targeted, appropriate supports, resulting in increased engagement, access to grade-level content, and improved academic and behavioral outcomes.</p> <p>Educator Practices: Educators will implement effective accommodations, utilize MTSS data to inform instruction, accurately complete referrals and documentation, and apply inclusive strategies.</p> <p>Educator Beliefs & Efficacy: Educators will build confidence in their ability to support students with disabilities, strengthen their belief in inclusive practices, and develop a shared responsibility for student success across all tiers of support.</p>	<p>Monitoring for Evidence of</p> <ul style="list-style-type: none"> Classroom walkthrough data focused on implementation of accommodations, differentiation, and inclusive practices MTSS documentation (intervention logs, progress monitoring data, tier movement) 504 and ARCs documentation accuracy and timeliness Student work samples demonstrating access to grade-level content with supports Behavior and academic data trends for students with disabilities PLC and team meeting notes reflecting use of strategies and data-based decision making <p>Responsible Parties:</p> <ul style="list-style-type: none"> Instructional Coaches Building Administrators Certified and classified teachers, MTSS/504/IEP Case Managers <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> Student progress monitoring: Every 2-4 weeks depending on intervention tier Administrative data review: Monthly Mid-year and end-of-year MTSS and inclusion trend analysis <p>Ongoing supports:</p> <ul style="list-style-type: none"> Coaching support for implementing accommodations and inclusive strategies in real time PLC collaboration focused on case studies, student data review, and problem-solving Modeling and co-teaching support for differentiation and behavior strategies MTSS training refreshers and guided support with documentation systems Administrative feedback cycles tied to walkthroughs and instructional expectations 	<p>Instructional Implementation:</p> <ul style="list-style-type: none"> Increase in the consistent use of documented accommodations and differentiation strategies in classroom walkthroughs. <p>MTSS Effectiveness:</p> <ul style="list-style-type: none"> Improved fidelity in MTSS implementation. <p>Compliance & Documentation:</p> <ul style="list-style-type: none"> 100% accuracy and timeliness in completion of 504 plans, ARC documentation, and referral processes. <p>Student Outcomes:</p> <ul style="list-style-type: none"> Improved academic and behavioral outcomes for students with disabilities, as shown in progress monitoring and schoolwide data trends. <p>Educator Growth & Beliefs:</p> <ul style="list-style-type: none"> Increased teacher confidence in supporting students with disabilities as measured through surveys, PLC reflections, or feedback tools. 	<p>Start: 8/6/2026 8:30-3:30PM</p> <p>Ongoing: Follow-ups during PLCs, staff meetings, planning supports with teachers, modeling, supporting in the classroom.</p> <p>Mid-Year Review: A mid-year touch base will happen at the January Bullitt Day.</p> <p>Completion: May 2027</p>	<p>Staffing: Instructional Coach, principal</p> <p>Technology & Tools: HQIR materials</p> <p>Time & Release: PLC check-ins, optional observation release time</p> <p>Estimated Cost: \$0 - Professional learning is being conducted at OES using BCPS staff</p> <p>Funding Sources: N/A - Space, tools, and staff are already in place/funded through BCPS.</p>