



Old Mill Elementary Professional Development Plan

2026-2027

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:

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

Principal Signature:

Butterfly

Signature:

Cheryl Picard

Signature:

Samantha

Signature:

Danielle Turner

Signature:

Signature:

Signature:

Old Mill Elementary

Mission

**Our mission at Old Mill Elementary is to create a
collaborative and innovative learning
environment where all students succeed.**

Date: March 1, 2026

Persons Involved in Planning Process

- **Certified Teachers**
- **Instructional Leadership Team**
- **SBDM Council**

Description of Planning Process

The professional learning plan was developed through a collaborative and data-informed process aligned to our CSIP goals and staff professional growth needs. Staff completed a feedback survey to identify areas where additional learning and support would have the greatest impact on instruction and student outcomes.

The leadership team reviewed and analyzed the survey data to identify key trends and areas of focus. One of the strongest themes from the feedback was a desire to strengthen instructional practices connected to authentic and transformational learning experiences for students, which aligns directly with our CSIP priorities.

Based on this feedback, the leadership team created differentiated professional learning tracks that will be implemented during scheduled professional learning hours and extended throughout the school year during Bullitt Day learning sessions. One track focuses on building capacity in authentic and transformational learning, while the second provides differentiated learning opportunities based on teacher readiness and instructional needs.

This approach ensures that professional learning is aligned to school improvement priorities, responsive to staff voice, and designed to build instructional capacity across the school.

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

Needs Assessment Analysis

[Link to Needs Assessment here](#)

Top two focus areas:

- Writing
- Math

Explanation of Connection:

The professional learning plan at Old Mill Elementary directly supports growth in writing and mathematics by strengthening authentic learning experiences, increasing opportunities for students to explain their thinking through writing and discourse, and improving differentiated instructional practices. Teachers will collaborate vertically to align expectations for writing and mathematical reasoning across grade levels while implementing instructional strategies that promote deeper engagement, problem solving, and real-world application of skills.

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
New Teacher Orientation & T.H.R.I.V.E. Academy 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.	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. Intended Results: Student Outcomes: <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 Educator Practices: <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 Educator Beliefs & Efficacy: <ul style="list-style-type: none"> Increased teacher confidence Increased perception belonging Improved retention of new teachers 	Monitoring for Evidence of Implementation: Data Gathered: <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 Responsible Parties: <ul style="list-style-type: none"> T.H.R.I.V.E. Mentors Instructional Coaches Building Administrators New Teachers (artifact submission) Frequency of Analysis: <ul style="list-style-type: none"> Monthly mentor check-ins Quarterly review of observation & student data Mid-year & end-of-year survey analysis Ongoing Supports: <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 	Start: August 2024 End: New Teacher Orientation (6 hours) Ongoing: Up to 6 additional THRIVE Academy hours throughout school year Monthly mentor meetings Quarterly cohort sessions Mid-Year Review: January 2025 Completion: May 2025	Staffing: T.H.R.I.V.E. Mentors, Instructional Coaches, Administrators, Professional Learning Coordinator Technology & Tools: Inkwire platform, survey tools, observation rubrics, HQIR materials Time & Release: Mentor check-ins, optional observation release time Estimated Cost: District-funded (no cost to schools) Funding Sources: District General Fund Professional Learning Allocation Title II (if applicable)

Focus Area: Instructional Rigor, Authentic Learning, and Differentiated Instruction

Short-Term Goal: Implement differentiated professional learning pathways (Explore, Build, Elevate) to strengthen teacher capacity in transformational learning, differentiation, and vertical alignment, beginning with a 6-hour Summer Institute launch for 100% of the certified staff to participate.

Long-Term Goal: 100% of teachers will engage in sustained professional learning through pathway-based instruction, resulting in increased use of authentic learning experiences, differentiated instruction, and vertically aligned expectations that improve student outcomes in writing and mathematics.

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>The Transformational Learning Tracks model provides differentiated professional learning pathways for teachers based on their experience with authentic learning and instructional design.</p> <p>During the 6-hour Summer Institute, teachers will complete a self-reflection to identify their starting point and will be placed in one of three learning pathways.</p> <p>Each pathway focuses on strengthening instructional practices that promote:</p> <ul style="list-style-type: none"> • authentic learning experiences • student voice and ownership • real-world application of academic content • differentiated instructional strategies • opportunities for students to explain and communicate their thinking 	<p>Target Audience: All certified teachers at Old Mill Elementary</p> <p>Target Audience</p> <ul style="list-style-type: none"> • All certified teachers <p>Student Outcomes</p> <ul style="list-style-type: none"> • Increased student ability to explain thinking through writing and discourse • Improved problem solving and mathematical reasoning • Growth on formative and common assessment data <p>Educator Practices</p> <ul style="list-style-type: none"> • Increased use of authentic learning experiences • Implementation of differentiation strategies • Stronger vertical alignment of expectations across grade levels <p>Educator Beliefs & Efficacy</p> <ul style="list-style-type: none"> • Increased teacher confidence in authentic learning design • Increased collaboration across teams 	<p>Data Gathered</p> <ul style="list-style-type: none"> • Walkthrough and observation data • Student work samples • Formative and common assessment data • PLC documentation <p>Responsible Parties</p> <ul style="list-style-type: none"> • Building administrators • Instructional coach • Teacher leaders <p>Ongoing Supports</p> <ul style="list-style-type: none"> • Instructional coaching • PLC collaboration and student work analysis • Vertical alignment planning 	<ul style="list-style-type: none"> • Walkthrough evidence of authentic learning and differentiation • Increased student engagement and collaboration • Growth in writing and mathematics assessment data • Improved student ability to explain thinking 	<ul style="list-style-type: none"> • Start: Summer 2026 (6-hour launch) • Ongoing: 4 professional learning sessions (3 hours each) • Completion: Spring 2027 • Total Potential Hours: 6 Hours 	<p>Staffing: All Certified</p> <p>Technology & Tools: Inkwire, PBL Works, AL-E, PDSAs, HQR Resources</p> <p>Time & Release: Bullitt Day extensions, PSDA, PLC</p> <p>Estimated Cost: None</p> <p>Funding Sources: None</p>

Focus Area: New Teacher Support –Strengthening Collaborative Systems

Short-Term Goal:Implement consistent, structured PLC team practices so that 100% of collaborative teams engage in weekly meetings using Solution Tree-aligned protocols focused on essential standards, data analysis, and student learning.

Long-Term Goal: 100% of collaborative teams will demonstrate effective PLC implementation, resulting in increased collective teacher efficacy, improved instructional alignment, and measurable growth in student achievement across priority standards.

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>Team Building: Strengthening Collaborative Team Systems (Solution Tree Model):</p> <p>This session focuses on strengthening collaborative team systems using the Solution Tree PLC at Work framework. Staff will engage in team-building activities, reflect on current practices, and apply structured protocols to improve collaboration, data use, and collective responsibility for student learning.</p>	<p>Target Audience: All certified staff (K-5 teachers, special education teachers, instructional coaches, and administrators)</p> <p>Intended Results:</p> <ul style="list-style-type: none"> Student Outcomes: <ul style="list-style-type: none"> Increased student achievement through consistent, standards-aligned instruction Improved outcomes on common formative assessments Increased access to targeted interventions and enrichment based on team data analysis Educator Practices: <ul style="list-style-type: none"> Consistent implementation of PLC structures aligned to Solution Tree expectations Increased use of data to drive instructional decisions Clear identification of essential standards and learning targets Stronger alignment of Tier 1 instruction, intervention, and enrichment practices analysis to inform instruction Educator Beliefs & Efficacy: <ul style="list-style-type: none"> Increased collective teacher efficacy Stronger sense of shared ownership for all students Increased confidence in collaborative team processes Strengthened trust and communication among team members 	<p>Monitoring for Evidence of Implementation: Data Gathered:</p> <ul style="list-style-type: none"> PLC agendas and team meeting notes Common formative assessment data Student work samples Classroom observation and walkthrough data (Look & Listen Tool) MTSS intervention and enrichment data Staff feedback survey Look and listen Tool <p>Responsible Parties:</p> <ul style="list-style-type: none"> Building Administrators (Mrs. Joiner & Admin Team) Instructional Coach PLC Team Leaders/Facilitators Classroom Teachers (artifact submission and implementation) <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> Weekly PLC team meetings Monthly leadership team review of PLC effectiveness Quarterly data reviews (student achievement and team implementation) <p>Ongoing Supports:</p> <ul style="list-style-type: none"> Ongoing PLC facilitation support and coaching cycles Administrative participation in collaborative team meetings Use of structured PLC protocols aligned to Solution Tree Access to model PLC resources and exemplars Embedded feedback through walkthroughs and coaching conversations 	<ul style="list-style-type: none"> 100% of teams implementing consistent PLC structures and protocols Documented evidence of weekly collaborative team meetings Increased alignment of instruction to essential standards Walkthrough data reflects strong evidence of data-driven instruction Improved student performance on common formative assessments Evidence of systematic intervention and enrichment planning across teams Positive trends in staff perception data related to collaboration and team effectiveness 	<p>Start Date: August 2025 (Opening Professional Learning)</p> <p>Duration: 3 Hours</p> <p>Ongoing Implementation:</p> <ul style="list-style-type: none"> Weekly PLC meetings throughout the 2025-2026 school year Quarterly reflection and refinement cycles <p>Completion: May 2026</p>	<p>Staffing:</p> <ul style="list-style-type: none"> Building Administrators Instructional Coach PLC Team Leaders <p>Technology & Tools:</p> <ul style="list-style-type: none"> PLC agendas and protocol templates Student data platforms (MasteryConnect, I-Ready) Look & Listen Tool MTSS tracking tools <p>Time & Release:</p> <ul style="list-style-type: none"> Embedded within professional learning time No additional release time required <p>Estimated Cost: Minimal to none</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> School Professional Learning Allocation District General Fund (if applicable)

Focus Area: New Teacher Support –Strengthening Collaborative Systems

Short-Term Goal: 100% of teams will design and refine PDSA cycles that intentionally integrate authentic learning, PBL, and rigor aligned to priority standards.

Long-Term Goal: 100% of teams will consistently implement high-quality PDSA cycles that result in sustained instructional shifts toward authentic, rigorous learning experiences, leading to measurable increases in student engagement and achievement.

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>Team PDSA Planning: Designing Authentic & Rigorous Learning Experiences</p> <p>This 3-hour session engages teams in refining and designing PDSA cycles focused on authentic learning, PBL, and rigor. Teams will apply prior professional learning to ensure high levels of rigor, meaningful student engagement, and intentional instructional shifts aligned to standards.</p>	<p>Target Audience: All certified staff (K–5 teachers, special education teachers, instructional coaches, and administrators)</p> <p>Intended Results:</p> <ul style="list-style-type: none"> Increased engagement in authentic, real-world learning experiences Improved mastery of priority standards through rigorous, standards-aligned tasks Increased ability for students to apply learning through problem-solving and critical thinking <p>Educator Practices:</p> <ul style="list-style-type: none"> Development and implementation of high-quality PDSA cycles aligned to authentic learning and PBL Increased intentional planning for rigor and depth of knowledge Strong alignment between standards, tasks, and assessments Consistent integration of authentic learning experiences across content areas <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> Increased confidence in designing rigorous, authentic learning experiences Stronger belief in student capacity for high-level thinking and application Increased ownership of instructional shifts aligned to school priorities 	<p>Monitoring for Evidence of Implementation: Data Gathered:</p> <ul style="list-style-type: none"> PDSA plans and revisions Student work samples and performance tasks Common formative and summative assessment data Classroom observation and walkthrough data (look & Listen Tool) Student engagement indicators <p>Responsible Parties:</p> <ul style="list-style-type: none"> Building Administrators (Mrs. Joiner & Admin Team) Instructional Coach PLC Teams Classroom Teachers (Implementation and artifacts) <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> Weekly PLC discussions of PDSA implementation Monthly review of student work and assessment data Quarterly reflection on PDSA impact and instructional shifts <p>Ongoing Supports:</p> <ul style="list-style-type: none"> Instructional coaching cycles focused on authentic learning and rigor Administrative feedback through walkthroughs and PLC participation Access to PBL and authentic learning resources and exemplars Collaborative planning time embedded in PLC structures 	<ul style="list-style-type: none"> 100% of teams develop and implement aligned PDSA cycles Evidence of authentic, rigorous learning tasks in classrooms Walkthrough data reflects increased student engagement and higher-order thinking Improved student performance on standards-aligned assessments Student work demonstrates depth of understanding and application Positive trends in student engagement and teacher confidence 	<p>Start Date: 2025–2026 School Year (Embedded Professional Learning) Duration: 3 Hours</p> <p>Ongoing Implementation:</p> <ul style="list-style-type: none"> Weekly PLC implementation and refinement of PDSAs Quarterly reflection cycles <p>Completion: May 2026</p>	<p>Staffing:</p> <ul style="list-style-type: none"> Building Administrators Instructional Coach PLC Teams <p>Technology & Tools:</p> <ul style="list-style-type: none"> PDSA templates and planning tools Student data platforms (Mastery/Connect, i-Ready) Look & Listen Tool Authentic learning and PBL resources <p>Time & Release:</p> <ul style="list-style-type: none"> Embedded within professional learning time No additional release time required <p>Estimated Cost: No cost</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> School Professional Learning Allocation (Section 6)

Focus Area: New Teacher Support – Strengthening Collaborative Systems

Short-Term Goal: 100% of teachers will engage in Edcamp sessions and identify at least one actionable shift to increase rigor in instruction, assessment, or authentic learning experiences.

Long-Term Goal: 100% of teachers will consistently implement rigorous instructional and assessment practices, resulting in improved student performance, deeper learning, and stronger alignment to a balanced assessment system.

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>Rigor Edcamp: Elevating Instruction, Assessment, and Authentic Learning:</p> <p>This Edcamp provides teachers with choice-based sessions focused on rigor in instruction, assessment, and authentic learning, in partnership with Ohio Valley Educational Cooperative (OVEC). Staff will engage in collaborative learning experiences centered on embedding rigor into daily practice and strengthening a balanced assessment system.</p>	<p>Target Audience: All certified staff (K–5 teachers, special education teachers, instructional coaches, and administrators)</p> <p>Intended Results:</p> <ul style="list-style-type: none"> Increased access to rigorous, standards-aligned learning experiences Improved performance on formative and summative assessments Increased student ability to think critically, problem-solve, and apply learning <p>Educator Practices:</p> <ul style="list-style-type: none"> Increased implementation of rigorous instructional strategies Strengthened alignment between instruction, authentic tasks, and assessment Improved use of balanced assessment practices Integration of simple, high-impact shifts to elevate rigor in daily instruction <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> Increased teacher confidence in delivering rigorous instruction Stronger belief that all students can engage in high-level learning Increased ownership of instructional practices that promote depth and complexity 	<p>Monitoring for Evidence of Implementation: Data Gathered:</p> <ul style="list-style-type: none"> Classroom observation and walkthrough data (Look & Listen Tool) Student work samples demonstrating rigor and depth Common formative and summative assessment data Teacher reflection and feedback from Edcamp sessions PLC documentation of instructional shifts <p>Responsible Parties:</p> <ul style="list-style-type: none"> Building Administrators (Mrs. Joiner & Admin Team) Instructional Coach OVEC Facilitators Classroom Teachers (Implementation and reflection) <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> Weekly PLC discussions focused on instructional rigor Monthly walkthrough data review Quarterly analysis of student performance and instructional shifts <p>Ongoing Supports:</p> <ul style="list-style-type: none"> Instructional coaching cycles focused on rigor and assessment practices Continued PLC collaboration to embed Edcamp learning into practice Administrative feedback through walkthroughs and team meetings Access to OVEC resources and session materials 	<ul style="list-style-type: none"> Increased evidence of rigorous instructional practices in classrooms Walkthrough data reflects higher levels of student thinking and engagement Improved alignment between instruction, assessment, and standards Student work demonstrates increased depth of understanding Positive trends in assessment data across content areas Increased teacher confidence in implementing rigorous practices 	<p>Start Date: 2025–2026 School Year (Professional Learning Day) Duration: 3 Hours Ongoing Implementation:</p> <ul style="list-style-type: none"> Embedded through PLC work and instructional practice throughout the year <p>Completion: May 2026</p>	<p>Staffing:</p> <ul style="list-style-type: none"> OVEC Facilitators Building Administrators Instructional Coach <p>Technology & Tools:</p> <ul style="list-style-type: none"> Edcamp session materials and resources Student data platforms (MasteryConnect, i-Ready) Look & Listen Tool Balanced assessment resources <p>Time & Release:</p> <ul style="list-style-type: none"> Embedded within professional learning time No additional release time required <p>Estimated Cost: No cost</p> <p>Funding Sources: Partnership with OVEC (no cost to school)</p>