



Roby  
Elementary  
School

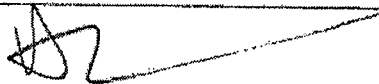
# Roby Elementary Professional Development Plan

2026-2027

**Date: 4.2.26**

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

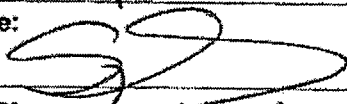
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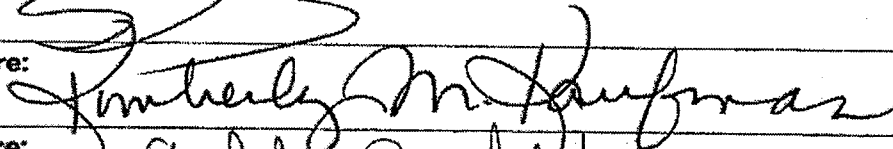
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# School Name

## Mission

**Who we are: Caregivers**

**Why we exist: To inspire the unimaginable (vision)**

**On a mission to: WE INSPIRE OUR STUDENTS' LOVE FOR LEARNING,  
ENCOURAGE THEM TO TRY NEW THINGS, AND GIVE THEM A SOLID  
FOUNDATION TO BECOME CARING COMMUNITY MEMBERS.**

Date: March 1, 2026

# **Persons Involved in Planning Process**

- **Leadership Team: Principal, Instructional Coach**
- **Roby Staff (PL Survey & PL Dates)**
- **SBDM Council: parents and teachers**
- **Team Leads: All Grades & Special Area**

# Description of Planning Process

Teachers were surveyed in March on placement preferences and PL needs for 26–27 Teachers were given an additional opportunity to provide feedback on PL needs with the PL Needs & Dates survey in April. The impact survey was given in the winter and again in late March–early April (at the school level) asking about resources and PL. IC & principal collaborated with teams/team leads to determine resources needed to support the lesson design process & curriculum implementation through PLCs in the spring. The survey data was analyzed to determine the needs of teachers for professional development.

Additional data utilized were Transformational Walkthrough Data, and iReady, fastbridge, ODW, and DRA data to plan embedded PD through Bullitt Days and professional learning days. Areas of need included student engagement through authentic learning experiences, co-teaching approaches to meet the needs of all students, curriculum implementation training in math for all teachers including but not limited to special areas, technology and special education teachers. There were also individual professional learning needs identified through classroom level data, PGPs, and teacher input.

The professional development plan was created through collaboration between principal, instructional coach and SBDM members related to schoolwide data analysis of all content areas. In addition, planning of professional development was gained throughout the year in professional learning communities to identify areas of growth and next steps for instruction.

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

# Needs Assessment Analysis

Link to Needs Assessment [here](#)

Top two focus areas:

- Literacy & Numeracy Proficiency
- Coteaching: SWD Proficiency in Reading

Explanation of how this relates to school goals here.

- By Spring 2029, students scoring proficient and distinguished in math will improve from \_\_19\_\_\_\_ to \_\_\_\_53.7%\_\_\_\_
- By Spring 2029, students scoring proficient and distinguished in reading from \_\_\_\_33\_\_\_\_ to \_\_\_\_67%\_\_\_\_.
- By Spring 2026, students with disabilities scoring proficient and distinguished in reading will improve from \_21%\_ to \_\_\_\_42%\_\_\_\_.

*(\*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
<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 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 New Teacher Orientation (6 hours)</p> <p><b>Ongoing:</b> Up to 6 additional THRIVE Academy hours throughout school year</p> <p>Monthly mentor meetings</p> <p>Quarterly cohort sessions</p> <p><b>Mid-Year Review:</b> January 2025</p> <p><b>Completion:</b> May 2025</p>	<p><b>Staffing:</b> T.H.R.I.V.E. Mentors, Instructional Coaches, Administrators, Professional Learning Coordinator</p> <p><b>Technology &amp; Tools:</b> Inkwire platform, survey tools, observation rubrics, HQIR materials</p> <p><b>Time &amp; Release:</b> Mentor check-ins, optional observation release time</p> <p><b>Estimated Cost:</b> District-funded (no cost to schools)</p> <p><b>Funding Sources:</b> District General Fund Professional Learning Allocation Title II (if applicable)</p>

Elementary Math Instructional Plan / 2025-2026 / All Districts

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Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
<p><b>Professional Learning Activity:</b> Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning.</p> <p><b>Description of Activity:</b> Teachers will engage in training on utilizing a math universal screener and diagnostic tools to assess student needs. They will also receive professional development on implementing high-quality, state-approved math resources, focusing on the Standards for Mathematical Practice and instructional coherence.</p>	<p>Elementary Teachers 6-12 Math Teachers</p> <p><b>Intended Learning Outcomes:</b> Teachers will be able to effectively use math assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student math proficiency.</p>	<p>Regular check-ins, coaching sessions, and data analysis of student performance will be conducted. Ongoing support will be provided through professional learning communities and resource sharing.</p>	<p>Increased student understanding and mastery of standards in Math.</p> <p>Increased student performance on math assessments</p> <p>,as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.</p>	<p>July 2025-May 2026</p>	<p>District General Funds</p>



Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
<p>Graduate Profile Teacher Cohort</p> <p>Teachers will be able to learn about each graduate profile competency and be able to plan learning experiences aligned with them.</p>	<p>Audience: Teachers and Instructional Coaches</p> <p>Learning Outcomes: Teachers will be able to learn about each graduate profile competency and be able to plan learning experiences aligned with them.</p>	<p>Feedback from Principals and Instructional Coaches</p> <p>Student-centered coaching cycles</p>	<p>Attendees survey feedback</p> <p>Growth on district benchmark assessments</p>	September 2024-May 2025	\$60,000- grant funding

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date and # of Hours	Resources, Estimated Cost, and Funding Source
<p><b>Unit Internalization &amp; PDSA</b> Teachers will engage in a structured unit internalization process for both math and reading/writing curriculum to ensure strong alignment, coherence, and responsiveness across Tier 1, Tier 2, and Tier 3 instruction.</p> <p>Through collaborative planning, teachers will unpack standards, identify priority learning targets, anticipate student misconceptions, and align instructional strategies, scaffolds, and MTSS interventions. Teams will develop unit plans at least 10 instructional days prior to implementation.</p> <p>Teachers will also engage in ongoing PDSA cycles to reflect on instructional effectiveness, analyze student data, and adjust instruction across tiers to meet student needs.</p>	<p>General Education Teachers, Special Education Teachers, Interventionists, and Instructional Coaches</p> <p>Intended Learning Outcomes:</p> <ul style="list-style-type: none"> <li>Teachers will deeply understand unit standards, learning progressions, and desired student outcomes.</li> <li>Teachers will effectively internalize curriculum to deliver high-quality Tier 1 instruction.</li> <li>Teachers will plan aligned Tier 2 and Tier 3 supports based on anticipated and real-time student needs. (MTSS)</li> <li>Teachers will use data to adjust instruction through ongoing PDSA cycles.</li> <li>Teachers will collaboratively design coherent unit plans that include differentiation, scaffolding, and intervention strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing feedback from Principal and Instructional Coaches during PLCs and planning sessions</li> <li>Student-centered coaching cycles focused on Tier 1 instruction and intervention alignment</li> <li>Review of unit plans for alignment to standards, rigor, and tiered supports</li> <li>PLC agendas and artifacts documenting internalization and data analysis, including MTSS PLC</li> <li>Classroom walkthroughs focused on evidence of internalization and instructional alignment</li> <li>Data meetings to monitor student progress across tiers</li> </ul>	<ul style="list-style-type: none"> <li>Completed and aligned unit plans developed at least 10 days in advance</li> <li>Evidence of strong Tier 1 instruction in classroom observations</li> <li>Clear alignment between Tier 1 instruction and Tier 2/3 interventions</li> <li>Positive trends in district benchmark assessment data</li> <li>Increased student mastery of priority standards</li> <li>Teacher survey feedback indicating</li> </ul>	<p>End Date: Ongoing throughout the 2026–2027 school year Estimated Hours:</p> <p>Initial Training: 6-12 hours (summer/July) Ongoing PLC/Internalization Time: 2–3 hours per unit (embedded in weekly PLCs) Coaching &amp; Data Cycles: Ongoing</p>	None

## Focus Area: Student Engagement through PBIS, SEL, and Tiered Behavioral Supports

**Short Term Goal:** Staff will consistently implement schoolwide PBIS practices with embedded SEL instruction and engagement strategies to create predictable, positive learning environments. Teachers will explicitly teach expectations, reinforce positive behavior, and begin integrating Tier 2 and Tier 3 behavioral supports using MTSS processes.

**Long Term Goal:** Staff will design and sustain highly engaging, student-centered learning environments where PBIS, SEL, and instructional practices are fully integrated.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start/End Date and # of Hours	Resources, Estimated Cost, and Funding Source
<p><b>PBIS (Positive Behavioral Interventions and Supports) – Embedded Practices</b></p> <p>Staff will implement schoolwide PBIS practices to create a consistent, positive, and engaging learning environment. Professional learning will focus on explicitly teaching expectations, SEL core instruction (i.e. character strong), reinforcing positive behavior, increasing student voice, and embedding engagement strategies (i.e. Kagan) within daily instruction across Tier 1, Tier 2, and Tier 3.</p> <p>Teachers will integrate PBIS with instructional practices to ensure student engagement is supported behaviorally and academically throughout the day.</p> <p>Behavior MTSS will be embedded within PBIS by supporting staff in identifying students in need of Tier 2 and Tier 3 interventions.</p>	<p><b>Audience:</b> All certified staff, classified staff, and support staff</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Staff will consistently implement PBIS expectations and routines across all settings</li> <li>Staff will embed engagement strategies within PBIS (e.g., active participation, clear expectations, reinforcement systems, kagan)</li> <li>Staff will use proactive strategies to increase time on task and student engagement</li> <li>Staff will implement Tier 2 and Tier 3 behavioral</li> </ul>	<ul style="list-style-type: none"> <li>PBIS team meetings to review discipline, attendance, and intervention data</li> <li>Regular check-ins and coaching sessions with administration and instructional coaches</li> <li>PLCs focused on behavior data, engagement strategies, and intervention planning</li> <li>Ongoing modeling and resource sharing for PBIS and intervention strategies</li> <li>Classroom walkthroughs and feedback aligned to engagement, PBIS, and Tiered supports</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in discipline referrals and behavior incidents</li> <li>Improved student attendance and engagement data</li> <li>Evidence of consistent Tier 1 PBIS practices across classrooms</li> <li>Increased implementation of Tier 2 and Tier 3 interventions with fidelity</li> <li>Positive trends in student behavior and classroom engagement transformational walkthroughs</li> <li>Improved student access to instruction due to fewer behavior disruptions</li> <li>Teacher-led PBIS/Behavior supports showcases at Ed</li> </ul>	<p>Start Date: August 5, 2026 (Bullitt Day)</p> <p>Ongoing: Faculty meetings, PLCs, PBIS team meetings</p> <p>Hours: Initial 3 hours + ongoing embedded support throughout the year</p>	\$0

## Focus Area: Co-Teaching to Increase Student Engagement and Access to Tier 1-3 Instruction

**Short Term Goal:** Special education and general education teachers will implement effective co-teaching models (e.g., station, parallel, team teaching) with clearly defined roles and shared instructional responsibility to increase student engagement and provide targeted support within Tier 1 instruction.

**Long Term Goal:** Co-teaching teams will consistently design and deliver cohesive, data-driven instruction that integrates Tier 1, Tier 2, and Tier 3 supports within the general education classroom, resulting in increased student engagement, improved access to grade-level content, and stronger outcomes for all learners.

Professional Learning Activity & Description of Activity	Targeted Audience & Intended Learning Outcomes	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date and # of Hours	Resources, Estimated Cost, and Funding Source
<p><b>co-teaching</b> Special education and general education teachers will engage in professional learning focused on effective co-teaching models (e.g., parallel, station, team teaching). The goal is to strengthen collaboration and increase engagement for students receiving Tier 1, 2, and 3 supports within the general education setting.</p> <p>By Spring 2026, students with disabilities scoring proficient and distinguished in reading will improve from <u>21%</u> to <u>42%</u>.</p>	<p>Audience: LBD Special Education Teachers &amp; General Education Co-Teachers</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>Teachers will effectively plan and implement co-teaching models</li> <li>Teachers will share instructional responsibility to increase student engagement</li> <li>Teachers will align academic and behavioral supports across Tier 1, 2, and 3</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled Co-Planning Time</li> <li>Ongoing coaching focused on co-teaching structures (e.g., station, parallel, team teaching), with modeling, co-planning, and feedback</li> <li>Frequent walkthroughs with specific feedback on, co-teaching structures, shared instructional responsibility, student engagement</li> <li>Analyze student data</li> </ul>	<p><b>Balanced Instructional Roles:</b> Evidence that both teachers are actively instructing, facilitating, and supporting students (not one lead/one assist)</p> <p><b>Use of Multiple Co-Teaching Models:</b> Observations show intentional use of a variety of models (station, parallel, team teaching), not just one approach</p> <p><b>Increased Student Engagement:</b> Walkthrough and observation data show:</p> <ul style="list-style-type: none"> <li>High levels of student participation</li> <li>Increased student discourse</li> <li>More students actively engaged during lessons</li> </ul> <p><b>Improved Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>Growth in district and classroom assessment data</li> <li>Increased progress for students with IEPs and other targeted groups</li> </ul>	<p><b>Start Date:</b> August 2026</p> <p><b>Hours:</b> NA</p> <p><b>Ongoing:</b> sped PLCs and coaching cycles</p>	\$0