



BERNHEIM

MIDDLE SCHOOL

Professional Development Plan

2026-2027

Date: 4/13/26

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

Principal Signature:

C. Hoff

Signature:

Brea Breeze

Signature:

J. C.

Signature:

A. Roberts

Signature:

Beth Graham

Signature:

Signature:

||BERNHEIM MIDDLE SCHOOL

**EVERY STUDENT, EVERY
DAY**

CREATING A LEGACY OF EXCELLENCE

Date: March 1, 2026

||BERNHEIM MIDDLE SCHOOL

PERSONS INVOLVED IN PLANNING PROCESS

People involved in the planning process include the ILT for BMS. The principal, assistant principal, counselor, instructional coach, PLC facilitators, and all teachers.

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DESCRIPTION OF THE PLANNING PROCESS

We have organized PD to maximize support for students and teachers based around student achievement. Through the PLC process and working with PLC facilitators, we have identified needs for the future. We have also collected feedback from previous professional learning and sought to balance school goals with individual professional growth plans for teachers. Every 4 weeks, the principal meets with teachers and reviews their professional growth plan and future learning needs.

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NEEDS ASSESSMENT ANALYSIS

LINK TO NEEDS ASSESSMENT

TOP FOCUS AREAS:

- 1. KCWP 2: Design and Deliver Instruction**
- 2. KCWP 3: Design and Deliver Assessment Literacy**

EXPLANATION OF HOW THIS RELATES TO SCHOOL GOALS:

Over the course of the last 2-3 years overall data has improved. Reading hasn't improved as much as we would hope and between 23-24 seemed to stay relatively steady. Math has improved at a slower rate than hoped for. Reading and Math continue to be priorities. We will utilize the iReady assessment to monitor three times per year and align to KSA assessment data. We hope to grow students in these areas along with their graduate profile competency growth indicators. Strengths include an excellent staff who seek to inform their teaching through relevant student data. All teachers at BMS continue to strive to meet the needs of students every day.

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.	<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: Curriculum Coherence

Short-Term Goal: 100% of BMS teachers in core areas will utilize the BMS Learning Design Frameworks to ensure a guaranteed and viable curriculum process. 100% of Unified Arts teachers will have a Learning Design Framework to support intentional planning in their quarterly rotations.

Long-Term Goal: 100% of teachers will engage in longitudinal planning to include process based experiences, formative assessments, and monitoring of essential 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
Curriculum Development: Teachers investigate and process essential standards as they work through the 4 PLC questions and update their Learning Design Framework.	Target Audience: Core Content Teachers Intended Results: Unit Internalization 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 PLC Notes Responsible Parties: <ul style="list-style-type: none"> Instructional Coach Building Administrators PLC Facilitators Frequency of Analysis: <ul style="list-style-type: none"> Monthly check-ins with PLC Facilitators Weekly PLC's with teachers Ongoing Supports: <ul style="list-style-type: none"> Instructional coaching cycles Administrator evaluation conference alignment 	<ul style="list-style-type: none"> Walkthrough evidence of HQIR-aligned instruction Positive growth in teacher efficacy survey results 	Start: June 1, 2026 Ongoing: Through PLC's Mid-Year Review: December 1st Completion: Continuous	Stipends for Staff (General Fund) \$3500

Focus Area: Collaborative Coaching

Short-Term Goal: 100% of BMS teachers will participate in collaborative coaching with the school administrator at least 4 times per quarter.

Long-Term Goal: 100% of teachers will have targeted professional growth to support their professional growth plan.

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>Collaborative Coaching Cycles: Teachers engage in ongoing coaching cycles with the principal and instructional coach, including pre-conferencing, co-planning, modeling, observation, and feedback aligned to HQIR and school goals.</p>	<p>Target Audience: All certified teachers</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"> • Increased use of data-informed instruction • Improved instructional delivery and differentiation • Consistent use of feedback cycles to refine practice <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> • Increased teacher confidence • Increased ownership of professional growth • Stronger instructional alignment across classrooms 	<ul style="list-style-type: none"> • Data Gathered: <ul style="list-style-type: none"> • Classroom observations & walkthrough data • Coaching cycle documentation • Student work samples • Common formative assessment data • Responsible Parties: <ul style="list-style-type: none"> • Principal • Instructional Coach • Teachers • Frequency of Analysis: <ul style="list-style-type: none"> • Weekly walkthroughs • Quarterly coaching cycle reviews • Ongoing Supports: <ul style="list-style-type: none"> • Coaching cycles (plan, teach, reflect) • Feedback conferences • Instructional modeling and co-teaching 	<ul style="list-style-type: none"> • Walkthrough evidence of HQIR-aligned instruction • Growth in teacher evaluation components • Increased student achievement data • Positive teacher feedback on coaching process 	<p>Start: June 1, 2026</p> <p>Ongoing: Through PLC's</p> <p>Mid-Year Review: December 1st</p> <p>Completion: Continuous</p>	<p>Staffing: Principal, Instructional Coach</p> <p>Cost: \$0</p> <p>Funding Source: General Fund</p>

Focus Area: PLC Facilitator Collaboration

Short-Term Goal: 100% of PLC facilitators will lead structured, data-driven PLC meetings aligned to the 4 PLC questions.

Long-Term Goal: PLC teams will consistently demonstrate high-functioning collaboration resulting in improved instructional practices and 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
PLC Facilitator Development: Ongoing collaboration and training for PLC facilitators focused on leading effective PLCs, analyzing data, and supporting team accountability.	<p>Target Audience: PLC Facilitators and Teacher Leaders</p> <p>Intended Results:</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> • Increased student proficiency on priority standards • Improved intervention and enrichment practices <p>Educator Practices:</p> <ul style="list-style-type: none"> • Effective facilitation of PLC protocols • Data-driven instructional decision-making • Alignment of instruction across teams <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> • Increased leadership capacity • Stronger collaboration and shared accountability 	<ul style="list-style-type: none"> • Data Gathered: <ul style="list-style-type: none"> • PLC meeting notes • Student data analysis documents • Walkthrough and observation data • Responsible Parties: <ul style="list-style-type: none"> • Principal • Instructional Coach • PLC Facilitators • Frequency of Analysis: <ul style="list-style-type: none"> • Monthly facilitator meetings • Weekly PLC meetings • Ongoing Supports: <ul style="list-style-type: none"> • Facilitator collaboration meetings • Coaching support • PLC protocol resources 	<ul style="list-style-type: none"> • Consistent PLC documentation • Evidence of data-driven instructional adjustments • Improved student outcomes • Increased teacher collaboration survey results 	<p>Start: August 1, 2026</p> <p>Ongoing: Through PLC's</p> <p>Mid-Year Review: December 1st</p> <p>Completion: Continuous</p>	<p>Staffing: Principal, Instructional Coach</p> <p>Cost: \$0</p> <p>Funding Source: General Fund</p>

Focus Area: Authentic Learning Experiences and Assessments

Short-Term Goal: 100% of teachers will implement at least one authentic learning experience per unit aligned to essential standards.

Long-Term Goal: Students will consistently engage in authentic, process-based learning experiences with aligned assessments demonstrating deeper understanding and transfer of knowledge.

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
Authentic Learning Design: Teachers develop and implement real-world, process-based learning experiences and aligned assessments that promote critical thinking and student engagement.	<p>Target Audience: All certified teachers</p> <p>Intended Results:</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> • Increased engagement and ownership of learning • Improved performance on authentic assessments • Growth in critical thinking and problem-solving <p>Educator Practices:</p> <ul style="list-style-type: none"> • Design of authentic tasks aligned to standards • Use of formative assessment to guide instruction • Integration of real-world applications <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> • Increased confidence in designing authentic learning • Greater belief in student capacity for rigorous work 	<ul style="list-style-type: none"> • Data Gathered: <ul style="list-style-type: none"> • Student work samples • Assessment results • Walkthrough data • Responsible Parties: <ul style="list-style-type: none"> • Instructional Coach • Administrators • Teachers • Frequency of Analysis: <ul style="list-style-type: none"> • Quarterly review of student work • Monthly PLC discussions • Ongoing Supports: <ul style="list-style-type: none"> • Planning support in PLCs • Coaching cycles • Model lessons and exemplars 	<ul style="list-style-type: none"> • Evidence of authentic tasks in lesson plans • Improved student engagement • Growth in assessment data • Positive student feedback 	<p>Start: August 1, 2026</p> <p>Ongoing: Through PLC's and Design Studio</p> <p>Mid-Year Review: January 2027</p> <p>Completion: Continuous</p>	<p>Materials & Resources: Curriculum tools, planning templates</p> <p>Cost: \$1,000 (materials/resources)</p> <p>Funding Source: General Fund / Instructional Budget</p>

Focus Area: Culture

Short-Term Goal: Staff leaders will attend the Jostens Renaissance Conference and implement at least 2 school-wide culture initiatives.

Long-Term Goal: BMS will establish a sustained culture of recognition, engagement, and positive school climate that improves student achievement and attendance.

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
Jostens Renaissance Conference: Selected staff attend the conference to learn strategies for improving school culture, student engagement, and recognition systems.	<p>Target Audience: All certified teachers</p> <p>Intended Results:</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> • Increased student engagement • Improved attendance rates • Positive behavior trends <p>Educator Practices:</p> <ul style="list-style-type: none"> • Implementation of recognition systems • Increased student voice opportunities • Development of positive school culture initiatives <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> • Increased belief in impact of school culture • Stronger relationships with students 	<p>Data Gathered:</p> <ul style="list-style-type: none"> • Attendance data • Behavior data • Student and staff surveys <p>Responsible Parties:</p> <ul style="list-style-type: none"> • Administrators • Teacher leaders <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> • Quarterly climate data review <p>Ongoing Supports:</p> <ul style="list-style-type: none"> • Culture team meetings • Implementation planning sessions 	<ul style="list-style-type: none"> • Improved attendance rates • Reduction in behavior incidents • Positive survey results • Increased student participation 	<p>Start: Summer 2026</p> <p>Ongoing: Through PLC's</p> <p>Mid-Year Review: December 1st</p> <p>Completion: May 2027</p>	<p>Staffing: Principal, Instructional Coach</p> <p>Cost: \$0</p> <p>Funding Source: General Fund</p>