

Eastside Middle School



SBDM Agenda

3-16, 2026

3:30-4:30

Library/Principal Office

<https://meet.google.com/mse-evgk-ypc>

1. Opening Business- Started 3:30 pm

- Welcome, Visitors – Antone Towns, Principal, Kimberly Thompson, Kristin Ball, Elizabeth McGuire & Jason Hicks
- Approval of February Agenda - 1st: JH, 2nd: KB
- Approval of March Agenda - 1st: KB, 2nd: CO

2. New Business

- EMS PD plan for approval - goals for improvement in Math & LA, economically disadvantaged, and special needs. What development is needed for teachers? KBA book study, culture, and bonding. 1st: CO, 2nd: CB
- Job openings 2026-27- gained two special ed teachers, one social studies teacher, and a possible science opening. Maybe losing one exploratory class, depending on numbers.
- Budget report - Examined the budget and discussed the current numbers.
- Schedule & Teams, 2026-2027 - Opening day binder for teachers with policies, behavior, important info, etc. to review and ask questions.

- Look at different plans for master scheduling pending teacher positions at the next SBDM, homework policy, AI policy, and opening days binder.

3. Adjournment- 1st: JH, 2nd: CO

PDP Plan for 2026-27 School Year.
Needs approval

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.

EASTSIDE MIDDLE SCHOOL
will be presented to SBDM for approval on
March 16th

Professional Development Plan

2026-2027

Date: 3-16-24

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

Principal Signature:



Signature:



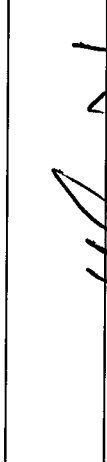
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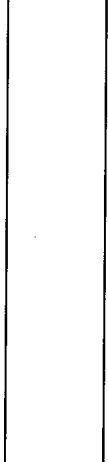
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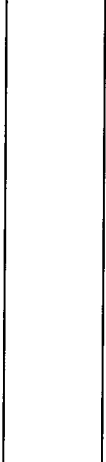
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School Name

Mission

S.O.A.R with Eagle Pride!

Safe Organized Accountable Respectful

Vision

We provide a safe environment that fosters organization, accountability, and respectfulness amongst students and staff, while preparing students to be intrinsically motivated, lifelong learners.

- We will provide a safe environment by having procedures in place to help students feel safe both physically and mentally.
- Students will be organized in their daily routines and procedures. This will be modeled by teachers.
- Students, teachers, and staff will hold themselves and each other accountable for high expectations in academics and behavior.
- Students, teachers, and staff will cultivate an environment built on respect and pride for our school community by teaching the Eagle Virtues of encouragement, attitude, gratitude, leadership, empathy, and service.

Date: March 1, 2026

Persons Involved in Planning Process

- Antone Towns
- Ashley Byerley
- Chad Pasley
- Brian Bates
- Team Leaders
- SBDM Council

Description of Planning Process

- Eastside Middle School seeks to use all available data in order to better understand the systems that produce our results. We use available data to continuously improve all processes, procedures, and systems contributing to student learning, ultimately, improving our results. All teachers are involved in continual data analysis. Teachers collaborate with our school's data manager to develop reports and analyze these reports during PLCs. All members of our school's CSIP team as well as our SBDM council contributed to the data analysis. Our goal is to determine if the systems and procedures we have in place are effectively addressing the needs of our students. The first step in addressing our identified areas of concern involves collaboration. Members of the learning community assist in identifying the areas needing improvement through comprehensive data analysis. Collaboration continues in order to identify research-based strategies to address the identified areas of concern. Administrators will now work with all members of the learning community to ensure the areas of concern and the strategies to address these concerns are clearly communicated. Furthermore, we work to equip the members of our learning community with professional development opportunities, time, and resources to successfully implement our plan for improvement. Our school administrators, district leaders, faculty members, and SBDM council monitor Eastside Middle School's plan of action. The activities identified are implemented according to the timeline outlined in our school's SBDM approved CSIP.

- Eastside's leadership team meets each week in order to discuss the progress made in the implementation of our plan.
- Information is then presented during monthly SBDM meetings and team PLCs to ensure our stakeholders are included in the implementation process and progress. Our faculty continually assesses the programs and strategies implemented in order to determine efficiency and effectiveness. Faculty members use the data provided by these programs in order to make informed instructional decisions. Instructional decisions are discussed during weekly/monthly PLC meetings in order to ensure students are benefitting from the programs and strategies implemented.
- The certified EMS staff met in Feb 2026, to analyze the results of the Iready diagnostic data.
- Teachers also met weekly in core content PLCs and daily in team based PLCs to analyze ongoing formative assessment data. Strengths, weaknesses, gap targets, and next steps were identified. Based on the goals described in the CSIP, assessment data, and teacher input, a new Professional Development Plan for the 2026-2027 school year was developed.

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

Needs Assessment Analysis

[Link to Needs Assessment here](#)

Top two focus areas:

1. Increase overall proficiency in math, with focus on the economically disadvantaged population.
2. Increase proficiency/ decrease percentage of students scoring novice in reading

Explanation of how this relates to school goals here.

1. Providing a solid useful education that is valued by students, parents, educators, staff, community members, and businesses.
2. Assure our students will become graduates ready to immediately succeed in life.

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

Focus Area: New Teacher Support – THRIVE Mentorship Program

Short-Term Goal: Implementing structured mentorship program yielding 100% of new teachers with an experienced THRIVE mentor.

Long-Term Goal: 100% of new teachers will complete the THRIVE program, demonstrating measurable growth in instructional effectiveness, collegial efficacy, and retention, resulting in improved student outcomes.

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
New Teacher Orientation & T.H.R.I.V.E. Academy THRIVE Academy equips new teachers with practical strategies aligned to HQR 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 (2026–2027), including those new to the profession and those new to BCPS implementing HQR in reading and/or math. Intended Results: <ul style="list-style-type: none"> Increased evidence of grade-level rigorous instruction aligned to HQR 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 HQR-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 	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 	Inkwire Work Samples New Teacher and THRIVE Academy Survey	New Teacher Orientation: August, 2026 (6 hours) THRIVE Academy sessions: up to 6 hours throughout year Mid-Year Review: January 2027 Completion: May 2027	\$0 (no cost to schools-district funded) Technology & Tools: Inkwire platform, survey tools, observation rubrics, HQR materials Time & Release: Mentor check-ins, optional observation release time

Focus Area: ELA Instruction and Assessment
Short-Term Goal: Implement a new universal screener (iReady) and develop an assessment protocol to assist with the analysis of data.
Long-Term Goal: Engage HQR ELA Instruction for grades 6-8 to implement a comprehensive and cohesive ELA curriculum that ensures continuity and alignment across grade levels.

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
Professional Learning Activity: Reading Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: Teachers will engage in training on utilizing a reading universal screener and diagnostic tools to assess student needs.	ELA teachers Intended Learning Outcomes: Teachers will be able to effectively use ELA assessment tools to identify student needs and implement high-quality instructional strategies and resources to improve student reading proficiency.	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.	Increased student understanding and mastery of standards Increased student performance on ELA assessments, as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2026–May 2027	\$0 General Funds

Focus Area: Math Instruction and Assessment (Nunez/Br 156 Alignment)
Short Term Goal: Implement a new universal screener (Ready) and develop an assessment protocol to assist with the analysis of data.
Long Term Goal: Align High Quality Math Instruction for grades 6-8, including Algebra I and related standards, to implement a comprehensive and cohesive math curriculum that ensures continuity and alignment across grade levels.

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
Professional Learning Activity: Math Universal Screener, Diagnostic, and High-Quality Instructional Resource Curriculum Based Professional Learning. Description of Activity: 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.	Elementary Teachers 6-12 Math Teachers Intended Learning Outcomes: 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.	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.	Increased student understanding and mastery of standards in Math. Increased student performance on math assessments, as well as improved teacher implementation of evidence-based instructional practices, and positive teacher feedback on the professional learning experience.	July 2026-May 2027	District General Funds

Focus Area: Reading

Short Term Goal: Increase proficiency/ decrease percentage of students scoring novice in reading.

Long Term Goal: Promote a culture of reading throughout the school resulting in improvement of reading achievement scores

Learning 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>The Kentucky Bluegrass Awards is a state award program that encourages student reading and curates a reading culture. The KBA list, book descriptions, and books are provided by the school librarian. Teachers choose between one and ten books to read. This book study includes applicable resources, book talks, school wide incentives, and connections to improving literacy throughout the building.</p>	<p>Students and teachers are invited to participate in the KBA Reading program. Our school librarian monitors those participating and publicly recognizes them. Ms. Thompson will provide teacher participants with lesson plans and resources to accompany each book. Both the librarian and instructional coach will provide strategies to promote adolescent literacy through the use of the KBA books. An end of the year Reading celebration will be offered to any teacher or student who reads at least two books.</p>	<p>Number of student participants</p>	<p>August 2026-May 2027 1 hour per book</p>	<p>\$2,500 Instructional Funds</p>

Focus Area: Climate/Culture/Teacher Wellness

Short Term Goal: To build a positive climate and culture throughout the learning community in order to improve collegiality, build an environment of respect and rapport, and engage in activities that promote staff wellness.

Long Term Goal: To establish positive culture focused on the welfare and wellness of all members of the learning community.

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
Back to School Community Building: A day of teacher team building to boost morale, improve interactions, and establish a culture of collaboration	All EMS Staff- In order to create an environment conducive to working toward any and all comprehensive goals, we will reserve time to work on building a sense of strong community among all staff at EMS. Staff will work together to improve collegiality, set community agreements, build an environment of respect and rapport, engage in activities that promote staff wellness, etc.	On each Builitt Day, we will revisit the goals outlined during our Back to School Kick-off PL day. We will complete one community building activity each month to reiterate the importance of collegiality, collaboration and community.	Post PL staff survey Mid-Year & End of Year Staff Survey	August 2026 9:00 - 3:00 6 hours	\$500 / General Fund

Focus Area: Climate, Culture, Instruction, Student Achievement
Short Term Goal: Reducing classroom distractions and maximizing instructional time through an appropriate behavior intervention system to improve overall student achievement.
Long Term Goal: Increase overall student achievement through the implementation of research based MTSS for behavior

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
MTSS Strategies/ Development: Review MTSS academic and behavior data to determine effective strategies implemented and identify areas for improvement.	EMS Faculty and Staff To increase student achievement, teachers will implement effective academic and behavior strategies. Increase knowledge concerning the intervention process and develop effective MTSS system. Teachers will identify at - risk students and implement tier two and three interventions in a timely and responsive manner. Learn how to use the new universal screener reports to implement effective MTSS system.	PBIS data collection Academic data collection IC Data ISAP Data collection	Decrease in classroom disruption and off task behavior. Decrease in students assigned to in school suspension. Increase in positive office referrals. Increase in students attending weekly and quarterly celebrations. Improvement in overall attendance. Enter and exit data for Tier 3 academic supports	August 2026- May 2027 3 Hours	\$0 Instructional Funds

Focus Area: Climate/Culture
Short-Term Goal: Establish a classroom/team environment conducive to optimal learning with consistent procedures and expectations.
Long-Term Goal: Promote a environment of collegiality resulting in continual improvement and increase productivity in PLCs.

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
TEAM PLC Establishing Policies, Procedures and Expectations / Establishing a Team Expectations	EMS Faculty and Staff- Establish team policies, procedures and expectations conducive to creating optimal learning environment for students.	Team based PLCs: anecdotal notes Discipline Referrals Minor Behavior Reports MTSS	Decrease discipline referrals/ Classroom Disruptions Maximize instructional time Increase in student achievement	August 2026- May 2027 6 HRS	\$0 Instructional Funds

Academic Data					KSA 2024-2025 *currently not available*				Trends 2-3 years				Strengths		Explain how the district will utilize its strengths and leverage, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.	
SPRING Targets (Ready (rdg/mah) CFA (sci/soc swriting)		WINTER Targets (Ready (rdg/mah) CFA (sci/soc swriting)		Fall (Ready Baseline	CFA Baseline	Change	KSA 2023-2024	KSA 2022-2023	After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?		Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.	Stable or improving attendance rates.	Strong performance and consistency in Writing.	High attendance and consistent student presence leads to a strong foundation for learning gains. Maximize instructional time with data driven reteaching.		
Reading (all students)	55% P/D	28% P/D	15% P/D			-13	52% P/D	65% P/D	Literacy across subgroups (especially Reading for ED and SWD).							
Math (all students)	55% P/D	35% P/D	3% P/D			-5	51% P/D	56% P/D	Math proficiency consistency.		Gains among Gifted and Talented students in Math.					
Writing (all students)	67% P/D	48% P/D		25% P/D		-	68% P/D	66% P/D	Behavior management and culture-building to reduce aggression and disruption.		Positive gains for ED students in Social Studies.					
Science (all students)	N/A	80% P/D			30% P/D (standard based)	-2	27% P/D	29% P/D	Teacher feedback culture and student engagement.							
Social Studies (all students)	N/A	80% P/D			11% P/D (standard based)	-4	41% P/D	45% P/D	Change KSA 2023-2024 KSA 2022-2023							
Students w/Disabilities Reading	25% P/D	15% P/D	3% P/D	CFA Baseline		-8	24% P/D	32% P/D	Consistent Writing proficiency and strategies can be used across other academic areas.							
Students w/Disabilities Math	20% P/D	10% P/D	0% P/D			-1	20% P/D	21% P/D	Improved staff feedback culture and positive climate indicators show groundwork for buldire building and increasing engagement among teachers.							
Students w/Disabilities Writing	30% P/D	2-3% P/D				7	21% P/D	14% P/D	Change KSA 2023-2024 KSA 2022-2023							
Students w/Disabilities Science	N/A	45% P/D				1	12% P/D	11% P/D	Improved staff feedback culture and positive climate indicators show groundwork for buldire building and increasing engagement among teachers.							
Students w/Disabilities Social Studies	N/A	45% P/D				-2	17% P/D	19% P/D	Improved staff feedback culture and positive climate indicators show groundwork for buldire building and increasing engagement among teachers.							
Economically Disadvantaged Reading	30% P/D	20% P/D	13% P/D	Fall (Ready Baseline		-30.2	44% P/D	74.2% P/D	Improved staff feedback culture and positive climate indicators show groundwork for buldire building and increasing engagement among teachers.							
Economically Disadvantaged Math	20% P/D	10% P/D	2% P/D			-5	39% P/D	44% P/D	Improved staff feedback culture and positive climate indicators show groundwork for buldire building and increasing engagement among teachers.							
Economically Disadvantaged Writing	30% P/D	38% P/D				7	58% P/D	49% P/D	Improved staff feedback culture and positive climate indicators show groundwork for buldire building and increasing engagement among teachers.							
Economically Disadvantaged Science	N/A	45% P/D				-4	19% P/D	23% P/D	Improved staff feedback culture and positive climate indicators show groundwork for buldire building and increasing engagement among teachers.							
Economically Disadvantaged Social Studies	N/A	45% P/D				5	34% P/D	29% P/D	Improved staff feedback culture and positive climate indicators show groundwork for buldire building and increasing engagement among teachers.							
Gifted and Talented Reading Gifted and Talented Math					Change KSA 2023-2024 KSA 2022-2023				2025-2026 thus far: 25% Physical Aggression, 18% Disruptive Behavior, 11% Insubordination/Deliance, 11% Disrespectful Behavior							
Non-Academic Data																
Behavior					2024-2025: 25% Disruptive Behavior, 11% Insubordination/Deliance, 11% Disrespectful Behavior											
Student Attendance					2024-2025: 94.87% 2023-2024: 95.73%											
Quality of Climate Student Survey 23-24					2023-2024: 65%											
Impact Survey (Feedback & Coaching) 23-24					23-24 Impact Survey (Feedback and Coaching): 57%											