Taylor County Intermediate School
EXPECT GREATNESS!

2026-2027
TCIS Professional Learning Plan

Mission

"At Taylor County Schools, we set high expectations and work together to help all students succeed."

Vision

TCIS will prepare our students to become independent learners with the desires, skills, and abilities necessary for lifelong success.

Motto

"Expect Greatness!"

At Taylor County Schools, we set high expectations and work together to help all students succeed. We want students to be work ready, college ready, career ready, and life ready. All students will receive instruction in the 7 Essential Work Ready Skills and will be provided multiple opportunities to demonstrate reliability, diligence, communication & teamwork, initiative, adaptability, core knowledge & basic life skills, and remaining drug free & community involvement.

Focus Area #1- Reading for Students with an IEP

In all tested areas, our ECE population scores below the total population. This is an area of growth for our school. KSA results show a significant increase in reading proficiency, with an 8% growth from 44% to 52% P/D. Reading continues to impact all other content areas. To improve all scores, we need to continue to focus on increasing reading proficiency, especially with our subgroup of students that have an IEP.

Objectives: (What are the specific objectives (long-term and short-term) for this professional development?)

All reading teachers and special education collaborative teachers will participate in continuous reading professional learning and coaching provided by Kids First. This collaboration was made possible with our KyCL25 grant. Kids First is a coaching organization that is trained and experienced in HMH coaching and teacher support to help benefit teachers and our students' reading success.

The admin team has participated in virtual meetings with Kids First to provide demographics of our students, classrooms, and reading/writing/grammar structures. Kids First will bring a wealth of experience and knowledge in coaching and HMH support that will elevate the good practices that we are already doing to the next level. As an admin team, we are excited to offer you all the capabilities to strengthen your core instruction with ongoing support through our coach.

We are hopeful that this partnership continues to amplify our reading instruction and provide us with additional support to continue moving our students to proficiency. Our long-term goal is that this professional development will further our knowledge and understanding of HMH (reading curriculum). The short-term goal would be to offer all teachers the experience to learn from someone that has utilized HMH and has been successful.

Intended Results: (What are the intended results of this professional development (e.g. student outcomes, educator beliefs, practices)?)

We are hopeful that this partnership continues to amplify our reading instruction and provide us with additional support to continue moving our students to proficiency.

For our CSIP Achievement Gap Group goal, we have set the following objectives:

- By May of 2026, we want to increase our overall reading P/D for students with an IEP from 36% to 40%.
- By May of 2027, we want to increase our overall reading P/D for students with an IEP from 40% to 44%.

Evidence of Implementation: (How will this professional development be monitored for evidence of implementation? What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)? Who is responsible for gathering? (teachers, coaches, administrators, etc.) How frequently will this data be analyzed? (monthly, quarterly, etc.))

The partnership with Kids First for literacy coaching is an ongoing support for the 2026-27 school year. The administrative team, reading and special education teachers, and the literacy coach will meet monthly to review observations, check student progress, and obtain teacher feedback. The teachers will also meet as a grade level and school level content teams to review reading common assessments, progress, and gather teacher input for implementing the HMH curriculum.

As a school, we monitor MAP reading data for all students. The test is given three times a year to monitor progress or lack of progress for some students. The data is analyzed for response to intervention purposes. The RTI Committee identifies all students below the 20th percentile. We meet three times a year to monitor current RTI students and identify students that may be eligible for intervention.

Indicators of Success: (What will be the indicators of success of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and describe in detail.)

Indicators of success for increasing our number of students with an IEP to reach proficiency will be highlighted in multiple data sources and in common practices over the school year. Some indicators include:

1. Improved student learning outcomes is a major indicator. This includes improved performance on formative assessment, increased student growth on MAP scores, and improved student outcomes on KSA.
2. Instructional practices will reflect the focus of professional learning. Walkthroughs and observations data will show how our teachers can determine clear learning targets, effectively give a formative assessment that truly tells teachers where students are performing and how we need to adjust the instruction based on needs.
3. Consistency is key for success. The strategies and techniques shared in professional learning will be embedded in our daily routines and have a greater impact on student learning.

Specific Targeted Audience: (Who is the specific targeted audience for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?)

The target audience for this professional learning is our reading teachers and the special education teachers that collaborate in reading classes. These teachers will be implementing the HQIR curriculum and monitoring progress of all of our students.

Resources: (What specific resources are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)? What funding source(s) will be utilized to support this professional development? What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year. iii. What supplies and resources will be needed to implement this professional development?)

The partnership with Kids First for literacy coaching is an ongoing support for the 2026-27 school year. We have two professional learning days scheduled for August of 2026 and our teachers have coaching sessions scheduled 2-3 days a month through October of 2026. With the use of the KyCL25 grant, we plan to continue the partnership in some capacity in 2027.

Ongoing Supports: (What specific ongoing supports will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified.)

Ongoing support is crucial to ensure that professional development strategies and techniques transform into consistent, high-quality classroom practice. The following supports will help teachers successfully implement and sustain these expectations:

1. Kids First will provide ongoing support for our teachers with regular instructional coaching (modeling, co-teaching, observing and feedback).
2. Consistent walkthroughs with feedback will help to highlight strengths seen in a classroom and also give teachers small areas of improvement.
3. Teachers will have an opportunity to engage in peer observations to see how strategies are being successful in a different classroom.
4. A consistent PLC structure will help focus conversations on improving instructional practices and not just focusing on the data. Teachers should receive feedback and next steps to help instructional practices.
5. Administrative support is encouraging to staff and students. Administrators need to be present in the classrooms and in PLC meetings to support and reinforce expectations. They should provide encouragement and try to remove barriers when possible.

Focus Area #2- Math for Students with an IEP

KSA results show that math increased overall as well. There was an 8% growth from 37% to 45% in P/D students in math. Even with our gains, math is still an area that we need to focus on, especially for our subgroup of students that have an IEP.

Objectives: (What are the specific objectives (long-term and short-term) for this professional development?)

All math teachers and special education collaborative teachers will participate in continuous math professional learning through the Eureka Math curriculum from Great Minds. Our first day of professional learning was completed in July 2025 to "Launch" the new curriculum. Our next day of professional learning will be in August of 2026 to enhance the implementation of Eureka math in our school.

Also, the primary school has elected to implement Eureka Math from Great Minds as well. We are in the opinion that the consistency of using the same curriculum K-5 will build a solid mathematical foundation and increase proficiency.

Intended Results: (What are the intended results of this professional development (e.g. student outcomes, educator beliefs, practices)?)

We are hopeful that this partnership with Eureka Math from Great Minds and implementing the curriculum continues to provide us with additional support to continue moving our students to proficiency in math.

For our CSIP Achievement Gap Group goal, we have set the following objectives:

- By May of 2026, we want to increase our overall math P/D for students with an IEP from 33% to 37%.
- By May of 2027, we want to increase our overall math P/D for students with an IEP from 37% to 40%.

Evidence of Implementation: (How will this professional development be monitored for evidence of implementation? What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)? Who is responsible for gathering? (teachers, coaches, administrators, etc.) How frequently will this data be analyzed? (monthly, quarterly, etc.))

The administrative team, math teachers, and special education teachers will meet monthly in our PLCs. We will review observations/walkthrough data, check student progress, and obtain teacher feedback. The teachers will also meet as a grade level and school level content teams to review math common assessments, progress, and gather teacher input for implementing the HMH curriculum.

As a school, we monitor MAP math data for all students. The test is given three times a year to monitor progress or lack of progress for some students. The data is analyzed for

response to intervention purposes. The RTI Committee identifies all students below the 20th percentile. We meet three times a year to monitor current RTI students and identify students that may be eligible for intervention.

Indicators of Success: (What will be the indicators of success of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and describe in detail.)

Indicators of success for increasing our number of students with an IEP to reach proficiency will be highlighted in multiple data sources and in common practices over the school year. Some indicators include:

1. Improved student learning outcomes is a major indicator. This includes improved performance on formative assessment, increased student growth on MAP scores, and improved student outcomes on KSA.
2. Instructional practices will reflect the focus of professional learning. Walkthroughs and observations data will show how our teachers can determine clear learning targets, effectively give a formative assessment that truly tells teachers where students are performing and how we need to adjust the instruction based on needs.
3. Consistency is key for success. The strategies and techniques shared in professional learning will be embedded in our daily routines and have a greater impact on student learning.

Specific Targeted Audience: (Who is the specific targeted audience for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?)

The target audience for this professional learning is our math teachers and the special education teachers that collaborate in math classes. These teachers will be implementing the HQIR curriculum and monitoring progress of all of our students.

Resources: (What specific resources are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)? What funding source(s) will be utilized to support this professional development? What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year. iii. What supplies and resources will be needed to implement this professional development?)

The partnership with Eureka Math from Great Minds is an ongoing support for the 2026-27 school year. For our teachers and students to have a successful experience and implementation of Eureka Math will require access to math books, student work books, and instructional materials. The time and structures needed to implement this math curriculum will cause some adjustments to the master schedule- reading and math needs 90 minutes each day to successfully implement the curriculum.

Ongoing Supports: (What specific ongoing supports will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified.)

Ongoing support is crucial to ensure that professional development strategies and techniques transform into consistent, high-quality classroom practice. The following supports will help teachers successfully implement and sustain these expectations:

1. Eureka Math from Great Minds will provide ongoing support for our teachers.
2. Consistent walkthroughs with feedback will help to highlight strengths seen in a classroom and also give teachers small areas of improvement.
3. Teachers will have an opportunity to engage in peer observations to see how strategies are being successful in a different classroom.
4. A consistent PLC structure will help focus conversations on improving instructional practices and not just focusing on the data. Teachers should receive feedback and next steps to help instructional practices.
5. Administrative support is encouraging to staff and students. Administrators need to be present in the classrooms and in PLC meetings to support and reinforce expectations. They should provide encouragement and try to remove barriers when possible.

Extension of Professional Learning- *Conscious Discipline*

Based on the 25-26 Impact Survey results, managing student behavior is an area of concern for our teachers. It was noted that teachers felt safe at school, but felt strongly that misconduct did disrupt the learning environment and that they needed more support from administration. With that in mind, our staff will also participate in professional learning of *Conscious Discipline* in partnership with Taylor County Primary Center. This will establish a consistent, schoolwide approach to behavior from preschool through 5th grade. This alignment will ensure that students experience predictable expectations, shared language, and consistent responses to behavior across all grade levels.

Conscious Discipline is a research-based approach that integrates social-emotional learning, behavior management, and self-regulation. It focuses on building strong relationships, teaching students how to manage their emotions, and creating safe classroom communities. It emphasizes proactive strategies, clear structures, and adult modeling to help students develop responsibility, problem-solving skills, and positive behaviors. Ongoing collaboration, training, and coaching will support staff in implementing practices with fidelity and creating a unified system that promotes a safe, supportive, and structured learning environment.

2026-2027
TCIS Professional Learning Agenda

Teachers	Day 1- 8/3/26	Day 2- 8/4/26	Day 3- 8/5/26	Day 4- 8/6/26
Reading- 8 teachers 3 ECE 2 RTI	**Kids First Literacy Coaching**	**Kids First Literacy Coaching**	**Conscious Discipline**	**FLEX-** **GRREC KAS** **Reading & Writing**
Math- 8 teachers 3 ECE 1 RTI	**Eureka²**	½ PD- ½ Content Planning	**Conscious Discipline**	½ PD- ½ Content Planning
Science- 3 teachers 1 ECE	**Content Planning**	**Writing-** Content Planning TCIS Writing Plan	**Conscious Discipline**	**FLEX-** **GRREC KAS** **Reading & Writing**
Social St.- 3 teachers	**Content Planning**		**Conscious Discipline**	**FLEX-** **GRREC KAS** **Reading & Writing**
Activity 6 teachers	**STEAM**	**STEAM**	**Conscious Discipline**	**STEAM**
ECE 7 teachers	Safe Crisis Management (TBD) ECE Trainings (TBD)			