2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_08182025_09:41

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

Phillip Sharp Middle School
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The **comprehensive school improvement plan or CSIP** is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve.

While diagnostics are completed annually, comprehensive improvement plans are three- to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 diagnostics is as follows:

Phase One: August 1 - October 1

• Continuous Improvement Diagnostic for Schools

• School Safety Report

• Executive Summary for Schools

Phase Two: October 1 - November 1

• The Needs Assessment for Schools

• School Assurances

Phase Three: November 1 - January 1

• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

• Professional Development Plan for Schools (Due May 1)

• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.

Robert Hoover 9/25/25

2025-2026 Phase One: Executive Summary for Schools_08182025_09:42

2025-2026 Phase One: Executive Summary for Schools

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2025-2026 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Phillip A. Sharp Middle School is located in rural Pendleton County in northern Kentucky, serving 449 students in grades 6 through 8. The school maintains average class sizes of 25 to 30 students and employs 25 certified staff members, including both general and special education teachers.

Pendleton County is a rural area without public transportation, which presents challenges for student access and community connectivity. Over the past three years, the county has experienced fluctuating property assessments and a decline in economic opportunities for adults, impacting family stability.

The student body has seen an increase in those living in non-traditional households, including many not residing with their biological parents. Additionally, exposure to substance use—both witnessing and experimenting—has increased among students, reflecting broader social challenges in the community.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

SBDM: Through an annual elections process, Sharp's SBDM council is comprised of and voted on by two representatives of guardians and three certified teachers.

Parent/Guardians as Stakeholders: Sharp Middle School highly values the involvement of parents and guardians as key stakeholders in the educational community. They are actively encouraged to participate in school events, decision-making processes, and communication channels to support student success and foster a strong school-home partnership.

Athletics: Sharp Middle School promotes athletics within the community to keep students engaged. These athletics work closely with the school and guardians to promote an environment where students feel like they are part of the community.

Trauma Informed: Sharp Middle School has a trauma-informed care team that comprises members from the school and community outreach partners to ensure the team's efforts remain relevant and effective. FRYSC and Champions organizations are utilized and are a valuable part of the team.

Clubs: Sharp Middle School utilizes many clubs to promote engagement in areas outside of the classroom.

Volunteers: Volunteers come in during events at Sharp and provide valuable perspectives to the middle school.

School's Purpose

Provide the school's purpose statement and supplementary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

At Sharp Middle School, we cultivate lifelong learners by creating a vibrant and inclusive community. Through innovative instruction, collaborative experiences, and a dedication to excellence, we prepare both students and educators for ongoing development. We provide a safe, flexible, and well-equipped environment that enables students to succeed in an ever-evolving world. By prioritizing social-emotional learning and setting achievable goals, we nurture students who are ready for high school and future challenges.

Vision Statement: United in the Pursuit of Excellence.

Mission Statement: At Sharp Middle School, we engage, equip, and educate every student, empowering them to thrive both in school and beyond.

Sharp Middle School supports this vision through various programs and policies. Our PBIS framework fosters a secure and encouraging atmosphere where students feel confident to take positive academic risks. Enrichment programs and clubs offer diverse opportunities for students to explore interests and build skills toward becoming independent learners.

Aligned with the Pendleton County Schools Portrait of a Graduate, Sharp Middle School strives to develop students who are effective communicators and collaborators, critical thinkers, innovators, creators, and adaptable individuals.

Notable Achievements

Describe the school's notable achievements in the last three years.

Over the past three years, our school has demonstrated significant progress in academic performance. Our STAR reading scores have steadily improved, with approximately 50% of students achieving proficient or distinguished levels, while only about 25% remain at the novice level. Additionally, we have seen consistent growth in reading scores on the KSA assessments over the last two years. We are optimistic that these positive trends will continue and result in higher reading scores on this year's State testing.

In mathematics, performance has remained steady overall, with notable gains observed in the 6th and 7th grades. These improvements reflect our commitment

to strengthening math instruction and supporting student success at key grade levels.

Sharp Middle School has a lot of students involved in extra curricular activities both with clubs and sports teams. Sharp has a wide range of opportunities for students to become involved including ART club, STLP, Academic teams, FCCLA, NJHS, Football, Basketball, cross country, cheerleading, Esports, bowling, Archery, and Track. Sharp's PBIS rewards students weekly with opportunities to show a positive attitude.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

Key areas for growth include enhancing backward mapping in curriculum design and developing targeted intervention strategies to address essential STAR reading and math skills. Additionally, increasing student exposure to KSA-style questions throughout the academic year is a priority to better prepare students for state assessments.

Student attendance and chronic absenteeism remain challenges for a subset of our student population, and we are committed to implementing strategies to improve attendance and support consistent engagement.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Two: School Assurances_08182025_09:44

2025-2026 Phase Two: School Assurances

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2025-2026 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (Every Student Succeeds Act) (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR (Code of Federal Regulations) 200.403 and 200.405.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

7. The school provides parents of participating children in a targeted assistance program, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- ● **Yes**
- ○ No

○ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

● **Yes**

○ No

○ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

● **Yes**

○ No

○ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

● **Yes**

○ No

○ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Schoolwide Programs

15. In a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

16. In a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

17. In a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

18. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

19. In a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

21. In a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In a targeted assistance school program, participating students are identified in accordance with ESSA Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

24. In a targeted assistance school program, the school serves participating students using resources under Title I, Part A of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

25. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

26. In a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

○ Yes
○ No
● **N/A**

COMMENTS

27. In a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

○ Yes
○ No
● **N/A**

COMMENTS

28. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

○ Yes
○ No
● **N/A**

COMMENTS

29. In a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

○ Yes
○ No
● **N/A**

COMMENTS

30. In a targeted assistance school program, the school provides assurances to the local educational agency (district) that the school will—
(i) help provide an accelerated, high-quality curriculum;
(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
(iii) serve participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Two: The Needs Assessment for Schools_08182025_09:45

2025-2026 Phase Two: The Needs Assessment for Schools

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2025-2026 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that they will address later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used to determine the priorities of this year's needs assessment. Include the following information in your response:

- • names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- • a timeline of the process
- • the specific data reviewed and analyzed
- • how and where the meetings were documented.

The Sharp Middle School team, which includes the assistant principal, leads the needs assessment process by systematically reviewing and analyzing data results throughout the year. This process involves collaboration with multiple stakeholder groups and follows a structured timeline.

First, the team reviews STAR assessment scores after each administration, typically occurring in September, December or January, and May or June. Additionally, state test scores are reviewed as they become available, usually between September and November. Common unit assessments are also analyzed within Professional

Learning Communities (PLCs) during common planning times and after-school professional development sessions.

Following the initial data review, the Sharp Middle School team discusses findings with the district leadership team to determine next steps. These next steps are then shared and further discussed with individual departments during PLC meetings and professional development sessions within the building. After thorough discussion and input from these groups, the principal presents the collective insights to the district for alignment and further guidance. This collaboration ensures all stakeholders are on the same page and that district-created documents effectively focus the needs assessment.

The interpretation of data and results is documented using district and Kentucky Department of Education (KDE) approved forms. These documents are reviewed and approved during School-Based Decision Making (SBDM) council meetings, which serve as a key stakeholder group in the process. All meetings—including those with school councils, leadership teams, and PLCs—are carefully documented with agendas and meeting minutes to maintain transparency and accountability.

Assessment results are communicated to parents and guardians as they become available. Furthermore, formal presentations on assessment outcomes and planned next steps are delivered during school board meetings held in January or February, ensuring the broader community is informed and engaged.

This response meets the request by detailing the groups involved, the timeline, the data reviewed, the documentation process, and how the data drives decision-making for the needs assessment. Let me know if you'd like it formatted for a specific report or document style!

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year’s comprehensive school improvement plan (CSIP). What was successful? How will your results inform this year’s plan?

The goals, objectives, strategies, and activities outlined in last year’s Comprehensive School Improvement Plan (CSIP) were designed to increase student performance across reading, math, science, social studies, and writing, with a long-term target to advance into the next performance level by 2027. Annual objectives were set with target scores that reflected the necessary incremental gains to meet these goals.

Leading up to last year’s state assessments, Sharp Middle School successfully met its 2024 reading objective, increasing overall reading performance from 44.5 to 47. Similarly, the math goal was achieved with an increase from 35.7 to 40.5. Science and social studies scores showed positive growth, meeting their objectives, while writing performance exceeded the five-year target two years ahead of schedule.

Data interpretation and application were collaborative efforts involving school leadership, district teams, Professional Learning Communities (PLCs), and the School-Based Decision Making (SBDM) council. This collaboration ensured alignment and a shared understanding of goals and progress. All meetings were thoroughly documented with agendas and minutes, maintaining transparency and accountability.

Regarding the achievement gap, the objective was to increase reading and math scores for all students by 19%. The Response to Intervention (RTI) process was consistently followed, with regular meetings to monitor student progress and make data-driven decisions regarding tier movement. Students not meeting benchmark on universal screeners were placed on a watch list, with their progress reviewed during RTI meetings. Implementation of Individualized Education Programs (IEPs) for students with disabilities was closely monitored, with adjustments made as needed during Admission and Release Committee (ARC) meetings. Supplemental instruction programs such as Language Live and VMath were instrumental in addressing achievement gaps.

In terms of school climate and safety, initiatives including Positive Behavioral Interventions and Supports (PBIS) and trauma-informed care strategies effectively enhanced the learning environment. The school climate index increased from 62.7 in 2022 to 67.5 in 2024. Continued emphasis will be placed on PBIS training and implementation of the school's trauma-informed care plan.

How Results Inform This Year's Plan:

Building on last year's successes, Sharp Middle School will maintain effective strategies such as data-driven instruction, targeted interventions for gap groups, and initiatives to support a positive school climate. Adjustments will be made based on the most recent needs assessment, with a continued focus on closing achievement gaps for students with disabilities and English learners. Further efforts will be directed toward refining curriculum alignment and expanding professional development to promote continuous instructional growth. Ongoing collaboration with district leadership and stakeholder groups will ensure fidelity in implementation and responsiveness to emerging data trends.

This reflective, data-informed approach ensures that Sharp Middle School's improvement efforts remain focused, evidence-based, and inclusive of all stakeholders, fostering sustained student achievement and a supportive school environment.

Trends

3. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

• Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.

• Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

Behavioral Measures:

- The school has made substantial progress in reducing behavior referrals, achieving a 42% decrease from 485 referrals to 277 over the last couple of years. This notable decline reflects the positive impact of implemented behavior interventions and supportive school climate initiatives.

Academic Measures:

- STAR assessment data from the first round of the 2025-2026 school year reveals mixed results in reading and math proficiency among 7th and 8th graders.
- Reading scores show encouraging improvements, with novice-level percentages decreasing by 2 points in 7th grade (from 32% to 30%) and by 6 points in 8th grade (from 33% to 27%).
- In math, 7th-grade novice scores decreased by 3 percentage points (35% to 32%), indicating progress.
- However, 8th-grade novice math scores increased by 8 percentage points (35% to 43%), signaling a decline that requires targeted attention.

Cultural Measures:

- While specific cultural data from surveys or perception measures are not detailed here from the most updated school year, however: School climate and safety initiatives, including Positive Behavioral Interventions and Supports (PBIS) and trauma-informed care strategies, successfully improved the learning environment. The school climate index increased from 62.7 in 2022 to 67.5 in 2024. ongoing efforts to sustain a positive school climate and further reduce behavior issues remain critical priorities.

Summary:

Despite positive strides in reducing behavioral referrals and improving reading proficiency, the increase in 8th-grade novice math scores highlights a key academic challenge. Continued focus on targeted math interventions, particularly for 8th graders, alongside sustained behavioral supports and climate initiatives, will be essential to address these areas and promote overall student success.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Recent benchmark data from STAR assessments provide a detailed view of student performance across grades 6 through 8. In reading, proficiency rates range from 43% to 52% proficient/distinguished, with novice rates between 27% and 35% depending on grade level. Math proficiency is slightly lower, with 6th and 7th grades near 50% proficient/distinguished and novice rates between 30% and 35%. Notably, 8th-grade math shows a higher novice percentage of 35%, indicating an area for focused support.

When examining students on the watch list and those with disabilities, the data reveal significant challenges. In reading, over half of these students fall into the novice category—83.8% in 6th grade, 60% in 7th grade, and 53.6% in 8th grade. Math data reflect a similar pattern, with novice rates at 71% for 6th grade, 57% for 7th grade, and 57% for 8th grade. These figures underscore the critical need for targeted interventions to support these vulnerable groups.

Sharp Middle School ensures access to rigorous, high-quality instructional materials aligned with state standards for all students in grades 6-8. Advanced math coursework and gifted and talented services are available for qualified students. Weekly Professional Learning Communities (PLCs) provide teachers with opportunities to review student data, monitor instructional fidelity, and collaboratively address student needs.

The school climate remains a priority, with initiatives such as Positive Behavioral Interventions and Supports (PBIS) and trauma-informed care contributing to a safer, more supportive environment. Behavioral referrals have decreased significantly, reflecting the positive impact of these efforts.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most

recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

Current Climate and Culture Conditions at Sharp Middle School

Sharp Middle School demonstrates a strong commitment to fostering a safe, supportive, and positive school climate, as reflected in multiple data sources and recent independent assessments.

Attendance and Chronic Absenteeism:

For the 2024–2025 school year, the average teacher attendance rate was 94%, while student attendance averaged 93.28%. However, a concerning metric is the chronic absenteeism rate, with 20.78% of students missing 17 or more days, identifying a significant area for improvement to ensure consistent student engagement and learning.

Behavior Management and School Climate:

The school has implemented Positive Behavioral Interventions and Supports (PBIS) with high fidelity, employing multi-tiered supports and clear behavioral expectations reinforced by positive incentives such as “Fun Fridays” and special lunch seating. The effectiveness of this system is evident in the 42% reduction in behavioral referrals over recent years, dropping from 485 to 277. Survey data show that 97.2% of students and 95.8% of parents report that students have been taught school rules and consequences, while 100% of teachers affirm that discipline policies are well communicated.

The Kentucky Center for School Safety conducted a comprehensive assessment of Sharp Middle School

Survey results indicate a strong sense of safety within the school: 86.9% of students, 89.6% of parents, and 100% of teachers feel safe on campus. Interviews echoed this sentiment, with students and parents expressing confidence in staff vigilance and school procedures. Furthermore, 83.5% of students and 81.6% of parents reported

that students have at least one trusted adult at school, fostering supportive relationships crucial for student well-being and academic success.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

• We have active partnerships with twelve community organizations and businesses.
• Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

- Academic Progress:Recent STAR assessment data show solid proficiency levels with 6th grade reading proficiency at 52% and math at 50%, and 7th and 8th grades maintaining proficiency rates near 45% across reading and math. Additionally, STAR scores reveal a decrease in the percentage of 7th and 8th grade students scoring at the novice level in both reading and math compared to the 2024–2025 first-round scores, indicating continued academic growth.
- Targeted Support for Students with Disabilities:Although a majority of students with disabilities currently score in the novice range, nearly 10–15% of these students reach proficient or apprentice levels, reflecting successful intervention efforts. Continued focus on these supports is a priority.
- Professional Development:All staff participated in three full days of professional development focused on deconstructing state standards and aligning learning goals and success criteria. This deep, collaborative learning strengthens instructional quality and consistency.
- Collaborative Instructional Practices:Weekly Professional Learning Communities (PLCs) provide teachers a structured forum to analyze student data, monitor instructional fidelity, and adjust teaching strategies to meet diverse learning needs.
- Positive School Climate and Behavior Management: The school has achieved a 42% reduction in behavioral referrals over recent years, dropping from 485 to 277. The Positive Behavioral Interventions and Supports (PBIS) system is implemented with fidelity, and 97.2% of students and 95.8% of parents report students understand the school rules and consequences.
- Safety and Security:Surveys indicate that 86.9% of students, 89.6% of parents, and 100% of teachers feel safe at school. The school has strong visitor procedures, secure facilities with locked doors, and active safety training programs, including suicide prevention and bullying prevention, with over 90% participation.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

• We will coordinate efforts with our community partners to meet the behavior needs of more students.

• We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

We will collaborate with the Northern Kentucky Education CO-OP to provide training and/or support to our admin team, staff developer, and teachers on data analysis and using this information to refine instructional strategies.

We will leverage our strong Professional Learning Communities (PLCs) and ongoing professional development to refine instructional practices, particularly targeting math proficiency and support for students with disabilitie

Evaluate the Teaching and Learning Environment

Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support Processes
KCWP 6: Establish Learning Environment and Culture

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ○ No
- ● **Yes**

COMMENTS

Sharp Middle School is committed to continuously assessing, reviewing, and revising its curricula to ensure alignment with state standards and to support student success. Each grade level completes standards checklists and pacing guides aligned with high-quality instructional resources selected for reading, math, and science across grades 6–8. Teachers are required to upload unit plans using a district-wide template, ensuring instructional consistency and alignment with district policy.

To enhance this process, Sharp will increase the use of formative assessment data to inform Professional Learning Community (PLC) discussions and curriculum adjustments well before the Common Unit Assessment (CUA) stage. This proactive approach allows for timely identification of student needs and instructional gaps, enabling targeted interventions.

School administration actively reviews curriculum implementation through district-wide walkthroughs and shares these findings with district staff. Monthly Principal PLC meetings facilitate collaborative analysis of trends and ensure that practices remain focused on improving student outcomes.

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ○ No
- ● **Yes**

COMMENTS

Sharp Middle School will continue to prioritize KCWP 2 by providing ongoing professional development focused on high-yield instructional strategies tailored to support the individual needs of students with disabilities. To ensure the effective implementation of evidence-based programs, school leaders will closely monitor student progress within resource and collaborative classrooms. This includes conducting regular walkthroughs to observe instruction and provide feedback.

Additionally, special education teachers will perform annual record review audits to ensure compliance and quality of services, with oversight provided by the Special Education Director.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

○ No

● **Yes**

COMMENTS

Sharp Middle School administrators and teachers continue to rigorously implement the district's data analysis protocols. Following each STAR assessment and Common Unit Assessment (CUA), teachers complete specific data review documents that are brought to Professional Learning Community (PLC) meetings. During these collaborative sessions, administrators and PLC members closely examine the data with great attention to detail, discussing instructional implications and planning targeted next steps. District-provided guiding questions are used to deepen data discussions and ensure meaningful insights.

To further enhance continuous improvement, Sharp Middle School has increased the frequency and use of formative assessments. This expanded data collection enables more precise monitoring of student progress and allows PLCs to make timely, data-informed curriculum adjustments well before the CUA stage. This proactive approach ensures instruction is closely aligned with student needs and promotes higher levels of academic achievement.

Additionally, school administration completes required data review documents after STAR and CUA assessments and shares these detailed findings during monthly Principal PLC meetings hosted by the district. This ongoing process fosters consistent alignment, collaboration, and a strong focus on using data to drive student success.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

● **No**

○ Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

● **No**

○ Yes

COMMENTS

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Three: Comprehensive School Improvement Plan_08182025_09:46

2025-2026 Phase Three: Comprehensive School Improvement Plan

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United States of America

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2025-2026 Phase Three: Comprehensive School Improvement Plan 3

Attachment Summary 5

2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the CSIP cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Accountability Indicators

The accountability indicators for elementary/middle schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Achievement Gap

The accountability indicators for high schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness (high school only)
• Graduation Rate (high school only)
• Achievement Gap

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the Comprehensive School Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

- **a. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

Sharp Middle School KDE Comprehensive improvement plan for school

Attachment Summary

Attachment Name	Description	Associated Item(s)
ATSI Sharp Middle School		•
Sharp Middle School KDE Comprehensive improvement plan for school		• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Please note that the objectives (yearly targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions (and general information about goal setting) for each required planning component can be found on page 2 of this planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act, as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
    - KCWP 1: Design and Deploy Standards
    - KCWP 2: Design and Deliver Instruction
    - KCWP 3: Design and Deliver Assessment Literacy
    - KCWP 4: Review, Analyze and Apply Data Results
    - KCWP 5: Design, Align and Deliver Support
    - KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Objective 1 By 2026, the middle school will increase the "reading and math status score" of the students with disabilities subgroup on the state assessment from: 27.9 to 32.09

Strategy:

KCWP #2 Design and Deliver Instruction Implement evidence-based strategies with fidelity.

KCWP #4 Review, Analyze and Apply Data Ensure the district protocol for data analysis is being followed and that teachers and administrators use data to inform instructional decisions

Activities:

KCWP2: implement Evidence-Based Instructional Programs *Students with disabilities will receive supplemental reading and math instruction using evidence-based programs

KCWP4: Analysis of STAR and CUA scores will be shared using the district forms. The progress of this subgroup of students will be reviewed after the administration of these assessments

Progress Monitoring:

KCWP 2: The teachers and principal will participate in weekly PLC meetings and discuss the progress of this subgroup on STAR and CUAs and in the intervention programs as applicable.

KCWP:4 The teachers and principal will participate in weekly PLC meetings and discuss the progress of this subgroup on STAR and CUAs and in the intervention programs as applicable.

Funding:

KCWP2: Idea Funds:

Language Live

VMath

Title I Funds:

IXL Reading and Math: 2812.50

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

By 2027, Sharp Middle School will increase reading and math index scores for all students from 44 in 2022 to 57 for middle school reading and 39.5 in 2022 to 55 for middle school math

Objective(s):

Objective 1 By 2026, the middle school index scores will increase from 56.8 to 60.2in reading

Objective 2: By 2026, the middle school index scores will increase from 48 to 51.5 in math

Strategy: Both Strategies will be used for objective 1 and 2

KCWP #1 Design and Deploy Standards

• Ensure the lesson plans, instruction, and assessments are aligned to state standards and intended curriculum is taught at a high level of fidelity.

KCWP #4 Review, Analyze and Apply Data

• Ensure the district protocol for data analysis is being followed and that teachers and administrators use data to inform instructional decisions.

Activities: Both Activities will be used for Objective 1 and 2

KCWP #1 Design and Deploy Standards

• Ensure the lesson plans, instruction, and assessments are aligned to state standards and intended curriculum is taught at a high level of fidelity.

• Ensure congruency is present between standards, learning targets, and assessment measures. • Review and conduct curriculum checks within PLCs

• Utilize Kknowledge of best practices to make curricular adjustments when students fail to meet mastery.

KCWP #4 Review, Analyze and Apply Data

• Ensure the district protocol for data analysis is being followed and that teachers and administrators use data to inform instructional decisions.

• School administrators implement protocols for data analysis for both teachers and administrators.

• Train teachers and administration work with Digital Literacy Coaches on the new online assessment tool (Edulastic). DLCs will provide training opportunities to teachers throughout the school year.

• Analysis of STAR and CUA scores will be shared using the district forms.

• Teachers will use STAR data to create and monitor a "Watch List" for students below proficiency. Edgenuity data will be utilized for students participating in online courses

• Training in PLC's on Assessment and feedback to help with high rigor instruction.

Progress Monitoring:

Objective 1 and 2 KCWP 1: • School administration will monitor lesson plans regularly to ensure congruency to standards and that the curriculum is being implemented with fidelity.

• Building principals will participate in monthly principal PLC meetings with district administrators. Walkthrough data and curriculum documents (ex. standards checklists, pacing guides, and lesson plans) will be reviewed and discussed and the next steps will be identified.

• PLC discussions will occur (reflected in PLC Notes) on breaking down standards and ensure all standards are hit throughout the year.

KCWP 4: • During PLC meetings, a school administrator will collect and review the classroom data analysis documents with teachers after each CUA and STAR administration and the next steps for students at risk of not being proficient will be identified.

• Principals will complete the school data analysis document and it will be discussed at monthly principal PLC meetings. The next steps will be identified.

Funding:

KCWP 1: N/A

KCWP4 : Edgenuity: $4752 (middle and high school) • Student devices for online programs $10,000, STAR – 6750

IXL For Reading and Math: 2,812.50

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	No
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Addendum for Schools Identified for Targeted or Additional Targeted Support and Improvement

A school improvement plan for schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) must be embedded within the school's comprehensive school improvement plan (CSIP) as required by KRS 160.346(4)-(5) and 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for TSI and ATSI schools. These requirements include targeted strategies and evidence-based activities to support the improvement of consistently underperforming student groups addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for TSI/ATSI Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI and ATSI schools in the following chart:

TSI and ATSI Additional Requirements
Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful and sustainable increases in student achievement for underperforming subgroups? **Response:** Sharp Middle School leadership will participate in ongoing professional development through the Northern Kentucky Cooperative for Educational Services, focusing on strategies outlined in John Hattie's *Visible Learning* and Frank Fendick's research on teacher clarity. Leadership will engage in backward mapping, setting clear learning targets, and monitoring implementation fidelity. Regular leadership team meetings will review subgroup performance data and adjust strategies to ensure accelerated growth for underperforming groups.
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:** The school conducted a resource allocation review during CSIP planning and identified that students in targeted subgroups lacked consistent access to adaptive literacy tools and structured vocabulary instruction. To address this, the school used their laptops devices to all students for program access, scheduled dedicated intervention blocks, and provided trained paraprofessionals during resource time. Additional funding was allocated for professional development on Anita Archer's explicit instruction model and for IXL licenses to support individualized learning. Time will be spent looking through students identified to make sure we are appropriately scaffolding work to make sure work is the right rigor for those students.

TSI and ATSI Additional Requirements
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. **Response:** The process used to review the learning culture revealed gaps in reading comprehension and vocabulary acquisition among targeted subgroups. Actions include implementing Anita Archer's explicit vocabulary instruction routine across all grade levels, integrating structured IXL sessions three times per week, and reinforcing teacher clarity strategies in daily lessons. Progress monitoring will occur every six weeks, with adjustments made based on student growth data.
Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will you monitor the evidence-based practice to ensure it is implemented with fidelity? **Response:** Areas of need include reading fluency, comprehension, and vocabulary development. To address these, Sharp Middle School will implement the Reading Plus/IXL adaptive literacy program to target fluency and comprehension deficits, utilize Anita Archer's explicit vocabulary instruction routine to strengthen vocabulary development, and apply teacher clarity strategies based on Hattie and Fendick's research to improve instructional effectiveness. Monitoring will occur through IEP progress tracking, program-generated data, and classroom walkthroughs to ensure fidelity.

TSI/ATSI Evidence-based Practices Documentation

TSI improvement plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of "evidence-based" under the Every Student Succeeds Act (ESEA) section 8101(21). The definition of "evidence-based" in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education's Evidence-based Practices website.

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Evidence-based Activity	Evidence Citation
Example: Train staff to implement inductive teaching strategies.	Example: Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.
Implement adaptive literacy sessions using IXL	Spichtig, A. N., Gehsmann, K. M., Pascoe, J. P., & Ferrara, J. D. (2019). The impact of adaptive, web-based, scaffolded silent reading instruction on the reading achievement of students in Grades 4 and 5. *The Elementary School Journal*, 119(3), 443-467.
Implement explicit vocabulary instruction using Anita Archer's routine	Biemiller, A. (2001, Spring). Teaching Vocabulary: Early, direct, and sequential. *American Educator*, pp. 24-28, 47.
Train teachers on clarity strategies and backward mapping	Fendick, F. (1990). The Correlation Between Teacher Clarity of Communication and Student Achievement Gain.
Implement self-regulated learning scaffolds for CER writing	Shao, Chen, Wei & Li (2023). Self-regulated learning scaffolding meta-analysis: Impact on academic performance ($g \approx 0.59$). Frontiers in Psychology.

2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)_08182025_09:47

2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)

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2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026... 3

2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year)

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. 704 KAR 3:035 establishes the annual professional development plan.

Per Section 2, “Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.”

Section 3 further provides, “Each school and local district professional development plan shall contain the following five (5) elements:

(1) A clear statement of the school or district mission;

(2) Evidence of representation of all persons affected by the professional development plan;

(3) A needs assessment analysis;

(4) Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and

(5) A process for evaluating impact on student learning and improving professional learning, using evaluation results.”

1. **Professional Development Plan**

What is the school’s mission?

The Mission of Sharp Middle School is : At Sharp Middle School we Engage, Equip, and Educate ALL students Empowering them thrive in school and beyond.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process

through the development of goals, objectives, strategies and activities. What are the **top two areas requiring professional development?**

1)

Enhancing the design and deployment of standards_aligned curriculum, instruction, and assessment remains a primary need because our data continues to show significant proficiency gaps in reading and math, particularly among students in special education programs

2)

Strengthening our school's systems for data review, analysis, and application to drive instruction and RTI remains a critical professional development priority, as our needs assessment and CSIP both underscore the necessity of deepening staff capacity in effectively utilizing STAR, CUA, formative assessments, and PLC processes to inform and adjust instruction.

3. For the **first identified area requiring professional development**, what required school goal(s) from the Comprehensive Improvement Plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

This professional development directly supports our required CSIP goals in reading and mathematics, as our school works toward increasing the middle school reading index score from 56.8 to 60.2 and the math index score from 48 to 51.5 by 2026. Focusing on scaffolding and accommodations for our special education population, strengthening CER and On_Demand Writing practices, and implementing high_leverage instructional strategies aligns with KCWP 1: Design and Deploy Standards, which calls for ensuring lesson plans, instruction, and assessments are fully aligned to Kentucky Academic Standards and taught with fidelity. Because our current data show significant proficiency gaps for students with disabilities such as novice rates as high as 83.8% in 6th_grade reading and 71% in 6th_grade math this professional development is essential for improving access to grade_level content

a. What are the specific **objectives** (long-term and short-term) for this professional development?

Long_Term Objectives

1. Increase Middle School Index Scores in Reading By 2026, Sharp Middle School will increase the middle school reading index score from 56.8 to 60.2 by strengthening standards_aligned instruction and embedding consistent CER

(Claim_Evidence_Reasoning) writing routines across ELA, science, and social studies to deepen comprehension and analytical reasoning.

2. Increase Middle School Index Scores in Math By 2026, Sharp Middle School will raise the middle school math index score from 48 to 51.5 through improved assessment alignment, high_leverage instructional practices, and intentional scaffolding and accommodations that allow all students—especially those with disabilities—to access grade_level content.

3. Close Proficiency Gaps for Students With Disabilities Sharp Middle School will significantly reduce novice rates for students with disabilities, which currently reach 83.8% in 6th_grade reading and 71% in 6th_grade math, by training teachers to design lessons with intentional scaffolds, accommodations, explicit instruction routines, and CER_based writing supports aligned to grade_level standards.

4. Strengthen Collaboration Between General Education and Special Education Teachers The school will strengthen co_planning structures so that SPED and general education teachers collaboratively design standards_aligned lessons, determine appropriate accommodations and scaffolds, and ensure the consistent integration of CER/ODW writing expectations across content areas.

5. Sustain High_Quality Instruction Through High_Leverage Practices Sharp Middle School will build a sustainable culture of instructional excellence by embedding high_leverage practices—such as explicit instruction, modeling, guided practice, checks for understanding, and structured feedback—across all classrooms to improve instructional clarity, rigor, and alignment

6. Strengthen Content_Area Literacy Through CER Writing in Science and Social Studies The school will institutionalize CER as a core writing routine in science and social studies to strengthen evidence_based reasoning, align content_area literacy to Kentucky Academic Standards, and improve performance on content_based constructed response tasks.

Short_Term Objectives

1. Conduct Pre_School Curriculum Alignment Workshops Before the school year begins, Sharp Middle School will conduct curriculum alignment workshops to ensure all teachers start the year with aligned pacing guides, standards_aligned learning targets, CER/ODW writing expectations, assessment congruency checks, and clearly defined scaffolds and accommodations for students with disabilities. [

2. Implement Professional Development on Standards_Aligned Instruction Throughout the year, teachers will participate in PD focused on designing and delivering standards_aligned instruction in reading, math, science, and social studies. Training will emphasize scaffolding, accommodations, CER integration, and the use of high_leverage practices to support novice learners.

3. Strengthen Differentiation and Accommodation Practices Teachers will be trained in evidence_based differentiation strategies—including explicit instruction,

gradual release, scaffolded writing routines, and assessment accommodations—to better support students with disabilities and those performing below proficiency.

4. Implement Standards_Aligned Lesson Plans With Documented Supports Teachers will create and implement lesson plans that demonstrate clear congruency between standards, learning targets, CER/ODW expectations, assignments, and assessments. Lesson plans will include documented scaffolds and accommodations aligned to IEPs and learner needs.

5. Integrate CER Writing Across All Content Areas Science and social studies teachers will implement CER writing tasks as part of regular instruction to strengthen students' ability to support claims with evidence and reasoning. CER writing structures will be embedded into unit plans, classroom tasks, and formative assessments.

6. Use Walkthrough & Data Monitoring to Guide Continuous Improvement The administrative team will conduct walkthroughs and monitor STAR, CUA, and CER writing data to assess the fidelity of instructional alignment, scaffolding implementation, and CER/ODW integration. Timely coaching and feedback will be provided based on the monitoring results, beginning immediately after initial training sessions.

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

Increased Reading and Math Proficiency: Students will demonstrate growth toward meeting the CSIP goals of raising the reading index from 56.8 to 60.2 and the math index from 48 to 51.5, driven by more consistent standards_aligned instruction and intentional scaffolding that reduces novice rates particularly for students with disabilities, whose current novice percentages range from 53%–83% in reading and 57%–71% in math

Improved Content_Area Literacy: Students will show stronger performance on constructed response and evidence_based tasks as CER writing becomes a consistent routine in ELA, science, and social studies

Commitment to Standards Alignment: Teachers will deepen their belief in the importance of aligning curriculum, instruction, and assessments to Kentucky Academic Standards, responding to CSIP_identified needs for congruence, pacing fidelity, and assessment alignment.

Belief in Accessibility for All Learners: Staff will adopt the shared mindset that students with disabilities can access grade_level standards when scaffolded appropriately and provided with aligned accommodations.

Effective Instructional Strategies: Teachers will implement high_leverage practices—including explicit instruction, modeling, guided practice, checks for understanding, and scaffolded writing routines—across all content areas to support diverse learners. Improved Use of Accommodations and Scaffolds: Teachers will consistently integrate appropriate scaffolds and accommodations into lesson

design, ensuring students with disabilities can engage meaningfully with grade_level tasks. Strengthened Writing Instruction: Educators will apply CER and ODW structures consistently to build students' reasoning, evidence use, and academic communication in ELA, science, and social studies.

Frequent Use of STAR, CUA, and Formative Data: Teachers will routinely use data analysis protocols, as required in KCWP 4, to monitor student progress, update watch lists, and adjust instruction based on STAR and CUA results.

High_Functioning PLCs: PLCs will consistently analyze data, review CER writing samples, co_plan scaffolds and accommodations, and ensure alignment of instruction and assessment across grade levels. Co_Teaching and SPED Collaboration: General education and special education teachers will strengthen co_planning routines to support lesson alignment, accommodations, and shared instructional ownership.

Improved Classroom Culture: Consistent instructional routines and aligned scaffolds will support student confidence and engagement, helping sustain a positive learning environment—an ongoing improvement priority noted in the CSIP.

c. How will this professional development be monitored for **evidence of implementation**?

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)

iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

Collect CER writing samples from ELA, science, and social studies to monitor students' ability to support claims with evidence and reasoning.

Gather math and reading work samples showing use of scaffolds, accommodations, and high_leverage instructional strategies.

Review STAR benchmark data following each administration (fall, winter, spring).

Review CUA (Common Unit Assessment) data using district_required analysis documents. Monitor assessment performance for students with disabilities, whose novice rates remain significantly elevated (e.g., 83.8% in 6th_grade reading and 71% in 6th_grade math).

Conduct walkthroughs focused on standards alignment (KCWP 1), explicit instruction, scaffolding, accommodations, CER/ODW integration, and fidelity of high_leverage practices.

Observe co_teaching and SPED/general education partnerships to ensure accommodations are implemented correctly.

PLC Documentation: Review PLC notes for evidence of data analysis, CER writing calibration, accommodation planning, and alignment to Kentucky Academic

Standards. Ensure PLCs are consistently breaking down standards and adjusting instruction based on STAR/CUA data.

Teacher Feedback: Gather teacher feedback through surveys, PLC reflections, and PD debriefs to assess confidence, needs, and perceived effectiveness of instructional changes.

Lesson Plan Reviews: Review lesson plans for standards congruency, inclusion of scaffolds and accommodations, integration of CER/ODW routines, and alignment of learning targets and assessments.

Responsible Parties for Gathering Data Teachers: Collect student work samples, implement scaffolds and accommodations, update watch lists, and complete STAR/CUA data protocols.

Staff Developer / Instructional Coach: Conduct walkthroughs and classroom observations; provide coaching on CER writing, alignment, scaffolding, high_leverage practices, and accommodations; support teachers during planning.

Administrators (Principal & Assistant Principal): Oversee STAR/CUA data reviews using KDE/district data forms. Monitor implementation fidelity during walkthroughs. Review PLC notes, lesson plans, and curriculum alignment documents. Ensure documentation is discussed during monthly district principal PLC meetings.

Special Education Department: Validate IEP_aligned accommodations, monitor fidelity of implementation, and analyze subgroup data for the disability subgroup targeted in this year's CSIP. iii. Frequency of Data Analysis Weekly: PLC analysis of formative assessments, CER writing samples, and classroom work. Review of scaffolding, accommodations, and high_leverage practice implementation during weekly PLC meetings.

Monthly: Administrative walkthrough reviews and feedback cycles. Review of PLC documentation, lesson plan alignment, CER routines, and accommodations implementation. Analysis of student work samples from ELA, math, science, and social studies.

After Each STAR & CUA Cycle (Approximately Every 6–9 Weeks): Complete district_required data analysis documents. Update watch lists for students below proficiency. Adjust interventions and scaffolds based on growth data.

Quarterly: Review trend data for all content areas, including CER writing proficiency in science and social studies. Analyze progress of students with disabilities toward closing achievement gaps identified in the CSIP.

Semester (Twice Yearly): Evaluate the fidelity of standards implementation (KCWP 1) and data practices

d. 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**.

1. Improved Formative and Benchmark Assessment Data Increased Proficiency on STAR and CUA Assessments: Student performance will show measurable progress across STAR and CUA assessments in reading and math, demonstrating movement toward the CSIP goals of increasing the reading index score from 56.8 to 60.2 and the math index score from 48 to 51.5 by 2026.

Reduction in Novice Rates for Students With Disabilities: Students with disabilities —who currently score novice at rates such as 83.8% in 6th_grade reading and 71% in 6th_grade math—will show clear reductions in novice percentages following the implementation of scaffolding, accommodations, and high_leverage instructional routines.

Positive Trends Over Time: STAR growth measures and CUA data will show consistent upward movement across grade levels, indicating that instructional shifts are improving access to standards_aligned content.

2. Improved Writing Outcomes Through CER/ODW Integration Higher_Quality CER Writing Samples: CER writing in ELA, science, and social studies will show improved clarity, use of evidence, and reasoning, reflecting consistent schoolwide implementation of writing routines. Growth in Content_Area Literacy: Student performance on constructed_response and evidence_based tasks across disciplines will increase, demonstrating improved literacy aligned to Kentucky Academic Standards.

3. Enhanced Teacher Efficacy and Instructional Practice Positive Teacher Perception Data: Surveys and PLC reflections will show increased confidence in delivering standards_aligned instruction, implementing accommodations, integrating CER, and using high_leverage practices. Visible Professional Growth: Teachers will demonstrate growth through self_reflection, goal_setting in PLCs, and the application of strategies introduced during PD sessions. Improved Lesson Plan Quality: Lesson plans will consistently show alignment to standards, inclusion of CER writing components, and documented scaffolds/accommodations for diverse learners.

4. Strong Evidence From Classroom Observations and Walkthroughs Fidelity to High_Leverage Practices: Walkthroughs will show that teachers are using explicit instruction, modeling, guided practice, checks for understanding, and other HLPs across content areas. Consistent Use of Accommodations and Scaffolds: Classroom observations will confirm that students with disabilities receive the supports outlined in their IEPs, and that scaffolds are routinely integrated into grade_level instruction. CER Implementation in Content Areas: Administrators will observe CER routines embedded into science and social studies instruction as part of everyday learning experiences.

5. Increased Student Engagement Active Participation During Instruction: Walkthroughs and observations will show higher levels of student engagement through structured routines, clear expectations, and aligned instructional practices. Positive Learning Climate: Students will demonstrate improved engagement and persistence on grade_level tasks, supporting the school's continued improvement in climate and culture metrics.

6. Achievement of Key CSIP Goals Progress Toward Reading and Math Index Targets: Progress monitoring will indicate that the school is on track to meet the 2026 goals for reading (56.8 → 60.2) and math (48 → 51.5). Closing the Achievement Gap: Subgroup performance for students with disabilities—identified as a priority in the CSIP—will show sustained improvement on STAR, CUA, and KSA indicators.

7. Sustained Collaboration and Continuous Improvement High_Functioning PLCs: PLCs will consistently document standard breakdowns, CER writing calibration, instructional planning, SPED accommodations, and analysis of STAR/CUA data. Teacher Collaboration: Evidence of general education and special education teachers co_planning and co_teaching effectively will appear in walkthroughs, PLC notes, and lesson plan reviews.

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

Middle School Reading/ELA Teachers: Teachers responsible for reading and ELA instruction who will benefit from training on standards_aligned lesson design, structured CER and ODW writing practices, and the use of scaffolds and accommodations to support diverse learners.

Middle School Math Teachers: Math teachers who will receive professional development on high_leverage instructional practices, assessment alignment, and implementing effective scaffolding and accommodations to support students performing below proficiency. Special Education Teachers: Educators serving students with disabilities who will engage in specialized training on designing accessible lessons, implementing accommodations with fidelity, and co_planning effectively with general education teachers to reduce novice performance and increase access to grade_level standards.

Middle School Science Teachers: Science educators who will participate in professional development on integrating CER writing into science instruction, aligning content_area assessments with standards, and embedding scaffolds that support student comprehension and reasoning.

Middle School Social Studies Teachers: Social studies teachers who will receive training on using CER writing as a routine instructional practice, designing standards_aligned tasks, and implementing scaffolds and accommodations to support literacy development across the discipline. Elective Teachers: All elective teachers who will participate in PD to ensure instructional alignment with schoolwide expectations, integration of high_leverage practices, and thoughtful support for students with disabilities within their content areas.

Administrative Staff (Principal and Assistant Principal): Administrators who will monitor fidelity of implementation through walkthroughs, feedback cycles, data reviews, and support for teacher growth related to standards alignment, CER writing, scaffolding, and high_leverage practices.

Staff Developer : Instructional support personnel who will provide coaching, model instructional routines, guide PLC discussions, support CER implementation, and assist teachers in applying scaffolds, accommodations, and high_leverage practices effectively.

f. 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)?
i. What funding source(s) will be utilized to support this professional development?
ii. 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?

Staff

Staff Developer Special Education Teachers General Education Teachers Administrative Team

Funding Sources IDEA Funds Title I Funds School SBDM Funds District General Funds

Timeline & Frequency Before School Starts: Curriculum alignment workshop August–May: Ongoing PD, weekly PLCs, monthly coaching, walkthroughs After Each STAR/CUA Window: Data review and instructional adjustments

Supplies & Resources Needed CER/ODW writing templates and organizers Standards_aligned pacing guides, checklists, and lesson plan templates Technology tools (teacher devices, projectors, student platforms) Assessment platforms (STAR, CUA tools)

g. 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 in question 3.

Weekly PLC Support: Weekly PLC meetings will focus on standards alignment, CER/ODW writing routines, scaffolding and accommodations for students with disabilities, and reviewing STAR/CUA data to adjust instruction.

Regular Coaching From Staff Developer: The staff developer will provide ongoing coaching through classroom visits, modeling, co_planning sessions, and small_group support focused on CER writing, high_leverage practices, and aligned lesson design.

Administrative Walkthroughs and Feedback: The administrative team will conduct regular walkthroughs to monitor implementation of scaffolds, accommodations, CER routines, and high_leverage practices, providing timely feedback to teachers.

Monthly Alignment Check_Ins:

Monthly check_ins will be held to review lesson plans, pacing, and curriculum alignment, ensuring ongoing fidelity to Kentucky Academic Standards.

Ongoing SPED–General Education Collaboration: Special education and general education teachers will participate in scheduled co_planning sessions to align accommodations, scaffolds, CER structures, and instructional supports for students with disabilities.

Data Review Cycles: After each STAR and CUA assessment, teachers and administrators will meet to analyze results, update watch lists, and identify necessary instructional adjustments.

4. For the **second identified area requiring professional development**, what required school goal(s) from the comprehensive improvement plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

Professional development aligned to Key Core Work Process #4: Review, Analyze, and Apply Data Results will directly support the school goals related to state assessment results in reading and mathematics as well as reducing achievement gaps among student subgroups, including students with disabilities. By strengthening staff capacity to consistently implement the district's data analysis protocols, analyze STAR and Classroom Unit Assessment (CUA) data, and engage in focused PLC discussions using district_provided guiding questions, educators will be better equipped to identify instructional needs and make timely, data_driven adjustments. Increased use of formative assessment data will further support ongoing progress monitoring and instructional refinement prior to summative assessments. This professional learning ensures that instructional decisions are systematically informed by multiple data sources, resulting in improved academic performance and more targeted supports to close identified achievement gaps.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

Long-Term Objectives

Sustain and strengthen improvements in state assessment results in reading and mathematics by continuing to refine the consistent use of multiple data sources (STAR, Classroom Unit Assessments, and formative assessments) to guide instructional decision_making.

Build upon existing data-driven instructional practices to further reduce achievement gaps, particularly for students with disabilities and other identified subgroups, through systematic analysis and targeted responses to student performance data.

Embed a sustainable culture of data use in which PLCs and school leadership routinely review, analyze, and apply data to evaluate instructional effectiveness, monitor student progress, and drive continuous improvement.

Short-Term Objectives Continue to deepen staff capacity in data analysis by providing ongoing professional learning focused on refining the analysis and interpretation of STAR and Classroom Unit Assessment (CUA) reports using district-required data analysis documents. Strengthen existing PLC structures by ensuring weekly PLC meetings consistently build upon prior data analysis practices, with a continued emphasis on identifying instructional implications, documenting instructional adjustments, and monitoring the impact of those changes. Expand and refine the use of formative assessment data already in place to allow for more precise progress monitoring and timely instructional adjustments prior to CUA administration. Maintain and enhance leadership monitoring and alignment by continuing administrative review of STAR and CUA data and sharing findings during monthly Principal PLC meetings to reinforce consistency, accountability, and alignment with district expectations.

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

Continued Improvement in Student Outcomes Building on data_driven instructional practices established in the previous year, students will continue to demonstrate growth and improved performance in reading and mathematics, as measured by state assessments, STAR, and Classroom Unit Assessments (CUAs). Ongoing refinement of instructional decisions based on multiple data sources will support increased proficiency and targeted growth, particularly for students with disabilities and other identified gap groups outlined in the CSIP.

Strengthened Educator Practices and Confidence Teachers and administrators will continue to refine their ability to analyze, interpret, and apply assessment data to inform instructional planning. As a result of this professional development, educators will demonstrate increased confidence and consistency in using data to

differentiate instruction, monitor student progress, and implement timely instructional adjustments aligned to student needs and district expectations.

Sustained, Systematic Use of Data to Drive Instruction Professional Learning Communities will build upon established data_analysis routines by consistently using district protocols to review performance data, identify instructional implications, and determine targeted next steps. Continued emphasis on reviewing STAR and CUA data will strengthen the fidelity of RTI and intervention processes, improve alignment between assessment and instruction, and reinforce a schoolwide culture of continuous improvement focused on closing achievement gaps and increasing overall academic achievement.

c. How will this professional development be monitored for **evidence of implementation**?

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)

iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

The implementation of this professional development will be monitored by continuing and refining established monitoring systems that focus on the consistent use of data analysis to inform instruction. Evidence of implementation will be reviewed through multiple data sources aligned to district protocols and KCWP #4 expectations, with an emphasis on documenting how teachers apply data to instructional planning and intervention decisions. Monitoring will occur through ongoing PLC processes, classroom observations, and administrative data reviews to ensure fidelity and continuous improvement.

i. What data will be considered and gathered? Data gathered will build upon systems already in place and include: STAR assessment reports and growth data Classroom Unit Assessment (CUA) results and completed district data analysis documents Formative assessment data and progress_monitoring results Student work samples used to inform instructional adjustments and interventions PLC agendas, notes, and action steps reflecting data_driven decisions Classroom walkthrough and observation data focused on data_informed instructional practices Teacher feedback related to the effectiveness of data use in instructional planning

ii. Who is responsible for gathering the data? Teachers will continue collecting STAR, CUA, formative assessment data, and student work samples and will document instructional implications during PLC meetings. PLC teams will collaboratively analyze data and maintain required district documentation reflecting instructional adjustments and next steps. Administrators will review PLC documentation, complete required school_level data analysis reports, and conduct classroom walkthroughs to monitor implementation fidelity and alignment with district expectations.

iii. How frequently will this data be analyzed? Weekly: Teachers and PLC teams will review formative assessment data and student work during PLC meetings to monitor progress and adjust instruction. Following each STAR and CUA administration: Assessment data will be analyzed using district_required data review documents. Monthly: School_level data analysis and implementation progress will be reviewed during district Principal PLC meetings. Ongoing: Classroom walkthrough data and intervention progress will be monitored throughout the school year to support continuous improvement.

d. 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**.

Building upon data_driven practices implemented during the previous school year, indicators of success will include measurable student growth in reading and mathematics, as evidenced by STAR assessments, Classroom Unit Assessments (CUAs), and formative assessment data. Continued use of data to inform instruction and intervention will result in improved student performance and progress monitoring, particularly for students with disabilities and other identified gap groups.

For educators, success will be demonstrated by continued growth in understanding and effectiveness in using student data to plan instruction, differentiate learning, implement targeted interventions, and monitor student progress. Teachers will consistently apply data analysis during PLC meetings and instructional planning, as reflected in PLC documentation, lesson plans, and intervention records. Sustained, consistent use of data to guide instructional decisions across classrooms will indicate that professional development goals have been achieved and that data_driven practices are embedded and effective in supporting ongoing student achievement and continuous improvement.

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

Regular Education Teachers, Special Education Teachers, Staff Developer, Principal.

f. 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)?

i. What funding source(s) will be utilized to support this professional development?

ii. 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?

i. What funding source(s) will be utilized to support this professional development? IDEA Funds to support professional development and resources that strengthen data_driven instruction and interventions for students with disabilities in reading and mathematics. School SBDM Funds to support professional learning resources and materials. District General Funds to support professional development costs, instructional resources, technology needs, and substitute coverage for release time when applicable.

ii. What will be the start date and anticipated completion date for each professional development activity? Professional development related to KCWP #4 is ongoing throughout the 2026–2027 school year, building upon prior implementation. Initial Refinement Training: August 2025 Data Use to Drive Instruction (PLCs): Ongoing (August 2026 – May 2027); weekly PLC meetings RTI Framework Review, Progress Monitoring, and Data Review: September 2026 – Ongoing Six_week RTI data check meetings Twelve_week RTI data review meetings Classroom Walkthroughs and Formative Observations: Ongoing (August 2026 – May 2027) Ongoing Job_Embedded Support: Continuous support provided by the principal and school staff developer throughout the school year

iii. What supplies and resources will be needed to implement this professional development? Staffing Resources: Principal, staff developer, teachers, and instructional support staff participating in PLCs, RTI meetings, and data analysis activities Assessment Platforms: STAR assessment system and Classroom Unit Assessments (CUAs) for monitoring student progress Differentiation and Intervention Software: IXL, Language Live, VMath, Edgenuity, and other district_approved instructional programs Progress Monitoring Tools: Digital tools and platforms used to track student performance and intervention effectiveness Data_Analysis Resources: District_required data analysis forms, PLC guiding questions, and data_driven lesson plan templates Instructional Materials: Small_group instructional materials, leveled texts, math manipulatives, anchor charts, and tiered learning activities Observation and Monitoring Tools: Walkthrough rubrics and feedback tools used by administrators to monitor implementation and instructional impact

g. 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 in question 4.

To support the continued implementation and refinement of data_driven instructional practices aligned to KCWP #4: Review, Analyze, and Apply Data Results, Sharp Middle School will provide the following ongoing supports: Individualized Support from Staff Developers: Staff developers will continue to work with

individual teachers outside of PLC time to provide targeted, job_embedded support. This ongoing collaboration will focus on improving the effective use of assessment data to inform instructional planning, intervention strategies, and progress monitoring. Weekly Professional Learning Communities (PLCs): Weekly PLC meetings will remain a central support structure, with a continued focus on analyzing formative, benchmark, and summative assessment data. Educators will collaboratively review student performance using district data analysis protocols, identify instructional implications, and adjust instructional strategies and interventions based on identified needs. Regular Classroom Walkthroughs and Feedback: The administrative team will conduct ongoing classroom walkthroughs to observe the implementation of data_driven instructional practices. Feedback provided during these walkthroughs will support continuous improvement and reinforce expectations for consistent use of data in instructional decision_making. Access to Flexible and Differentiated Professional Development Opportunities: Teachers will continue to have access to flexible, administratively approved professional development opportunities aligned to data_driven instruction and intervention practices. These options will reflect teacher needs and preferences identified through staff surveys and ongoing feedback, allowing educators to deepen their skills in areas most relevant to their instructional responsibilities.

5. If there is additional professional development information you would like to include, you may upload an attachment(s) here. **If you do NOT wish to include an optional extension, please list N/A in the space provided below**.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)