



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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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)
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Pendleton County Schools Professional Development

2026-2027

Name of School: Sharp Middle School

Professional Learning DATE	# Hours	CONTENT/TOPIC	PARTICIPANTS	LOCATION
PD Dates in School Calendar: August 11, 2026; December 21 st and 22 nd 2026; and March 19, 2027 (6 hr days)				
Before First day of school	4.5	Safe School	All Staff	Virtual
7/27/26 or 7/28/26	6	School wide practices with NKCES ISPROUT training for findings (PBIS/Trauma included in best practices with NKCES)	Certified Staff	SMS
7/27/26 or 7/28/26	3	PBIS School wide/trauma School wide practices. High Leverage Instructional Practices (Stations, Differentiated Small group, Active learning Backwards mapping (Specific to KSA to bring into classroom	Certified Staff	SMS
7/27/26 or 7/28/26	3	School Wide Writing Workshop	Certified Staff	SMS
Second Semester	2	Testing Training	Certified/Classified	SMS
TBD	5.5	Flex Training	Flex PD(Teams, Pear, IXL, AI, DLC led Training, Curriculum opportunities at approval)	Various Locations
Total Hours = (Must Equal 24) <u>24</u>				