



2025-2026 Phase One: Executive Summary for
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2025-2026 Phase One: Executive Summary for Schools

Hebron Middle School
Lauren Burnett
3300 East Hebron Lane
Shepherdsville, Kentucky, 40165
United States of America

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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?

Hebron Middle School, located in Shepherdsville (Hebron Estates), Kentucky, serves roughly 585 students in grades 6–8 as part of Bullitt County Public Schools. The school draws from a mix of suburban and rural communities south of Louisville, with about half of its students qualifying for free or reduced-price lunch, reflecting a diverse socioeconomic population. There are approximately 32 full-time teachers and a supportive network of classified and certified staff.

In the past three years, Hebron Middle has undergone notable changes, including the appointment of a new principal in 2025, continued Title I designation, and ongoing efforts to raise academic proficiency levels following statewide performance declines. The school's strengths include strong community ties, district support resources, and a small-school environment conducive to personalized learning. Challenges center on addressing learning gaps, supporting economically disadvantaged families, and strengthening engagement across varied socioeconomic backgrounds—all critical focus areas for school leadership and improvement planning.

School Stakeholders

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

Hebron Middle School's primary stakeholders include students, families, teachers and staff, school administration, district leaders, and community partners. Students are at the center of all decision-making, with teachers and support staff working collaboratively through professional learning communities (PLCs) and the School-Based Decision Making (SBDM) Council to review data and guide instructional priorities. Parents and guardians play a key role through the PTSA, family engagement events, and surveys that gather feedback on school climate, communication, and needs. The SBDM Council, composed of teachers, parents, and the principal, provides a structured avenue for stakeholder input on policies, budgeting, and improvement planning.

At the district and community level, Bullitt County Public Schools leadership provides oversight, resources, and professional development aligned with the district's strategic plan. Hebron also collaborates with local businesses, civic organizations, and community agencies to support student learning, enrichment, and family well-being. The school ensures stakeholder engagement by maintaining transparent communication through newsletters, social media, and community meetings, and by using surveys and data discussions to inform continuous

improvement efforts. This shared decision-making model fosters collective ownership of the school's goals and strengthens trust among all stakeholder groups.

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.

The mission and vision statements are currently being revised and will be updated once all stake holders have had an opportunity to contribute to the development.

Hebron Middle School offers a variety of programs including an exploratory "hands-on learning" class (Career Lab) in various career fields (finance, nursing, cosmetology, etc.) so students can explore possible futures. The school also offers electives courses such as: media arts, visual arts, choir/drama, band, PE, and Agriculture.

Hebron embraces authentic learning: Examples include a Student Learning Showcase, where students do real projects like organizing a health fair and doing outreach, collaborating with community agencies.

Notable Achievements

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

Over the past three years, Hebron Middle School has celebrated a range of notable academic and extracurricular achievements that reflect its commitment to excellence and student engagement. Students earned top honors in the Congressional App Challenge (2025), sweeping the middle school division for creativity and innovation in app design, and the school's Future City teams (2024) brought home multiple awards, including Best Presentation and Best Land Surveying Practices. Hebron's speech and debate team has consistently earned recognition at district/regional competitions, showcasing strong communication and critical-thinking skills, while the band program received Proficient and/or Distinguished ratings at performance assessments, highlighting the school's dedication to fine arts and well-rounded learning.

Beyond competition success, Hebron students have led hands-on, community-focused initiatives such as the 2024 Student Learning Showcase and Health Fair, collaborating with local organizations to promote wellness and civic engagement. The school has also been recognized for excellence in STEM education through participation in district engineering and design challenges, and faculty members, have been honored for outstanding contributions to student learning. Together, these achievements illustrate Hebron Middle School's strong academic foundation,

creative programming, and ongoing commitment to preparing students for future success.

Areas of Improvement

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

Over the next three years, Hebron Middle School is focused on strengthening academic achievement, student engagement, and family partnership to ensure continuous growth and success for all learners. A primary area for improvement is raising student proficiency in reading and mathematics, as recent assessment data show performance below state averages. The school aims to enhance core instruction through data-driven teaching practices, targeted interventions, and stronger alignment across grade levels. Additionally, Hebron is diligently working to close achievement gaps among students with special needs by strengthening co-teaching partnerships, refining co-teaching models, implementing intentional interventions, and improving scheduling to ensure consistent access to high-quality instruction and support.

Another priority is increasing family and community involvement to strengthen the home-school connection, particularly for economically disadvantaged and underrepresented families. The school plans to improve communication, offer more inclusive engagement opportunities, and build partnerships that support both academic and non-academic needs. Internally, Hebron Middle is also focusing on professional growth for teachers—expanding collaboration through PLCs, enhancing instructional technology integration, and cultivating leadership capacity among staff. Collectively, these goals reflect Hebron's commitment to continuous improvement, equitable learning opportunities, and a thriving, supportive school community.

Additional Information

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

Hebron Middle School takes pride in being a close-knit, student-centered community that prioritizes both academic growth and personal development. The school fosters a culture of belonging where students are encouraged to explore their interests through a variety of clubs, athletics, arts, and STEM programs. Staff are dedicated to creating authentic, hands-on learning experiences that connect classroom instruction to real-world applications, preparing students to be confident, responsible, and compassionate learners. Hebron also places a strong emphasis on leadership, character, and service, encouraging students to take active roles in improving their school and local community.

As the school continues to grow, Hebron remains committed to maintaining its supportive "small-school feel" while embracing innovation and continuous improvement. The new leadership team has focused on building strong relationships with families, staff, and community partners to ensure shared ownership of the school's goals. Through collaboration, transparency, and a clear

focus on student success, Hebron Middle School strives to provide a safe, inclusive, and engaging environment where every student can reach their full potential.

Generated on 01/09/2026

Hebron Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Amir Gunt



2025-2026 Phase Two: The Needs Assessment for Schools_10152025_10:34

2025-2026 Phase Two: The Needs Assessment for Schools

Hebron Middle School
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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.

See attachment

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?

See attachment

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.

See attachment

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.

See attachment

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.
- See attachment

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.
- See attachment

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.
- See attachment

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

NA

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

At Hebron Middle School, instruction is intentionally designed to align with the Kentucky Academic Standards and grounded in current, evidence-based research. Tier I instruction serves as the foundation of our Multi-Tiered System of Supports (MTSS), ensuring all students receive high-quality, equitable, and responsive teaching that supports academic, behavioral, and social-emotional growth. Our instructional framework emphasizes collaboration, inclusion, and data-driven refinement through co-teaching partnerships, daily interventions, and structured resource time.

Processes Ensuring Tier I Instruction Meets Standards

Teachers at Hebron Middle School collaborate within weekly Professional Learning Communities (PLCs) to unpack Kentucky Academic Standards, identify learning intentions and success criteria, and design aligned assessments. High quality instructional resources and curriculum maps/pacing guides ensure standards alignment across grade levels and content areas. Administrators conduct regular instructional walkthroughs using a standards-alignment and engagement lens to ensure congruency between intended learning targets, classroom instruction, and assessments.

Daily Interventions and Resource Time

Hebron Middle School has a daily, structured intervention and resource period that provides time for enrichment, reteaching, and targeted skill support. Students identified through assessment data receive focused intervention in reading or math, while others participate in enrichment or project-based learning. Intervention groups are fluid and adjusted based on ongoing data reviews. This daily structure ensures that Tier I gaps are addressed promptly before Tier II or Tier III interventions are considered.

Measuring Teacher Effectiveness

Teacher effectiveness is measured through a combination of quantitative and qualitative measures, including student growth data, walkthrough feedback, and evidence of student engagement. Reflection and goal-setting are embedded in the Professional Growth and Effectiveness System (PGES) process. Observation feedback emphasizes the use of evidence-based instructional strategies and student outcomes. Coaching cycles and co-teaching reflections serve as ongoing opportunities for professional growth and instructional calibration.

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

NA

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

NA

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

NA

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

Hebron Middle School fosters an inclusive, supportive, and growth-centered environment where learning is the foundation for all decisions. Structures such as co-teaching, daily advisory/resource time, and PBIS ensure every student feels valued, safe, and empowered to succeed.

Inclusive and Accessible Environment

- Co-teaching models provide access to grade-level standards for all learners.
- Classrooms incorporate universal design, flexible seating, and scaffolded supports.
- Differentiation and accommodations ensure equity and accessibility.
- Daily intervention/resource period targets both academic and SEL needs.


Positive School Culture

- PBIS and the Hebron Behavior Matrix set clear expectations and reinforce positive behavior.
- Recognition systems celebrate academic effort, attendance, and citizenship.
- Advisory time builds relationships, belonging, and social-emotional growth.


Focus on Learning and Growth

- Growth mindset culture—students and staff view mistakes as learning opportunities.
- Student goal setting and reflection are embedded in advisory and intervention time.
- PLCs focus on continuous improvement through data and shared accountability.

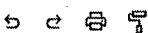
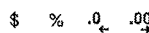
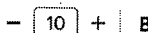
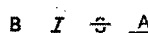

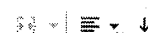
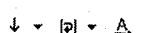
Attachment Summary


Attachment Name	Description	Associated Item(s)
 <u>HMS Needs Assessment - CSIP</u> <u>Phase II</u>	Needs assessment for Hebron Middle School	•

Sam Smith




HMS Phase II: 2026 CSIP Needs Assessment  Saved to Drive

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A1  Protocol: Clearly detail the process used for reviewing, analyzing and applying data results as you conducted this year's needs assessment. (1) names of school council members,

	A	B
1	<p>Protocol: Clearly detail the process used for reviewing, analyzing and applying data results as you conducted this year's needs assessment. (1) 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 (2) a timeline of the process, (3) the specific data reviewed and analyzed, and (4) how and where the meetings were documented.</p>	<p>At Hebron Middle School, we are committed to using all available data to better impact student learning. Our school improvement process is built on intentional performance data, and continuous monitoring of progress toward student achievement guides the development of our Comprehensive School Improvement Plan (CSIP) assessment to determine our priorities.</p>
2	<p>Review of Previous Plan: 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?</p>	<p>1. Stakeholders Involved in the Process</p> <p>The needs assessment was conducted through collaboration with a diverse group.</p> <p>Review of Previous Plan</p> <p>The 2024–2025 CSIP centered on improving standard mastery and alignment to progress was made, the review of implementation revealed key growth areas the Assessment to Rigor: Previous analysis showed that classroom assessments KSA standards. This year, PLCs are refining formative and summative assessment rigor.</p> <p>Intervention and Reassessment Practices: Data indicated limited reassessment intervention practices. This year's plan includes structured Tier II and Tier III interventions to demonstrate mastery.</p> <p>Graduate Profile Implementation: The integration of our Graduate Profile with cross-curricular planning, student showcases, and clear success criteria for learning. These lessons from last year's implementation underscore the need for consistency fidelity to evidence-based instructional strategies. As a result, Hebron Middle School measurable, and aligned to student learning outcomes across academic and non-academic.</p> <p>Changes include:</p> <ul style="list-style-type: none">Daily 55 min classes instead of block schedulingDaily intervention time for all students utilizing iReadyDepartment planning for structured PLC timeAdditional daily support for tier II and III students in math or readingRestructured behavior supports and incentivesContent specific co-teachers <p>Data Outcomes:</p> <p>Numerous data points have been used in order to analyze the academic performance most recent benchmark - iReady. During the fall i-Ready Reading assessment, were assessed, providing a comprehensive view of current reading performance wide range of reading proficiency, highlighting both areas of strength and significant</p>

+  Phase II Questions  Current State Middle (Quantitative) 

Academic Data	Winter iReady	Fall iReady	Change	KSA 2024-2025	KSA 2023-2024	KSA 2022-2023	Strengths
Middle School Reading (all students)		34% P/D	-1	39% P/D	40% P/D	47% PD	3. After analyzing data trends from the previous two academic years, which percentages revealed by academic, cultural and behavioral measures remain significant areas for improvement? 6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.
Middle School Math (all students)		24% P/D	4	38% P/D	34% P/D	36% P/D	
Middle School Writing (all students)			-3	45% P/D	48% P/D	42% PD	
Middle School Science (all students)			11	31 % P/D	20% P/D	24% PD	
Middle School Social Studies (all students)			-2	29 % P/D	31% P/D	31% P/D	
	Winter iReady	Fall iReady	Change	KSA 2024-2025	KSA 2023-2024	KSA 2022-2023	
Students w/Disabilities Reading (middle)			-6%	9% P/D	15% P/D	16% P/D	
Students w/Disabilities Math (middle)			-7%	18% P/D		11% P/D	
Students w/Disabilities Writing (middle)				0% P/D	7%	6% P/D	
Students w/Disabilities Science (middle)				12% P/D		4% P/D	
Students w/Disabilities Social Studies (middle)				4% P/D		8% P/D	
	Winter iReady	Fall iReady	Change	KSA 2024-2025	KSA 2023-2024	KSA 2022-2023	
EL Middle Reading				20% P/D		10% P/D	
EL Middle Math				17% P/D			
	Winter iReady	Fall iReady	Change	KSA 2024-2025	KSA 2023-2024	KSA 2022-2023	
Economically Disadvantaged Reading (middle)			-5%	24% P/D	29% P/D	28% P/D	
Economically Disadvantaged Math (middle)				21% P/D	21% P/D	23% P/D	
Economically Disadvantaged Writing (middle)			-5%	31% P/D	36% P/D	30% P/D	
Economically Disadvantaged Science (middle)				13% P/D		15% P/D	
Economically Disadvantaged Social Studies(middle)			-4%	17% P/D	21% P/D	21% P/D	
	Winter iReady	Fall iReady	Change	KSA 2024-2025	KSA 2023-2024	KSA 2022-2023	
Homeless Students Reading (middle)					22% P/D	32% P/D	
Homeless Students Math (middle)						19% P/D	
Homeless Students Writing (middle)					21% P/D	20% P/D	
Homeless Students Science (middle)						10% P/D	
Homeless Students Social Studies (middle)						10% P/D	
	Winter iReady	Fall iReady	Change	KSA 2024-2025	KSA 2023-2024	KSA 2022-2023	
Gifted and Talented Reading (middle)					94% P/D	95% P/D	
Gifted and Talented Math (middle)					93% P/D	89% P/D	
Non-Academic Data						2022-2023	
Behavior (middle)							
Student Attendance (middle)							
Quality of Climate Survey (middle)							
Disruptive Behavior: 89%, Insubordination: 38%, Disrespectful Behavior: 16%							
The Middle School Attendance Rate was 93.26%. The District Attendance Rate was 93.22% and the Chronic Absenteeism Rate for BCPS was 23.64%.							



2025-2026 Phase Three: Comprehensive School Improvement Plan_12082025_09:38

2025-2026 Phase Three: Comprehensive School Improvement Plan

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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

 Evidence #1 - Master Schedule

 Phase III Plan

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Evidence #1 - Master Schedule</u>	To demonstrate daily intervention time, co-teaching, protected resource time and updated bell schedule	• 1
 <u>Evidence #2 - Walk Through Form</u>	Form to show how co-teaching is tracked	•
 <u>Evidence #3 - Co-Teaching Playbook</u>	Created and shared with co-teaching partners in order to define roles	•
 <u>Evidence #4 - Survey developed for co-teaching partners</u>	Survey shared with staff in order to provide more specific professional development	•
 <u>Phase III Plan</u>		• 1

James Blumet

Achievement Gap Goal

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/Goal: *By Spring 2026, students with disabilities scoring proficient and distinguished in reading will improve from 9% to 19%.*

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Design and deliver high-quality instruction that supports student learning and aligns to instructional expectations.	KCWP 2: Design and Deliver Instruction	Deconstruct standards in PLC's Use Common Lit as primary instructional resource Use curriculum map from CommonLit Daily learning targets posted and referenced Lesson to Standard alignment checks Frequent walkthroughs by administrators and instructional coach Multiple means of representation throughout the lesson (audio, visual, hands-on models, demonstrations, manipulatives) Co-Teaching Models to support behaviors and academics Common lesson planning templates Peer Observations and reflection Providing extensive professional development opportunities - Ron Clark Academy, Kagan, iReady, CommonLit	Collect Evidence Systematically Collect PLC artifacts Review and monitor lesson plans Exit surveys after PD and peer observations Monitor Student data: Formative checks via CommonLit and iReady Analyze Instructional Trends Use PLC meetings or monthly instructional leadership meetings to focus on patterns Implement changes, monitor their impact, and refine. Adjust Instructional Practices as needed Provide Targeted Professional Development Strengthen Accountability and Support Celebrate high-fidelity implementation publicly.	SBDM Funds Title 1

KDE Guidance

TSI/ATSI Improvement Plan Requirements TSI/ATSI schools must embed their subgroup(s) plan for improvement in their CSIPs with the involvement of local school personnel and other stakeholders, including the principal and other school leaders, teachers and parents. Each revised plan must be informed by all available indicators including student performance compared to long-term goals and must include the following additional requirements:

- (1) Components of turnaround leadership development and support; 2) Identification of critical resource inequities; 3) Evidence-based interventions; and 4) Additional actions that address the causes of consistently underperforming subgroups of students.

When considering the additional components, TSI/ATSI stakeholders are carefully examining what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system and capture that improvement plan within the CSIP.

1. Components of Turnaround Leadership Development and Support	1. Identification of Critical Resource Inequities	3. Evidence-Based Interventions	4. Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students	Evidence
<p><i>Question for Consideration: 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 to promote each student's success and well-being?</i></p> <p>Leadership has established strong MTSS structures, including daily interventions, prerequisite skills reports, SEL/behavior tiering, targeted supports for special education, structured resource time, and consistent expectations for behavior and attendance. We foster a positive culture through staff recognition, student celebrations, family engagement, and regular feedback loops that inform continuous improvement.</p> <p>By demonstrating reflective practice, seeking stakeholder input, and holding high expectations for all, leadership maintains a growth mindset and an equity-centered approach. These actions collectively ensure accelerated, meaningful, and sustainable increases in student achievement and support the well-being of every student.</p>	<p><i>Questions for Consideration: What process was used to review the allocation and use of resources (people, time and money)? What resource inequities were identified that may contribute to underperformance? How will identified resource inequities be addressed in your plan?</i></p> <p>The following was reviewed and studied in order to more effectively meet the unique needs of the students and staff at Hebron Middle School: staff surveys, 1:1 meetings to identify concerns and resources needed, audits of the master schedule, budget, handbooks and policies. Needs that were identified: Co-teaching models needed refinement, structured resource time, bell schedule that allowed consistent time in core classes, lack of high quality curriculum resources, teacher capacity, funds allocated to ineffective practices/sources.</p>	<p><i>Questions for Consideration: What areas of need were 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 interventions will be deployed to target the needs of students in your targeted subgroup(s)? Note: Documentation is required for each evidence-based intervention identified and must be submitted with the CSIP diagnostic.</i></p> <p>Questions for Consideration: What process was used to review the learning culture related to your targeted subgroup(s)? What additional actions were determined to address the causes of underperformance?</p> <p>Process Used to Review Learning Culture- The learning culture for students with IEPs was reviewed using academic and IEP progress data, attendance and behavior data, and classroom walkthrough and observation feedback, with a focus on access to Tier 1 instruction, co-teaching practices, and implementation of accommodations. Additional Actions Determined</p> <p>Based on this review, the school identified the need to strengthen co-teaching implementation, increase fidelity of accommodations and specially designed instruction, provide targeted professional learning, and use progress monitoring data more consistently to adjust instruction.</p>	<p><i>Questions for Consideration: What process was used to review the learning culture related to your targeted subgroup(s)? What additional actions were determined to address the causes of underperformance?</i></p> <p>Questions for Consideration: What process was used to review the learning culture related to your targeted subgroup(s)? What additional actions were determined to address the causes of underperformance?</p> <p>Process Used to Review Learning Culture- The learning culture for students with IEPs was reviewed using academic and IEP progress data, attendance and behavior data, and classroom walkthrough and observation feedback, with a focus on access to Tier 1 instruction, co-teaching practices, and implementation of accommodations. Additional Actions Determined</p> <p>Based on this review, the school identified the need to strengthen co-teaching implementation, increase fidelity of accommodations and specially designed instruction, provide targeted professional learning, and use progress monitoring data more consistently to adjust instruction.</p>	<p>Master Schedule - demonstrating dedicated co-teaching time, co-planning, daily intervention for all students, protected resource time and equitable bell schedule</p> <p>Co-teaching Survey - given to staff prior to professional development for co-teaching pairs</p> <p>Agenda for upcoming PD for co-teaching pairs</p> <p>Co-teaching best practices reviewed to identify roles</p> <p>Walk through form to demonstrate how co-teaching is monitored</p>
		<p>Areas of Need-Analysis of academic and non-academic data indicates that students with IEPs demonstrate lower proficiency and growth in reading and math compared to peers, inconsistent progress toward IEP goals, and a need for more intentional implementation of specially designed instruction within Tier 1 instruction and intervention settings.</p> <p>Evidence-Based Interventions -To address these needs, the following evidence-based interventions will be implemented:</p> <p>Co-Teaching Models (e.g., station, parallel, and alternative teaching) to increase access to grade-level standards and provide targeted support.</p> <p>Explicit, Systematic Instruction aligned to IEP goals, including modeling, guided practice, and frequent checks for understanding.</p> <p>Targeted Small-Group Interventions during intervention/resource time based on identified skill deficits in reading and math.</p> <p>Progress Monitoring and Data-Based Decision Making using formative assessments to adjust instruction and monitor IEP goal progress.</p> <p>Consistent Use of Accommodations and Instructional Scaffolds to support engagement, access, and independent learning.</p> <p>Documentation will include lesson plans, intervention schedules, progress monitoring data, walkthrough feedback, and IEP progress reports, and will be submitted with the CSIP diagnostic.</p>		

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.

Reading

3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished.... Year 3- 63% Year 5 - 70.6

Objective/Goal: By Spring 2026, students scoring proficient and distinguished in reading will improve from 39% to 47%

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding
Design and deliver high-quality instruction that supports student learning and aligns to instructional expectations.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Deconstruct standards in PLC's Use Common Lit as primary instructional resource Use curriculum map from CommonLit Daily learning targets posted and referenced Lesson to Standard alignment checks Frequent walkthroughs by administrators and instructional coach Multiple means of representation throughout the lesson (audio, visual, hands-on models, demonstrations, manipulatives) Common lesson planning templates Peer Observations and reflection Providing extensive professional development opportunities - Ron Clark Academy, Kagan, iReady, CommonLit 	<ul style="list-style-type: none"> Collect Evidence Systematically Collect PLC artifacts Review and monitor lesson plans Exit surveys after PD and peer observations Monitor Student data. Formative checks via CommonLit and iReady Analyze Instructional Trends Use PLC meetings or monthly instructional leadership meetings to focus on patterns Implement changes, monitor their impact, and refine. Adjust Instructional Practices as needed Provide Targeted Professional Development Strengthen Accountability and Support Celebrate high-fidelity implementation publicly. 	

Walkthrough tool with indicators for accessibility	Classroom environment checklist completed monthly by administrators/coaches.
Student feedback surveys on accessibility and inclusiveness.	PLC reviews of lesson plans for UDL strategies.
Strengthen Teacher Capacity Through Coaching Cycles (including co-teaching pairs)	Teacher goal-setting and progress reflections. Discussed in data conferences with evaluator.
Establish a Safe, Supportive School Climate (handbooks, discipline matrix, redefined consequences)	Monthly discipline data reports (frequency, types, disproportionality). Parent and staff surveys on clarity of expectations.
PBIS data dashboard (major/minor incidents, positive referrals).	Monthly MTSS team meeting minutes.
Student surveys on connectedness, belonging, and SEL effectiveness.	Attendance trends and behavior data to monitor climate improvements.
PLC agendas, sign-in sheets, and meeting minutes.	PLC data trackers showing instructional adjustments.
Teacher schedules verifying planning time.	Use Assessment Data (iReady, formatives) to Adjust Instruction Quickly
iReady diagnostic and growth reports.	Formative assessment trackers by grade or content.
PLC data-driven instruction logs.	Adjusted lesson plans reflecting reteaching or targeted groups.
Celebrate & Highlight Core Values in Staff Practices	Monthly recognition programs (e.g., values-based shout-outs).
Documentation of celebrations in newsletters or staff meetings.	Staff nominations aligned to core values.
Climate survey items measuring recognition and appreciation.	Use Climate Surveys & Walkthrough Data to Monitor Fidelity to Mission & Values
Annual climate survey results + mid-year pulse survey.	Walkthrough data tied to mission/values-aligned behaviors.
Leadership team analysis of trends and action steps.	Family event attendance logs.
Communication data (translated notices, newsletters, website updates). Family surveys on engagement and school climate.	Partnerships documented with community organizations.

Cultivate an inclusive, accessible, and safe learning environment to drive a culture of continuous growth and learning for all.

KCWP 6: Establish Learning Environment and Culture

Build an Inclusive and Accessible Classroom Environments
 Strengthen Teacher Capacity and Professional Learning by providing coaching cycles
 Establish a Safe, Supportive School Climate through new student/staff handbooks, discipline matrix and consequences redefined
 Implement consistent schoolwide behavior expectations and positive reinforcement systems (PBIS)
 Weekly SEL lessons- Daily advisory time
 Use PLCs collaboratively to: Analyze student work, Review data and adjust instruction
 Engage teachers in instructional leadership roles, committees, and decision-making groups.
 Frequent walkthroughs and actionable feedback.
 Align Instruction and Resources to Student Needs- MTSS team
 Use assessment data (iReady, classroom formatives) to adjust instruction quickly.
 Celebrate and highlight staff practices that model core values.
 Use climate surveys and walkthrough data to monitor fidelity to the school's mission and values.
 Engage Families and Community in the Culture of Learning

Math

3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished in math will improve from - Year 3 - 59% Year 5 - 70.6

Objective/Goal: By Spring 2026, students scoring proficient and distinguished in math will improve from 38% to 45%

Strategies (Plan)	KCWP Alignment	Activities (Do)	Progress Monitoring & Next Steps: (Study & Act)	Funding:
Design and deliver high-quality instruction that supports student learning and aligns to instructional expectations.	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Deconstruct standards in PLC's Use iReady as primary instructional resource Use curriculum map from iReady Daily learning targets posted and referenced Lesson to Standard alignment checks Frequent walkthroughs by administrators and instructional coach Multiple means of representation throughout the lesson (audio, visual, hands-on models, demonstrations, manipulatives) Common lesson planning templates Peer Observations and reflection Providing extensive professional development opportunities - Ron Clark Academy, Kagan, iReady, 	<ul style="list-style-type: none"> Collect Evidence Systematically Collect PLC artifacts Review and monitor lesson plans Exit surveys after PD and peer observations Monitor Student data: Formative checks via CommonLit and iReady Analyze Instructional Trends Use PLC meetings or monthly instructional leadership meetings to focus on patterns Implement changes, monitor their impact, and refine. Adjust Instructional Practices as needed Provide Targeted Professional Development Strengthen Accountability and Support Celebrate high-fidelity implementation publicly. 	

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HMS Walk Through Form 25-26

* Indicates required question

Email *

☐

Record **lauren.burnett@bullitt.kyschools.us** as the email to be included with my response

Teacher Email

Choose ▼

Walk Through Observer

Choose ▼

Subject Taught *

Choose ▼



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Choose ▼

Class Period *

Choose ▼

Timing of Walk Through *

Choose ▼

Learning Environment *

Choose ▼

Learning Target/Essential Question: *

Your answer

Learning Target/Essential Question Posted During Walkthrough *

☐ Yes☐ No

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- ☐ Referred to throughout the lesson
- ☐ Student friendly
- ☐ Congruent to the standard
- ☐ Congruent to instruction.
- ☐ No target posted

Agenda posted during walk through *

- ☐ Yes.
- ☐ No

Agenda Details *

- ☐ Communicated to students physically on the board or electronically
- ☐ Congruent with the learning goal/s for the current lesson
- ☐ Congruent to instruction
- ☐ Student friendly
- ☐ Expected time of agenda item included.
- ☐ No agenda posted during walk through



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email the observer what was used***** '

- ☐ Exit slip
- ☐ Flashback/bellringer
- ☐ Kagan Structure
- ☐ Quick write
- ☐ Tech - Nearpod, Quizziz, Kahoot, etc
- ☐ Verbal Q&A
- ☐ None observed
- ☐ Other :

Student Engagement *

Choose ▼

Type of Engagement *

Choose ▼

Student engagement notes *

Your answer



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Choose ▼

Co-Teaching Observations (if applicable)

Choose ▼

Co-Teacher Email

Choose ▼

Evidence of Differentiation

Choose ▼

Focus on Competency

Choose ▼

Notes

Your answer



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ELA Acceleration & Co-Teaching Playbook (Grades 6–8)

Purpose:

Provide a clear, practical playbook to accelerate reading growth for all students—especially those 2+ grade levels below—using intentional co-teaching, small-group instruction, and aligned intervention.

SECTION 1: NON-NEGOTIABLE BELIEFS

1. **Growth > Placement**
Winter to spring success is defined by accelerated growth, not immediate grade-level placement.
 2. **Tier I cannot do Tier III's job alone**
Students 2+ years behind require daily, explicit instruction beyond whole-group lessons.
 3. **Co-teaching is an instructional model, not a support model**
Two teachers must equal two sources of instruction.
 4. **Small groups are scheduled, protected, and monitored**
If small groups are optional, growth will be optional.
-

SECTION 2: STUDENT GROUPS & INSTRUCTIONAL PRIORITIES

Group A: 3+ Grade Levels Below

Primary Need: Foundational reading skills

Instructional Focus:

- Decoding & word recognition
- Fluency (accuracy + rate)
- High-utility vocabulary
- Comprehension at instructional level

Required Structure:

- Daily small group (20–30 min)
 - Alternative or Station Teaching
-

Group B: 2 Grade Levels Below

Primary Need: Accelerated access to grade-level standards

Instructional Focus:

- Scaffolded grade-level texts

- Explicit modeling
- Guided practice

Required Structure:

- Parallel Teaching
 - Regroup every 3–4 weeks
-

Group C: 1 Grade Level Below

Primary Need: Acceleration (not remediation)

Instructional Focus:

- Complex text
- Writing about reading
- Strategy refinement

Required Structure:

- Small-group push instruction
-

Group D: On / Above Grade Level

Primary Need: Sustained challenge

Instructional Focus:

- Text complexity
 - Student discourse
 - Choice & extension
-

SECTION 3: CO-TEACHING MODELS (WHAT TO USE & WHEN)

1. Station Teaching (Highest Priority)

Best for: Classes with large 2–3+ below populations

Structure:

- Station 1 (Teacher A): Grade-level standard
- Station 2 (Teacher B): Foundational / scaffolded skill
- Station 3: Independent / i-Ready aligned practice

Look-Fors:

- Both teachers instructing simultaneously
 - Clear objectives per station
-

2. Parallel Teaching

Best for: 1–2 grades below students

Structure:

- Same standard
- Different scaffolds & texts

Look-Fors:

- Same learning target
 - Different access points
-

3. Alternative Teaching (Strategic Use Only)

Best for: Short-term intensive support

Rule: Groups must be flexible and data-driven

SECTION 4: PLANNING EXPECTATIONS (NON-NEGOTIABLE)

Weekly Co-Planning Must Answer:

1. Who is in each group?
2. What skill is each group targeting?
3. Which model are we using—and why?
4. How will we measure progress?

Minimum Planning Time:

- 30 minutes weekly per co-teaching pair
-

SECTION 5: I-READY ALIGNMENT GUIDANCE

i-Ready is NOT the intervention. It is the tool.

Expectations:

- Lessons assigned based on small-group focus
 - Teachers reference i-Ready skills during live instruction
 - Progress monitored bi-weekly
-

SECTION 6: WALKTHROUGH LOOK-FORS (ADMIN TOOL)

You SHOULD see:

- Two teachers actively teaching
- Purposeful grouping
- Students talking about text
- Differentiated materials

You SHOULD NOT see:

- One teacher assisting only
 - Whole-group remediation daily
 - Static groups all quarter
-

SECTION 7: 6–8 WEEK IMPLEMENTATION CYCLE

Weeks 1–2:

- Group students using i-Ready
- Train on co-teaching models

Weeks 3–6:

- Implement daily small groups
- Monitor growth bi-weekly

Weeks 7–8:

- Regroup students
 - Adjust instruction
-

SECTION 8: ACCOUNTABILITY & SUPPORT

Leadership Commitments:

- Protect planning time
- Monitor implementation (not just outcomes)
- Celebrate growth publicly

FINAL MESSAGE FOR STAFF

"Our goal is not to fix students—it is to design instruction that meets them where they are and moves them faster than expected."

This playbook exists to support teachers, not evaluate them.

What Station Teaching Looks Like in Middle School ELA

Core Structure (Non-Negotiable)

- **3 stations**
 - **15–25 minutes per station**
 - **Students rotate** (or teachers rotate)
 - **Both teachers actively teaching**
 - Stations are **purposefully leveled**, not random
-

Example 1: 6th Grade ELA – Heavy Foundational Needs

Standard: Determine theme and cite evidence

Class Reality: Many students 2–3+ grade levels below

Station Setup

■ Station 1 – Teacher A (Grade-Level Standard)

Focus: Theme in grade-level text

Students: On/near grade level + 1 below

What's happening:

- Short grade-level passage
- Teacher models identifying theme
- Students highlight evidence
- Oral discussion + written response

Teacher language:

"What lesson is the author teaching us? Show me the sentence that proves it."

■ Station 2 – Teacher B (Foundational Support)

Focus: Comprehension + vocabulary
Students: 2–3+ grades below

What's happening:

- Same topic, **simplified text**
- Explicit vocabulary instruction
- Sentence frames for responses
- Read aloud + think aloud

Teacher language:

"Let's reread this sentence together. What is happening here in your own words?"

■ Station 3 – Independent Practice

Focus: Skill reinforcement
Students: Independent rotation

What's happening:

- i-Ready lesson **aligned to the same skill**
 - Or short written response task
 - Accountability checklist
-

Why This Works

- No student is stuck pretending to understand
 - Foundational gaps are addressed **without removing rigor**
 - Growth accelerates for the 2+ below group
-

Example 2: 7th Grade ELA – Mixed Ability, Emerging Growth

Standard: Analyze how an author develops a central idea
Class Reality: Wide spread, but systems are improving

Station Setup

■ Station 1 – Teacher A (Parallel Grade-Level Instruction)

Focus: Central idea + text evidence
Students: On/early grade level

What's happening:

- Grade-level text
 - Partner discussion
 - Written paragraph with rubric
-

Station 2 – Teacher B (Scaffolded Grade-Level Access)

Focus: Same standard, more support

Students: 1–2 grades below

What's happening:

- Same text, chunked
- Graphic organizer
- Teacher prompts each paragraph

Teacher language:

“What is the author mostly saying in this paragraph? Let's underline it together.”

Station 3 – Independent / Extension

Focus: Writing or i-Ready

Students: Independent

Why This Works

- Same standard, **two access points**
 - Prevents stagnation of the “1–2 below” group
 - Supports the growth pattern you're already seeing in 7th
-

Example 3: 8th Grade ELA – A

Standard: Analyze how structure contributes to meaning

Class Reality: Deep gaps, but strong acceleration

Station Setup

Station 1 – Teacher A (Grade-Level / Extension)

Focus: Text structure & author's craft

Students: On/above grade level

What's happening:

- Complex text
 - Annotation
 - Discussion-based analysis
-

■ Station 2 – Teacher B (Acceleration Group)

Focus: Same standard, strategic support

Students: 2–3 grades below

What's happening:

- Shorter text
 - Explicit modeling
 - Guided questions
 - Writing with sentence stems
-

■ Station 3 – Independent Practice

Focus: i-Ready aligned OR independent reading response

Why This Works

- Students stay with grade-level standards
 - Instruction is **targeted and intense**
 - Explains why your 8th-grade growth is so strong
-

What Station Teaching SHOULD SOUND LIKE

You'll hear:

- Teachers asking **different questions** at different stations
 - Students explaining thinking out loud
 - Frequent checks for understanding
 - Clear academic language
-

What Station Teaching SHOULD LOOK LIKE

You'll see:

- Small groups (6–10 students)
 - Both teachers teaching
 - Different texts/materials
 - Clear purpose at each table
-

What It SHOULD NOT Look Like ⓪

- ✗ One teacher at a table, one floating
- ✗ Stations = worksheets only
- ✗ Random grouping
- ✗ Same lesson repeated 3 times
- ✗ “Centers” with no instruction

Co-Teaching Pair Self-Assessment & Support Survey

Please complete this short survey to help us understand how to best support your co-teaching partnership. Your responses will guide planning, training, and coaching.

lauren.burnett@bullitt.kyschools.us [Switch account](#)



* Indicates required question

Email *

☐

Record lauren.burnett@bullitt.kyschools.us as the email to be included with my response

How would you rate your current co-teaching partnership?

- ☐ Excellent
- ☐ Good
- ☐ Developing
- ☐ Needs Support



How often do you and your co-teacher plan together?

- ☐ Regularly (weekly or more)
- ☐ Occasionally
- ☐ Rarely
- ☐ Not at all

We have clearly defined roles and responsibilities during instruction.

- ☐ Always
- ☐ Most of the time
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Which co-teaching models do you regularly use?

- ☐ One Teach, One Assist
- ☐ One Teach, One Observe
- ☐ Station Teaching
- ☐ Parallel Teaching
- ☐ Team Teaching
- ☐ Alternative Teaching
- ☐ Not sure



7. How confident do you feel implementing co-teaching models effectively?

- ☐ Very confident
- ☐ Confident
- ☐ Somewhat confident
- ☐ Not confident

Students receive targeted support from both teachers during instruction.

- ☐ Always
- ☐ Most of the time
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Our communication as a co-teaching team is:

- ☐ Strong
- ☐ Good
- ☐ Inconsistent
- ☐ Needs improvement



What is one strength of your current co-teaching partnership?

Your answer

What is one challenge your co-teaching team is currently experiencing?

Your answer

What specific supports would help improve your co-teaching experience?

- ☐ Scheduled planning time
- ☐ Clarified roles/responsibilities
- ☐ Shared expectations/routines
- ☐ Classroom management strategies
- ☐ Data/progress monitoring support
- ☐ Behavior support strategies
- ☐ Access to co-teaching materials
- ☐ Coaching/observation feedback



What training would be most beneficial?

- ☐ Co-teaching models
- ☐ Differentiation strategies
- ☐ Modifications and accommodations
- ☐ Collaborative lesson planning
- ☐ Managing behavior in a co-taught classroom
- ☐ Using data for grouping

Is there anything else leadership should know to better support your co-teaching team?

Your answer

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