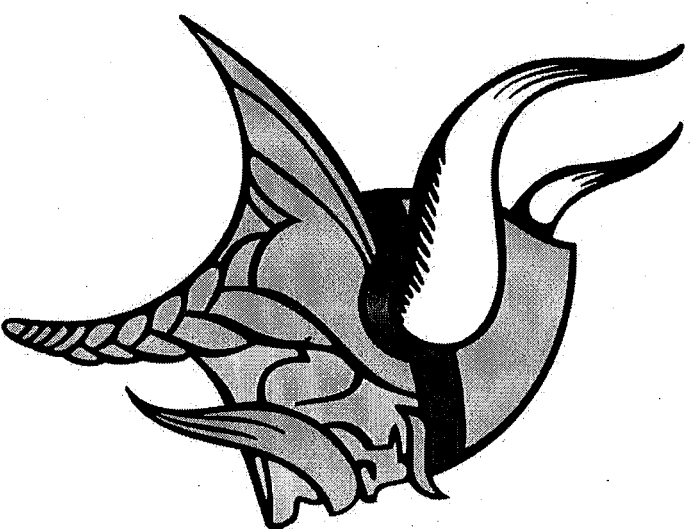


Cedar Grove Elementary Professional Development Plan 2026-2027



Date: April 28, 2026

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

Principal Signature: *Jane Haver*

Signature:

Signature:

Signature:

Signature:

Signature:

Signature:

Cedar Grove Elementary

Mission

It is the mission of Cedar Grove Elementary School to provide a safe, child-centered environment with unity among school, families, and community as we strive to instill academic achievement, strong character development, and life-long learning.

Date: March 1, 2026

Persons Involved in Planning Process

- James Slaven - Principal
- Casey Newberry - Counselor
- Teresa Fightmaster - Instructional Coach
- Mckinzee Krish-DLC
- Gina Weber - Instructional Coach
- Mia Thomas - School Psychologist
- Lindsay Miller - SPED Coach
- Kricket McClure - OVEC Math
- Lynn Schwallie - OVEC ELA
- Amy James - OVEC Social Studies
- 100% of Certified staff through PL Survey and PLC's

Description of Planning Process

- The leadership team, comprised of the principal, instructional coach, and counselor, utilized the Comprehensive School Improvement Plan (CSIP) to identify areas for improvement. Once those areas were identified, a list of possible solutions were drafted. The Needs Assessment and the Goal Builder were the main parts of the CSIP plan utilized. Additionally, the team analyzed data from i-Ready and FastBridge assessments to guide decisions related to reading and math performance.
- Each certified staff member completed a survey to identify their top three professional learning needs. Based on the results, the leadership team developed a comprehensive plan that included specific dates and targeted activities designed to address those priorities.
- The final draft was presented to PLCs for review and approval. In the April SBDM Council meeting, the plan was unanimously approved.

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

Needs Assessment Analysis

Link to Needs Assessment [here](#)

Top two focus areas:

- Reduction of Novice in Reading and Mathematics
- Reduction of Novice in Reading and Mathematics with Special Education Population

Explanation of how this relates to school goals here.

This professional learning aligns with our school goals by strengthening consistent, high-quality Tier 1 instruction that is standards-aligned and evidence-based. It builds teacher capacity in foundational literacy and math, supporting strong core instruction for all learners.

Additionally, the work refines MTSS practices and builds capacity for effective co-teaching in general education classrooms. By strengthening collaboration and aligning supports to student needs, we are creating more inclusive environments that improve outcomes for all students.

This effort is supported by McKinzee Krish (DLC), Gina Weber (Instructional Coach), Mia Thomas (School Psychologist), Lindsay Miller (SPED Coach), Kricket McClure (OVEC Math), Lynn Schwallie (OVEC ELA), and Amy James (OVEC Social Studies).

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

Focus Area: New Teacher Support – T.H.R.I.V.E. Mentorship Program

Short-Term Goal: Implement a structured mentorship program pairing 100% of new teachers with an experienced T.H.R.I.V.E. mentor.

Long-Term Goal: 100% of new teachers will complete the T.H.R.I.V.E. program, demonstrating measurable growth in instructional effectiveness, teacher efficacy, and retention, resulting in improved student outcomes.

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
<p>New Teacher Orientation & T.H.R.I.V.E. Academy</p> <p>THRIVE Academy equips new teachers with practical strategies aligned to HQR implementation, classroom management, instructional planning, formative assessment, and professionalism. The program includes structured mentorship, coaching cycles, and responsive support sessions to ensure teachers move beyond survival to sustained effectiveness.</p>	<p>Target Audience: All newly hired certified teachers (2026–2027), including those new to the profession and those new to BCPS implementing HQR in reading and/or math.</p> <p>Intended Results:</p> <ul style="list-style-type: none"> Increased evidence of grade-level rigorous instruction aligned to HQR Growth in formative and curriculum-based assessment data Increased student proficiency on priority standards <p>Educator Practices:</p> <ul style="list-style-type: none"> 100% implementation of HQR-aligned lesson planning Growth in instructional delivery and classroom management Regular use of student work analysis to inform instruction <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> Increased teacher confidence Increased perception belonging to Improved retention of new teachers 	<p>Monitoring for Evidence of Implementation:</p> <p>Data Gathered:</p> <ul style="list-style-type: none"> Classroom observation & walkthrough data Student work samples (inkwire) Curriculum-based & common formative assessment data Mentor meeting logs Mid-year & end-of-year survey data Session attendance records <p>Responsible Parties:</p> <ul style="list-style-type: none"> T.H.R.I.V.E. Mentors Instructional Coaches Building Administrators New Teachers (artifact submission) <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> Monthly mentor check-ins Quarterly review of observation & student data Mid-year & end-of-year survey analysis <p>Ongoing Supports:</p> <ul style="list-style-type: none"> Monthly structured mentor/mentee protocol meetings Instructional coaching cycles Quarterly district THRIVE cohort sessions THRIVE Urgent Care rapid-response support Administrator evaluation conference alignment 	<ul style="list-style-type: none"> 100% of new teachers paired with a trained mentor within 30 days of hire 90%+ attendance in required THRIVE sessions Demonstrated improvement in observation rubric scores from fall to spring Walkthrough evidence of HQR-aligned instruction Positive growth in teacher efficacy survey results Increased new teacher retention compared to previous year Documented evidence of monthly mentor meetings 	<p>Start: August 2026 New Teacher Orientation (6 hours)</p> <p>Ongoing: Up to 6 additional THRIVE Academy hours throughout school year</p> <p>Monthly mentor meetings</p> <p>Quarterly cohort sessions</p> <p>Mid-Year Review: January 2027</p> <p>Completion: May 2027</p>	<p>Staffing: T.H.R.I.V.E. Mentors, Instructional Coaches, Administrators, Professional Learning Coordinator</p> <p>Technology & Tools: Inkwire platform, survey tools, observation rubrics, HQR materials</p> <p>Time & Release: Mentor check-ins, optional observation release time</p> <p>Estimated Cost: District-funded (no cost to schools)</p> <p>Funding Sources: District General Fund Professional Learning Allocation Title II (if applicable)</p>

Focus Area: OTUS

Short-Term Goal: Teachers will become more confident in using OTUS to build assessments and use reports for student data.

Long-Term Goal: 100% of classrooms will consistently use OTUS for assessments and analyze the data to guide instructional next steps.

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
<p>Professional Learning Activity: OTUS</p> <p>Description of Activity: DLCs will lead teachers through OTUS platform, focusing on master bank, creating assessments, and data analysis.</p>	<p>Target Audience: Certified Teachers</p> <p>Intended Results: Teachers will be able to effectively navigate the OTUS platform, utilize the Mastery Bank to design standards-aligned assessments, create and assign assessments, and analyze student data to inform instructional decisions.</p> <p>Student Outcomes: Students will benefit from more targeted, data-driven instruction, resulting in improved mastery of standards, timely interventions, and increased academic growth.</p> <p>Educator Practices: Teachers will consistently use OTUS to design assessments, monitor student progress, and adjust instruction based on real-time data. Instruction will become more responsive and aligned to identified student needs.</p> <p>Educator Beliefs & Efficacy: Teachers will build confidence in using data to drive instruction and believe in their ability to impact student outcomes through intentional, evidence-based practices.</p>	<p>Monitoring for Evidence of Implementation: Data Gathered: OTUS usage data (assessment creation, Mastery Bank use, and data reports), student assessment results, evidence of data-driven instructional adjustments, and MTSS documentation reflecting targeted supports and co-teaching practices.</p> <p>Responsible Parties: McKinzee Krish (DLC), in collaboration with IC & Principal</p> <p>Frequency of Analysis: Ongoing through PLCs (weekly/biweekly), with deeper analysis during coaching cycles and quarterly data reviews.</p> <p>Ongoing Supports: Coaching cycles, PLC collaboration and continued professional learning focused on data analysis to drive instruction</p>	<p>Consistent use of OTUS by teachers to create and analyze assessments, along with clear evidence of instructional adjustments based on data. Increased alignment of Tier 1 instruction across classrooms and stronger implementation of MTSS practices and co-teaching models.</p> <p>Student data shows improved mastery of standards, reduced gaps among subgroups, and more timely, targeted interventions. Additionally, teachers demonstrate increased confidence and independence in using data to drive instruction and support all learners.</p>	<p>Start: Monday, August 3, 2026</p> <p>Ongoing: PLCs meet regularly to create assessments and analyze data</p> <p>Mid-Year Review: December 2026</p> <p>Completion: May 2027</p>	<p>Staffing: Krish Slaven Fightmaster</p> <p>Technology & Tools: OTUS HQIRs</p> <p>Time & Release: PLCs Release time Quarterly</p> <p>Estimated Cost: \$0</p> <p>Funding Sources:</p>

Focus Area: Showcase of Learning & Inkwire

Short-Term Goal:

Introduce consistent student reflection routines using Inkwire, where students reflect on their learning, progress, and connections to authentic tasks. Begin implementing opportunities for students to share their learning through small-scale showcases (classroom presentations, peer sharing, or digital portfolios).

Long-Term Goal:

100% of students will participate in at least two authentic learning experiences and use Inkwire to reflect on their growth aligned to the BCPS Graduate Profile competencies, culminating in meaningful Showcase of Learning opportunities with authentic audiences.

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
Teachers will participate in professional learning focused on using Inkwire to support authentic learning, and student reflection aligned to the BCPS Graduate Profile competencies. Training will include creating authentic learning, facilitating meaningful reflection, and monitoring student growth. Teachers will also plan and implement Showcase of Learning opportunities, where students present their work to authentic audiences. Ongoing support through PLCs and coaching will help teachers refine practices and use Inkwire as a portfolio of student learning and growth.	<p>Target Audience: Certified Teachers</p> <p>Intended Results: Teachers implement authentic learning and use Inkwire for student reflection and documentation. Students regularly analyze growth and participate in Showcase of Learning aligned to BCPS Graduate Profile competencies.</p> <p>Student Outcomes: Students engage in authentic, real-world learning experiences, reflect using Inkwire, demonstrate competency growth, present their learning and take ownership through reflection and goal-setting.</p> <p>Educator Practices: Design authentic tasks, embed reflection with Inkwire, provide feedback and revision opportunities, facilitate showcases, and collaborate in PLCs to refine instruction.</p> <p>Educator Beliefs & Efficacy: Educators believe all students can engage in authentic learning, value student voice and ownership, see themselves as facilitators, and feel confident using Inkwire to support learning.</p>	<p>Monitoring for Evidence of Implementation: Data Gathered:</p> <ul style="list-style-type: none"> Percentage of students completing at least two authentic learning experiences Student reflections within Inkwire demonstrating connection to BCPS Graduate Profile competencies Evidence of Showcase of Learning opportunities (agendas, student presentations, portfolios) Quality of student reflections (depth, goal-setting, growth over time) PLC artifacts (planning documents, agendas) <p>Responsible Parties: Teachers, Instructional Coaches/DLCs, School Administrator</p> <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> Weekly: Teacher reflection on student engagement and use of Inkwire PLC cycles: Collaborative review of student work and reflections Quarterly: Review of authentic task implementation and Showcase of Learning opportunities End of Semester/Year: Progress toward 100% student participation and competency reflection goals <p>Ongoing Supports:</p> <ul style="list-style-type: none"> Professional learning on designing authentic learning and effective reflection practices Ongoing training and coaching in Inkwire Platform use PLC structures for collaboration, planning, and analysis of student work Modeling and exemplars of high-quality student reflections and showcases Instructional coaching cycles Administrative support through feedback and walkthroughs 	<ul style="list-style-type: none"> 100% of students complete at least two authentic, real-world learning experiences. Consistent use of Inkwire, with student reflections showing clear connections to BCPS Graduate Profile competencies, increased depth over time, and evidence of goal-setting and ownership. Classrooms provide structured opportunities for students to present their learning, with artifacts such as presentations, portfolios, or showcase events. Student products and reflections demonstrate growth in competencies, and application of learning. Teachers regularly design authentic tasks, embed reflection, and provide feedback and revision opportunities, as evidenced through PLC artifacts and planning documents. PLCs consistently analyze student work and reflections to adjust instruction, supported by coaching and professional learning. Teachers demonstrate confidence using Inkwire and facilitating authentic learning, with observable shifts toward valuing student voice, reflection, and real-world application. 	<p>Start: Monday, August 3, 2026</p> <p>Ongoing: PLCs, coaching, walkthroughs</p> <p>Mid-Year Review: December 2026</p> <p>Completion: May 2027</p>	<p>Staffing: Weber Fightmaster Slaven</p> <p>Technology & Tools: Inkwire</p> <p>Time & Release: PLCs Release time Quarterly</p> <p>Estimated Cost: \$0</p> <p>Funding Sources:</p>

Focus Area: Math Fluency and Best Practices with OVEC

Short-Term Goal:
Teachers will begin implementing HQR lessons, incorporating consistent fluency routines and purposeful use of manipulatives to support conceptual understanding. Teachers will engage in PLCs and OVEC-supported learning to plan, reflect, and refine math instruction.

Long-Term Goal:
100% of teachers will consistently implement HQR-based, student-centered math instruction that balances conceptual understanding, procedural fluency, and problem-solving. Students will demonstrate measurable growth in math fluency, reasoning, and achievement, while confidently explaining their thinking and engaging in mathematical discourse.

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
<p>Teachers will participate in OVEC-supported professional learning focused on strengthening math instruction through the effective implementation of HQR. Learning sessions will emphasize the integration of fluency routines, purposeful use of manipulatives, and strategies that promote conceptual understanding and mathematical discourse.</p> <p>Teachers will engage in hands-on learning experiences, including modeling of HQR lessons, practicing fluency routines (e.g., number talks), and exploring how manipulatives support student understanding. Through PLC cycles, teachers will collaboratively plan lessons, analyze student work, and reflect on instructional practices to improve student outcomes.</p> <p>Ongoing support will include instructional coaching cycles, classroom observations with feedback, and opportunities to observe model classrooms. The goal of this professional learning is to build teacher capacity to deliver student-centered, rigorous math instruction that fosters fluency, reasoning, and problem-solving.</p>	<p>Target Audience: Certified teachers with support from instructional coaches, administrators, and OVEC consultants</p> <p>Intended Results: Teachers will effectively implement HQR, integrating fluency routines and purposeful use of manipulatives to strengthen instruction. Through OVEC-supported professional learning, classrooms will shift toward conceptual understanding, mathematical discourse, and student-centered problem solving.</p> <p>Student Outcomes: • Increased math fluency (accuracy, efficiency, flexibility) • Deeper conceptual understanding through use of models and manipulatives • Ability to explain and justify mathematical thinking • Growth in problem-solving and reasoning skills • Increased confidence and perseverance in mathematics</p> <p>Educator Practices: • Implement HQR lessons with intentional unit planning • Incorporate consistent fluency routines (e.g., number talks, fact fluency) • Use manipulatives and visual representations to build understanding • Facilitate student discourse and encourage explanation/justification • Use formative assessment to identify misconceptions and adjust instruction • Engage in PLCs and OVEC support to analyze student work and refine practices</p> <p>Educator Beliefs & Efficacy: • Believe all students can succeed in math with high-quality instruction and support • Value the balance of conceptual understanding and procedural fluency • View manipulatives as essential for developing deep mathematical understanding • Feel confident implementing HQR and leading student-centered math instruction • Believe that productive struggle and discourse are critical to learning mathematics</p>	<p>Monitoring for Evidence of Implementation: Data Gathered:</p> <ul style="list-style-type: none"> Evidence of HQR implementation (lesson plans, walkthrough data, observation notes) Frequency and quality of fluency routines (e.g., number talks, fact practice, reasoning routines) Use of manipulatives and visual models during instruction Student work samples demonstrating conceptual understanding and problem-solving Student ability to explain and justify mathematical thinking (discourse, written responses) Formative and summative assessment data (fluency checks, unit assessments, benchmarks) PLC artifacts (lesson planning, student work analysis, instructional adjustments) Student engagement indicators (participation, persistence, productive struggle) <p>Responsible Parties:</p> <ul style="list-style-type: none"> Classroom Teachers Instructional Coaches School Administrators OVEC Consultant <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> Weekly: Teacher reflection on fluency routines, student understanding, and engagement PLC cycles: Collaborative analysis of student work and instructional practices Monthly: Review of walkthrough data and implementation of HQR and manipulatives Quarterly: Analysis of benchmark and assessment data to monitor student growth End of Semester/Year: Evaluation of overall impact on fluency, conceptual understanding, and achievement <p>Ongoing Supports:</p> <ul style="list-style-type: none"> OVEC-led professional learning sessions and instructional coaching cycles Modeling of lessons, fluency routines, and effective use of manipulatives PLC structures for collaborative planning, data analysis, and reflection Walkthrough feedback aligned to math best practices Opportunities for teachers to observe model classrooms and share effective strategies 	<ul style="list-style-type: none"> Growth on unit, benchmark, and state assessments in mathematics % of lessons observed that include purposeful use of manipulatives or visual models Improvement in student performance on problem-solving and constructed response tasks PLC documentation showing consistent analysis of student work and instructional adjustments Students can clearly explain and justify their mathematical thinking using appropriate strategies and vocabulary Teachers use manipulatives intentionally to build conceptual understanding—not just as an add-on Classrooms reflect student-centered instruction, with teachers facilitating rather than leading all thinking Increased student engagement and confidence in math 	<p>Start: Tuesday, August 4, 2026</p> <p>Ongoing: PLCs, coaching, walkthroughs</p> <p>Mid-Year Review: December 2026</p> <p>Completion: May 2026</p>	<p>Staffing: Kicket McClure: OVEC/KCM Fightmaster Slaven</p> <p>Technology & Tools: Math Manipulatives KCM site iReady</p> <p>Time & Release: PLCs Release time Quarterly</p> <p>Estimated Cost: \$0</p> <p>Funding Sources:</p>

Focus Area: ELA – Structured Literacy and Writing with OVEC

Short-Term Goal:
Teachers will begin implementing Structured Literacy routines and explicit writing instruction, using data to guide instruction and engaging in OVEC-supported PLCs to refine practices.

Long-Term Goal:
100% teachers will consistently implement Structured Literacy and high-quality writing instruction, resulting in increased student proficiency in reading and writing, with students demonstrating independence, fluency, and the ability to communicate effectively across content areas.

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
<p>Teachers will participate in OVEC-supported professional learning focused on Structured Literacy aligned to the science of reading and effective writing instruction. Sessions will include modeling of explicit phonics instruction, vocab/ comprehension strategies, and writing practices, along with opportunities for teachers to engage in hands-on learning, analyze student work, and plan instruction collaboratively.</p> <p>Through PLC cycles and instructional coaching, teachers will implement strategies, reflect on student outcomes, and refine instruction to ensure all students develop strong literacy skills in both reading and writing.</p>	<p>Target Audience: Certified teachers, with support from instructional coaches/ literacy specialist/ OVEC consultants, administrator</p> <p>Intended Results: Teachers will strengthen literacy instruction through Structured Literacy practices aligned to the science of reading, while improving writing instruction across content areas. Through OVEC-supported professional learning, teachers will implement explicit, systematic instruction in phonics, vocabulary, comprehension, and writing, leading to increased student literacy outcomes.</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> Improved foundational literacy skills (phonemic awareness, phonics, decoding) Increased reading fluency and comprehension Stronger writing skills (organization, clarity, use of evidence, conventions) Ability to articulate thinking through both oral and written responses Increased confidence and independence in reading and writing tasks <p>Educator Practices:</p> <ul style="list-style-type: none"> Deliver explicit, systematic Structured Literacy instruction (phonics, word work, language comprehension) Implement evidence-based writing instruction (modeled, shared, guided, and independent writing) Use data to inform instruction and target specific student needs Incorporate scaffolded supports and gradual releases of responsibility Engage in PLCs and OVEC support to analyze student work and refine instruction <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> Believe all students can become proficient readers and writers with explicit, high-quality instruction Value the importance of Structured Literacy grounded in the science of reading See writing as a critical tool for thinking, learning, and communication across all content areas Feel confident delivering systematic literacy instruction and writing strategies Believe that consistent practice, feedback, and targeted intervention lead to student success 	<p>Monitoring for Evidence of Implementation: Data Gathered:</p> <ul style="list-style-type: none"> Evidence of Structured Literacy practices in lesson plans and instruction (phonics, decoding, comprehension) Student reading data (screeners, fluency rates, comprehension assessments) Student writing samples demonstrating growth in structure, clarity, and conventions Use of explicit writing instruction and modeling in classrooms PLC artifacts (data analysis, lesson planning, instructional adjustments) Intervention data for students receiving additional literacy support <p>Responsible Parties:</p> <ul style="list-style-type: none"> Classroom Teachers Instructional Coaches/Literacy Specialists School Administrators OVEC Consultants/Support Staff <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> Weekly: Teacher reflection on literacy instruction and student progress PLC cycles: Review of student reading and writing data Monthly: Progress monitoring of targeted literacy skills Quarterly: Benchmark and assessment data analysis End of Semester/Year: Evaluation of overall literacy growth <p>Ongoing Supports:</p> <ul style="list-style-type: none"> OVEC-led professional learning and coaching cycles Modeling of Structured Literacy lessons and writing instruction PLC collaboration for planning, data analysis, and reflection Access to high-quality literacy resources and materials Instructional coaching (plan-teach-reflect cycles) Walkthrough feedback aligned to literacy best practices 	<ul style="list-style-type: none"> Increase in reading proficiency rates (screeners, benchmarks, state assessments) Growth in reading fluency (WPM, accuracy) Improvement in writing scores (organization, development, conventions) % of classrooms implementing Structured Literacy practices with fidelity Students demonstrate strong decoding and comprehension strategies Students produce clear, organized, and purposeful writing Teachers deliver explicit, systematic literacy instruction Classrooms reflect engaged reading and writing environments Students confidently express ideas in speaking and writing 	<p>Start: Wednesday, August 5, 2026</p> <p>Ongoing: PLCs, coaching, walkthroughs</p> <p>Mid-Year Review: December 2026</p> <p>Completion: May 2027</p>	<p>Staffing: Lynn Schwallie OVEC Fightmaster Slaven</p> <p>Technology & Tools: new standards MyView</p> <p>Time & Release: PLCs Release time Quarterly</p> <p>Estimated Cost: \$0</p> <p>Funding Sources:</p>

Focus Area: Social Studies with OVEC

Short-Term Goal:
Teachers will begin implementing inquiry-based strategies, including compelling questions and source analysis, aligned to the Kentucky Academic Standards, with support from OVEC and PLC collaboration.

Long-Term Goal:
100% teachers will consistently implement standards-aligned, inquiry-based social studies instruction, where students independently engage in inquiry, analyze sources, and construct evidence-based arguments, demonstrating deep understanding and civic readiness.

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
Teachers will participate in OVEC-supported professional learning focused on inquiry-based social studies aligned to the Kentucky Academic Standards. Sessions will include developing compelling questions, analyzing primary and secondary sources, and designing inquiry tasks that promote critical thinking. Through hands-on learning, modeling, and PLC collaboration, teachers will plan and implement inquiry units, analyze student work, and refine instruction. Ongoing coaching and support will help teachers build confidence in facilitating student-centered, inquiry-driven classrooms.	<p>Target Audience: Certified teachers, with support from instructional coaches, administrator, and OVEC consultant.</p> <p>Intended Results: Teachers will implement inquiry-based social studies instruction aligned to the Kentucky Academic Standards for Social Studies, using OVEC-supported professional learning. Instruction will shift from coverage of content to student-driven inquiry, where students investigate compelling questions, analyze sources, and construct evidence-based responses.</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students engage in inquiry cycles (questioning, investigating, analyzing, communicating conclusions) Ability to analyze primary and secondary sources Development of critical thinking and reasoning skills Students construct and communicate evidence-based arguments Increased understanding of civic responsibility, history, geography, and economics Students make real-world connections to social studies content <p>Educator Practices:</p> <ul style="list-style-type: none"> Design and implement inquiry-based lessons and units aligned to standards Use compelling and supporting questions to drive instruction Incorporate primary and secondary sources for analysis Facilitate student discourse, debate, and evidence-based discussion <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> Believe students learn best through active inquiry and investigation Value social studies as essential for developing informed, engaged citizens See themselves as facilitators of learning who guide student thinking and questioning Feel confident implementing inquiry-based instruction aligned to standards 	<p>Monitoring for Evidence of Implementation: Data Gathered:</p> <ul style="list-style-type: none"> Evidence of inquiry-based lesson design (compelling questions, tasks, sources) Student work samples showing analysis of sources and evidence-based responses Use of primary and secondary sources in instruction Student participation in discussion, debate, and inquiry tasks PLC artifacts (unit plans, student work analysis, instructional adjustments) Observation/walkthrough data aligned to inquiry practices <p>Responsible Parties:</p> <ul style="list-style-type: none"> Classroom Teachers Instructional Coach School Administrators OVEC Consultant <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> PLC Cycles: Teacher reflection on inquiry implementation and student engagement's Analysis of student work and inquiry tasks Quarterly: Review of student performance and depth of inquiry End of Semester/Year: Evaluation of overall implementation and student growth <p>Ongoing Supports:</p> <ul style="list-style-type: none"> OVEC-led professional learning on inquiry design and implementation Modeling of inquiry-based lessons and source analysis PLC collaboration for planning, reflection, and refinement Access to high-quality primary and secondary sources Instructional coaching Walkthrough feedback aligned to inquiry-based social studies practices 	<ul style="list-style-type: none"> % of classrooms implementing inquiry-based units aligned to standards Increase in student performance on constructed response and evidence-based tasks Number of inquiry units/tasks implemented per grade level PLC documentation showing consistent inquiry planning and analysis Students ask thoughtful questions and engage in investigation Students effectively analyze sources and use evidence to support claims Classrooms reflect active discussion, debate, and student thinking Teachers facilitate rather than deliver content, emphasizing student inquiry Student work demonstrates depth of understanding and real-world connections 	<p>Start: Thursday, August 6, 2026</p> <p>Ongoing: PLCs, coaching, walkthroughs</p> <p>Mid-Year Review: December 2026</p> <p>Completion: May 2027</p>	<p>Staffing: Amy James, OVEC Flightmaster Slaven</p> <p>Technology & Tools: SS KAS</p> <p>Time & Release: PLCs Release time Quarterly</p> <p>Estimated Cost: \$0</p> <p>Funding Sources:</p>

Focus Area. MTSS and SPED collaboration

Short-Term Goal:
Strengthen and formalize MTSS structures and co-teaching practices, ensuring consistent collaboration between general education teachers, SPED teachers, School Psychologist, and SPED Coach to support data-driven instruction and interventions.

Long-Term Goal:

Fully implement a coherent, collaborative MTSS system where co-teaching and SPED support are fully integrated into Tier 1 instruction, resulting in improved academic and behavioral outcomes, reduced achievement gaps, and effective, timely support for all students.

Professional Learning Activity & Description	Targeted Audience & Intended Results	Monitoring & Ongoing Supports	Indicators of Success	Start, End Date & # of Hours	Resources, Estimated Cost & Funding Source
<p>Staff will engage in professional learning focused on MTSS implementation, co-teaching models, and collaborative instructional planning. Training will emphasize how general education and special education teachers can effectively share responsibility for instruction, assessment, and student support.</p> <p>Through Training and coaching from SPED coach, Instructional Coach, and School Psychologist, teams will develop skills in differentiation, intervention design, and data analysis to ensure all students receive equitable access to high-quality instruction.</p>	<p>Target Audience: Certified teachers and special education teachers, with support from instructional coach, school psychologists, SPED coaches, and administrator</p> <p>Intended Results: Staff will implement consistent MTSS protocols supported through strong co-teaching models and SPED collaboration, ensuring all students receive appropriate tiered instruction and intervention. General education teachers and special education teachers will work in partnership to deliver differentiated, inclusive instruction, while collaborating with the School Psychologist and SPED Coach to use data for instructional decision-making and student support.</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> Students receive high-quality Tier 1 instruction with embedded supports through co-teaching Students access targeted Tier 2 and Tier 3 interventions based on need Increased academic and behavioral growth across all tiers of MTSS Improved outcomes for students with disabilities through inclusive co-taught instruction <p>Educator Practices:</p> <ul style="list-style-type: none"> Implement consistent MTSS protocols (screening, intervention, progress monitoring, data review) Engage in effective co-teaching models (station teaching, parallel teaching, team teaching, etc.) SPED teachers and general education teachers collaboratively plan, instruct, and assess student learning Use data to identify student needs and adjust instruction across all tiers Deliver evidence-based interventions with fidelity in both co-taught and intervention settings Document interventions, accommodations, and instructional strategies consistently Participate in PLCs and MTSS meetings focused on student progress and instructional planning <p>Educator Beliefs & Efficacy:</p> <ul style="list-style-type: none"> Value co-teaching as a powerful model for inclusive instruction and equity See MTSS as a shared responsibility across general and special education Trust in data-driven decision-making to guide instruction and intervention 	<p>Monitoring for Evidence of Implementation: Data Gathered:</p> <ul style="list-style-type: none"> MTSS data (screeners, progress monitoring, intervention outcomes) Documentation of co-teaching implementation and planning artifacts SPED service logs and intervention records Student performance data across Tier 1, Tier 2, and Tier 3 supports Observation data of co-teaching practices and differentiated instruction MTSS meeting notes and team decision-making records Evidence of collaboration between SPED teachers, gen ed teachers, School Psych, and SPED Coach <p>Responsible Parties:</p> <ul style="list-style-type: none"> Classroom Teachers Special Education Teachers (Co-Teachers) Instructional Coach SPED Coach School Psychologist School Administrator <p>Frequency of Analysis:</p> <ul style="list-style-type: none"> Weekly: Progress monitoring for Tier 2/3 students and co-teaching team check-ins Monthly: Review of co-teaching effectiveness and instructional alignment Quarterly: Analysis of universal screening and overall MTSS impact Ongoing: Review of SPED service delivery and student progress <p>Ongoing Supports:</p> <ul style="list-style-type: none"> Professional learning on co-teaching models and MTSS implementation Coaching from SPED Coach and Instructional Coach Collaborative planning time for co-teaching teams MTSS frameworks, protocols, and data tools Modeling of effective inclusive instructional strategies Administrative support for scheduling and protected collaboration time PLC structures focused on student data and instructional refinement 	<ul style="list-style-type: none"> Increased student growth across Tier 1, 2, and 3 supports Reduction in achievement gaps for students with disabilities Improved effectiveness of co-taught classroom outcomes (assessment data, benchmarks) Decrease in inappropriate or delayed SPED referrals Increased percentage of students successfully exiting interventions Strong, seamless co-teaching partnerships in classrooms Instruction is differentiated, inclusive, and accessible for all learners Teachers collaboratively plan and reflect on instruction with SPED staff Students receive timely, appropriate supports within the least restrictive environment MTSS is viewed as a shared, collaborative system rather than separate roles Increased student engagement and confidence in co-taught settings 	<p>Start: Thursday, August 6, 2026</p> <p>Ongoing: PLCs, coaching, walkthroughs</p> <p>Mid-Year Review: December 2026</p> <p>Completion: May 2027</p>	<p>Staffing: Fightmaster Miller Thomas Slaven</p> <p>Technology & Tools: MTSS docs SPAGs MTSS on CGES site</p> <p>Time & Release: PLCs Release time quarterly</p> <p>Estimated Cost: \$0</p> <p>Funding Sources:</p>