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WEST LOUISVILLE SCHOOL
SUPPORT PLAN *- DRAFT 10/1/20*

ACADEMY @ SHAWNEE
NEW WEST LOUISVILLE MIDDLE SCHOOL

JCPS™
JEFFERSON COUNTY
PUBLIC SCHOOLS

PURPOSE

The goal of this proposed plan is to outline the comprehensive programming that will be available to students attending the new West Louisville middle school and the Academy @ Shawnee. The plan will address both academic and nonacademic support for students, teacher supports, and community partnerships. The goal is to meet unprecedented student academic and social-emotional needs and to provide teacher instructional coaching, training, and support. At the high school level, it is critical that the plan is innovative in order to further enhance the school's ability to serve students while avoiding a duplication of past initiatives that did not produce an environment conducive to the desired gains in student achievement. The high school plan outlined below will summarize both the current and future state of the Academy @ Shawnee. At the middle school level, this plan offers the opportunity to build a new school designed specifically to provide high-quality programming that meets students' needs and interests. The ideas presented in this proposal were generated as a result of a review of the relevant data, evidence-based research, work with school leadership, and initial input from impacted families. Further development and refinement of the activities in this proposal will include school and district leadership, in consultation with teachers, staff, and families. The proposed plan's design is based on a theory of action that addresses the needs of teaching and learning, personalized safety nets, resource allocation, and professional development (PD), all of which together will result in improved outcomes for West Louisville students who choose to attend a school closer to their home.

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THEORY OF ACTION

If we establish structures to support all facets of **teaching and learning**, then we create high-functioning systems to support improved teaching, empowered leadership, and access to comprehensive student services.

If we create **inclusive, personalized safety nets** and effectively **allocate resources**, then we mitigate barriers to attendance and learning that meet students' social-emotional and academic needs.

If we provide targeted, **ongoing PD and coaching** for teachers and promote high-quality professional learning communities, then we will foster a strong sense of belonging and ensure improved teaching and learning.

BACKGROUND

Since 1984, middle and high school students residing in West Louisville have not had an opportunity to attend a school close to home. The current student assignment plan presents several challenges, including:

- Small, disconnected zones that make it hard to connect neighborhoods to schools.
- Limited opportunity to stay with peers from middle to high school (50 different feeder patterns).
- Difficulty for family engagement.
- Barriers to participating in after-school activities and athletics.
- Challenges for attendance if students miss the bus.

The new student assignment dual-resides proposal offers an opportunity for students in West Louisville to choose a school that is close to home or a school that is farther away. There are several anticipated benefits of the new student assignment proposal, including:

- Opportunities to stay with peers from middle to high school.
- Larger zones to connect neighborhoods with schools, thereby reducing the feeder patterns from 50 to 11.
- Increased opportunity to participate in after-school activities and athletics.
- Opportunities for improved attendance and sense of belonging.
- Opportunities for increased family engagement.
- Ease of understanding for families to engage in choice.

Students who live in the impacted study area of West Louisville will have the opportunity to choose a school closer to their home that provides a high-quality education that meets their needs and interests. Students who reside in this area currently need access to comprehensive support systems that can address attendance and learning outcomes. Almost 1 in 2 students are chronically absent, and only 20 percent are proficient in reading or math. We know that by strengthening student engagement through high-quality curriculum and instructional practices that are relevant and meet students' interests, attendance and learning outcomes will improve.

# THE ACADEMY @ SHAWNEE—CURRENT TO FUTURE STATE

ACADEMIC SUPPORTS

The Academy @ Shawnee is primed to accelerate student outcomes with robust academic programming underway and additional innovation in the near future that will improve the learning experience for the students and become a beacon of school opportunity for students of West Louisville. The tailored and curated academic support offered at Shawnee is designed to rigorously engage current students and attract future students by providing multiple opportunities for postsecondary transition readiness and a personalized approach to the learning process. These supports are centered on a comprehensive secondary experience linking the middle and high schools, ensuring academic congruence, and fostering student and family relationships.

ACADEMIES OF LOUISVILLE

Current State—Since becoming an Academies of Louisville school in the fall of 2017, the Academy @ Shawnee has added new career pathways in health science, early childhood education, automation engineering, and management entrepreneurship. Through the addition of these pathways, Shawnee has **seen gains in student engagement and transition readiness** (18 percent in 2018-19 to 46 percent in 2019-20). Business partnerships with organizations, such as D.D. Williamson, University of Louisville (UofL) Health, Yes! Louisville, Love City, and Shawnee Christian Healthcare, have provided students with real-world learning opportunities. Beginning in 2020, five of the seven pathways will offer early postsecondary opportunities through dual-credit courses with Jefferson Community and Technical College (JCTC).

Note: The 2019-20 rates are as of March 2020; prior years represent end-of-year data.

Transition Readiness Rates - Trend Data

	SY 17-18	SY 18-19	SY 19-20
Rate	24	18	46
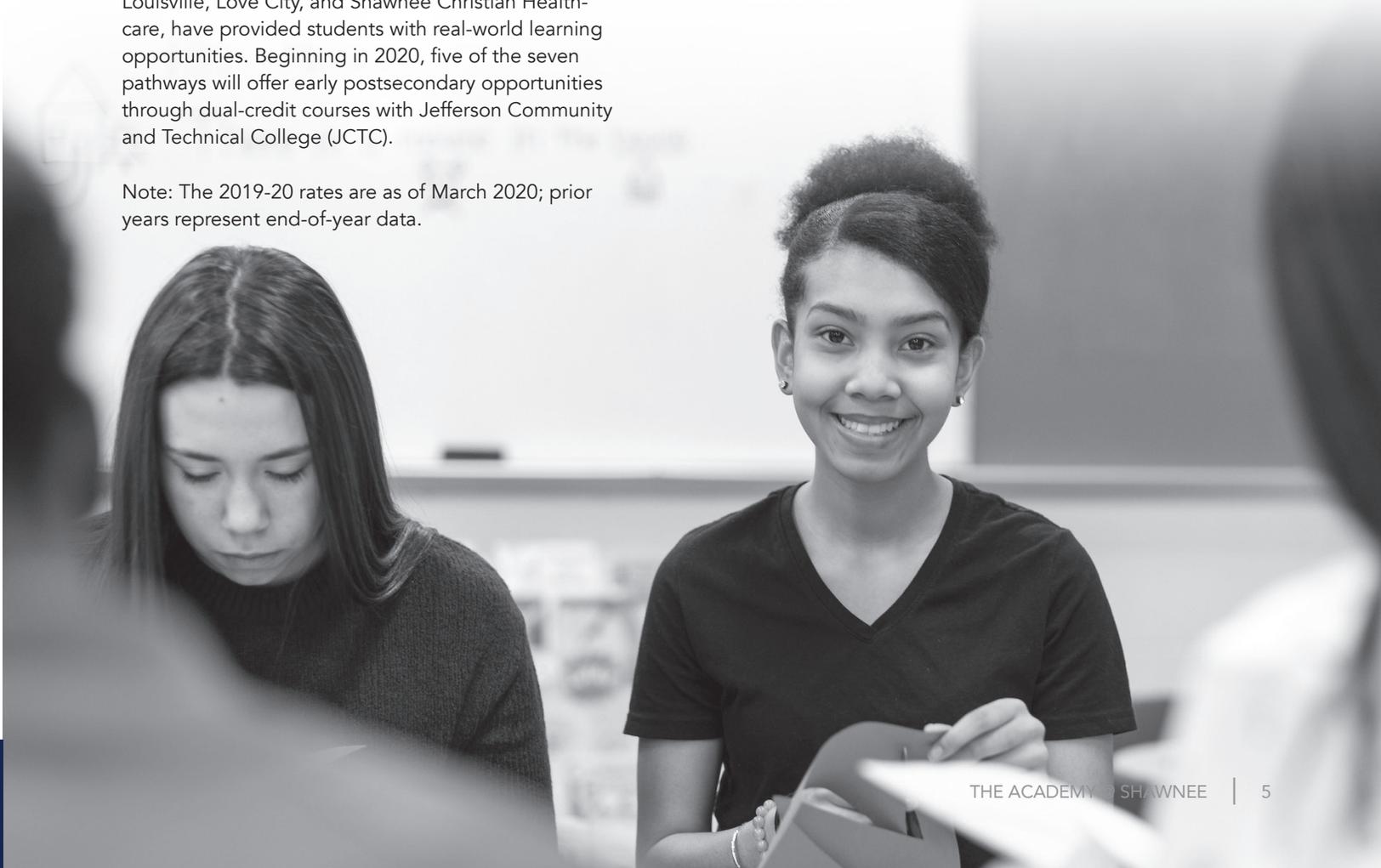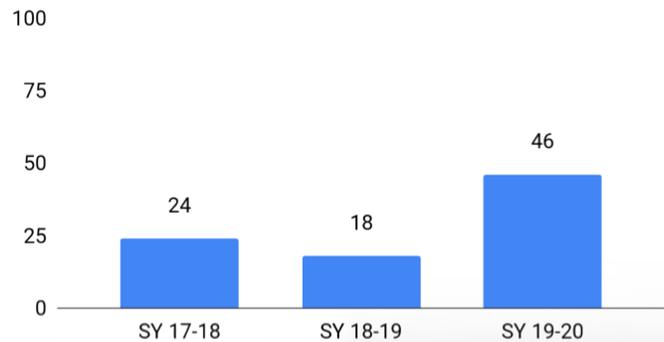
Grade 9

Freshman Academy

Grades 10–12

Aviation, Interactive Media Arts, and Manufacturing (A.I.M.) Academy	Health and Human Services Academy
Aerospace Engineering	Allied Health
Automation Engineering	Early Childhood Education
Flight and Aeronautics	Management Entrepreneurship
Graphic Design	

Global Pathway

Navy Junior Reserve Officers Training Corps (JROTC)
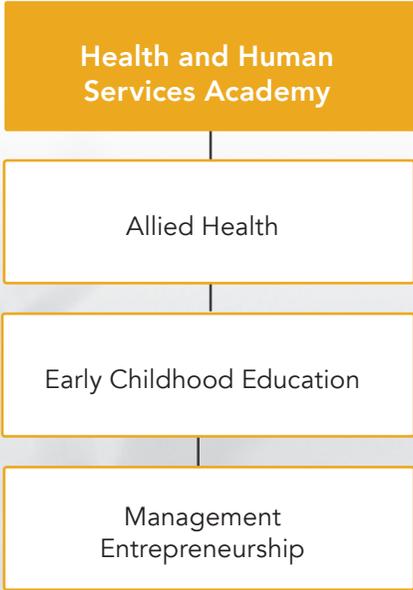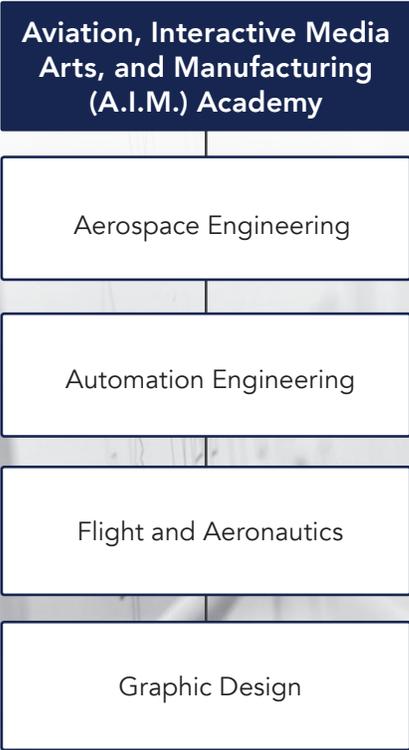
Future State—Investments will continue to be made to improve the experience and transition-readiness rates for students enrolled in career pathways at the Academy @ Shawnee. The current renovation will create **state-of-the-art labs** for all pathways. Additionally, a focus on expanding business partnerships will include a targeted effort to recruit businesses near the school to engage in pathways, identifying and recruiting partners that will benefit teachers and students, and ensuring that all eligible students enroll in SummerWorks and are provided tools to successfully secure a position.
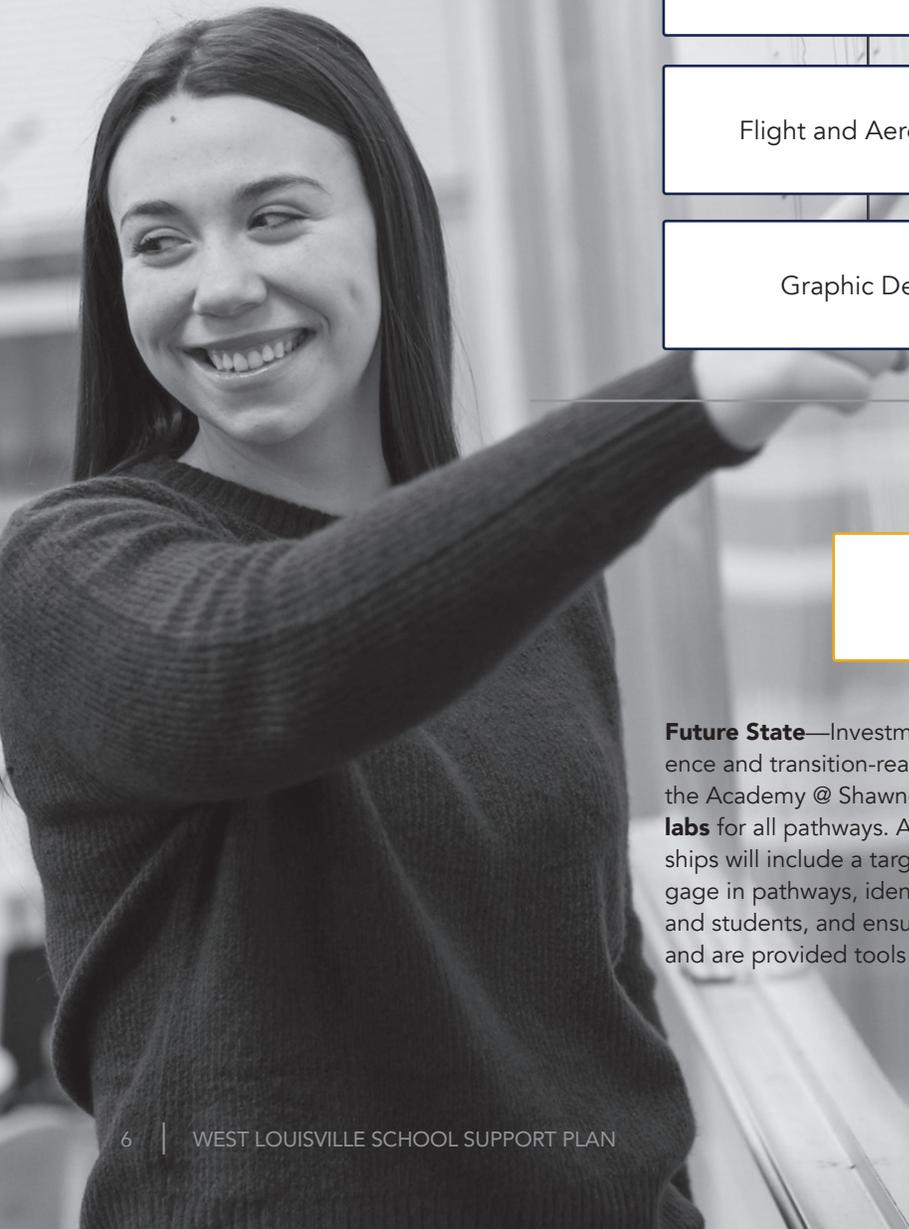
BELOW DESCRIBES THE CURRENT AND FUTURE STATES OF EACH CAREER PATHWAY OFFERED OR TO BE OFFERED AT THE ACADEMY @ SHAWNEE:

Flight and Aeronautics/Aircraft Maintenance

Current State—Launched more than 30 years ago, the Academy @ Shawnee is the only flight and aeronautics pathway at a public school in the state that offers an opportunity for students to achieve a pilot's license, including flight time. An average of 60 students enroll in the pathway annually. In 2019-20, eight students logged a total of 188.3 flight hours, including 13.2 solo hours. The number of students passing the written portion of a pilot license exam has more than doubled in the last two years. An investment of $204,200 was made in the Flight and Aeronautics Pathway in the last three years, including upgraded computers for flight simulator equipment and an additional teacher.

Future State—In the 2020-21 school year, the Academy @ Shawnee will launch the Aircraft Maintenance Pathway, which is a high-demand, high-wage occupation in our region. Shawnee aviation students will all take the same two beginning courses and then have a hands-on option with Aircraft Maintenance Technology or a flight option with Flight and Aeronautics. Pathway courses will include Introduction to Aerospace, Fundamentals of Aviation Science, Introduction to Aircraft Maintenance Technology, and Aviation Capstone. Shawnee students will transition to JCTC for early entry for the third and fourth courses.

Desired Outcomes—Students will become transition-ready by earning an industry certification by passing the Federal Aviation Administration (FAA) Airframe and PowerPlant general written exam and/or earning six hours of dual credit through JCTC for the successful completion of the third and fourth pathway courses. Additionally, expanded partnerships are being sought with a local major employer for supporting aviation at all three Jefferson County Public Schools (JCPS) high schools offering Flight and Aeronautics/Aviation Maintenance.

Automation Engineering

Current State—With enrollment of 70 students in 2019-20, Automation Engineering is the second most popular pathway at the Academy @ Shawnee. An investment of more than $70,000 was made in state-of-the-art equipment and technology when the program launched in the fall of 2017. A partnership with the Louisville Additive Manufacturing Business Development Alliance (LAMBDA), which is led by a professor from the UofL J.B. Speed School of Engineering, is working to connect students in this pathway with opportunities in the additive manufacturing industry.

Future State—The new renovation has created a new space that offers an expanded area for MakerSpace and the utilization of the additive manufacturing equipment. Plans are in development to expand the partnership with LAMBDA and other local manufacturing businesses. Additionally, coursework using the Project Lead the Way (PLTW) curriculum for Computer Integrated Manufacturing (CIM) will be integrated into the pathway.

Graphic Design

Current State—With an average enrollment of 60 students over the last two years, the Graphic Design Pathway at the Academy @ Shawnee offers students a creative avenue to explore rigorous, real-world technical skills and to earn industry-recognized certifications in Adobe InDesign, Illustrator, and Photoshop. Starting in the 2019-20 school year, six hours of dual credit through JCTC and Morehead University were available to students in this pathway.

Future State—The school will on-board a new instructor for the 2020-21 school year, who will create new energy for the program. The plan is to continue to grow the program and have greater collaboration with local businesses as well as other pathways within Shawnee.

Management and Entrepreneurship

Current State—Not offered prior to 2020-21 school year

Future State—Opportunities will be offered for the Academy @ Shawnee students to build skills to operate their own business. All students will participate in a core course sequence focused on business and marketing essentials. In their senior year, students will select a capstone course. Current capstone courses in discussion include early college entry into the cosmetology program at Campbellsville University, a school-based enterprise opportunity (marketplace), an innovation hub, or small business incubator.

Allied Health

Current State—Launched in the fall of 2017, the allied health pathway boasts the largest enrollment of pathways offered at the Academy @ Shawnee with 80 students. Spring 2020 saw the first cohort of students who were tested for the industry certification (NOCTI Healthcare Core), and success rates were high for those who participated.

Future State—As part of the current renovation, both new lab and classroom spaces are being created for this pathway. There are five functional hospital beds with mannequins in place with plans to supplement with additional equipment. The school will on-board a new instructor for the 2020-21 school year who will create new energy for the program. We will continue to strengthen partnerships with UofL Health and Shawnee Christian Healthcare as well as expand opportunities for students to apply for work-based learning opportunities at Norton Healthcare and other local healthcare employers.

Early Childhood Education

Current State—A fairly new program at the Academy @ Shawnee, the Early Childhood Education Pathway just wrapped up its second year with an enrollment of 70. Students have the opportunity to earn certifications that enable them to step straight into employment in an early childhood center as well as continue their education at a postsecondary institution.

Future State—Under current renovation plans, a lab space that mimics a pre-K classroom will be added. Opportunities being developed include field trips to Shawnee for pre-K students from preschools around Shawnee, such as Love City, allowing for hands-on learning for students in this pathway without leaving the school building. Starting in 2020-21, students in the Early Childhood Education Pathway can earn up to six hours of dual credit from JCTC and an additional three hours from UofL.

3DE INITIATIVE

Future State—The Academy @ Shawnee has been selected as one of only two schools in JCPS to be a lead 3DE school, working collaboratively with Junior Achievement (JA) USA and national and local business partners to provide real-world, problem-solving case methodology challenges.

3DE was developed through a shared vision from leaders in education, businesses, and JA. This collective of passionate and innovative individuals united around the belief that equitable access to high-quality education is the lever to economic mobility. With 90 percent of students in public schools, the focus was to develop public-private partnerships to systemically re-engineer education to better reflect the real world and prepare students for life beyond the classroom walls.

A joint venture between Fulton County Schools, JA of Georgia, and the broader Atlanta community led to the pilot of a new school model. Launched in 2015 at Banneker High School, the model quickly demonstrated the ability to drive student engagement and academic performance. Every participating school has demonstrated a path to transformation: it begins with shifts in culture and engagement, which year-over-year results in measurable gains in students' knowledge, skills, and aspirations. All of this builds toward students graduating with a vision for their future, confidence in their abilities, and a path to achievement. 3DE will provide two additional staff members for the Academy @ Shawnee to focus entirely on supporting and strengthening interdisciplinary teaming and the implementation of authentic business case challenges every six weeks.

The development of the 3DE mindset in teachers will be a natural progression for Shawnee, as the school is already engaged in academy model training and PD, leading to become a nationally accredited career academy school through the National Career Academy Coalition Initiative. The 3DE Program will launch in the 2021-22 school year for all freshmen enrolled at the Academy @ Shawnee.

EARLY POSTSECONDARY LEARNING OPPORTUNITIES

A JCTC partnership with the Accelerate 2 College Program (A2C) offers a performance-based pathway to a dual-credit and blended learning opportunity (high school teacher facilitates an online section organized by a JCTC instructor) to earn ENG 101 (College Writing) and either MAT 146 (Contemporary Math) or MAT 150 (College Algebra) college credit in addition to the business course options. These general education college credit opportunities could be expanded to include other blended learning opportunities in the coming years.

Specifically, in 2019-20:
- Four sections of A2C Junior English (access to college credit)
- Two sections of A2C Algebra 2 (access to college math credit)
- One section of Advanced Placement (AP) World History

Planned for 2020-21:
- Six sections of A2C Junior English
- Two sections of A2C Senior Math
- Two sections of AP U.S. History
- Available for enrollment—blended learning option for ENG 101 and MAT 146

OTHER NEW OR IMPROVED SCHOOL PROGRAMS TO SUPPORT A STRONG LEARNING CULTURE

Small Class Size

Future State—Shawnee is a school with smaller class sizes, which continue to be central to the school improvement plan. Smaller classes at a 1:24 ratio provide students with increased student-to-teacher interactions and a lower teacher-to-student ratio. The smaller class size allows teachers to personalize core instruction and provides students with additional academic support and enrichment opportunities to better attain their goals.

1 to 1 Technology

Future State—Shawnee Middle School is currently part of the Verizon grant that has allowed each student access to an iPad and teacher training on implementing their use across classrooms. The high school has moved to one-to-one technology, and training is ongoing with the high school staff. Additionally, Shawnee will be outfitted to include a state-of-the-art lab, similar to the Verizon Innovative Learning Schools (VILS) Labs, which are spaces outfitted with the latest in immersive technology and hands-on learning experiences. Through the labs, Shawnee will be able to offer courses in the following:
- Immersive Media (AR/VR)
- Digital Product Innovations (2D/3D Design)
- Smart Solutions (Electronics/Wearables)
- Coding and Artificial Intelligence

The integration of technology into each classroom is critical not only for student engagement but also as a tool for academic exploration, creativity, and authentic learning. More information about the evidence-based practices for one-to-one technology is included in Appendix E.

Reimagined Music Program

Future State—The music program is a central piece to any high school. It builds culture and school pride. Students need to have access and opportunities that can be provided to them through a strong music program. A marching band, concert band, music theory class, and choir are a part of the future scheduling for students in grades six through twelve. A full inventory of instruments and other music supplies will be completed, and needs to support a program will be met.

More Inclusive Curriculum

Future State—There will also be a concentrated effort to adjust the curriculum to meet the interests and needs of the students. Lessons and units will be more racially fair, considerate, and honest.

Expanded Early Postsecondary Learning Opportunities (AP or Dual Credit)

Future State—Currently, there is one AP course (AP U.S. History) available for students. Additionally, there is one dual-credit course (MAT 146, Contemporary Math) available for students. The course offerings will be expanded to include more opportunities for students to earn college credit.

UofL will also be partnering with Shawnee to offer dual credit in courses for students. This opportunity will allow students to earn college credit while they are still in high school. The university has a long-standing partnership with Shawnee and is excited to begin this journey.

Extended Learning Opportunities

Future State—Shawnee will offer a three-week summer camp specifically for its students. Teachers will provide a multitude of engaging learning experiences. Programs will be diversified to meet the mind, body, and spirit of the students. Students will have the opportunity to deepen their transition-readiness skills through their Academies of Louisville Pathways and ongoing college-readiness preparation. Students would have opportunities to access the Shawnee pool with provided lifeguards and supervised athletic facilities on the campus. The Shawnee Summer Program will provide its students with a year-round connection to strengthen them academically and socially in a safe, caring, and supportive learning environment.

SUMMARY

With multiple opportunities for dual credit, comprehensive small class sizes throughout the school, and a relevant and engaging curriculum, Shawnee provides students the academic support necessary to meet individualized needs. Students are the heart of Shawnee. It will be essential that they are at the center of the changes, with their voices being heard and their advice implemented. For example, which elective classes should the school offer? What subjects are of high interest to students? What extracurricular opportunities need to be added? Students know the answers to these questions, and we need to listen to them. Additionally, these answers will grow and change as time goes on, so this will be an ongoing partnership with students.

NONACADEMIC SUPPORTS

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

Current State—Shawnee has strong systems in place for Positive Behavioral Interventions and Supports (PBIS) implementation. They have a team that meets regularly, looks at data, and works to ensure that tiered behavior interventions are used to meet the needs of students. However, due to staffing changes, the previous lead and administrator on the team are no longer at the school. Many of the teacher-leaders are still present; however, new leadership will need to be in place to ensure that the work continues.

PBIS

Future State—The following action steps will be implemented to strengthen the fidelity and effectiveness of PBIS:
- Designate new leadership for PBIS work/team
- Ensure that the team is trained
- Complete PBIS systems check with Multi-Tiered Systems of Support (MTSS) behavior resource teacher
- Ensure that all teachers have a classroom management plan in place

RESTORATIVE PRACTICES

Current State—Shawnee has been implementing Restorative Practices (RP) for three years. Though there are several teachers who excel at using RP, Tier 1 implementation is not consistent across all classrooms. The principal is an advocate for RP and encourages its use. Each year, a group of student-leaders is trained in RP so that they can help take ownership in facilitation. Since it was three years ago when the school underwent whole-school training, the majority of those staff members have changed schools. Each year, new staff is encouraged to participate in make-up training; however, there are still a significant number of staff and administrators who have not been trained.

RESTORATIVE PRACTICES

Future State—The following action steps will be implemented to strengthen the fidelity and effectiveness of RP:
- Ensure that untrained staff participate in the two-part virtual RP training
- Appoint a person to be lead in implementing the work
- Include RP elements in administrator walkthroughs
- Begin planning to expand training of students

Additionally, many of the wrap-around services provided to students and families attending the Academy @ Shawnee involve partnerships with community organizations. These services and partnerships are described below.

HEALTH/WELLNESS CLINIC

Current State—Shawnee Christian Healthcare has a satellite office in Shawnee that provides support for our students and families by offering well-child checks, school-based health and wellness appointments, school immunizations, assistance for families as it relates to health and wellness, school and sports physicals, and dental screenings.

Shawnee provides students the academic support necessary to meet individualized needs.

NEIGHBORHOOD PLACE

Current State—Northwest Neighborhood Place has been a staple in the Shawnee community for 24 years, providing blended and accessible collaborative social service to community families. The service areas include Supplemental Nutrition Assistance Program (SNAP) benefits, rental and utility assistance, substance abuse counseling, child protective services, truancy diversion programs, JCPS clothing assistance and supportive services, and prenatal family care as well as multi-layered case management focused on education, financial, housing, and employment focal points. This enormous community impact is only possible through the partnership with the Academy @ Shawnee and collaborative partnerships with Shawnee's Youth Services Center (YSC) and Shawnee Satellite Office, the Cabinet for Health and Family Services (CHFS), Centerstone, the Department of Public Health and Wellness, and the Louisville Metro Government Department of Resilience and Community Services. The Neighborhood Place is dedicated to supporting all students and families who attend the Academy @ Shawnee as well as the whole community by providing seamless social service support in hopes of removing noncognitive barriers to education. Neighborhood Place also collaborates with the school in hosting a number of community events that support academic success. Some of these events include Back to School Jam, the Butterfly Prom Dress Event, the Shawnee View (student-led conversations), Backpack Defense Supports, Our Neighbor's Keeper, Building Our Blocks, and many more.

SATELLITE OFFICE

Current State—The JCPS Satellite Office @ Shawnee provides opportunities for parents and families to receive district-level services within the community where they reside. The Satellite Office @ Shawnee is open Monday through Friday, 9 a.m. to 4:30 p.m., to provide JCPS District services to families and students. Throughout the past year, the satellite office hosted several PD workshops ranging from School-Based Decision Making (SBDM) Council member training, foster care family classes, parent workshops, college and career academic classes, staff diversity classes, and Exceptional Child Education (ECE) trainings/meetings. The Satellite Office @ Shawnee also offered student camps over the summer for students in first through eighth grades. Some other services offered include the following:

- Counseling services
- Enrollment and registration information
- Every 1 Reads
- Special education resources
- Free tutoring
- Youth employment options
- Foster care/Homeless student support

- Parent/Student resources
- Student assignment support
- Student support services
- Volunteer services
- Community schools programs

Besides collaborating with district departments and programs, the satellite office also has strong ties with local community agencies. Two agencies are directly housed within the Satellite Office @ Shawnee—Project One, Inc., and Martin and Muir. Project One, Inc., is an organization that has served the Jefferson County community for more than 30 years. Students who participate in the Project One program receive employability and social etiquette training. After students complete the training, students are assigned a five-week paid internship at local businesses throughout Jefferson County. Martin and Muir Counseling Services is an agency that provides psychological counseling for JCPS students who are referred.

In addition, the Academy @ Shawnee offers various extra-curricular activities that serve to build a sense of belonging among its students. The list of clubs includes art, associated student body, band, chess, community services, dance/step, drama, newspaper/yearbook, and the Navy Junior Reserve Officers Training Corps (NJROTC). The list of sports includes baseball/softball, basketball, cheer, football, golf, swimming, track and cross-country, volleyball, and wrestling. An E-Sports team was also added during the 2019-20 school year and was able to compete with many of the neighboring JCPS high schools.

NONACADEMIC SUPPORTS

Future State—Over the course of the next few years, the Academy @ Shawnee plans to expand its nonacademic supports to students and families. Shawnee will have increased staffing allocations to support students' mental health. Mental health practitioners will be allocated at a ratio of 1 per 150 students. School counselors will be allocated at a ratio of 1 per 200 students. Mental health counselors will be responsible for both proactive and reactive mental health support. School counselors will be responsible for ongoing mental health education for students, staff, and families as well as ongoing college and career planning and preparation with specific preparation and successful entrance into postsecondary opportunities.

TEACHER SUPPORTS

Currently, there are financial incentives for staff to work at the Academy @ Shawnee. The Academy @ Shawnee receives additional staff stipends for being part of the Accelerated Improvement Schools (AIS). The stipends will continue regardless of AIS status. In addition, building administrators will also have access and receive those same stipends as their staff members.

ACCELERATED IMPROVEMENT SCHOOLS PROFESSIONAL-DEVELOPMENT SUPPORT

Current State—Shawnee is part of the AIS network. AIS makes up 34 JCPS schools and represents 1,600 teachers and more than 16,000 students. The mission of the JCPS AIS Office is to ensure continual improvement in our schools to lead to next-grade-level readiness for our students and fulfill our vision that each classroom becomes an exceptional place of student learning.

There are three primary drivers in accelerated improvement that impact how we work to support your school and help to fulfill our mission and vision. The first driver is ensuring a **Culture of Achievement**. What that means in the classroom is that we believe all students deserve access to high-quality, grade-level curriculum, instruction, and assessments. We also believe that our students performing below grade level can not only reach their growth goals but also should be on a trajectory to become transition-ready before they leave for the next level of schooling. If we believe in our students and if we believe in the power of our work, student achievement will follow.

The next driver is to build **Leadership Capacity** in the schools. That means we believe in continual improvement both professionally and within the structures of the school. Therefore, we must not only examine our own professional growth, but we also must be willing to examine current structures, systems, and mores and challenge them if they are not providing the outcomes we desire. Improving capacity in our schools also includes dynamic professional learning communities (PLCs) where teams are working together through collective inquiry to implement high-quality teaching and learning experiences for students. This requires strong teacher teams and support service teams in your school to make sure each student receives the supports necessary for them to achieve their goals.

The final driver is for the JCPS **Six Systems of an Effective Learning Climate** to be embedded in the work. The Six Systems provide a blueprint of the "what" and "how" to improve student outcomes. Beyond excellent instruction, the Six Systems are our guidepost for students needing interventions and support academically, socially, emotionally, or behaviorally. Each of the Six Systems embraced with the district's three pillars of Success Skills, Culture and Climate, and Racial Equity must work together to become an exceptional school.

For the last two years, staff at AIS schools have the opportunity to participate in a five-day institute for professional learning that includes both district presentations and team work time. This year's institute was focused on five topics:

- Response to COVID-19 and Non-Traditional Instruction (NTI)
- Organized for Improvement
- Racial Equity
- Literacy Plans
- Improvement Priorities

Additionally, schools reviewed the 2020-21 AIS Framework, which is a comprehensive plan that outlines all areas of support for AIS schools.
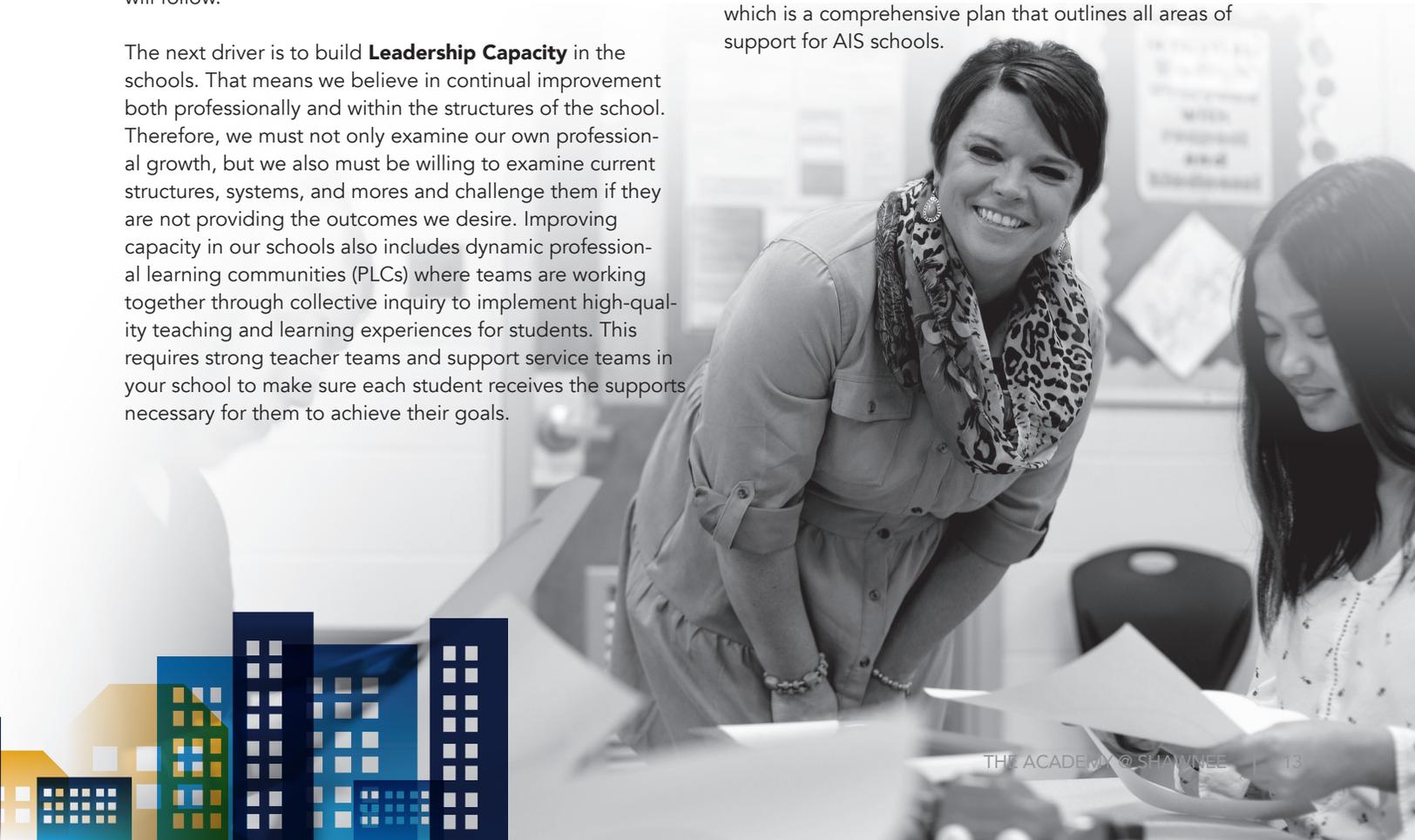
EXTENDED DAYS

Future State—New teachers will need additional support and coaching as they begin their teaching careers at Shawnee. This will help teachers build an increased sense of belonging in the school as well as building supports for being involved in the community. Teachers will continue to be paid an additional five working days each school year to be used for PD and/or other planning activities as determined by the principal and school leadership. Teachers will have 15 days for extended learning opportunities to provide learning programs throughout the year on non-JCPS school instructional days. The students will have opportunities for extended learning throughout the school year.

LOUISVILLE TEACHER RESIDENCY

Future State—Louisville Teacher Residency (LTR) is a program designed to produce a diverse cadre of quality teachers. LTR offers the opportunity to become a certified teacher in just one year. Participants receive personalized instruction throughout the process to help them be successful in JCPS classrooms. In return, LTR graduates commit to teach in an AIS school for five years. LTR is a one-year, urban teacher-preparation program for individuals with limited to no teaching experience.

Participants will receive the following:
• Kentucky Professional Education Certificate
• Master's degree from UofL
• Mentorship from a master teacher
• On-the-job coaching and feedback
• A cohort of peers for support and shared learning experiences

Over a three-year period, UofL will assign approximately 15 teachers to Shawnee. These teachers will be actively engaged with students for the majority of the school day and week. This mutually beneficial partnership will support teachers' professional learning and the school-based experience of students.

With the additional teacher supports, such as the residency program and extended PD days, the goal is to reduce teacher turnover to 15 percent by 2025. Based on the 2018-19 Kentucky Department of Education (KDE) School Report Card, Shawnee's teacher turnover rate is 45 percent, compared to the JCPS district average of 19.8 percent. This metric is used to determine the percentage of prior-year teachers who do not return to teaching or new teachers who leave before the end of the school year.

More information about the evidence-based practices for teacher support in the areas of PLCs and coaching/mentoring is included in Appendix E.

Business partnerships bring relevance to the classroom.

COMMUNITY/BUSINESS PARTNERSHIPS

Business partnerships bring relevance to the classroom by incorporating a wide range of activities, from teacher development to work-based learning experiences and mentoring. Benefiting both schools and students, experiences such as job shadowing, internships, co-ops, apprenticeships, and early college opportunities all positively impact work-to-earn programs, postsecondary education, and career readiness. This dramatic shift allows students to step out of the classroom and directly into college and the workforce, more prepared than ever before. In turn, Academies close the loop for local businesses that need a pipeline of skilled, educated talent to fill in-demand positions, such as the following:

- D.D. Williamson—Automation Engineering
- Organization of Black Aerospace Professionals/UPS—Aviation
- UofL Health—Health Science
- Yes! Louisville—Interactive Media Arts
- Love City—Early Childhood
- Shawnee Christian Healthcare—Health Science

In addition, the Academy @ Shawnee has a number of partnerships with UofL and other community organizations that provide support to staff, students, and families.

UNIVERSITY OF LOUISVILLE SIGNATURE PARTNERSHIP

The Signature Partnership Initiative (SPI) is a university-wide program focused on improving the educational level, health, well-being, and economic viability of the residents of West Louisville. The UofL College of Education and Human Development (CEHD) is primarily involved with the five SPI schools, including the Academy @ Shawnee. The project is designed to improve teaching and learning at the school and district level. The services provide stability and assistance to students and families living in the West End. PBIS provides support, training, and technical assistance for schools to implement proactive and positive approaches to behavior management that help boost student achievement and play a role in overall school improvement.

OXLEY PARTNERSHIP

The Oxley Partnership is a funding opportunity for the Academy @ Shawnee to establish clinical models for teacher preparation programs, training for teachers, and summer boost/engagement activities for incoming ninth graders at Shawnee. This funding will also be used to provide a CEHD faculty liaison to teach content methods and teacher preparation courses at a designated UofL area. Faculty liaisons assist with PD activities with the teachers at each school and with teacher candidate experiences through participation

and observation. The funds are also used to support teachers in these schools who wish to pursue National Board Certification, Clinical Fellowship (tuition assistance for new teachers enrolled in UofL master's degree programs), and a Teacher in Residence position.

CARDINAL SUCCESS PROGRAM

This provides mental health and prevention services for students and families. The services are provided by master's and doctoral degree students enrolled in the counseling psychology, clinical mental health, art therapy, and school counseling programs offered at UofL and are provided on site.

UNIVERSITY OF LOUISVILLE PARTNERSHIP

Future State—Shawnee and the UofL have several long-standing and successful partnerships, including the Signature Partnership, Oxley Partnership, and Cardinal Success Program. JCPS and UofL will embark on a new partnership focused on key areas that are aligned with JCPS efforts to increase transition readiness and UofL's three grand challenges. First, the partnership will offer middle school students experiences with a focus on exploration and motivation for growing a college-going mindset. Activities would include on-campus experiences and mentoring opportunities. Second, the partnership will explore ways to build foundational skills in math and natural sciences. Shawnee and UofL faculty will collaborate to improve instruction and rigor with the goal of increasing our pipeline of students into engineering and health careers. The opportunities for collaboration and professional learning are also expected to improve teacher retention. Third, the work will include replicating the mentoring relationship between UofL engineering students and the engineering academy at Shawnee. Lastly, this partnership will explore ways to increase dual-credit opportunities and strengthen overall programming for CTE Academies with the goal of increasing the number of students who qualify for early admissions. Given that this partnership is in its beginning stages, it will be critical for Shawnee leadership, staff, and community to be actively involved in the development, planning, and implementation of this partnership.

DISTRICT SUPPORT

FACILITIES SUPPORT

The renovation of the Academy @ Shawnee is a $40 million project that will include all areas of the building. Design research included meeting with students, staff, district personnel, and outside partners that reside in the Shawnee building. Kym Rice, Shawnee's principal, was invaluable in attending and coordinating meetings, assisting in decision making, and including all stakeholders.

The design includes the full renovation of the long-abandoned third floor of the 1930s building—restoring or replacing existing flooring, wall finishes, cabinetry, and doors as well as installing new ceilings, lights, HVAC system, and electric and data wiring. Stairways will be opened for access to all areas.

Utilizing input from the school and JCPS Career and Technical Education (CTE) staff, classroom assignments were reorganized to emphasize each Academy within the school, including the Middle School, Freshman Academy, AIM, Health Science, Early Childhood, Interactive Media, and Aviation. Spaces will be renovated to support and emphasize each Academy. Middle School and Freshman Academy are somewhat separate and protected. Each Academy will have branding associated with that Academy. The current and future space use is included in Appendix A.

Common feedback from stakeholders indicated that the current school library is located in a very remote part of the building, making it underutilized. The potential for a school hub is missed due to the location. The renovation includes moving the library to a more central location, thus creating more of a gathering space and, at the same time, correcting a circulation issue. The old library area will be turned into classrooms.

Special attention was paid to current school security concerns. Renovations will include a secure entry vestibule at the main entrance. Visitors will have to go through the main office to be admitted into the rest of the building. The other major security concern involved the Neighborhood Place configuration and separation from the school portion of the building. The Neighborhood Place and the JCPS Satellite Office are being reconfigured to more fully separate and secure those functions from the Academy @ Shawnee.

Shawnee students will be able to enter the Market Street entrance without going through the Neighborhood Place, and Shawnee will gain full control of that entrance. In addition, this reconfiguration allows the creation of a senior cafeteria, addressing the school's need for a larger cafeteria space. The pool area will get renovated locker rooms and an airlock entry. The gym will get a ramp for handicap access to the main gym floor. The auditorium will have seats replaced, ceiling repair work, replaced curtains, and a new sound system and stage lights.

Overall building renovations will include new ceilings and LED lights throughout the facility. Windows in the 1950s building will be replaced. All carpet and other flooring will be replaced as needed. A complete HVAC replacement will occur throughout the building. New data wiring, intercom, fire alarm, security system, and sprinklers will be installed. Electrical switchgear will be replaced as needed. A generator will be added to the building. Some restroom renovations will occur, and large portions of the roof will be replaced. New paint will occur in many areas of the building to emphasize the Academies.

The project was bid in mid-January 2020 with construction starting in March. The work will be complete by August of 2021.

Renovations will include **all** areas of the building.

COMMUNICATIONS SUPPORT

Establishing a new brand for the Academy @ Shawnee is a vital part of the plan to support this school. The rich history of Shawnee will be on display while launching a revised image of the school for the future. There are great stories of success and achievement that will become a common part of the narrative of Shawnee, and a clear storyline will also be shared for the new middle school. There are three phases to implement the marketing plan.

For the 2020-21 school year, communication efforts will focus on storytelling and targeting advertising on social media, with examples provided below:

STORYTELLING

- Earned media and JCPS Communications stories that show Shawnee in a new light
  —Feature a student who is doing something exceptional to impact the community
  —Showcase a teacher whose achievement can tie to a larger community dialogue (Coronavirus, racial justice, election) to elevate the profile of great teachers at Shawnee, telling the story of a great school
  —Connect with famous alumni (Gerald Neal, Ed Hamilton) to talk about the rebirth of Shawnee and their experience of pride in the school
- Update the hashtag to convey unity and community
- Install new school signage that is available and ready to be displayed at the school to convey a fresh image

TARGETED ADVERTISING ON SOCIAL MEDIA

- Focus on multimillion-dollar renovation to a storied building that is an architectural marvel in West Louisville
- Attention to aviation, aquatics, and supportive community surrounding the school
- Middle school is a VILS where every student has their own iPad to take home, which includes data

- Building up the message that students can enter as sixth graders and stay with their friends and complete grade twelve together
- Updated school profile video
- Elevated Shawnee presence in *Choices* book
- West Louisville mailer to families highlighting programs and teachers at Shawnee
- Hosting events at Shawnee to bring the community inside to see the programs and meet the staff

Over the course of the next few years, the marketing plan will expand its focus to include:
- Engaging the community through mentorship opportunities
  —HBCU and/or Greek life organizations
  —Older student-friendly version of Flash Dads
  —Gold carpet event on the first day of school with community partners
- Strengthening Business Partners
  —Visible partnership with UPS, UofL Hospital, and UofL
- Visible branding of the school in the community
  —School culture seen throughout the community: Spirit Day, T-shirts, branded clothing, branded notebooks

TIMELINE OF IMPROVEMENT STRATEGIES

IMPROVEMENT STRATEGY LAUNCH

2020-21

- Expansion of Academies of Louisville—Aircraft Maintenance Pathway
- 3DE Initiative
- Expansion of early postsecondary learning opportunities
- PBIS/RP training
- Marketing plan
- Facilities renovations

2021-22

- Expansion of Academies of Louisville—Management and Entrepreneurship Pathways
- Small class size (24:1)
- 1:1 Technology
- Extended learning opportunities (5 PD days and 15 student days)
- Additional counselors and mental health practitioners
- More inclusive curriculum offerings
- Re-imagined music program
- Teacher residency program

2022-23

- Monitor and adjust implementation of improvement strategies

PROPOSED BUDGET

There are several proposed academic supports that are unique for this school and are not part of the standard allocations for a typical high school, such as the following:

- **Small Class Size (24:1)**
  $487,221
- **Additional Counselors (200:1)**
  $493,857
- **Additional Mental Health Practitioner (150:1)**
  $384,766
- **Resident Classified Instructors (15)**
  $473,850
- **Resident Mentor Stipends**
  $65,000
- **1:1 Technology Devices**
  $320,000
- **Innovation Lab**
  $250,000
- **Extended Learning (15 days)**
  $306,198

- **Extended PD (5 days)**
  $102,066
- **AIS Teacher Incentive**
  $87,200
- **AIS Administration Incentive**
  $14,400
- **New Pathway**
  TBD
- **3DE**
  TBD
- **Music Program**
  TBD
- **Simulator Enhancements**
  TBD

Total   **$2,984,558**

In addition, the renovation of the Academy @ Shawnee is a $40 million project that will include all areas of the building. **The total investment (minus the current standard operational budget) would be approximately $42,984,558.**

SUMMARY OF COMMUNITY INPUT

The district surveyed families who live in the impacted study area of West Louisville regarding their preference for choosing a school close to home or farther away and asked about what types of programs or opportunities they would like to see at the high school that will be closer to where they live.

Most families (61 percent) preferred a school closer to home for ninth grade, but that preference was lower when Shawnee was presented as the option. When asked what programs or opportunities they would like to see at the high school that will be closer to where they live, their top five responses were focused on the following areas: 1) Science, Technology, Engineering, and Math (STEM)/Science, Technology, Engineering, the Arts, and Math (STEAM), 2) Traditional, 3) arts, 4) college/career readiness, and 5) life skills.

STUDENT OUTCOMES

Current State—The 2018-19 state accountability results for the Academy @ Shawnee show that 25 percent of high school students scored Proficient or Distinguished in reading and 18 percent in math. Eighteen percent of their graduates were considered academic-ready. There were 223 students suspended from school and 289 high school students were considered chronically absent (missing more than 10 percent) during the 2018-19 school year. When the data is disaggregated by students who attend Shawnee from the resides area (excluding magnet students), the results show poorer outcomes. Only 13 percent of students scored Proficient or Distinguished in reading and 3 percent in math. In comparison, the district average proficiency rates are 37 percent for reading and 31 percent for math and the district's transition-readiness rate was 53 percent. More recently, the 2019-20 comprehensive school survey results show that 57 percent of students at Shawnee reported a sense of belonging, compared with 69 percent of all high school students.

Future State—By the 2023-24 school year, students attending the Academy @ Shawnee will show significant improvement in academic performance, attendance, behavior, and sense of belonging. It is expected that the proficiency rates will increase on average 5 percent per year, thereby closing the gap with the district average. The transition-readiness rate will also increase by at least 10 percent once pathways are established and fully implemented, and 100 percent of students will be transition-ready by 2025. The percentage of students who are chronically absent should also decrease by 10 percent, and there will be a corresponding increase in students' sense of belonging as instructional practices and educational opportunities become more relevant and engaging. The addition of more extracurricular opportunities and stronger music programs will also increase student engagement.
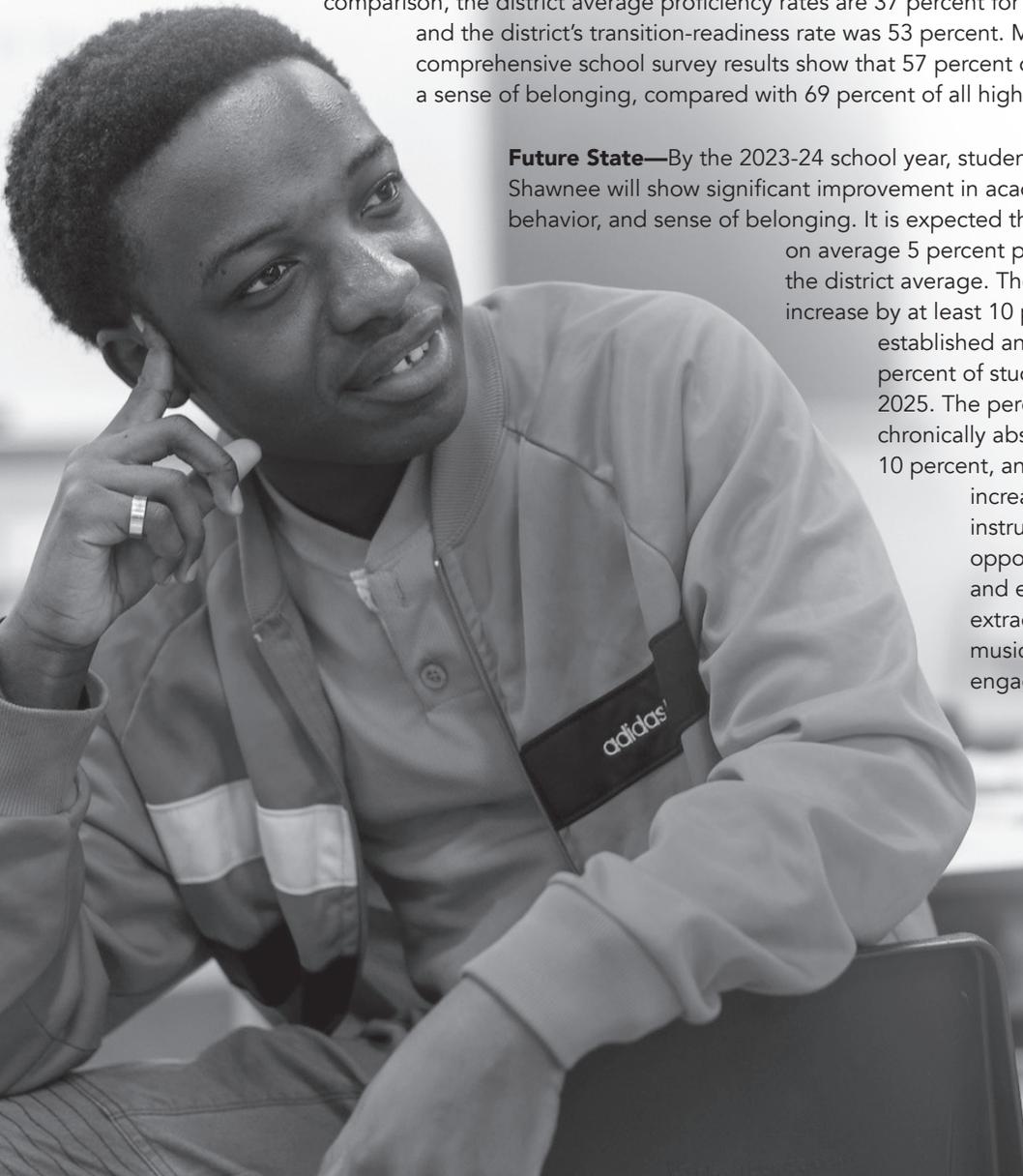
Students will have the academic skills and competencies needed to take full advantage of their high school offerings.

Coming Soon - Currently working on support section for Shawnee middle school

THE NEW WEST LOUISVILLE MIDDLE SCHOOL

ACADEMIC SUPPORTS

The West Louisville Middle School will include multiple academic supports that provide students with an engaging, rigorous, and innovative middle school experience. The West Louisville School will utilize a Black History curriculum that will span multiple content areas. At the conclusion of their eighth-grade year, 100 percent of students will have engaged with the Explore Pathways that connect to the Academies of Louisville. Students of the West Louisville Middle School will have the academic skills and competencies that they need in order to take full advantage of their high school offerings.

MIDDLE SCHOOL EXPLORE PATHWAYS

Middle School Explore Pathways create learning environments that support appropriate academic, social, and emotional development for students in the middle grades (sixth through eighth grade), as outlined by the Association for Middle Level Education. Sixth-grade students have an opportunity to explore pathways before deciding on an Explore Pathway to immerse themselves in for seventh and eighth grade. All students are assigned to a team that collaboratively supports the Explore Pathway experience.

What do Middle School Explore Pathways look like for students?

- **School-Specific Explore Pathways:** Each school identifies specific Explore Pathways. Explore Pathways represent the 16 career clusters consolidated into six broader areas of exploration.

- **Sixth-Grade Academy:** Sixth-grade students belong to the Sixth-Grade Academy, where they are exposed to all of the school's Explore Pathways. The sixth grade is organized into smaller teams within the Academy to support smaller and more supportive learning environments.

- **Explore Pathways:** In seventh and eighth grade, students belong to an Explore Pathway. Explore Pathways are organized into smaller teams as appropriate to support smaller and more supportive learning environments. Students will have daily or near-daily opportunities to engage in content specific to their Explore Pathway. In collaboration with the JCPS Office of Transition Readiness, the school will provide students with meaningful, real-life, hands-on experiences to engage in their Explore Pathways.

What do Middle School Explore Pathways look like for teachers?

Team Model: Teachers will work in teams of four (English/Language Arts [ELA], math, science, and social studies) to support the academic, social, and emotional needs of their students. In sixth grade, teams will focus on building a foundation for Explore Pathway selection and establishing an academic foundation for Explore Pathway success. In Explore Pathway teams (seventh and eighth), all teachers (ELA, math, science, social studies, and Explore) will work collaboratively as a team to provide a robust academic and developmental experience within the context of the Explore Pathway.

Professional Learning Communities: All teachers will have weekly embedded collaborative team time to engage in the PLC process as outlined by the JCPS PLC Framework.

What is required for a school to participate in Middle School Explore Pathways?

- Schools must redesign the master schedule to allow for the following:
  —All sixth-grade students exposed to all of the school's Explore Pathways
  —Seventh- and eighth-grade teams arranged around specific Explore Pathways
  —Embedded PLC for all teachers at least one time per week
- Schools must rearrange classroom assignments to allow for the following:
  —Team proximity
  —One assistant principal and one counselor located within or in close proximity of each of the following:
    ~Sixth-Grade Academy
    ~Explore Pathway Set #1 (1 to 3 Explore Pathways)
    ~Explore Pathway Set #2 (1 to 3 Explore Pathways)

What will schools receive to support participating in Middle School Explore Pathways?

- Schools that do not have three counselors will be given additional counselors to equal three.
- Schools will be given additional teachers to accommodate the team model and provide Explore Pathway classes.
- Schools will be assigned an Academy coach from the Office of Transition Readiness.
- As appropriate, the Office of Transition Readiness would provide additional instructional resources (e.g., Paxton Patterson College and Career Readiness Labs or Education Associates Kits).

What will West Louisville Middle School students uniquely experience in Explore Pathways?

- **Robust Explore Pathway Summer Camps:** All students will have the opportunity to participate in Explore Pathway Summer Camps. These camps will be tied to the Explore Pathways and will include differentiated learning in middle school standards of reading and math.

- **Extended Learning Opportunities:** Students will have the opportunity to engage in Explore Pathways learning opportunities after school and on the weekends for increased exposure, learning, and hands-on participation.

- **Innovative Labs:** The West Louisville Middle School facility will include state-of-the-art innovative learning labs aligned with the Explore Pathways.

- **Real-Life Experiences:** Students will have multiple opportunities to experience the Explore Pathways in authentic work and life environments through field trips, excursions, and community partnerships.

All students will have the opportunity to participate in Explore Pathway Summer Camps.

ALIGNMENT BETWEEN MIDDLE AND HIGH SCHOOL CAREER PATHWAYS

AIM ACADEMY: AVIATION AND MANUFACTURING

Sixth Grade	Personal Exploration Course, Financial Literacy Course leading to Career Exploration STEM Lab and Drone Project Accelerated Math and Science UofL Field Trip and Assigned High School Mentor JA Entrepreneurship Program and JA BizTown		
Seventh Grade			
Eighth Grade	**Early High School Credit:** Introduction to Aerospace/Engineering Accelerated Math and Science and UofL Field Trip High School Mentor JA Finance Park and JA Inspire		
Ninth Grade	Fundamentals of Aviation Science Course Industry Tour and College Experience		Engineering Course Industry Tour and College Experience
Students Select Capstone PATHWAY	**FLIGHT AND AERONAUTICS**	**AIRCRAFT MAINTENANCE TECHNICIAN**	**AUTOMATION ENGINEERING**
Tenth Grade	Aviation Science Course	Introduction of Aircraft Maintenance Technology	Robotics Engineering
Eleventh Grade	Commercial Aviation Science Earn Industry Certification: Private Pilot Knowledge Exam and UAS	Aviation Capstone FAA—Airframe and Power Plant General Written Exam	Engineering II and Industrial Engineering Certified Production Technician—Safety, Quality Controls, Manufacturing, and Maintenance
Twelfth Grade	Early College Enrollment Work-Based Learning Experience	JCTC Aviation Maintenance Program Work-Based Learning Experience	Early College Enrollment Manufacturing Apprenticeships

HEALTH AND HUMAN SERVICES ACADEMY

	BUSINESS MANAGEMENT AND ENTREPRENEURSHIP	HEALTH SCIENCE	EARLY CHILDHOOD EDUCATION
Sixth Grade	Career Exploration STEM Lab and _____		
Seventh Grade	Accelerated Math and Science UofL Field Trip and Assigned High School Mentor JA Entrepreneurship Program and JA BizTown		
Eighth Grade	**Early High School Credit:** Introduction to Business Accelerated Technology and Public Speaking or Medical Math/Anatomy UofL Field Trip and Assigned High School Mentor JA Finance Park and JA Inspire		
Ninth Grade	Accounting and Finance Foundations (060122) or Marketing Principles (080716) Industry Tour and College Experience	Emergency Procedures and Medical Terminology	FACS Essentials and Early Lifespan Development
Students Select Capstone PATHWAY	**BUSINESS MANAGEMENT AND ENTREPRENEURSHIP**	**HEALTH SCIENCE**	**EARLY CHILDHOOD EDUCATION**
Tenth Grade	Business and Marketing Essentials (060111) and Principles of Entrepreneurship (080310)	Principles of Health Science	Child Development Services I
Eleventh Grade	Personal Finance (060170) and Ethical Leadership (060109)	Body Structures and Functions or Anatomy	Child Development Services II
Twelfth Grade **Entrepreneurship Capstone Opportunity**	School-Based Enterprise Students operate the Shawnee Market—ValuMarket, Thornton's, or Kroger Partnership. Early Entry Into Campbellsville University w/250 Clinical Hours of Cosmetology Entrepreneurship Program Dual Credit/Early College	Allied Health Core Skills or Essentials of Sports Med (0.5) or Applied Sports Medicine (0.5) or Internship: Allied NOCTI Healthcare Core Certification Work-Based Learning With Norton Hospital	Early Childhood Education AAFCS Pre-PAC Industry Certification and Apprenticeship in JCPS Early Childhood Programs Leading to Daycare Ownership, Elementary Education Certification
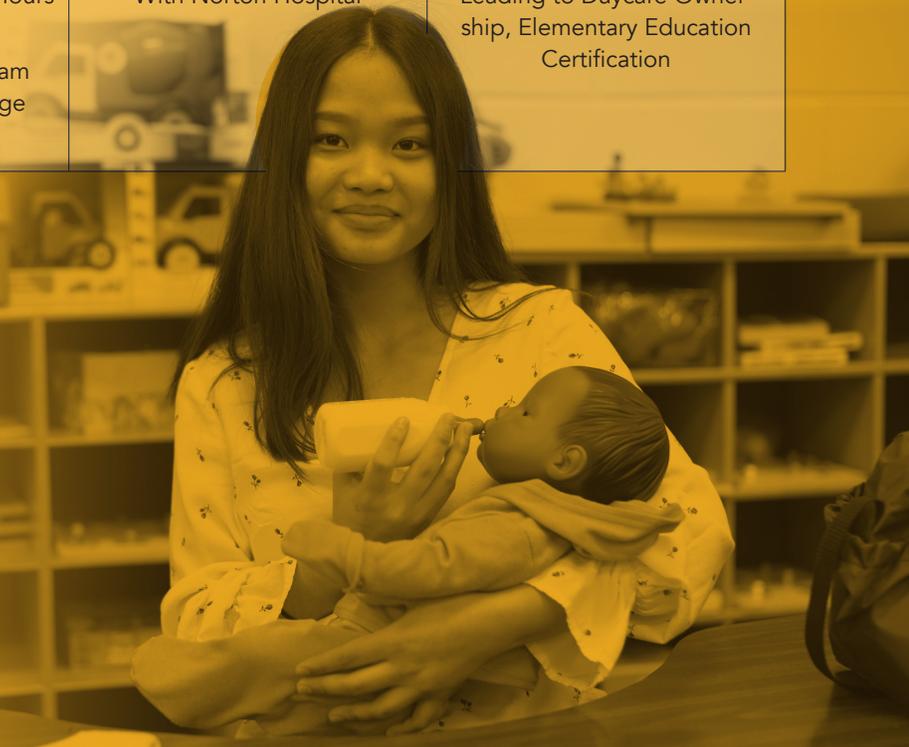
BLACK HISTORY CURRICULUM

The West Louisville School will utilize the Black History curriculum of LaGarrett King that has already been adopted by JCPS for use at other JCPS schools. The curriculum will be incorporated into multiple content areas across all grade levels. The curriculum includes the following five principles ("Black History Curriculum Adopted in Kentucky School District"):

- **Power and Oppression**—Narratives center on important concepts to understand how Black people have been victimized throughout history. Understand how justice, freedom, equality, and equity have been purposefully ignored throughout Black history.
- **Agency and Perseverance**—Narratives center on how Black people fought for justice, freedom, equality, and equity. Understand that Black people were never passive, weak, or uninformed.
- **Africa and the African Diaspora**—Narratives center on a global Black history. Understanding ancient African civilizations while connecting and comparing the similarities and differences of Black histories around the Diaspora.
- **Black Joy and Love**—Narratives center on Black culture that has helped sustain Black people's spirits. Grief does not dominate attitudes and dispositions or determine one's happiness. Black joy and love are the human experience and can counteract histories that focus on white supremacy and anti-Blackness.
- **Contemporary and Intersectional History**—Narratives connect the past to the present in order to understand Black History themes. Honors the multiple identities that inform Blackness.

Black History Curriculum Consulting

The district will collaborate with the Carter Center for K–12 Black History to ensure meaningful and consistent implementation of the Black History curriculum across content areas and grade levels. If appropriate, JCPS will contract with the Carter Center for consulting and coaching.

SMALL CLASS SIZES

In order to provide students with increased student-to-teacher interactions and a lower teacher-to-student ratio, the teacher-to-student ratio at the West Louisville Middle School will be no more than 1:24. The smaller class size will provide students with additional academic support and enrichment opportunities on a daily basis.

VERIZON INNOVATIVE LEARNING SCHOOL

In the year prior to the opening of the West Louisville Middle School, the district will assist school leadership in completing an application to become a VILS. Through the Verizon grant, all students at the West Louisville Middle School will receive an iPad or Chromebook along with a data plan for at-home use. In addition, the staff will participate in extensive training and professional learning around leveraging technology in the classroom. If awarded the Verizon Innovative Learning School grant, the West Louisville Middle School will join 11 other JCPS middle schools that have received and implemented the Verizon grant. These others schools and principals will serve as a support for effective leveraging of technology to enhance student engagement and learning. More information about the evidence-based practices for one-to-one technology is included in Appendix E. If the school is not awarded the Verizon grant, the district will support one-to-one technology for the students and teachers in the building. The Verizon Learning Lab or JCPS-funded Learning Lab will be a robust lab for students to explore different learning styles and opportunities connected to the Explore Pathways. In addition to in-school technology innovation, students' school-issued devices will include data plans, and students will have access to unlimited data and internet access at home through JCPS-issued hotspots.

Smaller class sizes will provide students with additional academic support and enrichment opportunities on a daily basis.

NONACADEMIC SUPPORTS

EXTRACURRICULAR

Students at the West Louisville Middle School will be encouraged to participate in extracurricular activities that include athletics, academics, and special interests. In order to reduce barriers to participation, the West Louisville Middle School will receive an activity bus in the summer prior to the opening of the school. The school will have the opportunity to submit district budget requests for funding to support extracurricular activities. To support a rich extracurricular program at the West Louisville Middle School, the school will be allocated a full-time athletic director.

MENTORING AND ADVOCATING PROGRAM

All West Louisville Middle School students will be assigned a trained mentor. Mentors will support each student academically, socially, emotionally, and physically, as needed. The mentor will work with the student on Backpack of Success Skills, college and career planning, social-emotional learning, and other areas to promote student success. The mentor will monitor the student's academic, social, emotional, and physical needs and advocate for the student as appropriate.

MENTAL HEALTH SUPPORT

The West Louisville Middle School will have increased staffing allocations to support the mental health of students. Mental health counselors will be allocated at a ratio of 1 per 150 students (1:150). School counselors will be allocated at a ratio of 1 per 200 students (1:200). Mental health counselors will be responsible for both proactive and reactive mental health support. School counselors will be responsible for ongoing mental health education for students, staff, and families, as well as ongoing college and career planning with specific preparation and successful entrance into the Academies of Louisville.

TEACHER SUPPORTS

Teachers will receive incentives for working at the West Louisville Middle School. Teachers will need additional support and coaching as they enter the new school. This will help teachers build an increased sense of belonging in the school as well as building supports for being involved in the community. Teachers will be paid an additional five working days each school year to be used for professional development and/or other planning activities as determined by the principal and school leadership.

Teachers will have 15 days for extended-learning opportunities to provide learning programs throughout the year on non-JCPS school instructional days. The students will have opportunities for extended learning throughout the school year.

JCPS data indicates that teachers in the West End schools in Jefferson County have less experience in the profession than their colleagues in the East End schools and that they leave their assigned schools in greater numbers and with greater frequency than their East End counterparts.

Acknowledgment of that reality then makes it essential to support teachers in West End schools in different ways than we have previously supported teachers. Inexperienced teachers necessitate frequent support from more experienced colleagues as well as targeted and specific professional development and coaching.

JCPS will contract with E3: Education, Excellence, and Equity for consulting and coaching. The E3 team has previously worked with JCPS leadership and is prepared to work with staff and students to reframe excellence in the middle school setting. https://www.e3educate.org/

Furthermore, an intentional and systemic approach to support teachers includes the creation of a teacher cadre that serves to both help create a strong sense of community in and among the staff as well as provide ongoing, embedded, and intentional professional learning support for new teachers. The reality is that it is hard to keep teachers in the schools in West Louisville. This support and any incentives will be great to help build capacity and have consistency for the school. More information about the evidence-based practices for teacher support in the areas of PLCs and coaching/mentoring is included in Appendix E.

COMMUNITY PARTNERSHIPS

Partnerships will be key to building the school community and enhancing the number of learning opportunities for the students. These partnerships will allow students to get hands-on activities that align with the middle school Explore Pathways. Students would have a variety of opportunities to explore these pathways and get real-life experiences with the partnerships to expand the learning prior to going to high schools with the Academies.

University of Louisville—The West Louisville Middle School will partner with UofL in multiple ways to support students and staff.

- **Teacher Residency Partnership:** Over a three-year period, UofL will assign approximately 15 teachers to the West Louisville Middle School. These teachers will be actively engaged with students for the majority of the school day and week. This mutually beneficial partnership will support the professional learning of the teachers and the school-based experience of students.
- **On-Campus Experiences for Students:** Students at the West Louisville Middle School will have multiple opportunities for meaningful learning experiences on the UofL campus. JCPS and UofL will have an assigned liaison to identify appropriate existing UofL events and experiences for the West Louisville Middle School students to attend.

- **Professional-Development Opportunities From University of Louisville:** UofL and the administration at the West Louisville Middle School will collaborate to provide rich professional development for the staff at the West Louisville Middle School. While collaboration may primarily be with the UofL School of Education, it should extend to include other areas of professional learning as well.

JA—Students at the West Louisville Middle School will attend JA Inspire and participate in other offerings and partnership experiences from Junior Achievement of Kentuckiana.

LEAD4CHANGE—The West Louisville Middle School will partner with LEAD4CHANGE to provide a variety of opportunities to do different service-learning experiences. These experiences will be done during advisory time, which will lead to many quality Backpack artifacts. The schools will include all students to have an opportunity to compete as a team at the end of the year.

DISTRICT SUPPORT

FACILITIES

The West Louisville Middle School facility will be designed to accommodate innovative learning spaces for collaboration, teaming, and technology integration. The West Louisville Middle School facility will include state-of-the-art innovative learning labs aligned with the Explore Pathways. The school design will be state-of-the-art and will be reviewed by the middle school team to ensure that it is designed specifically for middle school teaching and learning and meets expectations for hands-on, high-quality teaching and learning.

MARKETING/BRANDING

The Communications Department will work with the new principal to market and brand the West Louisville School. The marketing will take place prior to the building of the school in order to recruit students and staff. Branding will include interior and exterior signage throughout the entire campus. A list of specific strategies are listed below:

- Initial media/social media stories highlighting the key aspects of this school and putting the school leader in a position to be a brand ambassador
- Creating a slogan—similar to One Pride, One Brotherhood
- Implementing a hashtag that can live in the community
- Enlist the help of community influencers to share the story of the new school
- Direct mailers
- Develop the image of the school with designers
- Quickly create the brand on assets to be seen throughout the community—making the school easily recognizable
- Long-term outreach
- Community events

TIMELINE OF IMPROVEMENT STRATEGIES

IMPROVEMENT STRATEGY LAUNCH

2020-21

- Approve a request finding to add a new middle school in the West End to the District Facility Plan
- Approve student assignment plan that includes dual-resides recommendation
- Purchase new site
- RFP for architect selection
- Identify temporary location for school while new school is under construction
- Hire principal to begin design work and staff hiring
- Design and implement student application process
- Implement marketing campaign

2021-22

- Design documents and bidding process
- First-Year Implementation—Sixth-grade class attends a temporary location.
- Implement academic and nonacademic services for students and professional learning opportunities for staff as outlined in the narrative above
- Continue marketing campaign

2022-23

- Begin construction of new site
- Second-Year Implementation—Sixth- and seventh-grade classes attend a temporary location.
- Implement academic and nonacademic services for students and professional learning opportunities for staff as outlined in the narrative above
- Continue marketing campaign

2023-24

- First year at new location for sixth through eighth grades
- Marketing campaign focused on branding (e.g., exterior/interior signage)

Students at the West Louisville Middle School will be encouraged to participate in extracurricular activities.

PROPOSED BUDGET

There are several proposed academic supports that are unique for this school and are not part of the standard allocations for a typical middle school, such as the following:

- **Small Class Size (24:1)**
  $487,221
- **Additional Counselors (200:1)**
  $493,857
- **Additional Mental Health Practitioner (150:1)**
  $384,766
- **Athletic Director**
  $69,603
- **Resident Classified Instructors (15)**
  $473,850
- **Resident Mentor Stipends**
  $65,000
- **1 to 1 Technology Devices**
  $320,000
- **Innovation Lab**
  $250,000

- **Extended Learning (15 days)**
  $306,198
- **Extended PD (5 days)**
  $102,066
- **AIS Teacher Incentive**
  $87,200
- **AIS Administrative Incentive**
  $14,400
- **Explore Pathway**
  TBD
- **Black History Curriculum Consulting**
  TBD
- **Mentor Training**
  TBD
- **E3 Contract**
  TBD

Total   **$3,054,161**

In addition, the remaining typical operational costs associated with a new middle school, including start-up costs, are $2,386,680. A rough estimate is $37,000,000 for construction; however, the property cost is unknown until a site is selected. **The total investment (minus the property cost) would be approximately $42,431,841.** A more detailed breakdown of the budget can be found in Appendix B.

SUMMARY OF COMMUNITY INPUT

The district surveyed families who lived in the impacted study area of West Louisville regarding their preference for choosing a school close to home or farther away and asked about what types of programs or opportunities they would like to see at the middle school that will be closer to where they live.

Most families of elementary-grade-level-children (59 percent) preferred a school closer to home for sixth grade. When asked what programs or opportunities they would like to see at the middle school that will be closer to where they live, families indicated their top five choices in the following areas: 1) STEM/STEAM, 2) Arts/Music, 3) Traditional, 4) after-school programs, and 5) Advance Program.

STUDENT OUTCOMES

Current State—Given that this school is scheduled to open for the 2021-22 school year, there is no baseline data available at the school level. However, when analyzing the data of middle school students who reside in the impacted area (but do not attend Western or Shawnee Middle Schools in their magnet programs), the data shows 22 percent scored Proficient or higher in reading and 11 percent in math. In comparison, the district average proficiency rates for middle school students are 50 percent for reading and 35 percent for math.

In terms of attendance and behavior data, 40 percent of middle school students who reside in the impacted area (excluding those attending magnet programs) are chronically absent and 38 percent have been suspended more than once.

Future State—By the 2023-24 school year, students attending the new West Louisville Middle School will show significant improvement in academic performance, attendance, and behavior, as compared with the baseline data of middle school students residing within the impacted area. It is expected that the proficiency rates will increase on average

5 percent per year, thereby closing the gap with the district average. The percentage of students who are chronically absent and who were suspended should also decrease by 10 percent as the school will be able to establish a strong climate and culture with all grade levels in their new building.

By ensuring that students have small class sizes that will allow for individualized support and will have strong pathways that are based on real-world opportunities and allow students to explore multiple options that are directly aligned to high school opportunities, students will be engaged. The school will also have arts classes in music and visual arts and all of the supplies and equipment necessary for these programs. These will build a sense of engagement for students and build a sense of pride in the school. As students are assigned to the school, it will be important to listen to them to design extracurricular activities and sports programs so that student interests drive the creation of the program.

CONTINUOUS IMPROVEMENT: REVIEW PROCESS

Given the comprehensiveness of support that is outlined in this proposal, it is critically important to establish a process by which the implementation and outcomes (both formative and summative) are reviewed on a regular basis. District and school staff will work together to create a taskforce of key shareholders that can serve as an advisory group. This group may use an approach similar to the plan-study-do-act model, whereby they follow a regular cycle of review of key metrics. This process will allow for reflection of what has worked well, challenges encountered, and adjustments that need to be made in order to maximize student outcomes.

APPENDICES

APPENDIX A: CURRENT AND FUTURE SPACE USE AT SHAWNEE

The following pages show the current and proposed (future) space utilization for each floor at Shawnee. Please note the legend below. The pink, blue, and yellow areas represent the space devoted to the Academies of Louisville model.
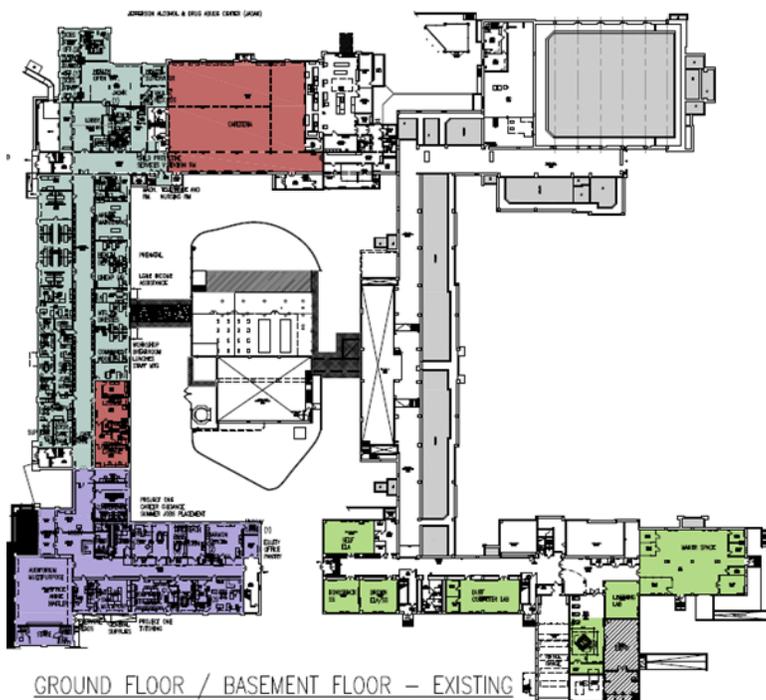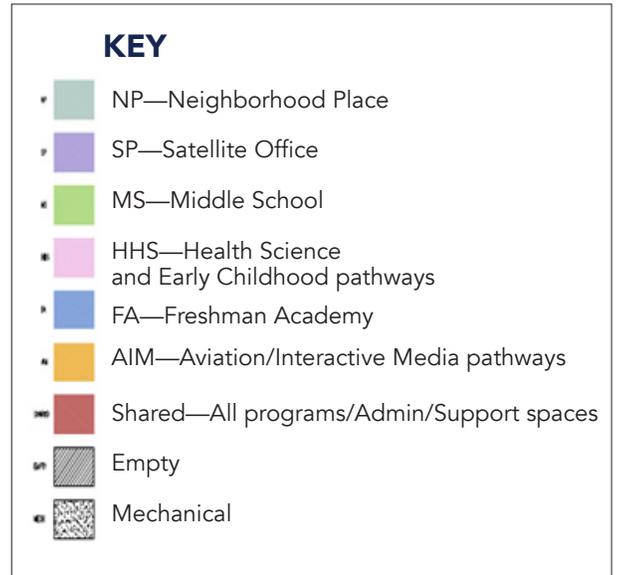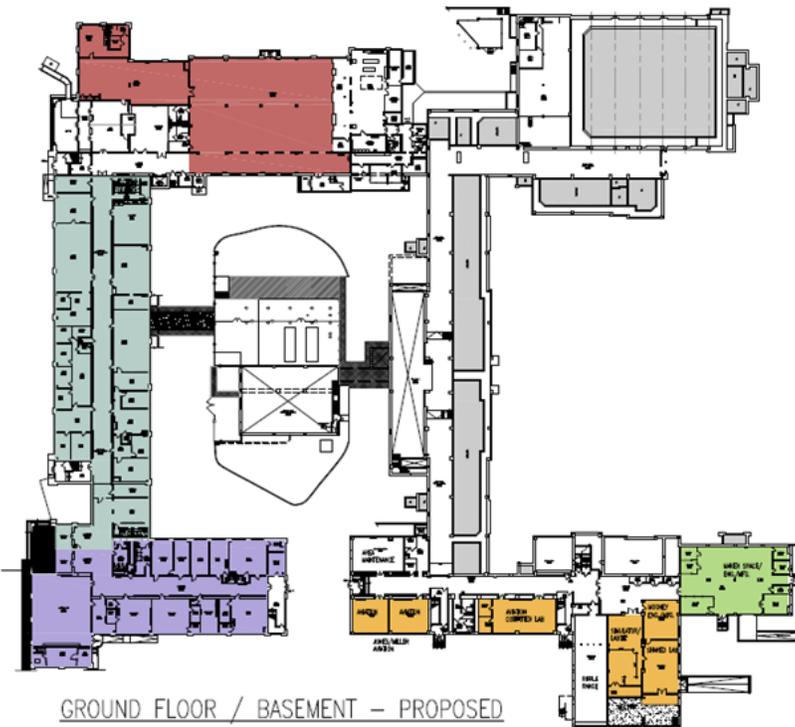
KEY

- NP—Neighborhood Place
- SP—Satellite Office
- MS—Middle School
- HHS—Health Science and Early Childhood pathways
- FA—Freshman Academy
- AIM—Aviation/Interactive Media pathways
- Shared—All programs/Admin/Support spaces
- Empty
- Mechanical

GROUND FLOOR / BASEMENT — PROPOSED

GROUND FLOOR / BASEMENT FLOOR — EXISTING

KEY

- NP—Neighborhood Place
- SP—Satellite Office
- MS—Middle School
- HHS—Health Science and Early Childhood pathways
- FA—Freshman Academy
- AIM—Aviation/Interactive Media pathways
- Shared—All programs/Admin/Support spaces
- Empty
- Mechanical

1ST FLOOR – PROPOSED

1S FLOOR – EXISTING

KEY

- NP—Neighborhood Place
- SP—Satellite Office
- MS—Middle School
- HHS—Health Science and Early Childhood pathways
- FA—Freshman Academy
- AIM—Aviation/Interactive Media pathways
- Shared—All programs/Admin/Support spaces
- Empty
- Mechanical

2ND FLOOR – PROPOSED

2ND FLOOR – EXISTING

## KEY

- ⬛ NP—Neighborhood Place
- ⬛ SP—Satellite Office
- ⬛ MS—Middle School
- ⬛ HHS—Health Science and Early Childhood pathways
- ⬛ FA—Freshman Academy
- ⬛ AIM—Aviation/Interactive Media pathways
- ⬛ Shared—All programs/Admin/Support spaces
- ▨ Empty
- ▦ Mechanical

3RD FLOOR — PROPOSED

3RD FLOOR — EXISTING
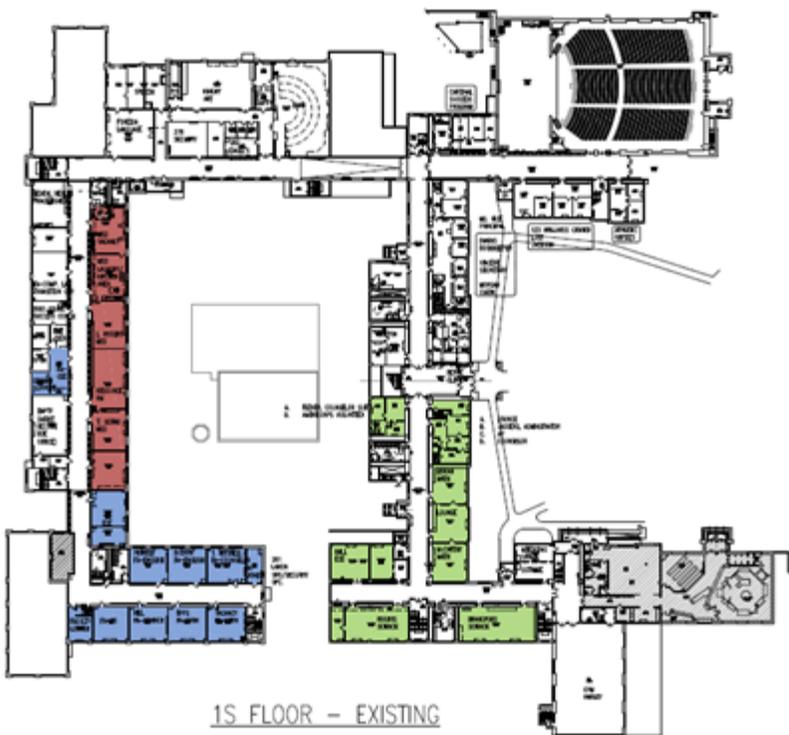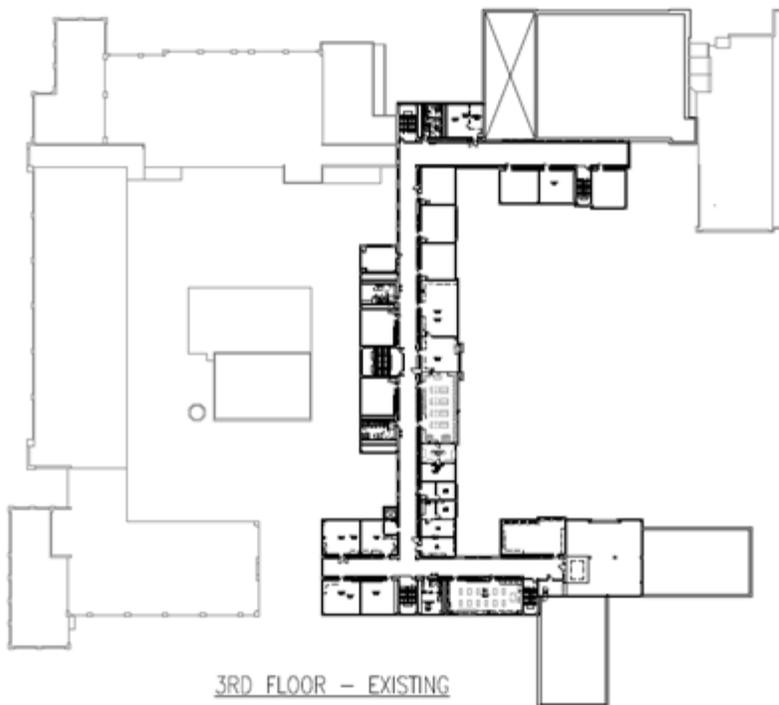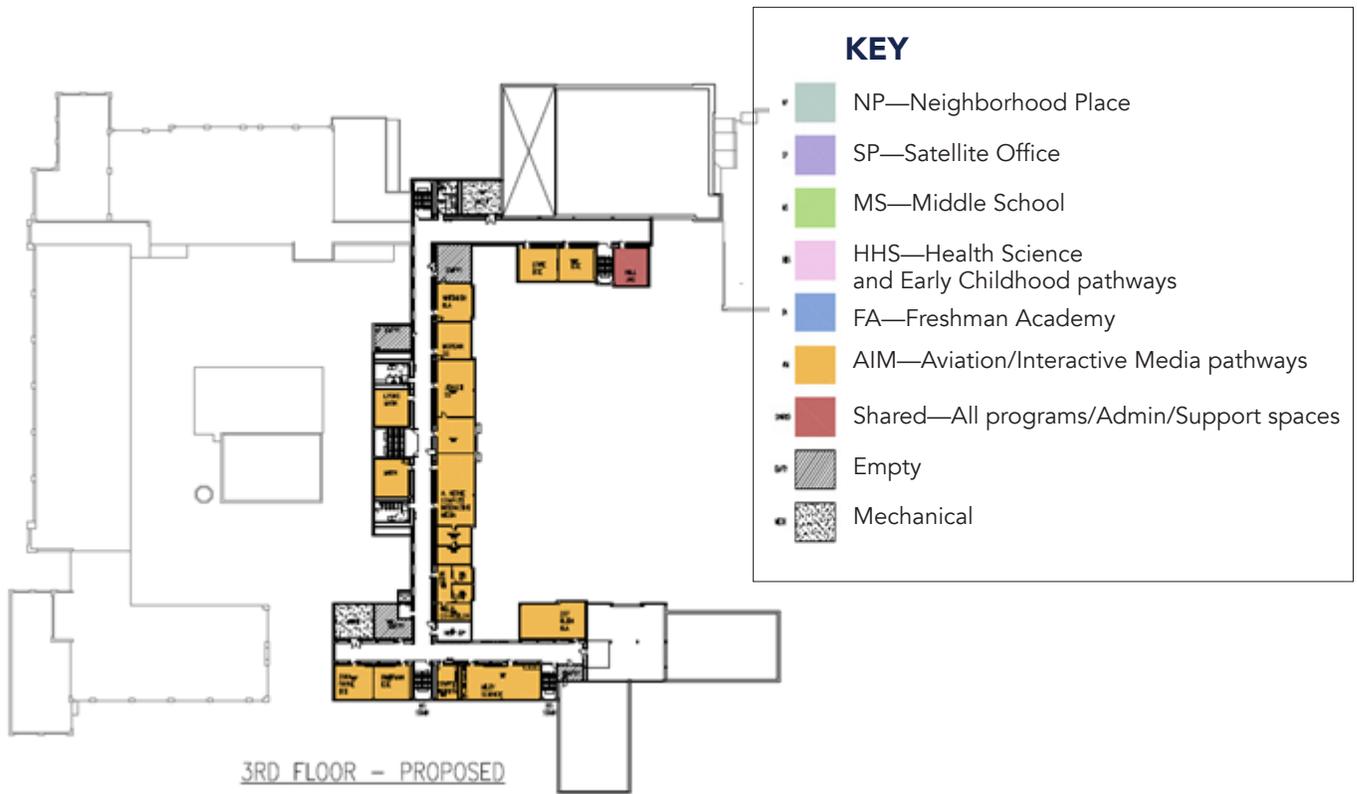
APPENDIX B: NEW WEST LOUISVILLE MIDDLE SCHOOL PROPOSED BUDGET

West End Middle School - Initial Projected Budget - 08-11-20

Regular Ed Students	1,000
ESL Students	tbd
ECE Self-enclosed	tbd

Allocation	Job Description	Quantity	Cost *	Note
CERT				
	Principal	1	125,254	Standard Formula
	Asst Principals	3	328,851	Standard Formula
	Regular Ed Teachers	50	3,480,150	formula; 24 to 1 ratio; includes special area teachers
	Counselors	5	493,857	200 to 1 ratio
	Librarian	1	81,818	Standard Formula
	Academic Instr Coach	1	81,292	Standard for each middle school
	Transition Center Teacher	1	69,603	Standard for each middle school
	Full-time Athletic Director	1	69,603	Non-standard position
	ISAP Teacher	0.5	34,802	Standard for each middle school
	ECE Implementation Coach	tbd		
	ECE Teachers	tbd		
	subtotal		4,765,230	
CLASSIFIED				
	Mental Health Practitioner	7	384,766	150 to 1 ratio
	Resident Classified Instructors	15	473,850	Non-standard positions
	Secretary	1	47,053	Standard Formula
	Bookkeeper	1	41,358	Standard Formula
	Library Media Clerk	1	28,069	Standard Formula
	Records Clerk	1	36,476	Standard Formula
	Clerks	2	70,241	Standard Formula
	Security Monitor	1	44,206	Typical Allocation
	Custodial Staff	4	217,774	Typical Allocation
	subtotal		1,343,792	
	TOTAL STAFF (not including ECE)		**6,109,022**	
ATYPICAL OPERATIONAL				
	Start-up Costs - 1x only	46 rooms	920,000	Furniture, cabinets, office equipment, library, etc.
	1 to 1 Technology	1,000	320,000	1,000 Chromebooks
	Innovation Lab	1	250,000	1 lab (if not funded by VILS grant)
	Ext. Learning Summer Instit.	54.5	306,198	15 days each teacher, librarian, instr coach
	5 AIS Cert Days	54.5	102,066	5 Extended Days
	AIS Stipend Cert Non Admin	54.5	87,200	$1,600 per person
	Resident Mentor Stipends	7	65,000	$1,600 per administrator
	AIS Stipend Cert Admin	9	14,400	Principal, APs, Counselors
	subtotal		2,064,864	
TYPICAL OPERATIONAL				
	Section 6		140,000	
	Textbook		35,000	
	Fee Waiver		17,800	
	Athletic Coaches		15,214	
	Safe School Program		12,000	
	Principal 20 Extended Days		10,750	
	Maintenance Needs		9,000	
	Activity Sponsors		8,200	
	Office Supplies		7,000	
	Activity Bus Contract Bus		3,920	
	Student TechLeadership		1,000	
	subtotal		259,884	
	TOTAL OPERATIONAL		**2,324,748**	
	GRAND TOTAL		**8,433,770**	

* Salary costs are fully-loaded (includes fringe expenses)

APPENDIX C:
RACIAL EQUITY ANALYSIS PROTOCOL

Date:

Department:

Completed by:

Name of Policy/Plan: West Louisville School Support Plan

REAP Questions	REAP Responses
1. What is the overarching purpose of the proposal/initiative/policy?	
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?	
3. Which racial/ethnic groups could be inequitably affected by this policy? How?	
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?	
5. What unintended consequences could result from the policy (racial inequities or otherwise)?	
6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?	
7. What root causes may be producing and perpetuating racial inequities associated with this issue? Does this policy/practice/initiative deepen these inequities or improve them?	
8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?	

Next Steps	Responses
After filtering the program, policy, or practice through the REAP, should Jefferson County Public Schools move forward with the program, policy, or practice?*	Yes, with no reservations: Yes, with conditions: Not under any condition:
If yes, with conditions, what changes need to be made in order to move forward?*	
Now that it is filtered, when does this program, policy, practice come into effect?	

- *Reported to Jefferson County Board of Education via information item, work session, etc.
- "Yes, with conditions" requires the policy, practice, initiative to be filtered through the REAP again.

APPENDIX D: COMMUNITY INPUT

In 2018, as part of the student assignment redesign work, a communitywide survey was conducted to gather information regarding people's understanding of the plan and their priorities for a new plan. The survey results showed that the community prioritized both choice and quality. Ensuring that students have access to high-quality schools and that parents have a choice over their child's school are the most highly valued objectives for an assignment plan. It is widely believed that parents should be given options for which schools and programs their children attend. For the general community, parents, and students, the most commonly prioritized objective is ensuring that "students have access to a high-quality school." Both students and parents alike find the type of educational program available and school test scores to be important deciding factors when it comes to selecting a school. It is important to note that having the ability to attend the school closest to where the student resides was in the top five priorities for parents and the general community.

The district also surveyed families who lived in the impacted study area of West Louisville regarding their preference for choosing a school close to home or farther away and asked about what types of programs or opportunities they would like to see at the high school that will be closer to where they live. The survey was administered in July 2020 to potentially impacted families. A total of 1,153 surveys were returned.

Respondents

There was a relatively equal distribution of families with elementary-age children and families with middle school-age children. Of the 1,153 respondents, 57 percent represented middle school-age children impacted by the plan and 43 percent were families of elementary-age children. See chart below for distribution.

What grade will your child be in the upcoming 2020-2021 school year?

Answered: 1,153   Skipped: 0
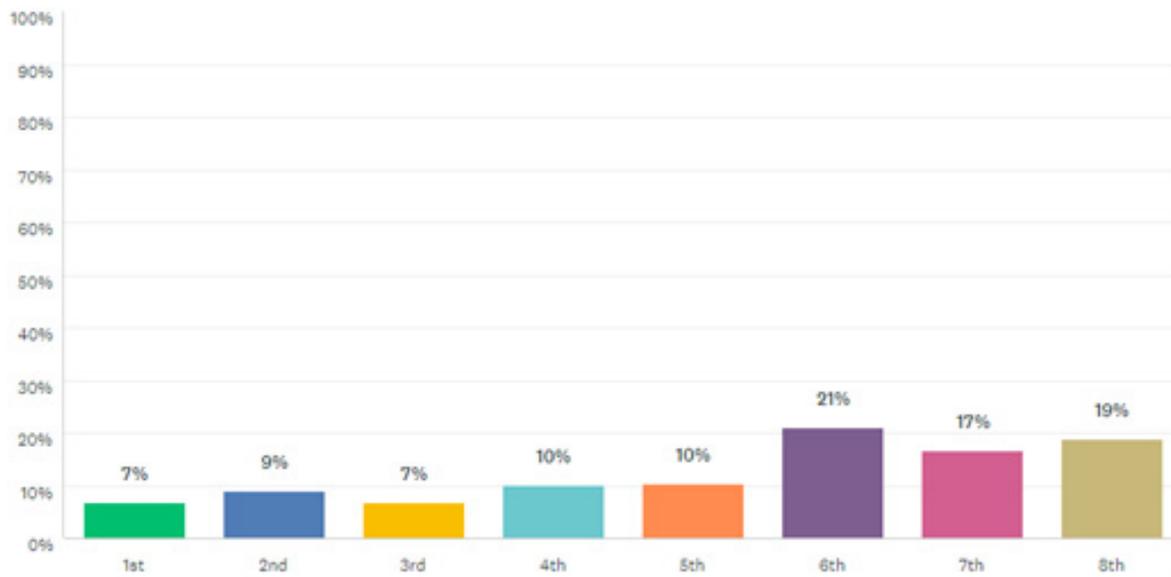
Results: Middle School Option

Most families of elementary children (59 percent) preferred a school closer to home for sixth grade. This was true across all grade levels, except families of third graders, who did not show this preference.

If given the option, would you choose a school closer to home for 6th grade?

Answered: 427   Skipped: 726

Listed below are the top five suggestions when families were asked what programs or opportunities they would like to see at the middle school that will be closer to where they live:

| Theme	Example
STEM/STEAM	"We live in West Louisville, and our child goes to Brandeis. So I'd like to see a middle school on the track of Brandeis. Where there is STEAM focus and also pushes kids toward excellence."
Arts/Music	"The same level of opportunity that is made available at the 'best' schools in JCPS. Right now my daughter is interested in performing arts programs."
Traditional	"We are currently in the Traditional Program and have been pleased with the education and the diversity that our son has received. I would love to have a school of that standard closer to home, but at this time it is not available."
After-School Programs	"After-school tutoring, sports, and clubs. After-school/evening opportunities for parent involvement (PTA [Parent Teacher Association], activity planning)"
Advance Program	"Advanced program, sports, and STEM opportunities"

Other suggestions included life skills, Black history, world language, financial literacy, welding, culinary, vocational, and veterinary programs.

Results: High School Option

Most families (61 percent) preferred a school closer to home for ninth grade, but that preference was lower when Shawnee was presented as the option. If the school closest to them was Shawnee, 28 percent of families would want their child to attend that school. These results were similar across grade levels.

If given the option, would you choose a school closer to home for 9th grade?

Answered: 925 Skipped: 228
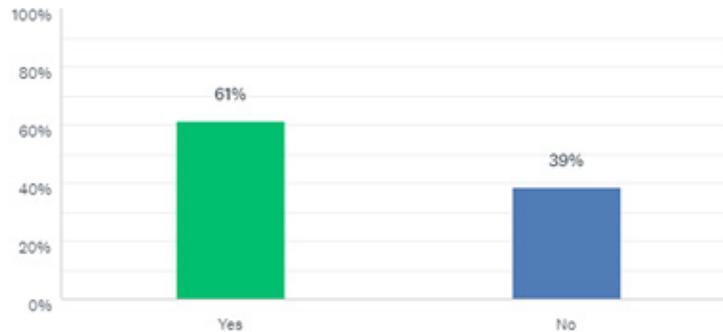
If given the option, would you choose a school closer to home for 9th grade if that school is Shawnee?

Answered: 926 Skipped: 227

Listed below are the top five suggestions when families were asked what programs or opportunities they would like to see at the high school that will be closer to where they live:

Theme	Example
STEM/STEAM	"STEM or STEAM. Focus on critical thinking and not standardized tests."
Traditional	"Magnet or Traditional Program"
Arts	"Academic program and youth performing arts"
College/Career Readiness	"A school that allows the children to get experience in the field they will be pursuing postsecondary. College preparedness is extremely important as well as great extracurricular programs. It's important to have a program that is specifically catered to helping our Black children service in today's society and learn their true history"
Quality Programming/ Life Skills	"Outstanding academics, good sports clubs, updated technology, and life schools should be offered to our children at ALL schools"

Other suggestions included African studies, after-school programming, and driver's education.

Overall Comments

Respondents who completed the open-ended comments on general suggestions were concerned about equity and having high-quality educational choices for their children. There was a general consensus that school choices are not equitable across geographical areas. While some families believed the proposed plan is moving toward an increase in equity in resources, other families believed it was a step toward segregation and furthering inequity.

APPENDIX E: EVIDENCE-BASED PRACTICES

RATIONALE

To encourage the use of strategies with evidence of impact, requirements under the Every Student Succeeds Act (ESSA) are designed to ensure that states, districts, and schools identify programs, practices, products, and policies that work across various populations. Evidence-Based Practices (EBPs) commonly reference practices, innovations, strategies, or interventions that are informed by research and show positive impact or improved educational outcomes. The purpose is to provide a succinct review of formal studies or research for use by school leadership teams as a tool in their school improvement process. (U.S. Department of Education. Institute of Education Sciences.)

Link to quick reference guide for ESSA levels: **https://education.ky.gov/school/evidence/Documents/ESSA percent20Evidence percent20Levels.pdf**

TEACHER COACHING AND MENTORING: EVIDENCE-BASED PRACTICES

Evidence-Based Practice: Professional Learning Communities	
Are there research data available to demonstrate the effectiveness (e.g., randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Vescio, V., Ross, D., and Adams, A. (2008) A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education, 24(1), pp. 80-91. doi:10.1016/j.tate.2007.01.004
What is the strength of the evidence? Under what conditions was the evidence developed?	Adams (2008) found in a review of ten American studies and one English study on the impact of PLCs on teaching practices and student learning that "the collective results of these studies suggest that well-developed PLCs have a positive impact on both teaching practice and student achievement." PLCs would be considered an ESSA level 3 evidence-based practice based on this research.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	The expected outcomes from the research is a clearly defined PLC process that is continual and data driven, an increase in student learning and teacher efficacy. Change will be measured when the system around PLCs is well established and sustainable through whatever changes come.
If research data are not available, are there evaluation data to indicate effectiveness (e.g., pre-/post-data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Vescio, V., Ross, D., and Adams, A. (2008) A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education, 24(1), pp. 80-91. doi:10.1016/j.tate.2007.01.004 According to the research, when PLC processes are implemented with fidelity and focused on student learning, the PLC processes have a positive effect on student learning.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Vescio, V., Ross, D., and Adams, A. (2008) A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education, 24(1), pp. 80-91. doi:10.1016/j.tate.2007.01.004 Practice-based research around the PLC design evidence that PLCs are effective when there is a focus on professional learning and teaching practices, school culture, and student achievement.

Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short-term and long-term outcomes?	The short-term goal is to implement with fidelity with a continuous improvement design that focuses on student learning and teacher efficacy. The long-term goal is refinement and sustainability.
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context)? If yes, provide citations or links to evaluation reports.	The evidence was based on 11 studies, including 10 American studies and 1 English study. All studies were conducted in schools across America and England. The meta-analyses examined studies within the context of five essential characteristics of PLCs: 1) shared values and norms must be developed with regard to such issues as the group's collective "views about children and children's ability to learn, school priorities for the use of time and space, and the proper roles of parents, teachers, and administrators," 2) a clear and consistent focus on student learning, 3) reflective dialogue that leads to "extensive and continuing conversations among teachers about curriculum, instruction, and student development," and 4) deprivatizing practice to make teaching public and collaboration.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups.	The authors deconstructed each of the 11 studies that met the criteria for their research. They coded each study to examine the degree to which the PLCs met the characteristics of highly effective PLCs in order to qualitatively analyze where impact was found with student outcomes. Most studies utilized an interview, observation, and field notes approach, but 2 out of the 11 studies provided more robust quantitative analysis of survey and achievement data.

Evidence-Based Practice: Instructional Coaches	
Are there research data available to demonstrate the effectiveness (e.g., randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet] 2018; 88 (4): 547-588.
What is the strength of the evidence? Under what conditions was the evidence developed?	Evidence from the study shows that instructional coaches have large positive effects on teacher's instructional practices and student achievement across math, reading, and science. The study combined the research from 60 studies on instruction and achievement through coaching as a developmental tool.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Expected Outcomes: 1. Positive instructional practices 2. Positive student achievement across contents
If research data are not available, are there evaluation data to indicate effectiveness (e.g., pre-/post-data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet] 2018; 88 (4): 547-588. "On average, teacher coaching also has a positive effect on student achievement as shown in Table 2, Columns 2–5."

Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet] 2018; 88 (4): 547-588. The research was grouped into the following: Group Trainings, capturing any workshops or trainings that teachers attended in addition to receiving one-on-one coaching; Instructional Content, capturing resources that teachers received (e.g., curriculum materials) that complemented their work with a coach or where the coach was meant to help the teacher implement these resources in the classroom; and Video Libraries, capturing instances in which teachers were provided with access to video recordings of other teachers' classroom instruction that served a core function in teachers' conversations with their coach.
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short-term and long-term outcomes?	The schools will select and train academic coaches intended for modeling and providing professional development on high-yield instructional strategies in the short term. In the long term, teacher capacity will be built to model and teach for teachers newly assigned to the schools.
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context)? If yes, provide citations or links to evaluation reports.	The review focused on coaching specific to the U.S. and other developed nations because the vast majority of the theoretical and empirical research comes from these settings. In addition, the study went across the following levels, elementary (kindergarten–fifth grade), middle (sixth–eighth grade), and high school (ninth–twelfth grade).

Evidence-Based Practice: Rutherford Coaching— Instructional Coaching: Curriculum and Instructional Practices	
Are there research data available to demonstrate the effectiveness (e.g., randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet]. 2018; 88 (4):547-588. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence
What is the strength of the evidence? Under what conditions was the evidence developed?	Level III, Meta-Analysis: Teacher coaching has emerged as a promising alternative to traditional models of professional development. The authors reviewed the empirical literature on teacher coaching and conducted meta-analyses to estimate the mean effect of coaching programs on teachers' instructional practice and students' academic achievement. Combining results across 60 studies that employ causal research designs, they found pooled effect sizes of 0.49 standard deviations (SD) on instruction and 0.18 SD on achievement. Much of this evidence comes from literacy coaching programs for prekindergarten and elementary school teachers. Although these findings affirm the potential of coaching as a development tool, further analyses illustrate the challenges of taking coaching programs to scale while maintaining effectiveness. Average effects from effectiveness trials of larger programs are only a fraction of the effects found in efficacy trials of smaller programs. They concluded by discussing ways to address scale-up implementation challenges and providing guidance for future causal studies.

What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Expected Outcomes: 1. To make a statistically significant (measurable and substantial) impact on teacher instructional quality, enhancing the long-term utility of each student's education (not just increasing test scores) 2. To build the internal capacity of using instructional strategies and best practices
If research data are not available, are there evaluation data to indicate effectiveness (e.g., pre-/post-data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Provided in the study
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	The Rutherford Learning Group
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short-term and long-term outcomes?	School-specific
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context)? If yes, provide citations or links to evaluation reports.	Teachers mostly in literacy coaching programs for prekindergarten and elementary schools (Blazar and Kraft, 2018)
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups.	60 studies of teacher coaching programs in the United States and other developed countries that both used a causal research design and examined effects on instruction or achievement (Blazar and Kraft, 2018)

Evidence-Based Practice: New Teacher Induction and Mentoring	
Are there research data available to demonstrate the effectiveness (e.g., randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Garet, M.S., Wayne, A.J., Brown, S., Rickles, J., Song, M., and Manzeske, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals, Executive Summary (NCEE 2018-4000). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved July 23, 2020 from https://files.eric.ed.gov/fulltext/ED578874.pdf Rockoff, J. E. (2008). Does mentoring reduce turnover and improve skills of new employees? Evidence from teachers in New York City (No. w13868). National Bureau of Economic Research. www.nber.org/papers/w13868.pdf
What is the strength of the evidence? Under what conditions was the evidence developed?	Level I, Strong Evidence, Longitudinal Experimental Design, Garet et al., 2017—The study used an experimental design in eight purposefully selected districts, which included the following criteria: (1) at least 20 elementary and middle schools, (2) data systems that were sufficient to support value-added analysis, and (3) had current performance measures and feedback that were less intensive than that implemented as part of the study. The recruited districts required fewer than four observations of teachers per year and did not require the inclusion of student achievement information in teacher ratings as part of their evaluation systems. In these schools, the study focused on the teachers of reading/English language arts and mathematics in grades four through eight, as well as the principals. Both the treatment and the control schools continued to implement their district's existing performance evaluations and measures, and the treatment schools additionally implemented the study's performance measures with feedback. In total, 63 treatment schools and 64 control schools participated in the study. The analyses were based on either two- or three-level regression models (e.g., lessons within teachers within schools), controlling for random assignment blocks, and either student or teacher background characteristics. Level III, Promising Evidence, Rockoff, 2008—Mentors worked within one of ten geographic regions of the DOE from school years 2000-01 through 2005-06. Roughly 300 mentors were selected from about 1,600 applicants. Although the assignment of teachers to mentors was non-random, instrumental variables and school fixed effects were used with regression to address potential sources of bias. Several research-based surveys and systems for observation were used to evaluate mentor activity and performance. Student achievement was measured using data from standardized test scores in math and reading for students in grades four through eight.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Garet et al., 2017—In the first year, the intervention had a statistically significant, positive impact on students' achievement in mathematics, amounting to about four weeks of learning. In Year 1, in mathematics, students in treatment schools scored at the 51.8th percentile in their district, compared to the 49.7th percentile for control students. The 2.1-point difference corresponds to about one month of learning. In Year 2, in mathematics, students in treatment schools scored at the 51.2nd percentile, compared to the 48.9th percentile for control students, a 2.3-point difference, similar in magnitude to the impact in Year 1 but not statistically significant ($p = 0.055$). Rockoff, 2008—Student achievement in both reading and math were higher among teachers that received more hours of mentoring, supporting the notion that time spent working with a mentor does improve teaching skills. The magnitude of these effects is substantial, with an additional ten hours of mentoring expected to raise student achievement by 0.05 standard deviations in math (0.10 in the survey sample) and 0.04 standard deviations in reading (0.06 in the survey sample). If truly causal, these effects would lend considerable support for the notion that mentoring has an impact on student achievement.

If research data are not available, are there evaluation data to indicate effectiveness (e.g., pre-/post-data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Provided in the study
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Provided in the study
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short-term and long-term outcomes?	School-specific
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context)? If yes, provide citations or links to evaluation reports.	Garet et al., 2017—The study had 8 recruited districts that met the following criteria: (1) had at least 20 elementary and middle schools, (2) had data systems that were sufficient to support value-added analysis, and (3) had current performance measures and feedback that were less intensive than that implemented as part of the study. Consistent with the recruitment criteria, the study districts were larger and more likely to be urban than the average U.S. district.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups.	Garet et al., 2017—The study schools were similar to schools in the national population in terms of enrollment and Title I status but on average had a higher percentage of students who were minorities.

CULTURE AND CLIMATE: EVIDENCE-BASED PRACTICES

Evidence-Based Practice: Positive Behavioral Interventions and Supports (PBIS)	
Are there research data available to demonstrate the effectiveness (e.g., randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Simonsen, B., Eber, L., Sugai, G., Black, A., Lewandowski, H., Sims, B., and Myers, D., (2009). Illinois State-wide Positive Behavioral Interventions and Supports: Evolution and Impact on Student Outcomes across Years. Retrieved July 23, 2020 from https://www.researchgate.net/publication/258174595_Illinois_Statewide_Positive_Behavioral_Interventions_and_Supports_Evolution_and_Impact_on_Student_Outcomes_Across_Years
What is the strength of the evidence? Under what conditions was the evidence developed?	Level I, Strong Evidence, Longitudinal Experimental Design—This study sought to examine the relationship between Schoolwide Positive Behavior Support (SWPBS) implementation fidelity and school-level student behavior and academic outcomes. SWPBS is a systems-level, positive, and preventive approach that results in desired change in student and staff behavior (Bradshaw, Koth, Bevans, Ialongo, and Leaf, 2008; Bradshaw, Mitchell, and Leaf, 2010; Bradshaw, Reinke, Brown, Bevans, and Leaf, 2008; Horner et al., 2009). SWPBS implementation fidelity was measured using the Schoolwide Evaluation Tool (SET), which consisted of seven subscales: behavior expectations defined, behavioral expectations taught, reward system, violation system, monitoring and evaluation, management, and district support. The sample consisted of the subset of Illinois schools that implemented SWPBS from 2000 to 2008 and entered data into the statewide database. Altogether, the sample consisted of 428 schools nested within 125 districts; not all schools had data for all years, and for many schools, data were only available for 1 or 2 years. This sample included 274 elementary (K–6), 46 K–8, 91 middle (6–9), and 17 high (9–12) schools. The number of schools with available data increased over the study period. Each outcome variable was modeled over time using hierarchical linear modeling (HLM) and nonlinear modeling. The three-level hierarchical models analyzed observation years (Level 1 scores) nested within schools (Level 2 scores) and schools nested within districts (Level 3 scores). Full maximum likelihood estimation was used to estimate all models.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Results were favorable overall, revealing maintenance or improvement in outcomes over time for all schools in the fidelity of SWPBS implementation, and demonstrating in most cases an association between SWPBS implementation fidelity and significantly better outcomes for those schools across years. • Model results indicated that Office Discipline Referrals (ODR) decreased significantly over time; the effect of years was statistically significant and negative ($y_{200} = -0.04$, $p = .001$). In addition, we noted a statistical trend that ODR levels across years were lower for schools that implemented SWPBS with fidelity ($y_{100} = -0.06$, $p = .086$). • Schools implementing SWPBS with fidelity had significantly lower rates of Out-of-School Suspensions (OSS) ($y_{100} = -0.19$, $p = .002$) than other schools in the sample. • Schools implementing SWPBS with fidelity had significantly lower rates of Total Suspensions ($y_{100} = -0.15$, $p = .007$) than schools not implementing with fidelity. • Schools that implemented SWPBS with fidelity had significantly higher percentages of students overall who mastered the ISAT Math test ($y_{100} = 244.65$, $p = .009$).

If research data are not available, are there evaluation data to indicate effectiveness (e.g., pre-/post-data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Provided in the study
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Provided in the study
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short-term and long-term outcomes?	School-specific
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context)? If yes, provide citations or links to evaluation reports.	Several studies with similar context are outlined in the following article: Greene, R., and Winkler, J. (2019). Collaborative and Proactive Solutions (CPS): A review of research findings in families, schools, and treatment facilities. Clinical child and family psychology review, 22(4), 549–561. https://link.springer.com/epdf/10.1007/s10567-019-00295-z?author_access_token=vmOPHvbAaIJoksU-gIPWH__e4RwlQNchNByi7wbcMAY7VUkJRW2aYL2g6pY11SZOuB9gdQEBc-F7ymn18DwZHo-o-hyyFUG50Dk0GPvv8-vKCFoR1vlEb3Z9Bh2Q8IWRYMvMrB6hZh-jPAUCBMEMyPaqw%3D%3D.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups.	No

Evidence-Based Practice: Restorative Practices

Are there research data available to demonstrate the effectiveness (e.g., randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Restorative Solutions CIC. (2009, Feb). An Evaluation of Bristol Restorative Approaches in Schools Research. http://www.restorativesolutions.org.uk/ Accessed July 24, 2020: https://restorativejustice.org.uk/sites/default/files/resources/files/Bristol percent20RAiS percent20key percent20findings.pdf Sherman, W. and Strang, H. (2007) Restorative Justice: The Evidence. The Smith Institute. Kane, J. Lloyd, G, McCluskey, G. Riddell, S. Stead, J. and Weedon, E. (2006) Restorative Practices in Three Scottish Councils, Final Report of an Evaluation Funded by the Scottish Executive. Education Department, Edinburgh: Scottish Executive Education Department. Blood, P. and M. Thorsborne. (2005). The Challenge of Culture Change: Embedding Restorative Practices in Schools. Paper presented at the Sixth International Conference on Conferencing, Circles and other Restorative Practices: "Building a Global Alliance for Restorative Practices and Family Empowerment." Sydney, Australia, March 3Y5, 2005. http://www.decs.sa.gov.au/barossadistrict/files/links/Change_of_Culture.ppt
What is the strength of the evidence? Under what conditions was the evidence developed?	Level III: Quantitative data were provided by the local authority on attendance, exclusions, and attainment in six south-Bristol schools, and qualitative interview data were collected by the researchers from staff and pupils in the Restorative Approaches in Schools (RAiS) schools. Data analyzed through before-and-after design with a control group.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	When implemented as a whole-school (and not in pockets), students are expected to show growth in attendance rates and a reduction in removal from school. • The quality of Restorative Approaches (RAs) was higher in schools using the whole-school approach in that there was greater adherence to the program. • RAs are likely to have the biggest impact on the climate for learning in schools employing a whole-school approach to implementation. • Analysis of mean attendance rates between high, low, and non-RAiS schools and between 2005/6 and 2007/8 showed that attendance rates were significantly higher in RAiS schools compared to non-RAiS schools. • The regression analysis confirmed this picture. It showed that attendance rates in 2007/8 were significantly predicted by a number of factors, including the type of school (High or low RAiS). • There were reductions in the absolute numbers of fixed-term exclusions (removal from school) in the RAiS and non-RAiS schools. This reduction was noted by staff in all four RAiS schools.
If research data are not available, are there evaluation data to indicate effectiveness (e.g., pre-/post-data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Provided in the study
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Provided in the study

Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short-term and long-term outcomes?	School-specific
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	All schools located in the same area of the city—six south-Bristol schools. Bristol, UK—Urban area with a population of 724,000. Eighth largest city in the UK.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups.	• percent Free school meal eligibility: (05/06) 21.04 percent, (07/08) 21.02 percent • percent Special educational needs: (05/06) 25.0 percent, (07/08) 21.2 percent • percent Male: (05/06) 51.05 percent, (07/08) 51.01 percent • percent BME (Black minority ethnic): (05/06) 7.31 percent, (07/08) 8.78 percent • percent Currently in care: (05/06) .33 percent, (07/08) .69 percent

ACADEMIC SUPPORTS: EVIDENCE-BASED PRACTICES

Evidence-Based Practice: Technology (Chromebooks)	
Are there research data available to demonstrate the effectiveness (e.g., randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Hassler, B., Major, L. and Hennessy, S. (2015). Tablet use in schools: A critical review of the evidence for learning outcomes. Journal of Computer Assisted Learning. Retrieved July 27, 2020 from https://www.repository.cam.ac.uk/bitstream/handle/1810/248609/Hassler percent20et percent20al percent202015 percent20 percent20Journal percent20of percent20Computer percent20Assisted percent20Learning.pdf?sequence=1
What is the strength of the evidence? Under what conditions was the evidence developed?	Level III, Promising Evidence—Meta-analysis of 33 research studies with a focus on learning gains for students using tablets of which 23 met the minimum quality criteria and were examined in detail. Criteria for searching and selecting studies were outlined. Criteria for evaluating the quality of each study was also included. Researchers used a Systematic Review (SR) methodology, informed by Kitchenham and Charters (2007), and the EPPI-Centre (2010). SR is a trustworthy, rigorous, and auditable tool (Kitchenham, 2004), allowing existing evidence to be collected and summarized, while identifying gaps in current research (Kitchenham and Charters, 2007) and assessing methodological rigor.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Sixteen studies described positive learning outcomes where tablets supported learning activities related to science (Furio et al., 2013; Liu et al., 2012; Liu et al., 2013; Liu et al., 2014; Ward, 2013), social studies (Lin et al., 2012), and mathematics (Riconscente, 2013). In addition, positive outcomes are reported in teaching multiple subjects (Cumming et al., 2014; Ferrer et al., 2011; Goodwin, 2012; Heinrich, 2012; Li et al., 2010), and assisting students with special educational needs (Lopez et al., 2013; Gasparini and Culen, 2012; McLanahan et al., 2012; Miller et al., 2013). Nine of the sixteen studies were coded "high" as methodologically trustworthy. A diverse spread of sample sizes is present in the studies that report positive learning outcomes, ranging from research that involved one participant (McLanahan et al., 2012) to several thousand (Ferrer et al., 2011). Both boys and girls indicated that they participated more in learning tasks when tablets were used (Ferrer et al., 2012), and enhanced levels of collaborative working were evident (Heinrich, 2012) The use of tablets resulted in an increase in students sharing their digitally produced work (including via interactive whiteboards) and provided opportunities for teachers to offer ongoing feedback and to collect cumulative assessment data (Goodwin, 2012). Teachers were able to use tablets to modify and redefine student learning by employing transformative pedagogical models, and the technology acted as a catalyst for more creative pursuits and exploration of new pedagogical approaches (Goodwin, 2012). Teachers were more readily able to create and deliver lessons that met the needs of their diverse students as lessons had greater variety and pace (Heinrich, 2012).
If research data are not available, are there evaluation data to indicate effectiveness (e.g., pre-/post-data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Provided in study

Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Provided in study
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short-term and long-term outcomes?	Yes, each study in the set was assessed for its quality based on a modified version of the Weight of Evidence (WoE) framework. Two WoE frameworks were established and used to code each review for Methodological trustworthiness and Relevance. Methodological trustworthiness refers to the trustworthiness of the study based on the evaluation of the approach used during the research. Relevance of the review takes into account whether students skills increased with the use of tablets/technology.
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Hassler et al.'s 2015 review focused on learning gains experienced by students in primary or secondary school, aged between 5 and 18. Studies that outline considerations for English Language Learners can be found in the following article: Elaish, M. M., Shuib, L., Ghani, N. A., Yadegaridehkordi, E., and Alaa, M. (2017). Mobile learning for English language acquisition: taxonomy, challenges, and recommendations. *IEEE Access*, 5, 19033-19047. https://ieeexplore.ieee.org/stamp/stamp.jsp?tp=andarnumber=8032487
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups.	Studies from this meta-analysis included research conducted in ten different countries, including USA, Taiwan, Australia, Spain, Norway, Belgium, Hong Kong, India, Turkey, and the UK.

Evidence-Based Practice: Small Class Sizes	
Are there research data available to demonstrate the effectiveness (e.g., randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Folger, J., and Breda, C. (1989). Evidence from Project STAR about Class Size and Student Achievement. *Peabody Journal of Education*, 67(1), 17–33. Retrieved July 22, 2020, from www.jstor.org/stable/1492654 Krueger, A. B., and Whitmore, D. M. (2001). The effect of attending a small class in the early grades on college test taking and middle school test results: Evidence from Project STAR. *The Economic Journal*, *111*(468), 1–28. https://doi.org/10.1111/1468-0297.00586 Tienken, C. H., and Achilles, C. M. (2006). Making class size work in the middle grades. *Journal of Scholarship and Practice*, *3*(1), 26–34. www.classsizematters.org/wp-content/uploads/2012/11/Spring2006_FINAL.pdf#page=26
What is the strength of the evidence? Under what conditions was the evidence developed?	Level I, Strong Evidence, Longitudinal Experimental Design—Project STAR. The original sample included about 11,600 students who attended 79 elementary schools in Tennessee, which included schools in inner-city, suburban, urban, and rural areas. Project STAR schools had a larger minority population than did schools in Tennessee overall at the time but had a proportion similar to the national average. Each participating school offered at least three classes per grade level. Each year, students were randomly assigned to small- or regular-sized classes and teachers were randomly assigned to classes. Over the course of 4 years, 2,000 students maintained continuous enrollment in one of the randomly assigned classes with reduced size. These students were then monitored as they continued their education with analysis of test scores and ACT or SAT scores. Level III, Promising Evidence—Tienken and Achilles. With the help of a principal investigator of Project STAR, one middle school in New Jersey (grades 6–8) with approximately 27 regular education teachers and 7 special education teachers, restructured class sizes from an average of 26 students per class to 13–18 for at least three years. The school district is one of the 20th lowest per-pupil spending districts for preK-8 in New Jersey. Trend data was analyzed by following cohorts of students in cognitive (achievement) and non-cognitive (behavior) domains.

What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Folger and Breda (1989)—The Project STAR effect size (averaged over 4 years) is 0.26 for reading and 0.23 for math. Effect sizes varied between grades; however, each of the 4 years, small class students scored significantly higher than students in regular classes in reading and math as well as in other subtests of the Stanford Achievement. Project STAR found that class size reduction had similar effects for all of the subtests in the Stanford Achievement battery. Teachers used small groups for reading instruction and whole-class for math instruction.

Krueger and Whitmore (2001) p.25, "The benefit from being assigned to a small class in grades K–3 on test scores for participants in the Tennessee STAR experiment appears to have declined by at least half after students were returned to regular size classes in grade 4, although a persistent, positive effect still can be measured through the eighth grade. More importantly, attendance in a small class in grades K–3 appears to have raised the likelihood that students take either the ACT or SAT college- entrance exam by the end of high school. Since most colleges in the United States require students to take either the ACT or SAT exam to be admitted, these findings suggest that lowering class size in the elementary school grades raises the prospect that students will attend college. The beneficial effect of smaller classes on college aspirations appears to be particularly strong for minority students, and students on free or reduced-price lunch. Indeed, attendance in small classes appears to cut the black-white gap in the probability of taking a college-entrance exam in half. Students who attended small classes scored about as well on the ACT or SAT, on average, as students in regular-size classes."

Krueger and Whitmore (2001) p.27, "With these assumptions, the internal rate of return from the effect size found in the STAR experiment is estimated at 5.5 percent. Because this calculation involves many important assumptions, such as pace of future wage growth, and ignores fringe benefits as well as possible social benefits from improved education, the estimated internal rate of return is best viewed as a rough approximation rather than a precise point estimate. Nonetheless, this back-of-the-envelope calculation suggests that there is a reasonable economic rate of return from reducing class sizes at the early grades."

Tienken and Achilles (2006), In a NJ middle school, reducing class size led to a reduction in the failure rate from 3–6 percent to only 1 percent, despite a concurrent increase in 40–60 students, and a 7 percent increase in poverty students, without any additional spending. Gains in test scores were statistically significant with .80 effect size. |
| If research data are not available, are there evaluation data to indicate effectiveness (e.g., pre-/post-data, testing results, action research)? If yes, provide citations or links to evaluation reports. | Provided in the study |
| Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links. | Provided in the study |

Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short-term and long-term outcomes?	School-specific
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context)? If yes, provide citations or links to evaluation reports.	Numerous studies following the STAR Project are outlined in: Ehrenberg, R. G., Brewer, D. J., Gamoran, A., and Willms, J. D. (2001). Class Size and Student Achievement. Psychological Science in the Public Interest, 2(1), 1–30. doi.org/10.1111/1529-1006.003 The longer students have small classes the greater the impact and the benefits, even when students move into larger classes in higher grades (Finn, Gerber, Achilles and Boyd-Zaharias, 2001; Krueger and Whitmore, 2000).
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups.	Krueger and Whitmore (2001) p.26, Attending a small class in the early grades raises performance on the ACT exam by about 0.13 standard deviation overall, and by 0.20 to 0.26 standard deviation for Black students.