

Newport High School Turnaround Plan 2023

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3 year turnaround plan

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School Name

Newport High School

Vision

(Please record the school's mission statement in the box below.)

Newport High School will be committed to promoting an environment that empowers, cultivates, and inspires success.

Mission

(Please record the school's vision statement in the box below.)

Newport high School will prepare all students for success after high School by creating a rigorous learning environment that promotes academic, social, and emotional growth.

Stakeholder Involvement

(Who is responsible for the development, implementation, monitoring, and evaluation of this plan?
Please include job role(s). This should be the school's turnaround team.)

Tim Grayson - Principal, Robert Dalzell - Assistant Principal, Natalie Wolfe - Assistant Principal, Molly Shultz - Curriculum Specialist, Kia Gearding - Counselor, Darla Payne - Director Curriculum Instruction K-12, Mike Murphy - Education Recovery Leader

Critical Resource Inequities

(Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.)

Newport High School utilized a variety of processes for evaluating allocation and use of resources (people, time, and money). The same processes were used to identify resource inequities that possibly lead to student underperformance.

NHS school improvement plan initiatives were developed after an evaluation of the Diagnostic Review. This process was completed in coordination with the NHS Leadership Team, District Curriculum Director, and KDE support staff assigned to the school. In addition, the school's turnaround team has contributed critical feedback and input regarding improvement initiatives based on improvement priorities and next steps.

Accountability Area	Goals These are the aim statements the school will be reaching 3 years from now.	Objectives These are aim statements the school will be reaching THIS school year.
Reading Grades 7 and 8	By the end of the 2025 school year, our school will reach 40% proficient/distinguished	Objective 1: By the end of the 2022-2023 school year, our school will reach 29% proficient/distinguished
Reading High School	By the end of the 2025 school year, our school will reach 40% proficient/distinguished	Objective 1: By the end of the 2022-2023 school year, our school will reach 28% proficient/distinguished
Math Grades 7 and 8	By the end of the 2025 school year, our school will reach 40% proficient/distinguished	Objective 1: By the end of the 2022-2023 school year, our school will reach 22% proficient/distinguished
Math High School	By the end of the 2025 school year, our school will reach 40% proficient/distinguished	Objective 1: By the end of the 2022-2023 school year, our school will reach 30% proficient/distinguished
Social Studies, Science, and Writing Grades 7 and 8	By September 2025, NHS will increase the Specific Academic Indicator Score for all content areas to 50% (Social Studies, Science and Writing).	By the end of the 2022-2023 school year, NHS will increase the Specific Academic Indicator Score for all content areas to 39% (Social Studies, Science and Writing).
Social Studies, Science, and Writing, High School	By September 2025, NHS will increase the Specific Academic Indicator Score for all content areas to 70% (Social Studies, Science and Writing).	By the end of the 2022-2023 school year, NHS will increase the Specific Academic Indicator Score for all content areas to 59% (Social Studies, Science and Writing).
Achievement Gap Grades 7 and 8	By end of the 2025 school year, NHS will increase the percentage of 7th and 8th grade students reporting as receiving special education services w/IEP scoring proficient/distinguished to 25% in reading on the KSA assessment	Objective 1: Special Education w/IEP Reading By end of the 2022-2023 school year, students receiving special education services w/IEP will increase their content index from 9.1 to 13 in reading and from 18.2 to 21 in math
	By end of the 2025 school year, NHS will increase the percentage of 7th and 8th grade students reporting as African American	Objective 2: By end of the 2022-2023 school year, students reporting as African American scoring proficient/distinguished

	scoring proficient/distinguished to 26% in reading	will increase from 14% to 18% in reading
Achievement Gap High School	By 2025, NHS will decrease novice in Reading by 20% as measured by KSA.	Objective 1: Special Education w/IEP Reading By end of the 2022-2023 school year, students receiving special education services w/IEP will decrease novice by 20% Objective 2: African American students will decrease novice by 20%.
ELL Progress Grades 7 and 8	By September 2025, our EL learners will demonstrate a growth on one or more domains by 20% when compared to the 2022-2023 school year as measured by ACCESS	Objective 1: By end of the 2022-2023 school year, our EL learners will demonstrate a growth on one or more domains by 10% when compared to previous year as measured by ACCESS
ELL Progress High School	By September 2025, our EL learners will demonstrate a growth on one or more domains by 20% when compared to the 2022-2023 school year as measured by ACCESS	Objective 1: By end of the 2022-2023 school year, our EL learners will demonstrate a growth on one or more domains by 10% when compared to previous year as measured by ACCESS
Quality of School Climate and Safety Grades 7 and 8	By the end of the 2024-25 school year NHS will move from a Safety Index score of 87.9 and Climate Index Score of	By the end of the 2022/2023 school year NHS will move from a Safety Index score of 66 and Climate Index score of 72.7
Quality of School Climate and Safety High School	By the end of the 2024-25 school year NHS will move from a Safety Index score of 75.4 and a Climate Index score of 79.9	By the end of the 2022/2023 school year NHS will move from a Safety Index score of 62.3 and Climate Index Score of 66
Postsecondary Readiness (HS ONLY)	By the end of the 2024-25 academic year, Newport High School will increase the number of students achieving post secondary readiness from 86% (2023-2024) to 90%.	By the end of the 2023-24 academic year, Newport High School will increase the number of students achieving post secondary readiness from 82.1% (2022-23) to 86% (2023-24).
Graduation Rate (HS ONLY)	By the end of the 2024-25 academic year, Newport High School will increase the	At the end of the 2023-24 academic year, Newport High School will increase the graduation rate from 96.3% to 97.3%.

	graduation rate from its current rate of 96.3% to 100%.	
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8 Principles of School Improvement Planning		
Principle #1	Elevate school improvement as an urgent priority at every level of the system	<i>If everything's a priority, nothing is.</i>
Principle #2	Make decisions based on what will best serve each and every student with the expectation that all students can and will master the knowledge and skills necessary for success in college, career, and civic life. Challenge and change existing structures or norms that perpetuate low performance or stymie improvement.	<i>Put students at the center so that every student succeeds</i>
Principle #3	Engage early, regularly, and authentically with stakeholders and partners so improvement is done with and not to the school, families, and the community.	<i>If you want to go far, go together.</i>
Principle #4	Select at each level the strategy that best matches the context at hand—from LEAs and schools designing evidence-based improvement plans to SEAs exercising the most appropriate state-level authority to intervene in non-existing schools.	<i>One size does not fit all.</i>
Principle #5	Establish clear expectations and report progress on a sequence of ambitious yet achievable short- and long-term school improvement benchmarks that focus on both equity and excellence.	<i>What gets measured gets done.</i>
Principle #6	Implement improvement plans rigorously and with fidelity, and, since everything will not go perfectly, gather actionable data and information during implementation; evaluate efforts and monitor evidence to learn what is working, for whom, and under what circumstances; and continuously improve over time.	<i>Ideas are only as good as they are implemented.</i>
Principle #7	Dedicate sufficient resources (time, staff, funding); align them to advance the system's goals; use them efficiently by establishing clear roles and responsibilities at all levels of the system; and hold partners accountable for results.	<i>Put your money where your mouth is.</i>
Principle #8	<i>Plan from the beginning how to sustain successful school improvement efforts financially, politically, and by ensuring the school and LEA are prepared to continue making progress.</i>	<i>Don't be a flash in the pan</i>

BUILDING AN EFFECTIVE TURNAROUND PLAN

Preparing to Write an Improvement Plan

Build a responsive and effective team focused on continuous improvement
Familiarize the team with the **Key Core Work Processes**
 Have team members survey the Diagnostic Review Report
Identify one Improvement Priority from the Diagnostic Review Report on which to focus

Improvement Priority Deconstruction

Identify the concepts that are the basis of the standard
Identify the actions required
**Understand the process will most likely require you to break-down the actions into sub-components in order to fully address the priority.*

Key Core Work Processes Needs Assessment

Examine KCWPs

Identify the suitable KCWP(s) that will strategically address the IP
 Reference the [Needs Assessment tool](#) to guide:

- defining how the school's work will be accomplished
- identify the processes and resources necessary
- support delivery of programs and services
- ensure purposeful continuous improvement of the process

Circle of Influence and Barrier Identification

Brainstorm obstacles that will impede the work from the IP
Determine the level of influence/control of each obstacle
 Obstacles that you can influence/control, complete a **root cause analysis** (e.g. 5 Whys)
Determine solutions for obstacles to incorporate into the process

Activities as Action Steps

Determine activities that will be used to deploy the chosen strategy
Activities - Turnaround Plan Template

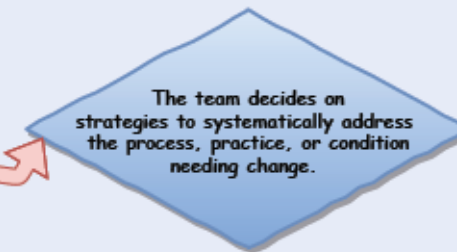
- serve the process, practice, or condition
- one per I.P. must be evidence-based (EBP)
- project necessary funding (SIF Grant Application)
- include methods of monitoring and measurement



Essential Question 1:
 What do our improvement priorities specifically tell us to do?



Essential Question 2:
 How do we know what school practices, processes, and conditions lead to improved student achievement?



Essential Question 3:
 What are the barriers for I.P. implementation and what are the root causes?



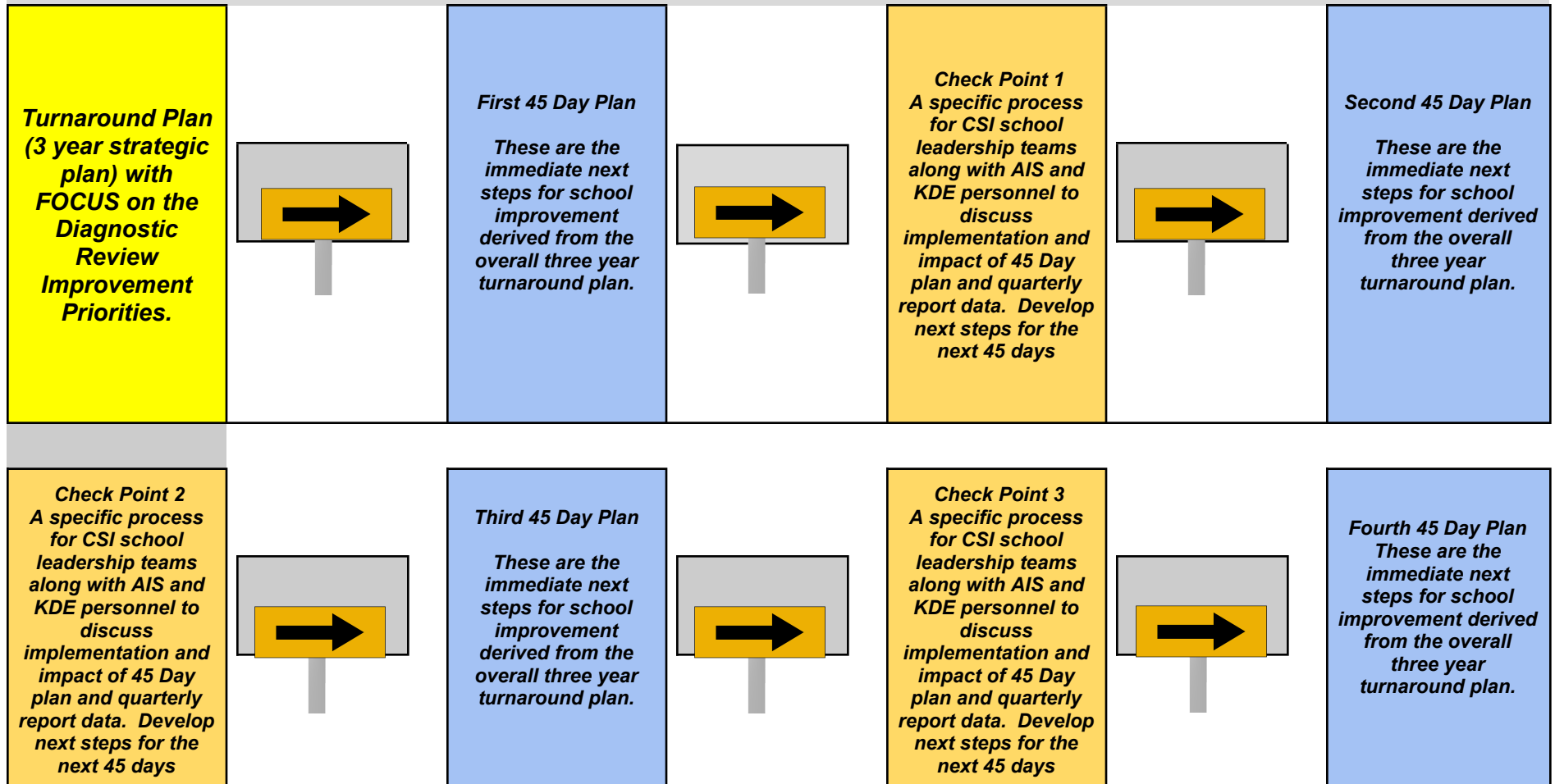
Essential Question 4:
 What steps are needed to support the process/practice/condition?

Complete for each I.P.

Evidence-Based Practices (EBP)

1. Review practice - is it effective? Does it meet the level required by ESSA?
2. Evaluate - Use tools such as the [Hexagon](#) to rate possible practices/ new innovations to find best fit for needs
3. Complete questions/ narrative - see the Turnaround Plan

Turnaround Plan Overview and Implementation Process



Annual Analysis of the CSI School's Turnaround Planning Process

A self-assessment of the CSI school's ability to develop, implement, monitor, and evaluate the turnaround plan.

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2
<p>Develop, Implement, and monitor a continuous improvement process to ensure that teaching and learning are aligned to the KAS.</p> <p>Standard 7</p>	<p>Develop, implement, and monitor an instructional framework, which clearly articulates expectations for lesson design, instructional delivery, and assessment of student learning.</p> <p>Standard 21</p>
<p>Improvement Priority Deconstruction (What does this statement specifically say we must DO or CHANGE ? Use school friendly terms.)</p>	<p>Improvement Priority Deconstruction (What does this statement specifically say we must DO or CHANGE? Use school friendly tems.)</p>
<p>Develop, implement, evaluate, and monitor a formalized continuous improvement process focused on modeling and coaching to build capacity and effectiveness of instruction and assessment. The continuous improvement process will include collection, analysis, and use of data. Include clearly defined expectations for student behavior and academics.</p>	<p>Identify and Implement with fidelity a curriculum that aligns with KAS for ALL content areas. Learners engage in activities, experiences, and interactions based on learners' individual needs (differentiation).</p>
<p>Strategies to Address Improvement Priorities</p> <p>Identify the strategy your school will use to address the identified improvement priority. In the blank box under the strategy you select, write a brief description of the context of how this strategy will be deployed. (The link to the KCWP can be found below this box.)</p>	
<p>https://education.ky.gov/school/stratclsgap/Pages/default.aspx</p>	
<p>____ KCWP 1: Design and Deploy Standards</p>	<p>____ KCWP 1: Design and Deploy Standards</p>
<p></p>	<p></p>
<p>____ KCWP 2: Design and Deliver Instruction</p>	<p>____ KCWP 2: Design and Deliver Instruction</p>

Deconstruction of standard (KAS) to ensure congruence between instruction and assessments. Establish a process/protocol using student data to determine effectiveness of instruction. Determine the most effective high yield strategies to implement in order to ensure congruency to the intent of the learning target. Measure effectiveness of strategies and programs implemented in classrooms on student achievement.	
____ KCWP 3: Design and Deliver Assessment Literacy	____ KCWP 3: Design and Deliver Assessment Literacy
____ KCWP 4: Review, Analyze, and Apply Data	____ KCWP 4: Review, Analyze, and Apply Data
____ KCWP 5: Design, Align, and Deliver Support	____ KCWP 5: Design, Align, and Deliver Support
	Implementing and committing to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. Creating a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning. Ensuring plans and monitoring are developed and implemented for determination of program and initiative effectiveness, incorporating data measures.
____ KCWP 6: Establish Learning Culture & Environment	____ KCWP 6: Establish Learning Culture & Environment

Strategic Action Planning

Year One Activities 2023-24

Based upon the strategies selected from all Improvement Priorities above, determine the specific activities to be deployed in the school to address a process, practice, or condition during the first year of the school turnaround experience.

Objective	Strategy	Activity Name and Description (Include EBP and I.P. denotation)	Progress Monitoring/ Measurement of Success	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>There can be multiple strategies for each objective. The strategy can be based upon <u>Kentucky's six (6) Key Core Work Processes</u> or another established improvement approach (i.e. <i>Shipley, Improvement Science, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy. How is the activity aligned to the I.P.?</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p> <p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

<p>NHS will have developed a PLC protocol, lesson plan template, and a PLC schedule by June 30, 2023.</p>	<p>KCWP 2:</p> <p>Teacher's design lessons with students' cultural, social, and developmental needs in mind.</p> <p>Ensure student Tier I, Tier II, and Tier III instructional needs are met and next steps for improvement are identified.</p>	<p>IP 1 EBP 1, 2 & 3 High performing PLC's: Create PLC Protocol aligned to the Four Critical Questions for Professional Learning Communities</p> <ol style="list-style-type: none"> 1. What is it we expect our students to learn? 2. How will we know when they have learned it? 3. How will we respond when some students do not learn? 4. How will we respond when some students already know it? <p>While Embracing the Three Big Ideas of PLCs:</p> <ol style="list-style-type: none"> 1. A focus on learning 2. A collaborative culture and collective responsibility 3. A results orientation 	<p>Coaching data School discipline data Analysis of Formative/summative assessment data Walkthrough Data Weekly Admin Meeting minutes and agendas 45 day plan to be monitored for accountability</p>	<p>None</p>
<p>By September 2023 teachers will have received training on NHS PLC protocol and GradeCam</p>	<p>KCWP 2:</p> <p>Teacher's design lessons with students' cultural, social, and developmental needs in mind.</p> <p>Ensure student Tier I, Tier II, and Tier III instructional needs are met and next steps</p>	<p>IP 1 EBP 1, 2 & 3 Ensuring Fidelity to the PLC Process: Principal or an AP will attend all data PLC's. Coaches will attend all data and coaching PLC's. Ensuring the following is occurring: PLC protocol implemented with fidelity. High levels of student learning are occurring for all students. GradeCam will be utilized school-wide during PLC's to aggregate and share data. Data will be used to inform instruction and decision making.</p>	<p>Coaching data School discipline data Analysis of Formative/summative assessment data Walkthrough Data Weekly Admin Meeting minutes and agendas 45 day plan to be monitored for accountability</p>	<p>None</p>

	<p>for improvement are identified.</p> <p>KCWP 5:</p> <p>Ensure appropriate academic interventions are taking place to meet the needs of all students.</p>			
<p>By August 1st, 2023 NHS will have developed a coaching and feedback cycle to support all levels of teachers. Also an eWalk template and walk-through schedule will be created to monitor improvements.</p>	<p>KCWP 2:</p> <p>Teacher's design lessons with students' cultural, social, and developmental needs in mind.</p> <p>Ensure Tier I, Tier II, and Tier III instructional needs are met and next steps for improvement are identified.</p>	<p>IP 1 & IP 2 EBP 1 Coaching and Feedback Cycle: Instructional Coach, Teacher Support Coach, Principal, AP's, District Curriculum will provide support to teachers through a coaching cycle. Coach/Teacher Teacher/Teacher District/Teacher Principal/Teacher This process will provide support to teachers by coaching with students modeling, mentoring, feedback, and clearly defining instructional and behavioral expectations. Different levels of support will be provided based on the teacher's level of need. Teacher support levels range from Tier I, II, or III. Support levels assigned is based upon various data sources. NHS will monitor fidelity of curriculum implementation, behavior expectations, high engagement</p>	<p>Coaching data School discipline data Analysis of Formative/summative assessment data Walkthrough Data Behavior data Weekly Admin Meeting minutes and agendas 45 day plan to be monitored for accountability</p>	<p>None</p>

		strategies, cognitive engagement vs passive or active engagement		
By the end of the school year 2022-2023 middle school master schedule will be in place so student schedules can be created for 2023-2024 school year.	KCWP 5: Ensure appropriate academic interventions are taking place to meet the needs of all students.	IP 1 EBP 4 Intervention Period: Adjust grade 7 and 8 master schedule to incorporate intervention periods during the school day. One intervention time will be used to reteach essential standards by Tier 1 teachers. Second intervention time will be used to support students who are foundationally behind (Tier 3).	Admin Meeting minutes Student schedules entered in Infinite Campus for the 2023-2024 school year	None
By June 30th two Teacher Support Collaborators will be hired for the 2023-2024 school year to support low performing or new teachers.	KCWP 2: Teacher's design lessons with students' cultural, social, and developmental needs in mind. Ensure Tier I, Tier II, and Tier III instructional needs are met and next steps for improvement are identified. KCWP 5: Ensure appropriate academic	IP 2 EBP 1 & 3 Increased support for low performing or new teachers. Teacher Support Collaborators will provide support to teachers by modeling lessons with students, demonstrating high yield instructional strategies, helping with lesson planning, mentoring, data analysis, and clearly defining instructional and behavioral expectations. Different levels of support will be provided based on the teacher's level of need. Teacher support levels range from Tier I, II, or III. Support level assigned is based upon various data sources.	Monitored through PLC work where collaborative teams will create, administer and analyze assessment data on a consistent basis Measured through student mastery of standards and minimizing grade-level retention. Teacher input PLC Meeting minutes	Two certified teachers for 185 days each = \$136,391.40 Fringe Benefits for two certified teachers on a 185 day contract = \$25,674.04

	interventions are taking place to meet the needs of all students.			
By August 1st, 2023 NHS will have professional development options for teachers and staff.	KCWP 5: Embedded PD can address needs of teachers and align with professional growth plans	IP 1 EBP 2 Embedded PD: NHS will provide embedded professional development based on identified teacher needs. NHS will make use of evidence-based PD resources from Solution Tree online PD library to assign and monitor differentiated PD.	Faculty feedback with needs assessment Progress with student achievement data from CFA's and Benchmark assessments as aligned to embedded PD Progress with teacher capacity as demonstrated through coaching and feedback Utilization of online PD resource library from Solution Tree to monitor and differentiate PD plans for each teacher	\$4900 Solution Tree online PD library Site License for one year
During the 2023-2024 school year benchmark assessments will be administered three times. Data will be utilized to identify appropriate instructional supports to meet the needs of all students. Students will be assigned to intervention classes based on their academic need.	KCWP 5: Ensure appropriate academic interventions are taking place to meet the needs of all students.	IP 1 EBP 3 & 4 Benchmark Assessments and Interventions: NHS will utilize benchmark assessments (KSA, MAP, Cert, iReady) data to assign targeted academic support(s) to accelerate student learning. IXL digital intervention software that will be used to support students needing additional academic support.	Measured through student mastery of standards and minimizing grade-level retention. School discipline data Formative/summative assessment data Behavior data Weekly Admin Meeting minutes and agendas 45 day plan to be monitored for accountability	IXL Site License \$11,720.00

During the 2023-2024 school year NHS will receive training in Building an Equity Leadership Team	<p>KCWP 2:</p> <p>Leadership ensures teacher's design lessons with students' cultural, social, and developmental needs in mind.</p> <p>KCWP 5:</p> <p>Data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning.</p>	<p>IP 2</p> <p>EBP 1 & 3</p> <p>Culturally Responsive Teaching and Learning:</p> <p>Build an Equity Leadership Team to ensure that each child receives what they need to reach their academic and social potential.</p>	<p>Behavior data</p> <p>PLC meeting minutes</p> <p>Admin Meeting minutes</p> <p>Student surveys</p>	None, Newport District will provide necessary trainings
During the 2023-2024 school year NHS will receive training from NHS staff on Solution Tree's Taking Action, A Handbook for RTI at Work and Behavior Solutions, Teaching Academic and Social Skills	<p>KCWP 5:</p> <p>Ensure appropriate academic and behavioral interventions are taking place to meet the needs of all students.</p>	<p>IP 2</p> <p>EBP 3 & 4</p> <p>RTI for Behavior and Academics:</p> <p>To improve the RTI structure for both Academics and Behavior. NHS will train their own staff to be trainers for the books Taking Action, A Handbook for RTI at Work and Behavior Solutions, Teaching Academic and Social Skills Through RTI at Work. The two resources will help support continuous improvement at NHS</p> <p>NHS will continue PBIS training from KY Safe Schools</p>	<p>Behavior data</p> <p>PLC meeting minutes</p> <p>Admin Meeting minutes</p> <p>Student surveys</p>	<p>Train the trainer PD expenses for 4 participants travel and registration to Solution Tree, RTI at Work™ Institute, in New Orleans, Louisiana December 5 - 7, 2023</p> <p>Price includes:</p> <p>Registration \$3,995.00</p> <p>Airfare \$2,187.00</p> <p>Luggage \$250.00</p> <p>Meals \$1,000</p> <p>Lodging \$3,660</p> <p>Shuttle Service \$300.00</p>

				Taxi Service to and from the Institute \$312.00 = \$11,404
By the start of the 2023-20324 school year NHS will relocate 7th and 8th grade students to the first floor.	KCWP 2: Teacher's design lessons with students' cultural, social, and developmental needs in mind. Ensure Tier I, Tier II, and Tier III instructional needs are met and next steps for improvement are identified.	IP 1 EBP 1 Create a middle school environment: Separate location at NHS for all middle school student core classes. Adolescents have very special instructional, social, and emotional needs that vary drastically from the traditional models followed in Elementary and Secondary settings. Therefore, NHS will relocate 7th and 8th grade students on the first floor separate from grades 9 through 12.	Measured through student mastery of standards and minimizing grade-level retention. School discipline data Formative/summative assessment data Behavior data Weekly Admin Meeting minutes and agendas 45 day plan to be monitored for accountability	

Year Two Activities 2024-25

Based upon the strategies selected from all Improvement Priorities above, determine the specific activities to be deployed in the school to address a process, practice, or condition during the first year of the school turnaround experience.

Objective	Strategy	Activity Name and Description (Include EBP and I.P. denotation)	Progress Monitoring/ Measurement of Success	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	There can be multiple strategies for each objective. The strategy can be based upon <u>Kentucky's six (6) Key Core Work Processes</u> or	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are

	<p>another established improvement approach (i.e. <i>Shipley, Improvement Science, etc.</i>).</p>		<p>or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p> <p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	utilized to carry out the planned activities.
<p>NHS will continue to use their PLC protocol and GradeCam to evaluate teacher effectiveness.</p>	<p>KCWP 2:</p> <p>Teacher's design lessons with students' cultural, social, and developmental needs in mind.</p> <p>Ensure student Tier I, Tier II, and Tier III instructional needs are met and next steps for improvement are identified.</p> <p>KCWP 5:</p> <p>Ensure appropriate academic interventions are taking place to meet the</p>	<p>IP 1</p> <p>EBP 1, 2 & 3</p> <p>High performing PLC's:</p> <p>Principal or AP's will attend all data PLC's.</p> <p>Coaches will attend all data and coaching PLC's.</p> <p>Ensuring the following is occurring:</p> <p>PLC protocol implemented with fidelity.</p> <p>High levels of student learning are occurring for all students.</p> <p>GradeCam will be used school-wide to aggregate and share data. The data will be used to inform instruction and decision making.</p>	<p>Coaching data</p> <p>School discipline data</p> <p>Analysis of Formative/summative assessment data</p> <p>Walkthrough Data</p> <p>Weekly Admin Meeting minutes and agendas</p> <p>45 day plan to be monitored for accountability</p>	None

	needs of all students.			
Continue using NHS PLC protocol and GradeCam	<p>KCWP 2:</p> <p>Teacher's design lessons with students' cultural, social, and developmental needs in mind.</p> <p>Ensure student Tier I, Tier II, and Tier III instructional needs are met and next steps for improvement are identified.</p> <p>KCWP 5:</p> <p>Ensure appropriate academic interventions are taking place to meet the needs of all students.</p>	<p>IP 1</p> <p>EBP 1, 2 & 3</p> <p>Ensuring Fidelity to the PLC Process:</p> <p>Principal or AP's will attend all data PLC's.</p> <p>Coaches will attend all data and coaching PLC's.</p> <p>Ensuring the following is occurring:</p> <p>PLC protocol implemented with fidelity.</p> <p>High levels of student learning are occurring for all students.</p> <p>GradeCam will be utilized school-wide during PLC's to aggregate and share data. Data will be used to inform instruction and decision making.</p>	<p>Coaching data</p> <p>School discipline data</p> <p>Analysis of Formative/summative assessment data</p> <p>Walkthrough Data</p> <p>Weekly Admin Meeting minutes and agendas</p> <p>45 day plan to be monitored for accountability</p>	None
For the 2024-2025 school year NHS will continue the coaching and feedback cycle to support all levels of teachers.	<p>KCWP 2:</p> <p>Teacher's design lessons with students' cultural, social,</p>	<p>P 1 & IP 2</p> <p>EBP 1</p> <p>Coaching and Feedback Cycle:</p> <p>Instructional Coach, Teacher Support Coach, Principal, AP's, District</p>	<p>Coaching data</p> <p>School discipline data</p> <p>Analysis of Formative/summative assessment data</p>	None

	<p>and developmental needs in mind.</p> <p>Ensure Tier I, Tier II, and Tier III instructional needs are met and next steps for improvement are identified.</p>	<p>Curriculum will provide support to teachers through a coaching cycle.</p> <p>Coach/Teacher Teacher/Teacher District/Teacher Principal/Teacher</p> <p>This process will provide support to teachers by coaching with students modeling, mentoring, feedback, and clearly defining instructional and behavioral expectations. Different levels of support will be provided based on the teacher's level of need. Teacher support levels range from Tier I, II, or III. Support levels assigned is based upon various data sources. NHS will monitor fidelity of curriculum implementation, behavior expectations, high engagement strategies, cognitive engagement vs passive or active engagement</p>	<p>Walkthrough Data Behavior data Weekly Admin Meeting minutes and agendas 45 day plan to be monitored for accountability</p>	
<p>Continue providing Teacher Support Collaborators for the 2024-2025 school year.</p>	<p>KCWP 5:</p> <p>Ensure appropriate academic interventions are taking place to meet the needs of all students.</p>	<p>P 1 & IP 2, EBP 1 & 3</p> <p>Increased support for low performing or new teachers.</p> <p>Teacher Support Collaborators will provide support to teachers by modeling lessons with students, demonstrating high yield instructional strategies, helping with lesson planning, mentoring, data analysis, and clearly defining instructional and behavioral expectations. Different levels of support will be provided based on the teacher's level of need. Teacher support levels range from Tier</p>	<p>Monitored through PLC work where collaborative teams will create, administer and analyze assessment data on a consistent basis</p> <p>Measured through student mastery of standards and minimizing grade-level retention.</p> <p>Teacher input PLC Meeting minutes</p>	<p>Two certified teachers for 185 day = \$136,391.40</p> <p>Fringe Benefits for two certified teachers on a 185 day contract = \$25,674.04</p>

		I, II, or III. Support level assigned is based upon various data sources.		
By August 1st, 2024-2025 NHS will have professional development options for teachers and staff.	KCWP 5: Embedded PD can address needs of teachers and align with professional growth plans	IP 1 EBP 2 Embedded PD: NHS will provide embedded professional development based on identified teacher needs. NHS will make use of evidence-based PD resources from Solution Tree online PD library to assign and monitor differentiated PD.	Faculty feedback with needs assessment Progress with student achievement data as aligned to embedded PD Progress with teacher capacity as demonstrated through coaching and feedback Utilization of online PD resource library from Solution Tree to monitor and differentiate PD plans for each teacher	\$4900 Solution Tree online PD library Site License for one year
During the 2024-2025 school year benchmark assessments will be administered three times. Data will be utilized to identify appropriate instructional supports to meet the needs of all students.	KCWP 5: Ensure appropriate academic interventions are taking place to meet the needs of all students. Ensure behavioral interventions are taking place and monitored to meet the needs of all students.	IP 1 EBP 3 & 4 Benchmark Assessments: NHS will utilize benchmark assessments (KSA, MAP, Cert, iReady) data to assign targeted academic support(s) to accelerate student learning.	Measured through student mastery of standards and minimizing grade-level retention. School discipline data Formative/summative assessment data Behavior data Weekly Admin Meeting minutes and agendas 45 day plan to be monitored for accountability	None

During the 2024-2025 school year NHS will continue to receive training as necessary for Building an Equity Leadership Team	<p>KCWP 5:</p> <p>Ensure appropriate academic interventions are taking place to meet the needs of all students.</p> <p>Ensure behavioral interventions are taking place and monitored to meet the needs of all students.</p>	<p>IP 2</p> <p>EBP 1 & 3</p> <p>Culturally Responsive Teaching and Learning:</p> <p>Build an Equity Leadership Team to ensure that each child receives what they need to reach their academic and social potential.</p>	Behavior data PLC meeting minutes Admin Meeting minutes Student surveys	None Newport District will provide necessary trainings
During the 2024-2025 school year NHS will continue to receive training on Solution Tree's, Taking Action Handbook for RTI at Work and Behavior Solutions, Teaching Academic and Social Skills	<p>KCWP 5:</p> <p>Ensure appropriate academic interventions are taking place to meet the needs of all students.</p> <p>Ensure behavioral interventions are taking place and monitored to meet the needs of all students.</p>	<p>IP 2</p> <p>EBP 3 & 4</p> <p>RTI for Behavior and Academics:</p> <p>To improve the RTI structure for both Academics and Behavior NHS will make use of the books Taking Action, A Handbook for RTI at Work and Behavior Solutions, Teaching Academic and Social Skills Through RTI at Work. The two resources will help support continuous improvement at NHS</p> <p>NHS will continue PBIS training from KY Safe Schools</p>	Behavior data PLC meeting minutes Admin Meeting minutes Student surveys	None

<p style="text-align: center;">Year Three Activities 2025-26</p> <p style="text-align: center;">Based upon the strategies selected from all Improvement Priorities above, determine the specific activities to be deployed in the school to address a process, practice, or condition during the first year of the school turnaround experience.</p>				
<p style="text-align: center;">Objective</p> <p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p style="text-align: center;">Strategy</p> <p>There can be multiple strategies for each objective. The strategy can be based upon <u>Kentucky's six (6) Key Core Work Processes</u> or another established improvement approach (i.e. <i>Shipley, Improvement Science, etc.</i>).</p>	<p style="text-align: center;">Activity Name and Description (Include EBP and I.P. denotation)</p> <p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p style="text-align: center;">Progress Monitoring/ Measurement of Success</p> <p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p> <p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p style="text-align: center;">Funding</p> <p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>
NHS will continue to use their PLC protocol and GradeCam to evaluate teacher effectiveness.	<p>KCWP 2:</p> <p>Teacher's design lessons with students' cultural, social,</p>	<p>IP 1 EBP 1, 2 & 3 High performing PLC's: Principal or AP's will attend all data PLC's.</p>	<p>Coaching data School discipline data Analysis of Formative/summative assessment data Walkthrough Data</p>	None

	<p>and developmental needs in mind. Ensure student Tier I, Tier II, and Tier III instructional needs are met and next steps for improvement are identified.</p> <p>KCWP 5:</p> <p>Ensure appropriate academic interventions are taking place to meet the needs of all students.</p>	<p>Coaches will attend all data and coaching PLC's. Ensuring the following is occurring: PLC protocol implemented with fidelity. High levels of student learning are occurring for all students. GradeCam will be used school-wide to aggregate and share data. The data will be used to inform instruction and decision making.</p>	<p>Weekly Admin Meeting minutes and agendas 45 day plan to be monitored for accountability</p>	
<p>During the 2025-2026 school year NHS will continue the coaching and feedback cycle to support all levels of teachers.</p>	<p>KCWP 2:</p> <p>Teacher's design lessons with students' cultural, social, and developmental needs in mind.</p> <p>Ensure Tier I, Tier II, and Tier III instructional needs are met and next steps for improvement are identified.</p>	<p>P 1 & IP 2 EBP 1 Coaching and Feedback Cycle: Instructional Coach, Teacher Support Coach, Principal, AP's, District Curriculum will provide support to teachers through a coaching cycle. Coach/Teacher Teacher/Teacher District/Teacher Principal/Teacher This process will provide support to teachers by coaching with students modeling, mentoring, feedback, and clearly defining instructional and behavioral expectations. Different</p>	<p>Coaching data School discipline data Analysis of Formative/summative assessment data Walkthrough Data Behavior data Weekly Admin Meeting minutes and agendas 45 day plan to be monitored for accountability</p>	<p>None</p>

		<p>levels of support will be provided based on the teacher's level of need. Teacher support levels range from Tier I, II, or III. Support levels assigned is based upon various data sources. NHS will monitor fidelity of curriculum implementation, behavior expectations, high engagement strategies, cognitive engagement vs passive or active engagement</p>		
<p>Teacher Support during the 2025-2026 will be provided by Curriculum Coaches.</p>	<p>KCWP 5:</p> <p>Ensure appropriate academic interventions are taking place to meet the needs of all students.</p>	<p>P 1 & IP 2, EBP 1 & 3</p> <p>Teacher Classroom Support: Curriculum Coaches will provide support to teachers by modeling lessons with students, demonstrating high yield instructional strategies, helping with lesson planning, mentoring, data analysis, and clearly defining instructional and behavioral expectations. Different levels of support will be provided based on the teacher's level of need. Teacher support levels range from Tier I, II, or III. Support level assigned is based upon various data sources. Substitute teachers will be provided for teachers needing to watch another teacher teach a skill they are needing to improve upon.</p>	<p>Monitored through PLC work where collaborative teams will create, administer and analyze assessment data on a consistent basis Measured through student mastery of standards and minimizing grade-level retention. Teacher input PLC Meeting minutes</p>	<p>None</p>
<p>During 2025-2026 NHS will provide professional development options for teachers and staff.</p>	<p>KCWP 5:</p> <p>Embedded PD can address needs of teachers and align with</p>	<p>EBP 2</p> <p>Embedded PD: Working with District Staff NHS will provide embedded professional development based on identified teacher needs.</p>	<p>Faculty feedback with needs assessment</p> <p>Progress with student achievement data as aligned to embedded PD</p>	<p>None</p>

	professional growth plans		Progress with teacher capacity as demonstrated through coaching and feedback Utilization of online PD resource library from Solution Tree to monitor and differentiate PD plans for each teacher	
During the 2024-2025 school year benchmark assessments will be administered three times. Data will be utilized to identify appropriate instructional supports to meet the needs of all students.	KCWP 5: Ensure appropriate academic interventions are taking place to meet the needs of all students. Ensure behavioral interventions are taking place and monitored to meet the needs of all students.	IP 1 EBP 3 & 4 Benchmark Assessments: NHS will utilize benchmark assessments (KSA, MAP, Cert, iReady) data to assign targeted academic support(s) to accelerate student learning.	Measured through student mastery of standards and minimizing grade-level retention. School discipline data Formative/summative assessment data Behavior data Weekly Admin Meeting minutes and agendas 45 day plan to be monitored for accountability	None
During the 2024-2025 school year NHS will receive training as necessary for Building an Equity Leadership Team	KCWP 5: Ensure appropriate academic interventions are taking place to meet the	IP 2 EBP 1 & 3 Culturally Responsive Teaching and Learning: Build an Equity Leadership Team to ensure that each child receives what they need to reach their academic and social potential.	Behavior data PLC meeting minutes Admin Meeting minutes Student surveys	None Newport District will provide necessary trainings

	<p>needs of all students.</p> <p>Ensure behavioral interventions are taking place and monitored to meet the needs of all students.</p>			
<p>During the 2025-2026 school year NHS will continue to receive in house training on Solution Tree's, Taking Action Handbook for RTI at Work and Behavior Solutions, Teaching Academic and Social Skills</p>	<p>KCWP 5:</p> <p>Ensure appropriate academic interventions are taking place to meet the needs of all students.</p> <p>Ensure behavioral interventions are taking place and monitored to meet the needs of all students.</p>	<p>IP 2</p> <p>EBP 3 & 4</p> <p>RTI for Behavior and Academics:</p> <p>To improve the RTI structure for both Academics and Behavior NHS will make use of the books Taking Action, A Handbook for RTI at Work and Behavior Solutions, Teaching Academic and Social Skills Through RTI at Work. The two resources will help support continuous improvement at NHS</p> <p>NHS will continue PBIS training from KY Safe Schools</p>	<p>Behavior data</p> <p>PLC meeting minutes</p> <p>Admin Meeting minutes</p> <p>Student surveys</p>	<p>None</p>

1st QUARTER ACTION Plan

Insert quarter dates: May 12 - July 7, 2023

45 Day Action Steps/Tasks/Deliverables	By Whom?/By When?	Funding (Amount/Fund)	Evaluation Indicator	Artifacts
Post vacant Teacher Support Collaborators positions for 2023-2024 school year	Tim, Grayson, Principal	SIF grant (\$185 day = \$136,391.40 + \$25,674.04	Posting	N/A
Purchase Solution Tree Online PD subscription	Tim Grayson, Principal	SIF Grant \$4,900 one year site license	Access to the PD website	Job embedded PD link, meeting agendas,
Develop a PLC protocol, lesson plan template, and a PLC meeting schedule	Tim Grayson, Jamie Dalzell, Curriculum Coaches June 30, 2023	None	Materials necessary to provide training to teachers	Actual documents
Middle school master schedule will be in place to provide RTI intervention periods during the school day.	Tim Grayson, Principal May 25, 2023	None	The Master Schedule will be given to all teachers.	Master Schedule
Purchase IXL	Tim Grayson, Principal June 30, 2023	\$11,720 site license	Purchase order created	Access to the program
What is working? How do you know?	What is NOT working?	Why? Barriers?	Start, stop, continue practice?	Next Steps?

Will know when positions are filled	If positions are not filled	Teacher shortage	Continue until all positions are filled	N/A

2nd QUARTER ACTION Plan

Insert quarter date: July 10 - August 28, 2023

45 Day Action Steps/Tasks/Deliverables	By Whom?/By When?	Funding (Amount/Fund)	Evaluation Indicator	Artifacts
Create a PLC Protocol	Tim Grayson, Principal Jamie Dalzell , AP Natalie Wolfe, AP Molly Shultz, Curriculum Specialist by August 1st, 2023	None	structure is refined and consistent across all meetings	PLC Meeting agendas, student performance data, walk throughs,
Develop a coaching and feedback cycle to support all levels of teachers.	Tim Grayson, Principal Jamie Dalzell , AP Natalie Wolfe, AP Molly Shultz, Curriculum Specialist by August 1st, 2023	None	Coaching and feedback protocol prepared for staff training	Meeting agendas
Create an eWalk template	Tim Grayson, Principal Jamie Dalzell , AP Natalie Wolfe, AP Molly Shultz, Curriculum Specialist by August 1st, 2023	None	Ready for use in classrooms	Digital template accessible

Create a classroom walk-through schedule to monitor improvements.	Tim Grayson, Principal Jamie Dalzell , AP Natalie Wolfe, AP Molly Shultz, Curriculum Specialist by August 1st, 2023	None	Ready for use	Actual document for use by Admin staff
Provide professional development options for teachers and staff.	Tim Grayson, Principal Jamie Dalzell , AP Natalie Wolfe, AP Molly Shultz, Curriculum Specialist by August 1st, 2023	None	Schedule of PD offerings	PD sign in sheets
What is working? How do you know?	What is NOT working?	Why? Barriers?	Start, stop, continue practice?	Next Steps?

Evidence Based Practice #1: Professional Learning Community

The Evidence Based Practice must include:

- A study citation in APA format
- A discussion of the study and its findings
- A discussion of the local context
- A discussion of stakeholder input
- An estimation of the ESSA evidence level

<p>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.</p>	<p>Two recent studies by Biancarosa et al. and by Saunders et al. have finally demonstrated that “job-embedded, sustained professional development” can significantly improve student achievement.</p> <ol style="list-style-type: none"> 1. Biancarosa, G., Bryk, A.S., & Dexter, E.R. (2010, September). Assessing the value-added effects of Literacy Collaborative professional development on student learning. <i>The Elementary School Journal</i>, 111(1), 7-34. 2. Saunders, W.M., Goldenberg, C.N., & Gallimore, R. (2009, December). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools. <i>American Educational Research Journal</i>, 46(4), 1006–1033.
<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>In 2010 Gina Biancarosa, Anthony Bryk, and Emily Dexter published the results of a four-year longitudinal study providing solid evidence that instructional coaching can improve student learning. During the third year of implementation, instructional coaching contributed to a 32 percent increase in value-added student learning gains—a huge impact in the realm of PD research. The evidence was developed through analyzing various factors that might have inhibited or facilitated one-on-one coaching.</p> <p>https://files.eric.ed.gov/fulltext/ED533379.pdf</p>
<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>As a result of embedded professional learning expected outcomes will include increased student engagement and achievement.</p> <p>Implemented with fidelity dramatic changes can be expected. According to the study’s authors, William Saunders, Claude Goldenberg, and Ronald Gallimore, “This might be one of the first quasi-experimental investigations demonstrating increased average achievement over time in schools that implemented teacher teams focused on improving student learning.”</p> <p>Saunders, W.M., Goldenberg, C.N., & Gallimore, R. (2009, December). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools. <i>American Educational Research Journal</i>, 46(4), 1006–1033.</p>
<p>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.</p>	<p>Data is available and discussed in the two studies.</p>
<p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p>	<p>In the study by Biancarosa et al., the impact of the coaching program varied significantly across schools and even across classrooms in the same school. The biggest reason: Some teachers received no coaching while others enjoyed as many as 43 sessions. In order to be successful the program must be implemented deliberately and purposefully to be successful.</p> <p>Biancarosa, G., Bryk, A.S., & Dexter, E.R. (2010, September). Assessing the value-added effects of Literacy</p>

	Collaborative professional development on student learning. The Elementary School Journal, 111(1), 7-34.
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?	A broad new consensus has emerged about the best approach to professional development. Instead of attending one-shot workshops and journeying to conferences, experts say that teachers should be able to learn on the job with plenty of opportunities for collaboration and individualized support. Nearly every report on PD now dutifully includes a list of core features of effective PD, including a focus on curriculum and shared instructional challenges; collective participation; opportunities for active learning; sustained duration; and coherence with student achievement goals and other policies.
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.	Both studies align to implementation at the high school level. The studies were conducted over multiple years and the data was well documented. Positive results can be expected if the process is honored and time, funds, and direct focus are given to the process. 1. Biancarosa, G., Bryk, A.S., & Dexter, E.R. (2010, September). Assessing the value-added effects of Literacy Collaborative professional development on student learning. The Elementary School Journal, 111(1), 7-34. 2. Saunders, W.M., Goldenberg, C.N., & Gallimore, R. (2009, December). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools. American Educational Research Journal, 46(4), 1006–1033.
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 specific data found

Evidence Based Practice #2 Professional Development/Teacher Efficacy

The Evidence Based Practice must include:

- A study citation in APA format
- A discussion of the study and its findings
- A discussion of the local context
- A discussion of stakeholder input
- An estimation of the ESSA evidence level

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.

Twenty effect sizes and improvement indices were computed across the nine studies (table 1; see box 2 for methodology and definitions). The average effect size across the nine studies was 0.54, ranging from -0.53 to 2.39. The average improvement index was 21, ranging from -20 to 49. Of the 20 effects, 12 were not statistically significant after applying necessary corrections for unaddressed clustering and multiple outcomes. Nine of those twelve, however, are substantively important according to What Works Clearinghouse conventions. Fifteen of the effects came from the five randomized controlled trials that meet What Works Clearinghouse standards. The average effect size for the randomized controlled trials was 0.51, ranging from 0 to 1.11. Five of the effects came from four studies that meet What Works Clearinghouse standards with reservations (three quasi experimental designs and one problematic randomized controlled trial). The average effect size was 0.61, ranging from -0.53 to 2.39.

Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>

Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. L. (2007, September 30). Reviewing the evidence on how teacher professional development affects student achievement. issues & answers. REL 2007-no. 033. Regional Educational Laboratory Southwest (NJ1). Retrieved February 28, 2023, from <https://eric.ed.gov/?id=ED498548>

ESSA Estimated Level: 3

Newport High School has implemented a new program for tier 2 and tier 3 intervention. Also, NHS will select two Teacher Support Collaborators to work with current Curriculum Coaches. They will work to provide training in the areas of PLC, RTI, curriculum development, assessment development, etc. Taking Action, A Handbook for RTI at Work and Behavior Solutions, Teaching Academic and Social Skills Through RTI at Work will be utilized to guide the work. Because of this, teachers will need additional PD. PD will be offered based on needs indicated by student performance, classroom walkthrough data, teacher input, and behavior data.

<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>All nine studies focused on elementary school teachers and their students. About half focused on lower elementary grades (kindergarten and first grade), and about half on upper elementary grades (fourth and fifth grades). Six studies were published in peer-reviewed journals; three were unpublished doctoral dissertations. The studies were not particularly recent, ranging from 1986 to 2003. Five studies were randomized controlled trials that meet evidence standards without reservations. Four studies meet evidence standards with reservations (one randomized controlled trial with group equivalence problems and three quasi-experimental designs). Four focused on student achievement in reading and English/language arts—unsurprising given the large literature in this content area. Two studies focused on mathematics, two on mathematics and reading and English/language arts, one on science, and one on mathematics, science, and reading and English/language arts</p>
<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>No Child Left Behind sets five criteria for professional development to be considered high quality: It is sustained, intensive, and content focused—to have a positive and lasting impact on classroom instruction and teacher performance. It is aligned with and directly related to state academic content standards, student achievement standards, and assessments. It improves and increases teachers' knowledge of the subjects they teach. It advances teachers' understanding of effective instructional strategies founded on scientifically based research. It is regularly evaluated for effects on teacher effectiveness and student achievement.</p>
<p>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.</p>	<p>N/A</p>
<p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p>	<p>All nine studies employed workshops or summer institutes. In all but one follow-up session supported the main professional development event (see table 3 on page 15). In all nine studies professional development went directly to teachers rather than through a train-the-trainer approach and was delivered by the authors or their affiliated researchers.</p> <p>Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs</p>
<p>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?</p>	<p>In the first step, professional development must be of high quality in its theory of action, planning, design, and implementation. It should be intensive, sustained, content focused, coherent, well defined, and strongly implemented (Garet et al., 2001; Guskey, 2003; Loucks-Horsley, Hewson, Love, & Stiles, 1998; Supovitz, 2001; Wilson & Berne, 1999). It should be based on a carefully constructed and empirically validated theory of teacher learning and change (Ball & Cohen, 1999; Richardson & Placier, 2001; Sprinthall, Reiman, & Thies-Sprinthall, 1996). It should promote and extend effective curricula and instructional models—or materials based on a well defined and valid theory of action (Cohen, Raudenbush, & Ball, 2002; Hiebert & Grouws, 2007; Rossi, Lipsey, & Freeman, 2004). In the second step, teachers must have the motivation, belief, and skills to</p>

	<p>apply professional development to classroom teaching (Borko, 2004; Showers, Joyce, & Bennett, 1987), supported by ongoing school collaboration and follow-up consultations with experts. Doing so could require overcoming such barriers to new practices as lack of time for preparation and instruction, limited materials and human resources, and lack of follow-up support from professional development providers. In the third step, teaching—improved by professional development—raises student achievement. The challenge is evaluating the gains.</p>
<p>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?)</p> <p>If yes, provide citations or links to evaluation reports.</p>	<p>Target populations for this review include the students of K–12 teachers of English/language arts/reading, mathematics, and science. Although we would like to be able to examine how the effect of teacher professional development on student achievement varies by student characteristics (for example, English language learners, economically disadvantaged students, students with disabilities), we do not expect to find many studies that directly address student outcomes, which are distal effects of professional development given to teachers.</p> <p>The effectiveness of professional development on student achievement may also vary by settings. A study may examine the effects of professional development across different settings. These settings may include: School or class size. School-level poverty and minority concentration level. School location (urban, rural, suburban). Appendix B 33. School improvement status under No Child Left Behind. Classroom types (for example, general education or special education, inclusion classrooms)</p> <p>Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs</p>
<p>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?</p>	<p>Target populations for this review include the students of K–12 teachers of English/language arts/reading, mathematics, and science. Although we would like to be able to examine how the effect of teacher professional development on student achievement varies by student characteristics (for example, English language learners, economically disadvantaged students, students with disabilities), we do not expect to find many studies that directly address student outcomes, which are distal effects of professional development given to teachers.</p> <p>Effectiveness of professional development across different groups. The effect of professional development on student achievement may vary by student characteristics. A study may examine the effects of professional development within important student subgroups, which may include: Students with different learning styles, students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency. Students of differing achievement levels (for example, poor readers, underachievers) Students who are ethnic or racial minorities.</p> <p>Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs</p>

Evidence Based Practice #3 Data Analysis through the PLC's

The Evidence Based Practice must include:

- A study citation in APA format
- A discussion of the study and its findings
- A discussion of the local context
- A discussion of stakeholder input
- An estimation of the ESSA evidence level

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.

Study Citation (APA preferred): Vescio, V., Ross, D., & 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), 80-91

What is the strength of the evidence? Under what conditions was the evidence developed?

After an overview of the characteristics of professional learning communities (PLCs), this correlational research study represents a review of 10 American studies and one English study on the impact of PLCs on teaching practices and student learning. Although, few studies move beyond self-reports of positive impact, a small number of empirical studies explore the impact on teaching practice and student learning. The collective results of these studies suggest that well-developed PLCs have a positive impact on both teaching practice and student achievement. Implications of this research and suggestions for next steps in the efforts to document the impact of PLCs on teaching and learning are included

What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?

The qualitative review found that PLCs that were well-designed and implemented (documented the implementation of the essential characteristics of PLCs) yielded impact on teaching and learning of students. There were not statistical tests in this meta-analysis but a qualitative review and analysis of the various components PLCs in the 11 studies and summary of the findings holistically across the studies.

<p>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.</p>	<p>See above</p>
<p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p>	<p>See above</p>
<p>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?</p>	<p>The authors described the importance of implementation and quality of the PLCs. For the implications to our own school, this study suggests 1) the importance of training and supporting PLCs to ensure quality implementation, and 2) the importance tracking the impact of PLCs work on student outcomes.</p>
<p>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?)</p> <p>If yes, provide citations or links to evaluation reports.</p>	<p>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" 4) deprivatizing practice to make teaching public and 5) focusing on collaboration.</p>
<p>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?</p>	<p>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 were 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.</p>

Evidence Based Practice #4 Interventions

The Evidence Based Practice must include:

- A study citation in APA format
- A discussion of the study and its findings
- A discussion of the local context
- A discussion of stakeholder input
- An estimation of the ESSA evidence level

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.

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf

What is the strength of the evidence? Under what conditions was the evidence developed?

Math

The research describes 8 recommendations with varying degrees of strength.

Recommendation 1: Moderate

"The panel judged the level of evidence supporting this recommendation to be moderate. This recommendation is based on a series of high-quality correlational studies with replicated findings that show the ability of measures to predict performance in mathematics one year after administration (and in some cases two years)."

Recommendation 2: Low

"The panel judged the level of evidence supporting this recommendation to be low. This recommendation is based on the professional opinion of the panel and several recent consensus documents that reflect input from mathematics educators and research mathematicians involved in issues related to kindergarten through grade 12 mathematics education."

Recommendation 3: Strong

"Our panel judged the level of evidence supporting this recommendation to be strong. This recommendation is based on six randomized controlled trials that met WWC standards or met standards with reservations and that examined the effectiveness of explicit and systematic instruction in mathematics interventions."

Recommendation 4: Strong

"The panel judged the level of evidence supporting this recommendation to be strong. This recommendation is based on nine randomized controlled trials that met WWC standards or met standards with reservations and that examined the effectiveness of word problem-solving strategies"

Recommendation 5: Moderate

"The panel judged the level of evidence supporting this recommendation to be moderate. This recommendation is based on 13 randomized controlled trials that met WWC standards or met standards with reservations."

Recommendation 6: Moderate

	<p>“The panel judged the level of evidence supporting this recommendation to be moderate. This recommendation is based on seven randomized controlled trials that met WWC standards or met standards with reservations.”</p> <p>Recommendation 7: Low</p> <p>“Although we found no studies that addressed the use of valid measures for struggling students within an RtI framework, nonexperimental studies demonstrate the technical adequacy of various progress monitoring measures.”</p> <p>Recommendation 8:</p> <p>“The panel judged the level of evidence supporting this recommendation to be low. This recommendation is based on the professional opinion of the panel, and on nine studies that met WWC standards or met standards with reservations that included motivational strategies in the intervention.”</p> <p>Reading</p> <p>Recommendation 1: Moderate</p> <p>“While a growing number of screening studies are appearing in the research literature, a majority of studies relies on correlational designs, lack cross-validation, and fail to use representative samples.”</p> <p>Recommendation 2: Low</p> <p>“The panel rated the level of evidence for this recommendation as low based on one descriptive-correlational study with first and second graders that met standards with reservations and the opinion of the panel.”</p> <p>Recommendation 3: Strong</p> <p>“Because of the large number of high quality randomized controlled trials and quasi-experimental design studies conducted using systematic instruction in several of the critical domains of beginning reading instruction, the frequency of significant effects, and the fact that numerous research teams independently produced similar findings, the panel concluded that there is strong evidence to support the recommendation to provide intensive, explicit, and systematic instruction in critical reading skills stressed in National Reading Panel for tier 2 interventions.”</p> <p>Recommendation 4: Low</p> <p>“Only three studies of tier 2 interventions that met WWC standards or that met standards with reservations included a weekly progress monitoring or unit mastery component. However, neither of the studies evaluated progress monitoring as an independent variable. Thus, no inferences can be drawn about its effectiveness based on the research reviewed.”</p> <p>Recommendation 5: Low</p> <p>“The level of evidence for this recommendation is rated as low. Although the panel found five studies that met the What Works Clearinghouse standards (or met standards with reservations) relating to this recommendation, no studies reported statistically significant impacts on reading outcomes.”</p>
<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>Math</p> <p>“Research shows that the systematic use of visual representations and manipulatives may lead to statistically significant or substantively important positive gains in math achievement.”</p> <p>“Research demonstrates that instruction on solving word problems based on underlying problem structure leads to statistically significant positive effects on measures of word problem-solving.”</p> <p>“Interventions that teach students the structure of problem types and how to discriminate superficial from substantive information to know when to apply the solution methods they have learned positively and marginally or significantly affect proficiency in solving word problems.”</p>

	<p>“These studies provide support for the systematic use of visual representations or manipulatives to improve achievement in general mathematics, prealgebra concepts, word problems, and operations.</p> <p>Reading</p> <p>“A correlational study demonstrated that the more teachers used assessment information, the greater their students’ reading skill growth in grade 1.”</p> <p>“Six studies showed positive effects on decoding, and four showed effects on both decoding and reading comprehension.”</p> <p>“Since 7 of the 11 studies that met WWC standards or that met standards with reservations produced a significant effect on at least one reading outcome, and all seven studies used explicit instruction, we concluded that explicit instruction is an effective approach to use in tier 2 intervention.”</p>
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.	N/A
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	<p>Practice-based evidence and community-based evidence:</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf</p>
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?	<p>Math</p> <ol style="list-style-type: none"> 1. Screen all students to identify those at risk for potential mathematics difficulties and provide interventions to students identified as at risk. Tiers 2 and 3 2. Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8. These materials should be selected by the committee. 3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. 4. Interventions should include instruction on solving word problems that are based on common underlying structures. 5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas. 6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts. 7. Monitor the progress of students receiving supplemental instruction and other students who are at risk. 8. Include motivational strategies in tier 2 and tier 3 interventions. <p>Reading</p> <ol style="list-style-type: none"> 1. Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students at risk for developing reading disabilities. Tier 1 intervention/general education 2. Provide time for differentiated reading instruction for all students based on

	<p>assessments of students' current reading levels. Tier 2 intervention 3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes. 4. Monitor the progress of tier 2 students at least once a month. Use this data to determine whether students still require intervention. For those students still making insufficient progress, schoolwide teams should design a tier 3 intervention plan. Tier 3 intervention 5. Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after a reasonable time in tier 2 small group instruction (tier 3).</p>
<p>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?)</p> <p>If yes, provide citations or links to evaluation reports.</p>	<p>Math At least one study included in the research provides data specific to the setting in which it will be implemented. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2882678/ This study was implemented and evaluated in a district setting that is urban, high-poverty, and ethnically diverse.</p> <p>Reading At least one study included in the research provides data specific to the setting in which it will be implemented. Gunn, B., Biglan, A., Smolkowski, K., & Ary, D. (2000). <i>The efficacy of supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school. The Journal of Special Education, 34</i>(2), 90–103. This study was implemented in a setting with ELL students which is representative of the student population at Frayser. Vadasy, P. F., Jenkins, J. R., Antil, L. R., Wayne, S. K., & O'Connor, R. E. (1997). <i>The effectiveness of one-to-one tutoring by community tutors for at-risk beginning readers. Learning Disability Quarterly, 20</i>(2), 126–139. This study was implemented in" four urban schools serving large numbers of low-income minority students."</p>
<p>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?</p>	<p>Math This research does not provide data specific to effectiveness for culturally and linguistically specific populations, though at least one study was a randomized trial in a diverse, urban school district.</p> <p>Reading At least one study included in the research provides data specific to the effectiveness for culturally specific populations. "Intervention students' performance on English measures indicate that they outperformed control students on measures that ranged from rapid letter naming to reading comprehension as measured by WLPB-R passage comprehension subtest. Intervention students' were able to match sounds, blend sounds to form words, segment words into phonemes, and delete sounds better than control students. They also outperformed intervention students on the WLPB-R Word Attack subtest, indicating that intervention students demonstrated a greater ability to apply phonic and structural analysis skills to pronounce phonetically regular nonsense words in English."</p>

Evidence Based Practice #5

The Evidence Based Practice must include:

- A study citation in APA format
- A discussion of the study and its findings
- A discussion of the local context
- A discussion of stakeholder input
- An estimation of the ESSA evidence level

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.

What is the strength of the evidence? Under what conditions was the evidence developed?

What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?

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.

Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.

<p>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?</p>	
<p>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?)</p> <p>If yes, provide citations or links to evaluation reports.</p>	
<p>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?</p>	