

Cane Run Elementary Turnaround Plan for 26-27

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Please note that the objectives (yearly targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions (and general information about goal setting) for each required planning component can be found on page 2 of this planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act, as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma*, *Shiple*y, *Baldrige*, etc.);
 - [KCWP 1: Design and Deploy Standards](#)
 - [KCWP 2: Design and Deliver Instruction](#)
 - [KCWP 3: Design and Deliver Assessment Literacy](#)
 - [KCWP 4: Review, Analyze and Apply Data Results](#)
 - [KCWP 5: Design, Align and Deliver Support](#)
 - [KCWP 6: Establish Learning Environment and Culture](#)
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Improvement Priority #1: *Revise, consistently implement and intentionally monitor an instructional framework prioritizing coherent Tier 1 instruction to enhance student cognitive engagement, provide data-driven differentiation and promote equitable learning opportunities*

STANDARD 21: *Instruction is characterized by high expectations and learner-centered practices.*

Improvement Priority #2: *Align PLC practices with the school's established PLC model to ensure teams consistently analyze student work, design and plan differentiated Tier 1 instruction and engage in collaborative practices that strengthen instructional expertise and directly improve student performance.*

STANDARD 22: *Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum*

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities

Objective(s):

By May 2027, the novice percentage for African American (AA) students in Reading will be reduced from 59% to 50% as measured by KSA.

Strategy:

KCWP 2: Design & Deliver Instruction: *All schools/districts are to ensure their instructional program is intentional and aligned to Kentucky Academic Standards and current research. Tier 1 instruction should be universal, high quality, equitable, responsive and provided to all students. Consistent implementation of evidence-based instructional practices is essential for academic, behavioral, and social-emotional competencies.*

Leadership will strengthen, consistently implement, and purposefully monitor an instructional framework that prioritizes coherent Tier 1 instruction to deepen student thinking, guide data-informed differentiation, and ensure equitable access to high-quality learning for all students.

KCWP 4: Review, Analyze, and Apply Data Results: *Schools/districts must communicate and implement a sustainable system for reviewing, analyzing and applying data results. Leadership must ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning to determine priorities for student growth and achievement.*

Leadership will ensure PLC practices are tightly aligned to the school's established model so that teams consistently analyze student work, design responsive Tier 1 instruction, and engage in focused collaboration that strengthens instructional practice and drives improved student outcomes.

Activities:

- Develop and implement a 30-60-90 day plan to monitor activities within the Turnaround Plan specific to AA student novice reduction (IP1/2, KCWP 2/4).
- Collectively develop instructional best practices (non-negotiables), communicate, implement and monitor-benefits all students (IP1, KCWP2).
- Implement Intellectual Preparation Cycles: Provide opportunities for leaders and teachers, through professional learning and PLC's, to understand and prepare for implementation of HQIR's through internalization processes. This will strengthen delivery of instruction and support analysis of student work to inform that instruction (Preparation and Planning), emphasizing novice reduction with AA students (IP1/2, KCWP2/4).
- Ensure content-based professional learning (CBPL) is provided to strengthen leadership and teacher knowledge of core instructional practices aligned to the Kentucky Academic Standards (KAS) and HQIR's (IP1, KCWP2) - benefits all students
- Develop and Implement a feedback and coaching system that will provide targeted support and coaching for teachers around Tier 1 instruction (Learning Walks, Use of Instructional Practice Guides, HQIR aligned) (IP1, KCWP2) - benefits all students
- Implement data analysis processes: All teachers and leaders will routinely analyze the results of student screeners, diagnostics, HQIR assessments, common/formative assessments and district data to plan tiered instruction through an intentional data system emphasizing novice reduction with AA students (IP1/2, KCWP4).
- Utilize a Math Lab itinerant teacher to support Tier 1 instruction and school wide interventions-benefits all students (IP1/2, KCWP4).
- Utilize Reading Interventionist to support Tier 1 instruction and school wide interventions - benefits all students (IP1/2, KCWP4).

- Ensure professional learning around High Impact Instructional Strategies are provided to teachers and monitoring of implementation is occurring - benefits all students (Teach Like a Champion, Visible Learning, etc.) (IP1/2, KCWP2).

Progress Monitoring:

- 30-60-90: Principal and related staff members; monitor the progress of activities within the plan through line items in agenda; weekly/monthly (IP1/2)
- Principal; Administrative agendas/minutes: Progress will be monitored during the weekly administrative team through PLC agendas and meeting notes, using a structured monitoring process aligned to the activities, ensuring consistent implementation of the outlined actions and fostering the conditions necessary for both teacher effectiveness and student success (IP1/2)
- ER/Principal Connect agendas/minutes: ERL; monitor continuous improvement processes, Improvement Priority progress, SIF allocations, instructional processes - weekly monitored through 30-60-90 (IP1/2)
- Turnaround Team meeting agendas/minutes: Turnaround Team/Principal (IP1/2)
 - Review Turnaround Plan activities: monthly
 - 30-60-90 updates: monthly
 - School Improvement Funds related to Turnaround: monthly
 - SPMR data review: quarterly
- Walkthrough data: Principal/APs & AIC; using a walkthrough data protocol, we will monitor instructional practices, HQIR implementation, high impact instructional strategies, bi-monthly for both effectiveness and needed supports (IP1/2)
- PLC agendas/minutes: AIC/Principal - weekly (IP2)
 - Intellectual Preparation Cycles
 - Internalization (Unit/Lesson): Fall, monthly, Gold Days
 - Student Work Analysis: Bi-monthly
 - Content-Based Professional Learning (CBPL): Fall, Gold Days, embedded monthly
 - Data Analysis Student Achievement Data: AIC/Grade Level Teachers
- PLC Calendar: AIC/Principal will schedule Unit/Lesson Internalization cycles, assessment dates, data analysis dates as well as monitor the effectiveness of this structure - weekly (IP2)
- Professional Learning Plan: (IP1/2)
 - Content-based (CBPL): Fall, ongoing through PLCs/Gold Days - AIC/Leadership
 - UFLI: Fall/quarterly refreshers - Teacher Leaders/AIC
 - Facts on Fire: Fall/quarterly refreshers - Team Leads/AIC
 - High Impact Instructional strategies: Fall and monthly refreshers during faculty meetings or PLC's - AIC/Leadership
- Student achievement data: Analysis in PLCs, growth and achievement, determine needed interventions (IP2)
 - iReady Universal Screener/Diagnostic: AIC/Teachers, student growth and achievement, 3x/yr
 - Kentucky Summative Assessment: Principal/Teachers, annually (Fall)
 - UFLI: Teachers/AIC, weekly

- Facts on Fire: Teachers/AIC, quarterly
- HQIR assessments: Teachers - per pacing framework
- Early Learning Check (ELC): Teachers - 3x/yr grades 3-5
- Faculty meeting agendas/minutes: Principal; progress toward Improvement Priorities, professional learning - monthly (IP1/2)

Funding:

Itinerant Math Lab Teacher (IP1/2): This position will support Tier 1 instruction and provide intervention supports for Math; **SIF** (\$110,000)

Reading Interventionist (IP1/2): This position will provide Tier 1 support for teachers, Tier 2 and Tier 3 support for students; - Read to Achieve Grant (\$70,000), **SIF** (\$35,000)

Solution Tree Consulting (IP2) : Consulting for leadership to support PLC implementation; 6 visit/years @ \$7100 each; **SIF** (\$42,000)

Supplies for UFLI manuals, Facts on Fire books, manipulatives, intervention implementation and support (IP1/2): **SIF** (\$23,300)

Professional Learning to support Tier 1 instruction (IP1): **SIF** (\$12,500)

Title 1 funds: Title I funds are used to purchase 4 teachers and 0.67 of an itinerant position to provide common planning for grade level teams (\$395,082).

Extended School Services (ESS) to support student achievement: (\$11,600)

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

By May 2029, Cane Run Elementary will increase the percentage of students scoring proficient and distinguished in both Reading and Math as measured by KSA.

- KSA Reading from 14% P/D (May 2025) to 30% P/D.
- KSA Math from 6% P/D (May 2025) to 22% P/D.

Objective(s):

- By May 2027, Cane Run Elementary will increase P/D in Reading from 14% to 22% as measured by KSA.
- By May 2027, Cane Run Elementary will increase P/D in Math from 6% to 14% P/D as measured by KSA.

Strategy:

KCWP 2: Design & Deliver Instruction: *All schools/districts are to ensure their instructional program is intentional and aligned to Kentucky Academic Standards and current research. Tier 1 instruction should be universal, high quality, equitable, responsive and provided to all students. Consistent implementation of evidence-based instructional practices is essential for academic, behavioral, and social-emotional competencies.*

Leadership will strengthen, consistently implement, and purposefully monitor an instructional framework that prioritizes coherent Tier 1 instruction to deepen student thinking, guide data-informed differentiation, and ensure equitable access to high-quality learning for all students.

KCWP 4: Review, Analyze, and Apply Data Results: *Schools/districts must communicate and implement a sustainable system for reviewing, analyzing and applying data results. Leadership must ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning to determine priorities for student growth and achievement.*

Leadership will ensure PLC practices are tightly aligned to the school's established model so that teams consistently analyze student work, design responsive Tier 1 instruction, and engage in focused collaboration that strengthens instructional practice and drives improved student outcomes.

Activities:

- Develop and implement a 30-60-90 day plan to monitor activities (IP1/2, KCWP 2/4).
- Collectively develop instructional best practices (non-negotiables), communicate, implement and monitor (IP1, KCWP2).
- Implement Intellectual Preparation Cycles: Provide opportunities for leaders and teachers, through professional learning and PLC's, to understand and prepare for implementation of HQIR's through internalization processes. This will strengthen delivery of instruction and support analysis of student work to inform that instruction (Preparation and Planning) (IP1/2, KCWP2/4).
- Ensure content-based professional learning (CBPL) is provided to strengthen leadership and teacher knowledge of core instructional practices aligned to the Kentucky Academic Standards (KAS) and HQIR's (IP1, KCWP2).
- Develop and Implement a feedback and coaching system that will provide targeted support and coaching for teachers around Tier 1 instruction (Learning Walks, Use of Instructional Practice Guides, HQIR aligned) (IP1, KCWP2)
- Implement data analysis processes: All teachers and leaders will routinely analyze the results of student screeners, diagnostics, HQIR assessments, common/formative assessments and district data to plan tiered instruction through an intentional data system (IP1/2, KCWP4)

- Utilize a Math Lab itinerant teacher to support Tier 1 instruction and school wide interventions (IP1/2, KCWP4).
- Utilize Reading Interventionist to support Tier 1 instruction and school wide interventions (IP1/2, KCWP4).
- Ensure professional learning around High Impact Instructional Strategies are provided to teachers and monitoring of implementation is occurring (Teach Like a Champion, Visible Learning, etc.) (IP1/2, KCWP2).
- Collectively establish and communicate a schoolwide PLC vision and protocol that emphasizes how data analysis will impact instruction (IP2, KCWP4).
- Model, support and monitor collaborative data driven practices to strengthen Tier 1 instruction and student achievement by clarifying and communicating the PLC vision (IP2, KCWP4).
- Collectively develop/revise and implement a consistent data analysis protocol (IP2, KCWP4)
- Collectively develop a PLC monitoring system for continuous improvement reflecting the Intellectual Preparation Cycle (PLC calendar, PLC observations, etc), (IP2, KCWP4)

Progress Monitoring:

- 30-60-90: Principal and related staff members; progress of activities within the plan; weekly/monthly (IP 1/2)
- Administrative agendas/minutes: Principal; supports to ensure teacher and student success; weekly (IP1/2)
- ER/Principal Connect agendas/minutes: ERL; monitor continuous improvement processes, Improvement Priority progress, SIF allocations, instructional processes - weekly monitored through 30-60-90 (IP1/2)
- Turnaround Team meeting agendas/minutes: Turnaround Team/Principal (IP1/2)
 - Review Turnaround Plan activities: monthly
 - 30-60-90 updates: monthly
 - School Improvement Funds related to Turnaround: monthly
 - SPMR data review: quarterly
- Walkthrough data: Principal/AIC; (monitor) HQIR implementation, high impact instructional strategies, bi-monthly (IP1/2)
- PLC agendas/minutes: AIC/Principal - weekly (IP2)
 - Intellectual Preparation Cycles
 - Internalization (Unit/Lesson): Fall, monthly, Gold Days
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- High Impact Instructional strategies: Fall and monthly refreshers during faculty meetings or PLC's - AIC/Leadership
- Student achievement data: Analysis in PLCs, growth and achievement, determine needed interventions (IP2)
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Addendum for Schools Identified for Comprehensive Support and Improvement

A turnaround plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) must be embedded in the comprehensive school improvement plan (CSIP) required by 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for schools identified for CSI. These requirements include targeted strategies and activities to support improvement in the identified areas of need addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for CSI Schools

Schools identified for CSI must complete the CSIP process and meet all applicable deadlines while identified for CSI. Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a turnaround plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the local education agency (LEA) for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:

Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process

Response: The Turnaround Team convenes monthly to review the Turnaround Plan, the 30-60-90 day plan used to monitor the Turnaround Plan, Needs Assessment, survey data, student data, etc. Discussions are focused on Improvement Priorities and activities associated with those priorities to ensure Cane Run Elementary is making progress in meeting the identified areas within the improvement priorities.

- Christie Horn/Principal: Turn Around Team Lead Facilitator, instructional leader, PLC facilitator and support
- Meghan Mattingly/Assistant Principal: Behavior and instructional support, PLC facilitator
- Paige Shelton/Assistant Principal: Behavior and Family connections, PLC facilitator
- Melissa Culver/Resource Teacher: Instructional support, PLC facilitator
- Ed Voyles/Exceptional Child Education Implementation Coach: Behavior and instructional support for Special Education students and teachers
- Maggie McCarthy/2nd grade Teacher: Teacher leadership, professional input, HQIR implementation
- Connie DiMercurio/3rd grade Teacher: Teacher leadership, professional input, HQIR implementation
- Amanda Lauster/4th grade Teacher: Teacher leadership, professional input, HQIR implementation
- LaMesa Marks-Johns/Assistant Superintendent: District support
- Amy Harris - Educational Recovery Leader: Facilitator, KDE support

Identification of Critical Resources Inequities:

Consider: 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.

Response:

Review of Resource Allocation and Use: Cane Run Elementary engaged in a comprehensive review of the allocation and use of resources—people, time, and funding—to determine alignment with student needs and to identify inequities contributing to underperformance in reading and mathematics. This review was conducted through multiple structures, including the Instructional Leadership Team (ILT), School-Based Decision Making (SBDM) Council, and Collaborative Teacher Teams (PLCs), and was informed by student achievement data, staffing patterns, budget expenditures, and instructional schedules. Student outcome data revealed critical needs, with only 14% of students scoring Proficient/Distinguished in reading and 6% in mathematics. These outcomes prompted a deeper analysis of whether current resources were sufficient, equitably distributed, and strategically deployed to support Tier 1 instruction, targeted interventions, and overall school safety.

Identified Resource Inequities

People: Cane Run lacks sufficient dedicated intervention support roles in both reading and mathematics to meet the needs of students requiring Tier 2 and Tier 3 support. Inexperienced and early-career teachers are disproportionately assigned to classrooms with higher academic and behavioral needs, without consistent access to embedded coaching or co-teaching support. Limited staffing for school safety and supervision has constrained the school’s ability to maintain consistent, predictable learning environments, particularly during transitions and non-instructional times, which negatively impacts instructional minutes and student readiness to learn.

Time: While PLCs are established, limited funding and staffing coverage have restricted the depth and consistency of PLC implementation, particularly around data analysis, instructional internalization, and lesson planning aligned to HQIRs. Teachers have insufficient protected time to engage in coaching cycles, observe effective practice, and receive timely feedback—especially critical for novice teachers.

Money: Current funding levels do not adequately support sustained professional learning in PLCs aligned to Solution Tree best practices. Ongoing training and materials for Facts on Fire to address foundational math fluency gaps. Instructional coaching

capacity needed to support effective implementation of HQIRs in both reading and math. Budget constraints have limited the school's ability to add intervention personnel or expand instructional support services proportional to student need.

Addressing Resource Inequities:

To address these inequities, Cane Run will take the following strategic actions:

- Strengthen Intervention Support by prioritizing funding for dedicated reading and math intervention support roles to ensure students receive timely, targeted instruction aligned to data.
- Itinerant Teacher for Math lab, supporting Tier 1 and interventions
- Utilize interventionists to reduce the instructional burden on classroom teachers while increasing the intensity and precision of support for struggling learners.
- Increase Coaching and Support for Inexperienced Teachers
- Allocate resources to expand instructional coaching, with a focus on modeling, co-planning, and feedback cycles tied to HQIR implementation.
- Ensure novice teachers have structured access to coaching, walkthrough feedback, and PLC support to improve instructional quality and consistency.
- Ensure consistent use of HQIR's through monitoring and provide support aligned to observational data.
- Sustain and Deepen PLC Implementation to ensure clarity with expectations and teams consistently engage in the Intellectual Preparation Cycle (Unit/Lesson internalization, Lesson Rehearsal, Student Work Analysis).
- Provide content-based professional learning (CBPL) to strengthen HQIR implementation to improve student outcomes.
- Ensure high expectations and learner-centered practices around instruction are established.
- Protect PLC time by providing coverage and structures that allow teachers to fully engage in the PLC process without competing demands.
- Continue funding, implementation, and support of Facts on Fire to address significant math fluency gaps that contribute to the low percentage of students scoring Proficient/Distinguished.
- Align Facts on Fire with classroom instruction and intervention supports to ensure coherence across tiers.
- Re-invest in Solution Tree Consulting for leadership support in strengthening PLC processes and outcomes.

CSI Evidence-based Practices

CSI improvement/turnaround plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of “evidence-based” under ESEA section 8101(21). The definition of “evidence-based” in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Improvement Priorities	
<p>IP#1: Revise, consistently implement and intentionally monitor an instructional framework prioritizing Tier 1 instruction to enhance student cognitive engagement, provide data driven differentiation, and promote equitable learning opportunities.</p> <p>IP#2: Align PLC practices with the school’s established PLC model to ensure teams consistently analyze student work, design and plan differentiated Tier 1 instruction and engage in collaborative practices that strengthen instructional expertise and directly improve student performance.</p>	
Evidence-based Activity	Evidence Citation
Math Lab Itinerate Teacher to provide tier 1 support, intervention and school-wide math support. IP #1& 2	Dietrichson, Bog, Filges, Jorgensen, (2017). Academic Interventions for Elementary and Middle School Students with Low Socioeconomic Status: A Systematic Review and Meta Analysis. <i>Review of Educational Research</i> (87), 243-282.
Reading Interventionist to provide Tier 1 support, intervention and school-wide reading support. IP #1 & 2	Dietrichson, Bog, Filges, Jorgensen, (2017). Academic Interventions for Elementary and Middle School Students with Low Socioeconomic Status: A Systematic Review and Meta Analysis. <i>Review of Educational Research</i> (87), 243-282.
HQIR (Illustrative Math) IP# 1 & 2	Cardelle-Elawar, M. (1995). Effects of metacognitive instruction on low achievers in mathematics problems. <i>Teaching and Teacher Education</i> , 11(1), 81.
HQIR (EL Education) IP# 1 & 2	Bocala, C. McMaken, J. & Melchior, K. Evaluating the Use of EL Education’s K–2 Language Arts Curriculum. Retrieved from: https://files.ededucation.org/web/downloads/Evaluating-the-Use-of-EL-Education%E2%80%99s-K-2-Language-Arts-Curriculum-Feb-2021.pdf
Maximize teacher effectiveness through professional learning focused on strengthening high impact instructional practices. IP# 1	Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning</i> . Routledge. Retrieved from: https://inventorium.com.au/wp-content/uploads/2020/09/Hattie-Visible-Learning.pdf
UFLI to strengthen foundational skills to support reading for understanding. IP#1	Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S.(2016). Foundational skills to support reading for understanding

	in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE)
RTI- Multi tiered IP#1	Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/ .
Professional learning/coaching to support PLC implementation (Solution Tree) IP#2	Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. <i>Teaching and Teacher Education</i> (24), 80-91.
Timed activities and practice. (Facts on Fire) IP#1 Systematic Instruction during intervention (Math/Reading Intervention) IP#1	Fuchs, L.S., Newman-Gonchar, R., Schumacher, R., Dougherty, B., Bucka, N., Karp, K.S., Woodward, J., Clarke, B., Jordan, N. C., Gersten, R., Jayanthi, M., Keating, B., and Morgan, S. (2021). Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades (WWC 2021006). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from http://whatworks.ed.gov/ .
School-wide behavior intervention system to improve student achievement. IP#1 & 2	Epstein, M., Atkins, M., Cullinan, D., Kutash, K., and Weaver, R. (2008). Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides .