

Cochran 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, Shipley, Baldrige, etc.*);
- **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;
 - 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
- **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.

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):

1. By May of 2027, the percentage of African American students scoring P/D on KSA Reading will increase from 14% to 25%.
2. By May of 2027, the percentage of ECE students scoring P/D on KSA Reading will increase from 3% to 10%.

Strategy:

- KCWP 2: Design and Deliver Instruction: Cochran must deliver a high-quality, standards-aligned instruction that is intentional, equitable, and grounded in our HQIR. We will heavily monitor Tier I instruction to ensure it effectively meets the needs of most students through consistent use of evidence-based practices, ongoing progress monitoring of learning, and purposeful planning that supports student engagement, ownership, and success across academic, behavioral, and social-emotional areas
- KCWP 4: Review, Analyze and Apply Data Results: Cochran will implement a consistent, sustainable system for using data to drive decisions and improve student outcomes. Teachers and leaders will regularly collect, analyze, and apply multiple sources of high-quality data to inform instruction, adjust supports, and ensure all students make progress. This process includes actively involving students in understanding their own data and using both quantitative and qualitative evidence to guide continuous improvement and close achievement gaps.
- KCWP 6: Establish Learning Environment and Culture: Cochran's learning environment is a clear area of strength, characterized by an inclusive, supportive culture where students and staff are equipped to succeed. Strong systems, collaborative practices, and a shared commitment to the school's vision and values have created a positive climate for learning and growth. Moving forward, Cochran will continue to intentionally monitor and refine its learning environment, keeping a consistent pulse on culture, climate, and student experience, to ensure continuous improvement and sustained success for all learners.

Activities:

The turnaround team met and agreed on the following activities to address our improvement priorities:

1. Professional Learning Communities (PLCs) protocol will be reviewed to have a focused emphasis on literacy and mathematics, allowing teachers to collaboratively analyze student data, plan targeted instruction, and share best practices. PLCs will include the Intellectual Learning Prep cycle which is a comprehensive instructional improvement framework designed to strengthen teaching and learning across the school. Central to this effort will be structured lesson and unit internalization cycles and data analysis, ensuring that teachers deeply understand content, standards, and instructional strategies before delivering instruction. (IP 1 and 2) (EBP 1)
2. Coaching and Feedback: Establish consistent coaching and feedback cycles, providing teachers with ongoing, actionable support to refine their instructional practices and improve student outcomes. Revise, implement, and monitor our coaching and feedback system so it is clearly aligned to our high expectation look fors and walkthrough data. Walkthroughs will be conducted by the collab team and admin weekly. We will use one walkthrough tool to consistently monitor and strengthen rigorous, engaging, differentiated and evidence-based instruction, thereby improving professional practice and increasing student achievement. (IP 1) (EBP 2)
3. Multi-Tiered System of Supports: To further support all learners, Intellectual Learning Prep will implement a clearly defined Multi-Tiered System of Supports (MTSS), ensuring that academic and behavioral interventions are systematic, data-driven, and responsive to individual student needs. Together, these structures will create a cohesive and aligned approach to instructional excellence and continuous improvement. (IP 1 and 2) (EBP 3)
4. Data Analysis Protocol: Revise our schoolwide data protocol to include more opportunities for teachers to analyze data during PLCs. Formative and summative data will be reviewed at least once per 6 weeks in math and reading. Our PLC schedule will be structured to ensure all four DeFour questions are answered in a 6 week cycle for math and reading. Collaborative teachers will be responsible for leading PLCs and ensuring PLCs complete the cycle within 6 weeks. (IP 2) (EBP 3)
5. Social Emotional Programs: Implement and fully integrate SEL programs, such as Leader in Me and the Ron Clark House System, to embed core values, leadership skills, and a unified sense of community across all grade levels. This creates a strong foundation that champions lifelong habits, positive peer relationships, and academic ownership.

Progress Monitoring:

Progress monitoring for these initiatives will be systematic, collaborative, and grounded in data to ensure consistent implementation and continuous improvement.

1. Professional Learning Communities: Weekly monitoring will occur during collaborative team meetings, where PLC agendas and minutes will serve as formal records to verify that all teams are adhering to the established PLC structure. Collaborative teachers and assistant principals will be responsible for maintaining the fidelity of these processes. Intellectual Learning Prep: Lesson and unit internalization cycles will be monitored jointly by collaborative teachers and school administrators to ensure that instructional planning remains rigorous and aligned to standards. In addition, monthly walkthrough data

will be collected and reviewed by both teachers and administrators to assess the quality and consistency of classroom instruction across the school.

2. Coaching and Feedback: Clearly defined coaching cycles will be implemented and monitored by collaborative teachers, ensuring that feedback is ongoing, actionable, and directly tied to instructional improvement. The school's turnaround team, led by the principal, will meet twice monthly to review progress toward goals, address challenges, and make strategic adjustments as needed. Walkthroughs will be conducted weekly by collab teachers and admin. Walkthrough completions and data will be reviewed weekly in admin and collaborative teacher meetings. This data will be used to look at school wide trends to inform professional development needs as well as to inform specific coaching and feedback.
3. Multi-Tiered System of Supports: To support staff development, administrators will conduct a comprehensive professional development needs assessment and use pre- and post-survey data to evaluate the effectiveness of professional learning initiatives. Furthermore, MTSS meetings will be held every six weeks to monitor data and make informed decisions, with teams utilizing agendas, minutes, and a centralized data hub to monitor student progress and adjust interventions accordingly. Our implementation coach, Admin, and Collab teachers will be responsible for monitoring data collection and using feedback to plan professional development as needed.
4. Data Analysis Protocol: Employ structured data analysis protocols grounded in improvement science to guide decision-making, ensuring that all efforts remain focused on measurable outcomes and sustained school improvement. All teachers will input data every other week. Collaborative teachers will monitor and report out in our weekly collaborative team meetings on data collection and data trends.
5. Social Emotional Programs: We will continue to monitor our culture and climate through a sense of belonging data survey, collected four times throughout the year. Our counselor, FRYSC, and MHP will be responsible for administering, analyzing, and monitoring the survey data quarterly. (IP 2)

Funding:

SIF Funding for extra PLC weekly cost- \$65,000 for the year

SIF Funding for Consultant: \$84,600

SIF Funding for Professional Learning: \$60,241

SIF Funding for Learning Resources: \$25,000

Title 1 Funding for Collab teachers: \$219,446.01

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 of 2029, Reading KSA scores will increase from 22% to 60.2% P/D for all students on KSA.

By May of 2029, Math KSA scores will increase from 13% to 64.3% P/D for all students on KSA.

Objective(s):

By May of 2027, Reading KSA scores will increase from 22% to 38% P/D for all students on KSA.

By May of 2027, Math KSA scores will increase from 13% to 30% P/D for all students on KSA.

Strategy:

- **KCWP 2: Design and Deliver Instruction**: Cochran must deliver a high-quality, standards-aligned instruction that is intentional, equitable, and grounded in our HQIR. We will heavily monitor Tier I instruction to ensure it effectively meets the needs of most students through consistent use of evidence-based practices, ongoing progress monitoring of learning, and purposeful planning that supports student engagement, ownership, and success across academic, behavioral, and social-emotional areas
- **KCWP 4: Review, Analyze and Apply Data Results**: Cochran will implement a consistent, sustainable system for using data to drive decisions and improve student outcomes. Teachers and leaders will regularly collect, analyze, and apply multiple sources of high-quality data to inform instruction, adjust supports, and ensure all students make progress. This process includes actively involving students in understanding their own data and using both quantitative and qualitative evidence to guide continuous improvement and close achievement gaps.
- **KCWP 6: Establish Learning Environment and Culture**: Cochran's learning environment is a clear area of strength, characterized by an inclusive, supportive culture where students and staff are equipped to succeed. Strong systems, collaborative practices, and a shared commitment to the school's vision and values have created a positive climate for learning and growth. Moving forward, Cochran will continue to intentionally monitor and refine its learning environment, keeping a consistent pulse on culture, climate, and student experience, to ensure continuous improvement and sustained success for all learners.

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comprehensive instructional improvement framework designed to strengthen teaching and learning across the school. Central to this effort will be structured lesson and unit internalization cycles and data analysis, ensuring that teachers deeply understand content, standards, and instructional strategies before delivering instruction. (IP 1 and 2) (EBP 1)

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Progress Monitoring:

Progress monitoring for these initiatives will be systematic, collaborative, and grounded in data to ensure consistent implementation and continuous improvement.

1. **Professional Learning Communities:** Weekly monitoring will occur during collaborative team meetings, where PLC agendas and minutes will serve as formal records to verify that all teams are adhering to the established PLC structure. Collaborative teachers and assistant principals will be responsible for maintaining the fidelity of these processes. Intellectual Learning Prep: Lesson and unit internalization cycles will be monitored jointly by collaborative teachers and school administrators to ensure that instructional planning remains rigorous and aligned to standards. In addition, monthly walkthrough data will be collected and reviewed by both teachers and administrators to assess the quality and consistency of classroom instruction across the school.
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Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in science, social students, and writing

Three- to Five-Year Goal:

By May of 2029, Science, Writing, Social Studies will go from 29% to 58% P/D for all students on KSA.

Objective(s):

By May of 2027, Science, Writing, Social Studies will go from 29% to 39% P/D for all students on KSA.

Strategy:

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Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

By May of 2029, the percentage of ML students scoring P/D on KSA Reading will increase from 31% to 55%.

Objective(s):

By May of 2027, the percentage of ML students scoring P/D on KSA Reading will increase from 31% to 39%.

Strategy:

- **KCWP 2: Design and Deliver Instruction:** Cochran must deliver a high-quality, standards-aligned instruction that is intentional, equitable, and grounded in our HQIR. We will heavily monitor Tier I instruction to ensure it effectively meets the needs of most students through consistent use of evidence-based practices, ongoing progress monitoring of learning, and purposeful planning that supports student engagement, ownership, and success across academic, behavioral, and social-emotional areas
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Priority Indicator #3: Quality of School and Climate Survey

Three- to Five-Year Goal:

By May of 2029, Quality of School Climate & Safety will go from 73.0 to 80.0 Index Score for All students on QSCS Climate.

Objective(s):

By May of 2027, Quality of School Climate & Safety will go from 73.0 to 76.0 Index Score for All students on QSCS Climate.

Strategy:

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The turnaround team met and agreed on the following activities to address our improvement priorities:

1. Professional Learning Communities (PLCs) protocol will be reviewed to have a focused emphasis on literacy and mathematics, allowing teachers to collaboratively analyze student data, plan targeted instruction, and share best practices. PLCs will include the Intellectual Learning Prep cycle which is a comprehensive instructional improvement framework designed to strengthen teaching and learning across the school. Central to this effort will be structured lesson and unit internalization cycles and data analysis, ensuring that teachers deeply understand content, standards, and instructional strategies before delivering instruction. (IP 1 and 2) (EBP 1)
2. Coaching and Feedback: Establish consistent coaching and feedback cycles, providing teachers with ongoing, actionable support to refine their instructional practices and improve student outcomes. Revise, implement, and monitor our coaching and feedback system so it is clearly aligned to our high expectation look fors and walkthrough data. Walkthroughs will be conducted by the collab team and admin weekly. We will use one walkthrough tool to consistently monitor and strengthen rigorous, engaging, differentiated and evidence-based instruction, thereby improving professional practice and increasing student achievement. (IP 1) (EBP 2)
3. Multi-Tiered System of Supports: To further support all learners, Intellectual Learning Prep will implement a clearly defined Multi-Tiered System of Supports (MTSS), ensuring that academic and behavioral interventions are systematic, data-driven, and responsive to individual student needs. Together, these structures will create a cohesive and aligned approach to instructional excellence and continuous improvement. (IP 1 and 2) (EBP 3)
4. Data Analysis Protocol: Revise our schoolwide data protocol to include more opportunities for teachers to analyze data during PLCs. Formative and summative data will be reviewed at least once per 6 weeks in math and reading. Our PLC schedule will be structured to ensure all four DeFour questions are answered in a 6 week cycle for math and reading. Collaborative teachers will be responsible for leading PLCs and ensuring PLCs complete the cycle within 6 weeks. (IP 2) (EBP 3)
5. Social Emotional Programs: Implement and fully integrate SEL programs, such as Leader in Me and the Ron Clark House System, to embed core values, leadership skills, and a unified sense of community across all grade levels. This creates a strong foundation that champions lifelong habits, positive peer relationships, and academic ownership.

Progress Monitoring:

Progress monitoring for these initiatives will be systematic, collaborative, and grounded in data to ensure consistent implementation and continuous improvement.

1. Professional Learning Communities: Weekly monitoring will occur during collaborative team meetings, where PLC agendas and minutes will serve as formal records to verify that all teams are adhering to the established PLC structure. Collaborative teachers and assistant principals will be responsible for maintaining the fidelity of these processes. Intellectual Learning Prep: Lesson and unit internalization cycles will be monitored jointly by collaborative teachers and school administrators to ensure that instructional planning remains rigorous and aligned to standards. In addition, monthly walkthrough data will be collected and reviewed by both teachers and administrators to assess the quality and consistency of classroom instruction across the school.
2. Coaching and Feedback: Clearly defined coaching cycles will be implemented and monitored by collaborative teachers, ensuring that feedback is ongoing, actionable, and directly tied to instructional improvement. The school's turnaround team, led by the principal, will meet twice monthly to review progress toward goals, address challenges, and make strategic adjustments as needed. Walkthroughs will be conducted weekly by collab teachers and admin. Walkthrough completions and data will be reviewed weekly in admin and collaborative teacher meetings. This data will be used to look at school wide trends to inform professional development needs as well as to inform specific coaching and feedback.
3. Multi-Tiered System of Supports: To support staff development, administrators will conduct a comprehensive professional development needs assessment and use pre- and post-survey data to evaluate the effectiveness of professional learning initiatives. Furthermore, MTSS meetings will be held every six weeks to monitor data and make informed decisions, with teams utilizing agendas, minutes, and a centralized data hub to monitor student progress and adjust interventions accordingly. Our implementation coach, Admin, and Collab teachers will be responsible for monitoring data collection and using feedback to plan professional development as needed.
4. Data Analysis Protocol: Employ structured data analysis protocols grounded in improvement science to guide decision-making, ensuring that all efforts remain focused on measurable outcomes and sustained school improvement. All teachers will input data every other week. Collaborative teachers will monitor and report out in our weekly collaborative team meetings on data collection and data trends.
5. Social Emotional Programs: We will continue to monitor our culture and climate through a sense of belonging data survey, collected four times throughout the year. Our counselor, FRYSC, and MHP will be responsible for administering, analyzing, and monitoring the survey data quarterly. (IP 2)

Funding:

SIF Funding for extra PLC weekly cost- \$65,000 for the year

SIF Funding for Collaborative Teacher: \$84,600

SIF Funding for Professional Learning: \$60,241

SIF Funding for Learning Resources: \$25,000

Title 1 Funding for Collab teachers: \$219,446.01

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:
<p>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</p> <p>Response: Denise Strange, Melissa Cheatham, Leslie Mangum, Shannon Drummond, Heather Cain, Kasey Simpson, Angelina Harper, Holly Fernandez, Linda Lotspeich, Marissa Wright, Delaney Bush, Charlesetta Parker, Emily Salansky, Megan Culp, Jamiera Johnson</p>
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: The turnaround team met to discuss potential inequities in our current structures. We identified inequities in the time allocated for tier 2 and 3 interventions, inadequate time for PLCs to discuss math and reading instruction, and inequitable access for students at different grade levels who do not have a full time collaborative coach. The team agreed on the following actions to address our improvement priorities:

- We need to adjust our main schedule to create specific and intentional time in the schedule for math and reading interventions. This will create more equitable access to meet the needs of all learners. (IP 2)
- We currently have a PLC structure to meet once a week but need funding to support PLCs twice a week. This extended planning time for PLC will meet the planning needs to effectively implement our HQIRs in math and reading. (IP 1)
- We also need funding to support one more collaborative teacher to ensure equity with all grade level collaborative teachers and access to coaching and interventions. (IP2)
- We are the only school in JCPS with 5 self contained classes including the district's only signing unit for Deaf and Hard of Hearing students in elementary school. There are significant implications that come with five self-contained units which include time and resources that limit admin time for coaching and feedback as well as monitoring PLCs and completing walkthroughs. (IP1 and 2)
- Lastly, we need funding to support intensive professional development in the areas of data collection, coaching/feedback, and MTSS components. (IP 2)

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.

Evidence-based Activity	Evidence Citation
Example: Train staff to implement inductive teaching strategies.	Example: Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.

Evidence-based Activity	Evidence Citation
<p>1. Professional Learning Communities</p>	<p>Northwest, E. (August 2021). Growing Together: Professional Learning Communities at Work Generates Achievement Gains in Arkansas. https://educationnorthwest.org/sites/default/files/plc-at-work-impact-evaluation.pdf</p>
<p>2. Feedback and Coaching</p>	<p>Garet, M. S., Wayne, A. J., Brown, S., Rickles, J., Song, M., & Manzeske, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals. NCEE 2018-4001. <i>National Center for Education Evaluation and Regional Assistance</i>. https://files.eric.ed.gov/fulltext/ED578873.pdf</p> <p>Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. <i>Review of educational research</i>, 88(4), 547-588.</p>
<p>3. Multi-Tiered Systems of Support</p>	<p>Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). <i>Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide</i>. (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/.</p> <p>Bradshaw, C. Mitchell, M., & Leaf, P. (in press). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. Journal of Positive Behavior Interventions.</p> <p>Bradshaw, C. Mitchell, M., & Leaf, P. (in press). The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools. School Psychology Quarterly</p>