

Dr. J. Blaine Hudson Middle 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.

Improvement Priority 1: Establish, communicate, and monitor a continuous improvement process to ensure safety and enhance student learning outcomes.

Improvement Priority 2: Collaboratively develop and document a systematic process to monitor and adjust instructional practices to meet individual student needs through tiered instruction.

DR. J Blaine Hudson Addendum

Objective(s):

By May of 2027, in order to reduce the Achievement Gap of Exceptional Child Education students, Hudson Middle School will increase the number of students scoring P/D from 0% to 3% P/D on KSA Reading.

Strategy:

KCWP 2: Design and Deliver Instruction: *Develop a feedback and coaching system using data to build teacher capacity to adjust tiered instruction to meet individual student needs.*

All schools/districts are to ensure their instructional program is intentional and aligned to the 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.

Activities:

1. To ensure **INSTRUCTION** is intentional and aligned to the Kentucky Academic Standards, Hudson Middle School will design, deliver, and monitor rigorous, standards-based learning experiences that incorporate evidence-based instructional strategies, differentiated and tiered instruction, and consistent feedback to improve student learning outcomes for students with exceptional needs. (IP 1 and IP 2)
 - a. School leaders will collaboratively develop and implement a **formal continuous improvement process** to guide schoolwide planning and decision-making.

- b. School leaders will collaboratively develop and implement a comprehensive schoolwide **MTSS system** to support both academic and behavioral goals identified to support the needs of all students.
 - c. School leaders and instructional staff will collaboratively develop, implement, and continuously monitor **PLCs** to ensure they are effective and aligned with intellectual prep and unit/lesson internalization goals to effectively implement the district-selected HQIR. **(EBP 1 - PLC)**
 - d. School leaders will collaboratively develop and implement a structured **coaching and feedback system** to support continuous teacher growth and implementation of instructional goals. **(EPB 1-PLC)**
2. **To ensure all students receive high-quality instruction, Hudson Middle School will implement PROFESSIONAL LEARNING that is ongoing, job-embedded, and collaborative, focused on strengthening educator capacity through Professional Learning Communities (PLCs), coaching, and targeted development aligned to instructional priorities and student needs.**
 - a. School leaders and instructional staff will participate in professional learning to build teacher capacity to implement evidence-based teaching strategies for students with learning and behavior needs.
 3. **To ensure all students have access to high-quality instruction and a positive learning environment, Hudson Middle School will systematically collect, analyze, and use DATA at the classroom, team, and school levels to inform instructional decisions, identify student needs, monitor progress, and adjust interventions to ensure continuous improvement in student learning outcomes.**
 - a. Leaders and instructional staff will use multiple sources of data to adjust teaching strategies across tiered instruction, behavioral approaches, and interventions to better meet the individual needs of exceptional child education students.
 - b. Develop and implement a system that uses data to address academic and behavioral outcomes by identifying and addressing gaps in schoolwide classroom culture, climate, and safety directly related to students with exceptional needs.

Progress Monitoring:

- **The school teaching and learning collaborative (TLC) (Principal, Assistant Principal, Exceptional Child Education (ECE) Implementation Coach, and Counselors) will meet weekly and use data provided from the following sources to monitor progress on instruction, behavior, professional learning, and the use of data.**
 - Weekly planning and data PLC's **(activities: 1.c, 1.e, 2.a, 2.c, 3a)**
 - Schedule
 - Protocol
 - Agenda
 - Planning materials

- Multiple sources of student data
 - Professional Learning Connections
 - Coaching and feedback system evidence
 - Protocol
 - Coaching Schedule
 - Classroom evidence of growth in the coached area
- Bi-weekly student success team meetings (MTSS) (activities: 1.b, 2.a, 3.b)
 - MTSS system documents
 - Student academic and behavior goal tracking data
 - Schedule
 - Agenda
 - Professional learning connections
- Weekly analysis of **coaching and feedback** data that occurs weekly, bi-weekly, monthly, or quarterly to determine next steps for coaching and feedback and professional growth. (activities: 1.d, 3.a)
 - Schedule
 - Classroom Observation Data
 - Agenda
 - Coaching and Feedback data and evidence
 - A walkthrough/observation tool to monitor
 - HQIR Look-fors
 - Professional Learning Connections
 - PLC next steps
- **The Instructional Leadership Team (Principal, Assistant Principal, Team Leads, Dept. Chair, ECE Implementation Coach, and Counselors will meet monthly and use data provided from the following sources to monitor progress on instruction, behavior, professional learning, and the use of data.**
 - Weekly planning and data PLC's (activities: 1.c, 1.e, 2.a, 3a)
 - Schedule
 - Protocol
 - Agenda
 - Planning materials
 - Multiple sources of student data
 - Professional Learning Connections
 - Coaching and feedback system evidence
 - Protocol
 - Coaching Schedule
 - Classroom evidence of growth in the coached area
 - Bi-weekly student success team meetings (MTSS) (activities: 1.b, 2.a, 3.b)

- MTSS system documents
 - Student academic and behavior goal tracking data
 - Schedule
 - Agenda
 - Professional learning connections
- **The School Turnaround Team (Principal, Assistant Principal, Superintendent Designee, teachers, ERL, ECE Implementation Coach) will meet bi-monthly and use data provided from the following sources to monitor progress on instruction, professional learning, and data initiatives outlined in the school turnaround plan. (1.a-e, 2.a, 3.a-b)**
 - 30-60-90 day plan
 - PLC data and evidence
 - MTSS data and evidence
 - Coaching and Feedback tracking
 - Professional Learning Plan

Funding:

See the detailed funding plan for Title 1 and SIF in the reading and mathematics section of the plan. The same funding sources are used for this indicator.

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.

Improvement Priority 1: Establish, communicate, and monitor a continuous improvement process to ensure safety and enhance student learning outcomes.

Improvement Priority 2: Collaboratively develop and document a systematic process to monitor and adjust instructional practices to meet individual student needs through tiered instruction.

DR. J Blaine Hudson Addendum

Three- to Five-Year Goal:

By May of 2029, Reading will increase from 7% to 24.9 P/D for all students on KSA.

By May of 2029, Math will increase from 2% to 21.7 P/D for all students on KSA.

Objective(s):

By May of 2027, Reading will increase from 7% to 14.2 P/D for all students on KSA.

By May of 2027, Math will increase from 2% to 10.5 P/D for all students on KSA.

Strategy:

KCWP 2: Design and Deliver Instruction: *Develop a feedback and coaching system using data to build teacher capacity to adjust tiered instruction to meet individual student needs.*

All schools/districts are to ensure their instructional program is intentional and aligned to the 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.

KCWP 6: Establish Learning Environment and Culture: *Collaboratively develop a formal continuous improvement process that includes clear communication and the use of data to monitor and adjust academic and behavioral goals.*

A learning environment is intentionally designed to be inclusive and accessible for all students. The environment must include highly qualified teachers and the necessary materials and resources to ensure a safe space that is conducive to learning. Therefore, culture is a product of the learning environment. Leadership and an empowered workforce must collaborate to establish a culture where learning and continued growth are the primary focus and foundation for all actions. School culture must be carefully maintained and monitored to ensure that governance systems (e.g., vision, mission, core values, shared goals and objectives) remain the driving force of the organization.

Activities:

1. To ensure **INSTRUCTION** is intentional and aligned to the Kentucky Academic Standards, Hudson Middle School will design, deliver, and monitor rigorous, standards-based learning experiences that incorporate evidence-based instructional strategies, differentiated and tiered instruction, and consistent feedback to improve student learning outcomes. (IP 1 and IP 2)
 - a. School leaders will collaboratively develop and implement a **formal continuous improvement process** to guide schoolwide planning and decision-making.
 - b. School leaders will collaboratively develop and implement a comprehensive schoolwide **MTSS system** to support both academic and behavioral goals identified to support the needs of all students.
 - c. School leaders and instructional staff will collaboratively develop, implement, and continuously monitor **PLCs** to ensure they are effective and aligned with intellectual prep and unit/lesson internalization goals. (EBP 1-PLC)
 - i. School leaders and instructional staff will use the intellectual preparation cycle and lesson/unit internalization to improve instructional planning and delivery.
 - ii. All leaders and instructional staff will develop understanding and implement the district-selected HQIR across all grade levels and content areas.
 - d. School leaders will collaboratively develop and implement a structured **coaching and feedback system** to support continuous teacher growth and implementation of instructional goals. (EBP 1-PLC)

2. To ensure all students receive high-quality instruction, Hudson Middle School will implement **PROFESSIONAL LEARNING** that is ongoing, job-embedded, and collaborative, focused on strengthening educator capacity through Professional Learning Communities (PLCs), coaching, and targeted development aligned to instructional priorities and student needs. (IP 1 and IP 2)
 - a. All leaders will participate in professional learning for leaders to develop the capacity to lead the staff in developing and implementing a formal continuous improvement process.
 - b. All leaders and instructional staff will participate in professional learning to develop and implement a comprehensive MTSS program for academic and behavior needs for students.
 - c. All leaders and instructional staff will participate in ongoing professional learning to strengthen the structure and effectiveness of Professional Learning Communities (PLCs). (EBP 1- PLC)
 - i. All leaders and staff will participate in professional learning to gain understanding and knowledge of the intellectual prep cycle and lesson/unit internalization in order to develop and implement across all content areas.
 - ii. All leaders and instructional staff will participate in professional learning to develop and implement the district-selected HQIR across all grade levels and content areas.

- d. Professional learning will build staff capacity to analyze and apply multiple sources of academic, behavioral, and program implementation data to inform decision-making and improve overall student outcomes.

3. To ensure all students have access to high-quality instruction and a positive learning environment, Hudson Middle School will systematically collect, analyze, and use DATA at the classroom, team, and school levels to inform instructional decisions, identify student needs, monitor progress, and adjust interventions to ensure continuous improvement in student learning outcomes. (IP 1 and IP2)

- a. Leaders and instructional staff will use multiple sources of data to adjust teaching strategies across tiered instruction, behavioral approaches, and interventions to better meet individual student needs. (EBP 1-PLC)
- b. Leaders and staff will use multiple sources of data to measure the effectiveness of professional practices and programs and inform continuous improvement efforts.

Progress Monitoring:

- **The school teaching and learning collaborative (TLC) (Principal, Assistant Principal, Exceptional Child Education (ECE) Implementation Coach, and Counselors) will meet weekly and use data provided from the following sources to monitor progress on instruction, behavior, professional learning, and the use of data.**
 - Weekly planning and data PLC's (activities: 1.c, 2.c, 3a)
 - Schedule
 - Protocol
 - Agenda
 - Planning materials
 - Multiple sources of student data
 - Professional Learning Connections
 - Coaching and feedback system evidence
 - Protocol
 - Coaching Schedule
 - Classroom evidence of growth in the coached area
 - Bi-weekly student success team meetings (MTSS) (activities: 1.b, 2.b, 3.c)
 - MTSS system documents
 - Student academic and behavior goal tracking data
 - Schedule
 - Agenda
 - Professional learning connections

- Weekly analysis of **coaching and feedback** data that occurs weekly, bi-weekly, monthly, or quarterly to determine next steps for coaching and feedback and professional growth. (activities: 1.d, 2.d, 3.a)
 - Schedule
 - Classroom Observation Data
 - Agenda
 - Coaching and Feedback data and evidence
 - A walkthrough/observation tool to monitor
 - HQIR Look-fors
 - Professional Learning Connections
 - PLC next steps

- **The Instructional Leadership Team (Principal, Assistant Principal, Team Leads, Dept. Chair, ECE Implementation Coach, and Counselors will meet monthly and use data provided from the following sources to monitor progress on instruction, behavior, professional learning, and the use of data.**
 - Weekly planning and data PLC's (activities: 1.c, 2.c, 3a)
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 - Classroom evidence of growth in the coached area

 - Bi-weekly student success team meetings (MTSS) (activities: 1.b, 2.b, 3.c)
 - MTSS system documents
 - Student academic and behavior goal tracking data
 - Schedule
 - Agenda
 - Professional learning connections

- **The School Turnaround Team (Principal, Assistant Principal, Superintendent Designee, teachers, ERL, ECE Implementation Coach) will meet bi-monthly and use data provided from the following sources to monitor progress on instruction, professional learning, and data initiatives outlined in the school turnaround plan. (1.a-d, 2. a-d, 3.a-c)**
 - 30-60-90 day plan
 - PLC data and evidence

- MTSS data and evidence
- Coaching and Feedback tracking
- Professional Learning Plan

Funding:

Title 1 will provide funding for certified teachers to support core instruction.

School Improvement Funds - SIF

1. Professional Learning Communities (**EBP 1-PLC**)
 - a. Part-time Instructional Coach: 100 days **\$50,000**
 - b. Math Consultant: 20 days (10 each campus) **\$66,000 (\$3300 full day visit)**
 - c. Literacy: Consultant: 20 days (10 each campus) **\$66,000 (\$3300 full day visit)**
 - d. Behavior Consultant: and MTSS support 20 days (10 days each campus) **\$30,000 (\$1500 full day visit)**
2. Professional Learning (**EBP 1-PLC**)
 - a. Additional days for all instructional staff
 - i. 2 additional days (before/after school year) **\$26,000**
 - ii. Subs for teacher release time **\$45,000**
 - iii. 2 days monthly additional PL session after school
 1. Daily rate \$447
 2. Hourly rate \$ 74
 - a. 2 hours per month X 10 months X 60 teachers = **\$90,000**

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:

<p>Turnaround Team:</p> <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: <i>Dr. Majors (Principal), Dr. Mina (6A Principal), Dr. Hickey (ERL), Jameria Johnson (Executive Administrator), Michelle Tedford (AIC Upper Academy), Deyon Miller (ECE Implementation Coach), Shannon Knight (8th Grade ELA Team Lead & Dept Chair), Latisha Gray (8th Grade math teacher & Department Chair), Micaelah McAlpine (7th Grade Math Teacher), Tanya Majors (Asst. Principal Upper Academy), Shonte Hardin (ELA Team Lead 6A), Heather Haynes (Counselor 6A), Dr. Eli Beardsley (ML teacher 6A)</i></p>
<p>Identification of Critical Resources Inequities:</p>

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: Process to review the allocation and use of resources after receiving the Diagnostic Review Report, the Principal and leadership team, and then the Turnaround Team (listed in the above section) reviewed the report. The Principal, with the collaboration of the ERL, led the teachers through the deconstruction of the two improvement priorities. This deconstruction process identified the priority focus of each, as well as the strengths identified in the report. The Turnaround Team used the deconstructed IPs to further focus the turnaround efforts through the use of a fishbone diagram to identify the root cause of the problem. The Turnaround team used the fishbone diagram and the Key Core Work Processes (KCWP) from KDE to amend our current CSIP and create our new CSIP/Turnaround Plan and identify our top 3 areas of focus for SY 26-27. The Turnaround Plan was shared with the entire staff for review and revision before being submitted to the board for approval.

Resource inequities that were identified

1. **People:** Staff assignments (Lack of certified staff in core content classrooms and current vacancies)
2. **Time:** Master Schedule
3. **Money:** Budget focused on a diverse range of areas

How inequities will be addressed.

1. People

- a. Hire and retain certified teachers for core classrooms
- b. Incentivize long-term subs to promote their attendance and participation in after-school PLC and professional learning to support growth and development of long-term subs and the quality of classroom instruction in classrooms with long-term subs. (IP 1 and IP 2)

2. Time:

- a. Ensure Master Schedule indicates a focus on Tiered Instruction (IP 2)
- b. Ensure the Master Schedule indicates a focus on committed time for Professional Learning Communities (PLC)
- c. Provide professional learning to all staff to support high-quality tiered instruction

3. Money

- a. Review the budget to ensure that fiscal resources are spent on allocations that support instruction and student learning for all students.
- b. Create a budget committee to advise and monitor plans to address budget concerns.
- c. Ensure that the budget is better aligned to meet the needs of all students at both physical locations for 6th grade and the Upper Academy (7th and 8th grade)

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.
<p><u>Professional Learning Communities:</u></p> <p>School leaders, content teachers, ECE teachers, intervention teachers, and support staff will work together through intentional Professional Learning Communities (PLCs) to support students across all tiers of instruction and behavior. The focus will be on consistent, high-quality instruction across Tier 1, Tier 2, and Tier 3 for every student.</p> <p>Using the district’s High-Quality Instructional Resources (HQIR), teams will engage in the intellectual preparation cycle, unit and lesson internalization to strengthen planning and instruction. PLC time will be used to review</p>	<p>The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence</p> <p>Kraft, M., Blazar, D., & Hogan, D. (n.d.). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. <i>Review of Educational Research Month 201X, XX(X)</i>, 1–42. Retrieved April 22, 2026, from https://education.umd.edu/sites/default/files/uploads/inline-files/Kraft%20Blazar%20Hogan_2018_The%20Effect%20of%20Teacher%20Coaching_Review%20of%20Educational%20Research.pdf</p>

Evidence-based Activity	Evidence Citation
<p>academic and behavior data, plan next steps, and make timely adjustments.</p> <p>Professional learning will be ongoing, job-embedded, and focused on academics and behavior MTSS. All staff will build skills in using data, providing targeted supports, and implementing effective Tier 1, 2, and 3 practices. Coaching and collaboration will support consistency and ensure student needs are monitored and addressed.</p> <p>This work is supported by research showing that job-embedded professional learning and coaching improve teacher practice and student outcomes (Kraft, Blazar, & Hogan, 2018).</p>	