

## **Shelby Academy 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 Priorities:

- Standard 22: Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of curriculum. (Mid Lesson Formatives and DDI)
  - Collaboratively leverage the current PLC process to develop and monitor Tier 1 instruction.
- Standard 3: Leaders actively engage stakeholders to support the institution's priority and guiding principles that promote learners' academic growth and well-being. (Formalized Stakeholder Voice in Leadership - specifically student voice)
  - Survey data reveal a contrast between students' and adults' perceptions.

### Objective(s):

1. By Spring 2027, Black students at Shelby will increase achievement in Reading from 20% P/D to 25% P/D, in Mathematics from 12% P/D to 20% P/D, in Science from 4% P/D to 10% P/D, and in SS from 11% P/D to 20% on the KSA.
2. By Spring 2027, students at Shelby who qualify for Free and Reduced Lunch will increase achievement in Reading from 23% P/D to 30% P/D, in Mathematics from 16% P/D to 25% P/D, in Science from 6% to 12%, and in SS from 13% P/D to 20% P/D in SS on the KSA.
3. By Spring 2027, students at Shelby who have IEPs will increase achievement in Reading from 9% P/D to 15% P/D and in Mathematics from 6% P/D to 12% P/D.
4. By Spring 2027, 20% or fewer of Shelby's Black students will be scoring in the 44th percentile or lower on the NWEA MAP Growth Assessment, 30% will score between the 45th and 59th percentiles, and 50% of our students will score in the 60th percentile or higher.

### Strategy: Data Driven Instruction Embedded in the PLC and MTSS Processes

**Big Rock #1: Adherence to the KY Standards, the PLC Process, and the DDI Cycle** - Support Teacher Efficacy in creating assessments that align with Kentucky standards, planning lessons with a variety of rigorous, engaging, and multicultural activities, and using assessment data to create and implement plans for next steps based on individual student data profiles. Consistently use the Data Driven Instructional (DDI) Cycle as a process to develop, implement, monitor and continuously assess systems for impact on student learning.

- KCWP 4: Review, Analyze and Apply Data Results
  - IP 2: Standard 22
- KCWP 5: Design, Align and Deliver Support
  - IP 1: Standard 3
  - IP 2: Standard 22
- KCWP 6: Enhance Learning Environment and Culture
  - IP 1: Standard 3
  - IP 2: Standard 22

**Activities:**

- KCWP 4: Review, Analyze and Apply Data Results
  - Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.
  - Leveraging teacher capacity to provide professional learning in using performance assessments. (Cognia Standard 22).
  - Ensure continuous improvement in instruction by improving pedagogy and using Action Research to Improve Instructional Practice ( IP2: Standard 22) this includes PDSAs, Cycles of Lesson Study, and other methods of program evaluation, etc.
  - Ensure congruency is present between standards, learning targets, and assessment measures.
- KCWP 5: Design, Align and Deliver Support
  - Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.
  - Developing and maintaining a structure that prioritizes a variety of assessment types including written and performance assessments.
  - Leveraging teacher capacity to provide professional learning in using performance assessments. (Cognia Standard 22).
  - Use action research to examine the impact of a robust Arts Integration program by monitoring student outcomes in Literacy, Math, The Arts, and the Journey to Success Skills and adjusting instruction based on data driven conclusions. (Cognia Standard 22)
- KCWP 6: Enhance Learning Environment and Culture
  - Publicize opportunities for shared leadership among stakeholders to elevate and support a culture for learning (e.g., leadership teams, committee structures, community partnerships, SBDM). (Cognia Standard 3)
  - Enhance mentoring programs, community partnerships and family communication structures to support inclusivity. (Cognia Standard 3)

**Progress Monitoring:**

- Assignment Alignment in PLC: Formative Assessment Analysis w/ Standards/Objective Comparison:
  - Quarterly for Scope and Sequence
  - Weekly and/or Daily as Needed for Lesson Plans
- Professional Learning and Coaching:
  - Daily through the PLC/ePD Schedule
  - Weekly through Faculty Meetings and Turnaround Meetings
  - Monthly through ILT and SBDM
- Mandatory Scheduled Data Reviews Every Two Weeks in Addition to 4.5 Week CFA DAPs:
  - Twice Monthly for Small Group Instruction
  - Every 4.5 Weeks for Whole Group CFA
  - Three Times a Year for Diagnostics
- Teachers Review Acceleration Plans and/or Classroom Growth Goals with each student at least bi-weekly. Parent contact accompanies this review.

**Funding:**

- Title I Funds
- General Funds
- SIF Funds: 320KC
- RTA Grant

## 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:

1. Reading Goal: By Spring 2030, 50% of our students will score proficient or higher on the KSA for Reading.
2. Math Goal: By Spring 2030, 50% of our students will score proficient or higher on the KSA for Math.

### Objective(s):

1. By Spring 2027, 40% of our students (118) will score at or above the 60th %ile on MAP Reading, 20% of our students (59) will score in the 45th to 60th %iles, and the remaining 40% of students (118) will improve at least one level (from Lo to Lo Avg or from Lo Avg to Avg).
2. By Spring 2027, 40% of our students (118) will score at or above the 60th %ile on MAP Math, 20% of our students(59) will score in the 45th to 59th %iles, and the remaining 40% of students (118) will improve at least one level (from Lo to Lo Avg or from Lo Avg to Avg).

### Strategy: Data Driven Instruction Embedded in the PLC and MTSS Processes

**Big Rock #1: Adherence to the KY Standards, the PLC Process, and the DDI Cycle** - Support Teacher Efficacy in creating assessments that align with Kentucky standards, planning lessons with a variety of rigorous, engaging, and multicultural activities, and using assessment data to create and implement plans for next steps based on individual student data profiles. Consistently use the Data Driven Instructional (DDI) Cycle as a process to develop, implement, monitor and continuously assess systems for impact on student learning.

- KCWP 4: Review, Analyze and Apply Data Results
  - IP 2: Standard 22
- KCWP 5: Design, Align and Deliver Support
  - IP 1: Standard 3
  - IP 2: Standard 22
- KCWP 6: Enhance Learning Environment and Culture
  - IP 1: Standard 3
  - IP 2: Standard 22

### Activities:

- KCWP 4: Review, Analyze and Apply Data Results
  - Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.
  - Developing and maintaining a structure that prioritizes a variety of assessment types including written and performance assessments.
  - Leveraging teacher capacity to provide professional learning in using performance assessments. (Cognia Standard 9).
  - Use action research (DDI) to examine the impact of a robust Arts Integration program and MTSS/RTI by monitoring student outcomes in Literacy, Math, The Arts, and the Journey to Success Skills and adjusting instruction based on data driven conclusions. (Cognia Standard 22)

- Ensure congruency is present between standards, learning targets, and assessment measures. (Cognia Standard 22)
- KCWP 5: Design, Align and Deliver Support
  - Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.
  - Leveraging teacher capacity to provide professional learning in using performance assessments. (Cognia Standard 9).
  - Creating an MTSS Resource Teacher to support the effective implementation of DDI, RTI, and MTSS as action research to improve student learning.
  - Ensure continuous improvement in instruction by improving pedagogy and using Action Research to Improve Instructional Practice ( IP1: Standard 25) this includes PDSAs, Cycles of Lesson Study, and other methods of program evaluation, etc.
- KCWP 6: Enhance Learning Environment and Culture
  - Publicize opportunities for shared leadership among stakeholders to elevate and support a culture for learning (e.g., leadership teams, committee structures, community partnerships, SBDM). (Cognia Standard 3)
  - Enhance mentoring programs, community partnerships and family communication structures to support inclusivity. (Cognia Standard 3)

#### **Progress Monitoring:**

- Assignment Alignment in PLC: Formative Assessment Analysis w/ Standards/Objective Comparison:
  - Quarterly for Scope and Sequence
  - Weekly and/or Daily as Needed for Lesson Plans
- Professional Learning and Coaching:
  - Daily through the PLC/ePD Schedule
  - Weekly through Faculty Meetings and Turnaround Meetings
  - Monthly through ILT and SBDM
- Mandatory Scheduled Data Reviews Every Two Weeks in Addition to 4.5 Week CFA DAPs:
  - Twice Monthly for Small Group Instruction
  - Every 4.5 Weeks for Whole Group CFA
  - Three Times a Year for Diagnostics
- Teachers Review Acceleration Plans and/or Classroom Growth Goals with each student at least bi-weekly. Parent contact accompanies this review.

#### **Funding:**

- Title I Funds
- General Funds
- SIF Funds: 320KC
- RTA Grant

## 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	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	N/A
Graduation Rate (high schools and districts only)	N/A

**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 Studies and Writing**

**Three- to Five-Year Goal:**

1. Science Goal: By Spring 2030, 20% of our students will score proficient or higher in Science.
2. Social Studies Goal: By Spring 2030, 20% of our students will score proficient or higher in Social Studies.
3. Writing Goal: By Spring 2030, 20% of our students will score proficient or higher in Writing.

**Objective(s):**

1. By Spring 2027, total tested students will increase in Science Achievement from 7% P/D to 15% P/D on the KSA.
2. By Spring 2027, total tested students will increase in Social Studies Achievement from 10% P/D to 15% P/D on the KSA.
3. By Spring 2027, total tested students will increase in Writing Achievement from 1% P/D to 10% P/D on the KSA.

**Strategy: Intentionally Embed Student Voice, Choice, and Monitoring into the Planning, Analysis, and Reflection of Vibrant Learning Experiences**

**Big Rock #2: An Intentional Focus on Deeper Learning and Personalized Learning** - Support Teacher Efficacy in creating and facilitating rigorous, engaging, standards based learning experiences that are multicultural and promote student voice and choice. Cultivating students who are independent learners and take charge of their own learning and perform at such a level of excellence that every product/outcome produced by our students is Quality Work produced as a result of Vibrant Learning Experiences.

- KCWP 4: Review, Analyze and Apply Data Results
  - IP 2: Standard 22
- KCWP 5: Design, Align and Deliver Support
  - IP 1: Standard 3
  - IP 2: Standard 22
- KCWP 6: Enhance Learning Environment and Culture
  - IP 1: Standard 3
  - IP 2: Standard 22

**Activities:**

- KCWP 4: Review, Analyze and Apply Data Results
  - Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.
  - Leveraging teacher capacity to provide professional learning in using performance assessments. (Cognia Standard 22).
  - Ensure continuous improvement in instruction by improving pedagogy and using Action Research to Improve Instructional Practice ( IP2: Standard 22) this includes PDSAs, Cycles of Lesson Study, and other methods of program evaluation, etc.
  - Ensure congruency is present between standards, learning targets, and assessment measures.
- KCWP 5: Design, Align and Deliver Support
  - Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.
  - Developing and maintaining a structure that prioritizes a variety of assessment types including written and performance assessments.
  - Leveraging teacher capacity to provide professional learning in using performance assessments. (Cognia Standard 22).
  - Use action research to examine the impact of a robust Arts Integration program by monitoring student outcomes in Literacy, Math, The Arts, and the Journey to Success Skills and adjusting instruction based on data driven conclusions. (Cognia Standard 22)
- KCWP 6: Enhance Learning Environment and Culture
  - Publicize opportunities for shared leadership among stakeholders to elevate and support a culture for learning (e.g., leadership teams, committee structures, community partnerships, SBDM). (Cognia Standard 3)
  - Enhance mentoring programs, community partnerships and family communication structures to support inclusivity. (Cognia Standard 3)

**Progress Monitoring:**

- Assignment Alignment in PLC: Formative Assessment Analysis w/ Standards/Objective Comparison:
  - Quarterly for Scope and Sequence
  - Weekly and/or Daily as Needed for Lesson Plans
- Professional Learning and Coaching:
  - Daily through the PLC/ePD Schedule
  - Weekly through Faculty Meetings and Turnaround Meetings
  - Monthly through ILT and SBDM
- Mandatory Scheduled Data Reviews Every Two Weeks in Addition to 4.5 Week CFA DAPs:
  - Twice Monthly for Small Group Instruction
  - Every 4.5 Weeks for Whole Group CFA
  - Three Times a Year for Diagnostics
- Teachers Review Acceleration Plans and/or Classroom Growth Goals with each student at least bi-weekly. Parent contact accompanies this review.

**Funding:**

- Title I Funds
- General Funds
- SIF Funds: 320KC
- RTA Grant

## **Priority Indicator #2: State Assessment Results in Quality of School Climate and Safety**

### **Three- to Five-Year Goal:**

1. By Spring 2030, we will increase our QSCS from 64.5% to 90%. (Doesn't HB257 affect this?)
2. QSCS Goal: By Spring 2030, 90% of students will indicate on the CSS that teachers adjust instruction in response to their needs

### **Objective(s):**

1. By Spring 2027, 80% of our students will indicate on the CSS their overall satisfaction with our school.
2. By Spring 2027, 90% of our students will agree that "Adults from [their] school make sure that all students get what they need to be successful."

### **Strategy: Intentionally Embed Student Voice, Choice, and Monitoring into the Planning, Analysis, and Reflection of Vibrant Learning Experiences**

**Big Rock #2: An Intentional Focus on Deeper Learning and Personalized Learning** - Support Teacher Efficacy in creating and facilitating rigorous, engaging, standards based learning experiences that are multicultural and promote student voice and choice. Cultivating students who are independent learners and take charge of their own learning and perform at such a level of excellence that every product/outcome produced by our students is Quality Work produced as a result of Vibrant Learning Experiences.

- KCWP 4: Review, Analyze and Apply Data Results
  - IP 2: Standard 22
- KCWP 5: Design, Align and Deliver Support
  - IP 1: Standard 3
  - IP 2: Standard 22
- KCWP 6: Enhance Learning Environment and Culture
  - IP 1: Standard 3
  - IP 2: Standard 22

### **Activities:**

- KCWP 4: Review, Analyze and Apply Data Results
  - Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.
  - Leveraging teacher capacity to provide professional learning in using performance assessments. (Cognia Standard 22).
  - Ensure continuous improvement in instruction by improving pedagogy and using Action Research to Improve Instructional Practice ( IP2: Standard 22) this includes PDSAs, Cycles of Lesson Study, and other methods of program evaluation, etc.
  - Ensure congruency is present between standards, learning targets, and assessment measures.
- KCWP 5: Design, Align and Deliver Support
  - Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.
  - Developing and maintaining a structure that prioritizes a variety of assessment types including written and performance assessments.
  - Leveraging teacher capacity to provide professional learning in using performance assessments. (Cognia Standard 22).

- Use action research to examine the impact of a robust Arts Integration program by monitoring student outcomes in Literacy, Math, The Arts, and the Journey to Success Skills and adjusting instruction based on data driven conclusions. (Cognia Standard 22)
- KCWP 6: Enhance Learning Environment and Culture
  - Publicize opportunities for shared leadership among stakeholders to elevate and support a culture for learning (e.g., leadership teams, committee structures, community partnerships, SBDM). (Cognia Standard 3)
  - Enhance mentoring programs, community partnerships and family communication structures to support inclusivity. (Cognia Standard 3)

**Progress Monitoring:**

- Quarterly Survey in SHARK Way Course
- Assignment Alignment in PLC: Formative Assessment Analysis w/ Standards/Objective Comparison:
  - Quarterly for Scope and Sequence
  - Weekly and/or Daily as Needed for Lesson Plans
- Professional Learning and Coaching:
  - Daily through the PLC/ePD Schedule
  - Weekly through Faculty Meetings and Turnaround Meetings
  - Monthly through ILT and SBDM
- Mandatory Scheduled Data Reviews Every Two Weeks in Addition to 4.5 Week CFA DAPs:
  - Twice Monthly for Small Group Instruction
  - Every 4.5 Weeks for Whole Group CFA
  - Three Times a Year for Diagnostics
- Teachers Review Acceleration Plans and/or Classroom Growth Goals with each student at least bi-weekly. Parent contact accompanies this review.

**Funding:**

- Title I Funds
- General Funds
- SIF Funds: 320KC

## 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:

<b>Turnaround Team:</b>	
<b>Consider:</b> 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	
<b>Response:</b> Jimica Howard, Principal DeeAnna Walker, Assistant Principal Jetoria Broughton, Assistant Principal Jana Glass, Counselor Krishonda Johnson, Counselor Stephanie Whalen, AIC Jacquelyn Guthrie, Librarian & Team Lead Angela Hendricks, K/1 Team Lead & CLT Abby Herp, 2nd Team Lead	Diyana Hickman, 3rd Team Lead Monica Ganoe, 4th Team Lead & CLT Rick Martin, 5th Team Lead Sarah Rison, CLT Stephanie Erbes, ARC Chair & MTSS Sandra Neville, ECE Team Lead Jessica Simpson, ERL Kathleen Castro, Bookkeeper
<b>Identification of Critical Resources Inequities:</b>	

**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:**  
 Currently there are no resource inequities within our control. Our biggest threat to success is a reduction in students but we are working with the district to increase our enrollment and therefore continue to sustain the human capital that we have developed over the last 4.5 years.

### CSI Evidence-based Practices

CSI improvement/turnround 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
Professional Learning in Pedagogical Practice	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.
Professional Learning in best practices for teaching Reading	Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <a href="http://ies.ed.gov/ncee/edlabs">http://ies.ed.gov/ncee/edlabs</a> <a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf">https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf</a>
MTSS/RTI	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 <a href="https://ies.ed.gov/ncee/wwc/docs/practiceguide/rti_reading_pg_021809.pdf">https://ies.ed.gov/ncee/wwc/docs/practiceguide/rti_reading_pg_021809.pdf</a>
PLCs	DuFour, R., & DuFour, R. (2013). Learning by doing: A handbook for Professional Learning Communities at Work TM. Solution Tree Press.
Restorative Practices and PBIS to maintain a learning environment	Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline. Journal of Educational and Psychological Consultation, 26(4), 325-353. DOI: #10.1080/10474412.2014.929950

<b>Evidence-based Activity</b>	<b>Evidence Citation</b>
Arts Integration	Moss, T. E., Benus, M. J., & Tucker, E. A. (2018). Impacting Urban Students' Academic Achievement and Executive Function Through School-Based Arts Integration Programs. SAGE Open, 8(2). <a href="https://doi.org/10.1177/2158244018773131">https://doi.org/10.1177/2158244018773131</a>