

Turnaround Plan

Atkinson Academy

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3 year turnaround plan

Improvement Priority and Strategies to Address the

Improvement Priorities

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8 Principles of School Improvement Planning

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

BUILDING AN EFFECTIVE TURNAROUND PLAN

Preparing to Write an Improvement Plan

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

Improvement Priority Deconstruction

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

Key Core Work Processes Needs Assessment

Examine KCWPs

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

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

Circle of Influence and Barrier Identification

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

Activities as Action Steps

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

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



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



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



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



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

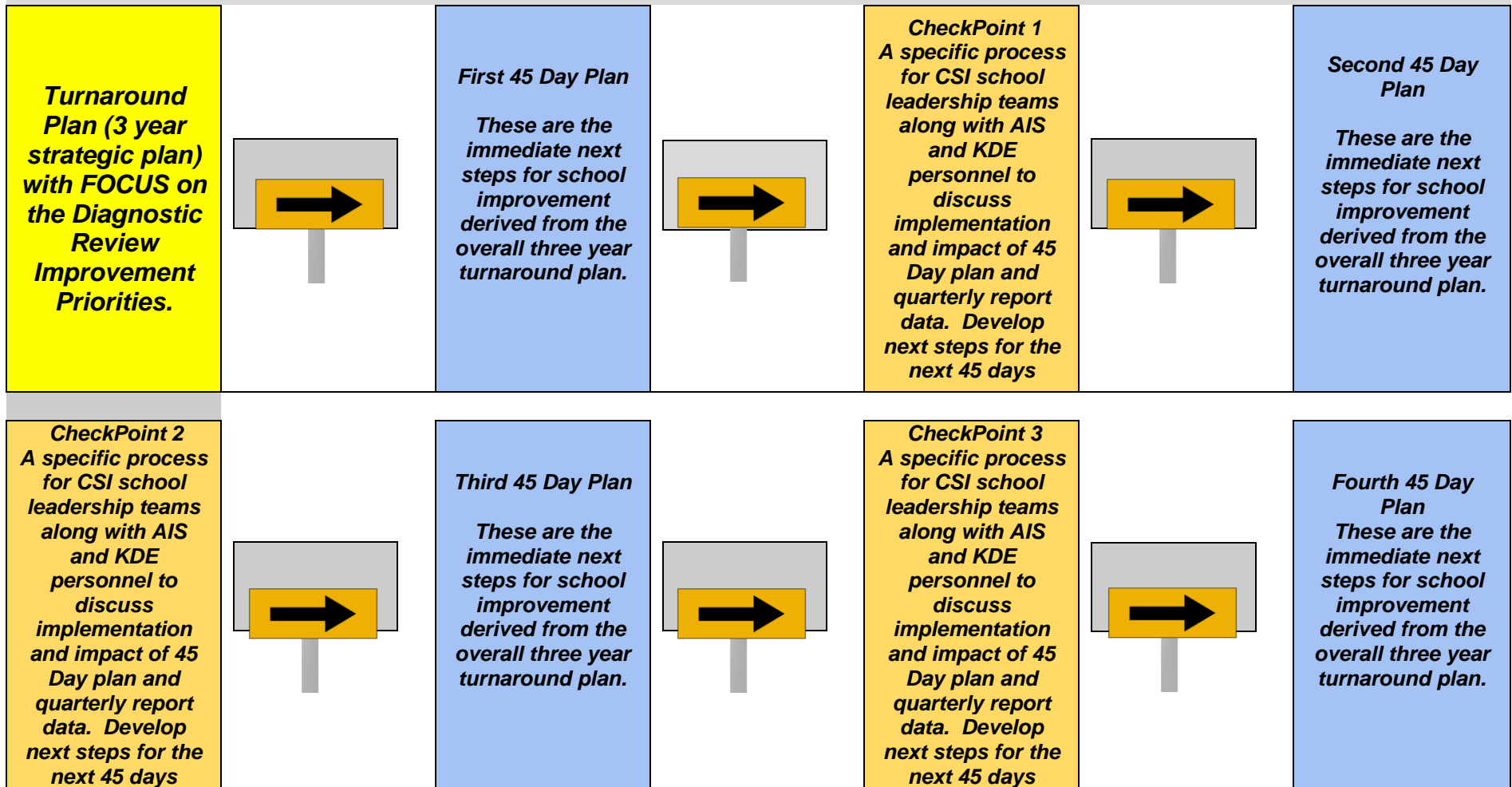
The team decides on strategies to systematically address the process, practice, or condition needing change.

Complete for each I.P.

Evidence-Based Practices (EBP)

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

Turnaround Plan Overview and Implementation Process



Annual Analysis of the CSI School's Turnaround Planning Process

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

School Name

Atkinson Academy

Mission

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

Atkinson is committed to preparing all students to be college and career ready by educating the whole child while supporting families and the community.

Vision

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

Atkinson Academy will encircle each child by:

- Setting high expectations for academic achievement and behavior.
- Forming relationships that are nurtured through clear communication.
- Providing a safe, stable, and secure environment.
- Monitoring each child's growth and using data to adjust daily instruction to meet the needs of all learners.
- Using culturally responsive practices within daily interactions.

Stakeholder Involvement

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

Stephanie Nutter - Principal
Monica Hunter - Assistant Principal
Laura Bowman - Academic Instructional Coach
Erika Green - Classroom Teacher
Faneshia Jones - Educational Recovery Leader

Accountability Area	Goals These are the aim statements the school will be reaching 3 years from now.	Objectives These are aim statements the school will be reaching this school year.
Proficiency	By the end of the 2022-2023 school year, our school will reach a Proficient/Distinguished rate of 38.1% in Reading and 35.2% in Math.	By the end of the 2019-2020 school year, our school will reach a Proficient/Distinguished score of 30% Reading and 27% in Math.
Separate Academic Indicator	By the end of the 2022-2023, school year, our school will reach 30% P/D in Science, 40% P/D in Social Studies, and 30%P/D in Writing.	By the end of the 2019-2020 school year, our school will reach an average combined of 15% P/D in Science, 15% P/D in Social Studies, 20% P/D in Writing.
Growth	By the end of the 2022-2023 school year, our school will increase the percentage of students meeting their expected growth by 10 % in Reading and Math as measured by MAP. Baseline data was collected in the 2017-2018 school year	By the end of the 2019-2020 school year 50% of students will meet their expected Fall to Spring growth in Reading and Math as measured by MAP.
Transition Readiness	N/A	N/A.
Graduation Rate	N/A	N/A
GAP	By the end of the 2022 and 2023 school year, our school will reach a proficiency rate for students in the non-duplicated gap group (specifically TSI identified subgroups of White, African American, Economically Disadvantaged) to 35.3% in Math and 38.2% in Reading.	By the end of the 2019-2020 school year, our school will reach 60% of our students earning growth points on KPREP.
Other	N/A	N/A

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
<p>Engage in consistent and deliberate planning and embed high-yield instructional strategies (e.g., active learning, differentiation, higher-order thinking skills, and project-based learning) that require student collaboration, self-reflection, and development of critical thinking skills to address individual learners' needs and interests. School leaders should implement a walkthrough observation tool that focuses on the monitoring of these high-yield instructional strategies in order to provide immediate feedback and determine coaching and tiered support for teachers. (Standard 2.1)</p>	<p>Implement a K-5 writing, science, and social studies curriculum that is based on high expectations and is vertically and horizontally aligned to state standards. Develop and implement a monitoring process to ensure all educators implement the curriculum with fidelity. (Standard 2.5)</p>	<p>Develop and implement a documented, systematic process to evaluate programs and services for effectiveness and impact on student learning. Create a formalized, cyclical timeline to evaluate all programs and services. Ensure the process includes the collection and analysis of current, emerging, and longitudinal data to inform decision-making. (Standard 2.12)</p>
Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)	Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)	Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)
<p>We will engage in consistent planning with an intentional focus on the inclusion of high-yield instructional strategies. Implementation will be monitored through a walkthrough observation tool that will be used to provide immediate feedback and inform tiered support and coaching for teachers.</p>	<p>We will implement a science curriculum in all K-5 classrooms that is vertically and horizontally aligned to Kentucky Academic Standards. Implementation will be monitored for fidelity through the coaching process and cyclic curriculum reviews.</p> <p>We will implement a social studies curriculum in all K-5 classrooms that is vertically and horizontally aligned to Kentucky Academic Standards. Implementation will be monitored for fidelity through the coaching process and cyclic curriculum reviews.</p> <p>We will implement a writing curriculum in all K-5 classrooms that is vertically and horizontally aligned to Kentucky Academic Standards. Implementation will be monitored for fidelity through the coaching process and cyclic curriculum reviews.</p>	<p>We will establish a systematic process to evaluate the effectiveness of all of our programs and services. This will be a documented process that includes a cyclical timeline for the collection and analysis of data to measure student outcomes and drive decision-making.</p>

Strategies to Address Improvement Priorities

Identify the strategy your school will use to address the identified improvement priority. In the blank box under the strategy you select, write a brief description of the context of how this strategy will be deployed.
(The link to the KCWP can be found below this box.)

<https://education.ky.gov/school/stratclsgap/Pages/default.aspx>

<u> </u> KCWP 1: Design and Deploy Standards	<u>X</u> KCWP 1: Design and Deploy Standards	<u> </u> KCWP 1: Design and Deploy Standards
	KCWP 2 will be deployed to ensure the implementation and monitoring of a curriculum that is aligned to the Kentucky Academic Standards for writing, science, and social studies.	
<u>X</u> KCWP 2: Design and Deliver Instruction	<u> </u> KCWP 2: Design and Deliver Instruction	<u> </u> KCWP 2: Design and Deliver Instruction
KCWP 2 will be deployed to ensure that teachers design lessons that provide all students with access to an evidence-based core curriculum and effective high-yield instructional strategies to meet their educational needs.		
<u> </u> KCWP 3: Design and Deliver Assessment Literacy	<u> </u> KCWP 3: Design and Deliver Assessment Literacy	<u> </u> KCWP 3: Design and Deliver Assessment Literacy
<u> </u> KCWP 4: Review, Analyze, and Apply Data	<u> </u> KCWP 4: Review, Analyze, and Apply Data	<u> </u> KCWP 4: Review, Analyze, and Apply Data
<u> </u> KCWP 5: Design, Align, and Deliver Support	<u> </u> KCWP 5: Design, Align, and Deliver Support	<u>X</u> KCWP 5: Design, Align, and Deliver Support
		KCWP 5 will be deployed to ensure a continuous improvement model is established to monitor and evaluate the effectiveness of programs and services as measured by student outcomes.
<u> </u> KCWP 6: Establish Learning Culture & Environment	<u> </u> KCWP 6: Establish Learning Culture & Environment	<u> </u> KCWP 6: Establish Learning Culture & Environment

Year One Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p>Develop and implement a Professional Learning Community (PLC) protocol to ensure collaboration on curriculum alignment, instructional planning, and the analysis and use of assessment data to drive teaching and learning.</p> <p>IP1, Standard 2.1 IP2, Standard 2.5</p> <p>EBP: Professional Learning Communities</p>	<p>Professional Development (\$40,000)</p> <p>Substitutes/ Teacher Stipends (\$70,000)</p>	<p>KCWP 4 - Review, Analyze, and Apply Data</p> <p>Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.</p> <p>KCWP 1 - Design and Deploy Standards</p> <p>Ensure curricular alignment reviews are an ongoing action of the PLC's planning process</p> <p>KCWP 2- Design and Deliver Instruction</p> <p>Ensure congruency is present between standards, learning targets, and assessment measures.</p> <p>Develop assignments and activities that reflect the learning targets students have had the opportunity to learn.</p>	<p>A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps.</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> → The PLC protocol will be aligned to a researched-based model/framework for Professional Learning Communities. → PLC meeting agendas and minutes will reflect use of the cyclic process identified in the revised protocol. → Artifacts (e.g. curriculum documents, instructional planning documents, completed data analysis tools) will provide evidence of implementation.

Year One Activities

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Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p>Embed intentional planning for the use of high-yield instructional strategies in PLC meetings.</p> <p>IP1, Standard 2.1</p> <p>EBP: Professional Learning Communities</p>	<p>Materials/ Resources (\$98,240)</p> <p>Professional Development</p> <p>Substitutes/ Teacher Stipends</p>	<p>KCWP 2 - Design and Deliver Instruction</p> <p>Plan strategically in the selection of high-yield instructional strategy usage in lessons.</p>	<p>A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps.</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> → PLC meeting agendas, minutes, and/or artifacts will reflect consistent and deliberate planning to embed high yield instructional strategies. → Walkthrough observations will include collection of data to monitor the implementation of high yield instructional strategies. Schoolwide walkthrough data will be analyzed at least monthly by the ILT team to monitor implementation and the results will be shared with all teachers in PLCs and coaching conferences.
<p>Revise feedback protocol for the Fundamental Five walkthrough observation tool to focus on monitoring and providing immediate feedback on the use of high yield instructional strategies.</p> <p>IP1, Standard 2.1</p> <p>EBP: Feedback and Instructional Coaching</p>	<p>n/a</p>	<p>KCWP 2 - Design and Deliver Instruction</p> <p>Plan strategically in the selection of high yield instructional strategy usage in lessons.</p>	<p>A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps.</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> → The feedback protocol will reflect an intentional focus on monitoring the following high-yield instructional strategies identified in the Fundamental Five Power Walk observation tool: <ul style="list-style-type: none"> ◆ Identifying Similarities & Differences (Written) ◆ Summarization (Written) ◆ Note Making

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Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
			<ul style="list-style-type: none"> ◆ Other Critical Writing Activity ◆ Nonlinguistic Representation ◆ Student to Student Purposeful Talk ◆ Student to Student Collaboration ◆ Providing Recognition ◆ Reinforcing Effort ◆ Practice <p>→ Walkthrough observations will include collection of data to monitor the implementation of high yield instructional strategies. Schoolwide walkthrough data will be analyzed at least monthly by the ILT team to monitor implementation and the results will be shared with all teachers in PLCs and coaching conferences.</p> <p>→ Copies of emails will provide evidence that teachers receive immediate feedback following each walkthrough observation.</p> <p>→ Agendas, minutes, and/or artifacts from professional learning sessions and coaching conferences will provide evidence that the Fundamental Five modules for high-yield instructional strategies were reviewed with teachers.</p>
Teachers will participate in professional development and on-going book study for the use of Kagan Structures that focus on cooperative	Professional Development	KCWP 2 - Design and Deliver Instruction Ensure ongoing professional development in the area of best	A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include:

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Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p>learning, active engagement strategies, and student collaboration.</p> <p>IP1, Standard 2.1</p> <p>EBP: Kagan Structures</p>	<p>Substitutes/ Teacher Stipends</p> <p>Materials/ Resources</p>	<p>practice/high yield instructional strategies.</p> <p>Plan for and implement active student engagement strategies.</p>	<p>→ PD meeting agendas, sign-in sheets, and/or artifacts will provide evidence of teacher participation in professional development activities.</p> <p>→ Lesson plans, observations, and coaching conversations will be used to monitor and support implementation.</p>
<p>Implementation of a feedback and tiered coaching process to improve teachers' skills, capacities, and approaches to teaching.</p> <p>IP1, Standard 2.1</p> <p>EBP: Feedback and Instructional Coaching</p>	<p>Professional Development</p> <p>Substitutes/ Teacher Stipends</p> <p>Materials/ Resources</p>	<p>KCWP 2 - Design and Deliver Instruction</p> <p>Ensure ongoing professional development in the area of best practice/high yield instructional strategies.</p>	<p>A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps.</p> <p>Evidence will include:</p> <p>→ PD agendas and sign-in sheets will provide evidence of building instructional leaders and school administrators participation in school-embedded professional learning experiences from the Rutherford Learning Group (RLG).</p> <p>→ A coaching protocol and documentation from conferences will be used to monitor frequency of coaching and feedback sessions and to provide evidence of tiered support for teachers that includes the creation of follow-up plans.</p> <p>→ PLC meeting agenda, minutes, and/or artifacts will provide evidence of on-going coaching and feedback</p>

Year One Activities

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Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
			by building instructional leaders to support curriculum, instruction, and assessment.
Implementation of Illustrative Mathematics as the core program to support active learning, differentiation, and development of critical thinking skills. IP1, Standard 2.1 EBP: Illustrative Mathematics	Illustrative Mathematics materials and resources for grades K-5 Professional Development Substitutes/ Teacher Stipends	KCWP 2 - Design and Deliver Instruction Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: → PD meeting agendas, sign-in sheets, and/or artifacts will provide evidence of teacher participation in professional development activities. → Student assessment data including MAP and common formative assessments will be analyzed to measure impact on student learning and to inform adjustments to instruction to address individual learners' needs.
Conduct a curriculum crosswalk to identify points of alignment and misalignment between: <ul style="list-style-type: none"> Wit and Wisdom and Kentucky Academic Standards for Writing. Wit and Wisdom and Kentucky Academic Standards for Social Studies. 	n/a	KCWP 1 - Design and Deploy Standards Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: → The curriculum crosswalks will clearly identify points of alignment and misalignment between Wit and Wisdom and each of the content areas--writing, science, and social studies.

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Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<ul style="list-style-type: none"> Wit and Wisdom and Kentucky Academic Standards for Science. IP2, Standard 2.5			
Identify and purchase materials and resources to address gaps identified through the curriculum crosswalks. IP2, Standard 2.5 EBP: Professional Learning Communities	Supplemental materials and resources Notable Social Studies trade books from the National Council for the Social Studies	KCWP 1 - Design and Deploy Standards Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: → Artifacts from PLC meetings (e.g. curriculum documents, instructional planning documents) will identify materials and resources used to address gaps
Develop and implement a monitoring process for the implementation of curriculum. IP2, Standard 2.5 EBP: Professional Learning Communities	Substitutes/ Teacher Stipends	KCWP 1 - Design and Deploy Standards Review and conduct cyclic curriculum reviews/checks within the PLC.	A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: → PLC meeting agendas, minutes, and/or artifacts will provide evidence of cyclic curriculum reviews/checks and adjustments.
Develop and implement a systematic plan and monitoring tool to collect and use data to evaluate programs and services for effectiveness.	Professional Development	KWCP 5 - Design, Align, and Deliver Support	A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps.

Year One Activities

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Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
IP3, Standard 2.12 EBP: Systems Approach to Continuous School Improvement: Plan, Do, Study, Act Framework	Substitutes/ Teacher stipends	Ensure a plan and monitoring tool are developed and implemented for determination of program effectiveness, incorporating data measures such as faculty/staff surveys, leadership observations and evaluations, Quality Tool data, and other formal and informal data sources. Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.	Evidence will include: <ul style="list-style-type: none"> → PD agendas and sign-in sheets will provide evidence of building instructional leaders and school administrators participation in training for the selected continuous improvement model. → Continuous improvement protocol will include a cyclical timeline for the evaluation of programs and services. → Documentation will include the collection and analysis of current, emerging, and longitudinal data to inform decisions.
Continue implementation of tiered students supports (interventions and enrichment) for reading and mathematics through Language Labs, Math Focus Groups, and Summer Boost. IP: CSIP 2019-2020	General Budget Title 1 Reach Add-on		A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: <ul style="list-style-type: none"> → School schedules will reflect time allocated for interventions and enrichment. → Student assessment data including MAP and formative assessments will be analyzed to measure impact on student learning and to inform adjustments to instruction to address individual learners' needs.
Continue implementation of teacher support systems including academic resource team and behavior support	General Budget		A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps.

Year One Activities

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Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
team with a focus on teacher retention. IP: CSIP 2019-2020	Title 1 Reach Add-on		Evidence will include: → Budgets will include allocations for an academic resource team and behavior support team. → Teacher retention data.
Continue implementation of student support systems to focus on student and parent engagement as well as racial equity. IP: CSIP 2019-2020	General Budget Title 1 Reach Add-on DEP Grant		A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: → Artifacts (e.g. program announcements, student/parent participation data) that reflect engagement opportunities and participation. → Student data that reflects improved attendance and decrease in disproportionate suspensions between black males and their peers.

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p>Continue implementation of Professional Learning Community (PLC) protocol to ensure collaboration on curriculum alignment, instructional planning, and the analysis and use of assessment data to drive teaching and learning.</p> <p>IP1, Standard 2.1 IP2, Standard 2.5</p> <p>EBP: Professional Learning Communities</p>	<p>Professional Development (20,000)</p> <p>Substitutes/ Teacher Stipends (\$25,000)</p>	<p>KCWP 4 - Review, Analyze, and Apply Data</p> <p>Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.</p> <p>KCWP 1 - Design and Deploy Standards</p> <p>Ensure curricular alignment reviews are an ongoing action of the PLC's planning process</p> <p>KCWP 2- Design and Deliver Instruction</p> <p>Ensure congruency is present between standards, learning targets, and assessment measures.</p> <p>Develop assignments and activities that reflect the learning targets students have had the opportunity to learn.</p>	<p>A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps.</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> → The PLC protocol will be aligned to a researched-based model/framework for Professional Learning Communities. → PLC meeting agendas and minutes will reflect use of the cyclic process identified in the revised protocol. → Artifacts (e.g. curriculum documents, instructional planning documents, completed data analysis tools) will provide evidence of continued implementation.

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p>Continue to embed intentional planning for the use of high-yield instructional strategies in PLC meetings including providing additional professional development opportunities for staff.</p> <p>IP1, Standard 2.1</p> <p>EBP: Professional Learning Communities</p>	<p>Materials/ Resources</p> <p>Professional Development</p> <p>Substitutes/ Teacher Stipends</p>	<p>KCWP 2 - Design and Deliver Instruction</p> <p>Plan strategically in the selection of high-yield instructional strategy usage in lessons.</p>	<p>A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps.</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> → PLC meeting agendas, minutes, and/or artifacts will reflect consistent and deliberate planning to embed high yield instructional strategies. → Walkthrough observations will include collection of data to monitor the implementation of high yield instructional strategies. Schoolwide walkthrough data will be analyzed at least monthly by the ILT team to monitor implementation and the results will be shared with all teachers in PLCs and coaching conferences.
<p>Evaluate and make adjustments to the walkthrough observation tool and feedback protocol to ensure continuing focus on monitoring and providing immediate feedback on the use of high yield instructional strategies.</p> <p>IP1, Standard 2.1</p> <p>EBP: Feedback and Instructional Coaching</p>	<p>n/a</p>	<p>KCWP 2 - Design and Deliver Instruction</p> <p>Plan strategically in the selection of high yield instructional strategy usage in lessons.</p>	<p>A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps.</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> → Walkthrough observations will include collection of data to monitor the implementation of high yield instructional strategies. Schoolwide walkthrough data will be analyzed at least monthly by the ILT team to monitor implementation and the results will be shared with all teachers in PLCs and coaching conferences.

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
			<ul style="list-style-type: none"> → Copies of emails will provide evidence that teachers receive immediate feedback following each walkthrough observation. → Agendas, minutes, and/or artifacts from professional learning sessions and coaching conferences will provide evidence of ongoing feedback and continuing support for teachers with the implementation of high-yield instructional strategies. → Continuous improvement tools will be used to document evaluation of effectiveness and decisions for adjustments.
Evaluate the implementation and effectiveness of Kagan Structures that focus on cooperative learning, active engagement strategies, and student collaboration. IP1, Standard 2.1 EBP: Kagan Structures	Professional Development for New Teachers Substitutes/ Teacher Stipends Materials/ Resources	KCWP 2 - Design and Deliver Instruction Ensure ongoing professional development in the area of best practice/high yield instructional strategies. Plan for and implement active student engagement strategies.	A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: <ul style="list-style-type: none"> → PD meeting agendas, sign-in sheets, and/or artifacts will provide evidence of new teacher participation in professional development activities for new teachers . → Lesson plans, observations, and coaching conversations will be used to monitor and support continued implementation.

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
			→ Continuous improvement tools will be used to document evaluation of effectiveness and decisions for adjustments.
Evaluate and refine the implementation of a feedback and tiered coaching process to improve teachers' skills, capacities, and approaches to teaching. IP1, Standard 2.1 EBP: Feedback and Instructional Coaching	Professional Development Substitutes/ Teacher Stipends Materials/ Resources	KCWP 2 - Design and Deliver Instruction Ensure ongoing professional development in the area of best practice/high yield instructional strategies.	A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: <ul style="list-style-type: none"> → PD agendas and sign-in sheets will provide evidence of building instructional leaders and school administrators participation in school-embedded professional learning experiences from the Rutherford Learning Group (RLG). → A coaching protocol and documentation from conferences will be used to monitor frequency of coaching and feedback sessions and to provide evidence of tiered support for teachers that includes the creation of follow-up plans. → PLC meeting agenda, minutes, and/or artifacts will provide evidence of on-going coaching and feedback by building instructional leaders to support curriculum, instruction, and assessment. → Continuous improvement tools will be used to document evaluation of effectiveness and decisions for adjustments

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p>Evaluate the implementation and effectiveness of Illustrative Mathematics as the core program to support active learning, differentiation, and development of critical thinking skills.</p> <p>IP1, Standard 2.1</p> <p>EBP: Illustrative Mathematics</p>	<p>Illustrative Mathematics materials and resources for grades K-5</p> <p>Professional Development</p> <p>Substitutes/ Teacher Stipends</p>	<p>KCWP 2 - Design and Deliver Instruction</p> <p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</p>	<p>A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps.</p> <p>Evidence will include:</p> <p>→ Student assessment data including MAP, common formative assessments, and KPREP will be analyzed to measure impact on student learning and to inform adjustments to instruction to address individual learners' needs.</p>
<p>Establish timeline for ongoing curriculum alignment reviews to ensure writing, science, and social studies curriculum is vertically and horizontally aligned to state standards.</p> <p>IP2, Standard 2.5</p>	<p>n/a</p>	<p>KCWP 1 - Design and Deploy Standards</p> <p>Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.</p>	<p>A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps.</p> <p>Evidence will include:</p> <p>→ PLC meeting agenda, minutes, and/or artifacts (e.g. curriculum documents, instructional planning documents) will provide evidence of ongoing curriculum alignment.</p>
<p>Purchase program, materials, and/or resources to address instructional gaps identified through curriculum alignment reviews.</p>	<p>Supplemental materials and resources</p>		<p>A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps.</p>

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
IP2, Standard 2.5 EBP: Professional Learning Communities	Notable Social Studies trade books from the National Council for the Social Studies		Evidence will include: → Artifacts from PLC meetings (e.g. curriculum documents, instructional planning documents) will identify materials and resources used to address gaps
Evaluate the monitoring process for the implementation of curriculum and make adjustments as necessary. IP2, Standard 2.5 EBP: Professional Learning Communities	Professional Development Substitutes/ Teacher Stipends	KCWP 1 - Design and Deploy Standards Review and conduct cyclic curriculum reviews/checks within the PLC.	A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: → PLC meeting agendas, minutes, and/or artifacts will provide evidence of cyclic curriculum reviews/checks and adjustments. → Continuous improvement tools will be used to document evaluation of effectiveness and decisions for adjustments.
Continue implementation of a systematic plan and monitoring tool to collect and use data to evaluate programs and services for effectiveness. IP3, Standard 2.12	Professional Development Substitutes/ Teacher Stipends	KWCP 5 - Design, Align, and Deliver Support Ensure a plan and monitoring tool are developed and implemented for determination of program effectiveness, incorporating data measures such as faculty/staff surveys, leadership observations	A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: → Continuous improvement protocol will include a cyclical timeline for the evaluation of programs and services.

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
EBP: Systems Approach to Continuous School Improvement: Plan, Do, Study, Act Framework		and evaluations, Quality Tool data, and other formal and informal data sources. Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.	→ Documentation will include the collection and analysis of current, emerging, and longitudinal data to inform decisions.
Evaluate and revise as necessary the implementation of tiered students supports (interventions and enrichment) for reading and mathematics through Language Labs, Math Focus Groups, and Summer Boost. IP: CSIP 2019-2020	General Budget Title 1 Reach Add-on		A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: <ul style="list-style-type: none"> → School schedules will reflect time allocated for interventions and enrichment. → Student assessment data including MAP and formative assessments will be analyzed to measure impact on student learning and to inform adjustments to instruction to address individual learners' needs. → Continuous improvement tools will be used to document evaluation of effectiveness and decisions for adjustments
Evaluate and revise as necessary the implementation of teacher support systems including academic resource team and behavior support team with a focus on teacher retention.	General Budget Title 1		A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include:

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
IP: CSIP 2019-2020	Reach Add-on		<ul style="list-style-type: none"> → Budgets will include allocations for an academic resource team and behavior support team. → Teacher retention data. → Continuous improvement tools will be used to document evaluation of effectiveness and decisions for adjustments
Evaluate and revise as necessary the implementation of student support systems to focus on student and parent engagement as well as racial equity. IP: CSIP 2019-2020	General Budget Title 1 Reach Add-on DEP Grant		A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: <ul style="list-style-type: none"> → Artifacts (e.g. program announcements, student/parent participation data) that reflect engagement opportunities and participation. → Student data that reflects improved attendance and decrease in disproportionate suspensions between black males and their peers. → Continuous improvement tools will be used to document evaluation of effectiveness and decisions for adjustments

Year Three Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p>Continue implementation of Professional Learning Community (PLC) protocol to ensure collaboration on curriculum alignment, instructional planning, and the analysis and use of assessment data to drive teaching and learning.</p> <p>IP1, Standard 2.1 IP2, Standard 2.5</p> <p>EBP: Professional Learning Communities</p>	<p>Professional Development</p> <p>Substitutes/ Teacher Stipends</p>	<p>KCWP 4 - Review, Analyze, and Apply Data</p> <p>Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.</p> <p>KCWP 1 - Design and Deploy Standards</p> <p>Ensure curricular alignment reviews are an ongoing action of the PLC's planning process</p> <p>KCWP 2- Design and Deliver Instruction</p> <p>Ensure congruency is present between standards, learning targets, and assessment measures.</p> <p>Develop assignments and activities that reflect the learning targets students have had the opportunity to learn.</p>	<p>A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps.</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> → The PLC protocol will be aligned to a researched-based model/framework for Professional Learning Communities. → PLC meeting agendas and minutes will reflect use of the cyclic process identified in the revised protocol. → Artifacts (e.g. curriculum documents, instructional planning documents, completed data analysis tools) will provide evidence of implementation.

Year Three Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p>Continue to embed intentional planning for the use of high-yield instructional strategies in PLC meetings including providing additional professional development opportunities for staff.</p> <p>IP1, Standard 2.1</p> <p>EBP: Professional Learning Communities</p>	<p>Materials/ Resources</p> <p>Professional Development</p> <p>Substitutes/ Teacher Stipends</p>	<p>KCWP 2 - Design and Deliver Instruction</p> <p>Plan strategically in the selection of high-yield instructional strategy usage in lessons.</p>	<p>A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps.</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> → PLC meeting agendas, minutes, and/or artifacts will reflect consistent and deliberate planning to embed high yield instructional strategies. → Walkthrough observations will include collection of data to monitor the implementation of high yield instructional strategies. Schoolwide walkthrough data will be analyzed at least monthly by the ILT team to monitor implementation and the results will be shared with all teachers in PLCs and coaching conferences.
<p>Continue to refine the walkthrough observation tool and feedback protocol to maintain focus on monitoring and providing immediate feedback on the use of high yield instructional strategies.</p> <p>IP1, Standard 2.1</p> <p>EBP: Feedback and Instructional Coaching</p>	<p>n/a</p>	<p>KCWP 2 - Design and Deliver Instruction</p> <p>Plan strategically in the selection of high yield instructional strategy usage in lessons.</p>	<p>A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps.</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> → Walkthrough observations will include collection of data to monitor the implementation of high yield instructional strategies. Schoolwide walkthrough data will be analyzed at least monthly by the ILT team to monitor implementation and the results will be shared with all teachers in PLCs and coaching conferences.

Year Three Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
			<ul style="list-style-type: none"> → Copies of emails will provide evidence that teachers receive immediate feedback following each walkthrough observation. → Agendas, minutes, and/or artifacts from professional learning sessions and coaching conferences will provide evidence of ongoing feedback and continuing support for teachers with the implementation of high-yield instructional strategies. → Continuous improvement tools will be used to document evaluation of effectiveness and decisions for adjustments.
Continue to evaluate and refine implementation of Kagan Structures to maintain focus on cooperative learning, active engagement strategies, and student collaboration. IP1, Standard 2.1 EBP: Kagan Structures	Professional Development for New Teachers Substitutes/ Teacher Stipends Materials/ Resources	KCWP 2 - Design and Deliver Instruction Ensure ongoing professional development in the area of best practice/high yield instructional strategies. Plan for and implement active student engagement strategies.	A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: <ul style="list-style-type: none"> → PD meeting agendas, sign-in sheets, and/or artifacts will provide evidence of new teacher participation in professional development activities for new teachers. → Lesson plans, observations, and coaching conversations will be used to monitor and support continued implementation.

Year Three Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
			→ Continuous improvement tools will be used to document evaluation of effectiveness and decisions for adjustments.
Continue to evaluate and refine feedback and tiered coaching process to ensure support for teachers to improve skills, capacities, and approaches to teaching. IP1, Standard 2.1 EBP: Feedback and Instructional Coaching	Professional Development Substitutes/ Teacher Stipends Materials/ Resources	KCWP 2 - Design and Deliver Instruction Ensure ongoing professional development in the area of best practice/high yield instructional strategies.	A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: → A coaching protocol and documentation from conferences will be used to monitor frequency of coaching and feedback sessions and to provide evidence of tiered support for teachers that includes the creation of follow-up plans. → PLC meeting agenda, minutes, and/or artifacts will provide evidence of on-going coaching and feedback by building instructional leaders to support curriculum, instruction, and assessment. → Continuous improvement tools will be used to document evaluation of effectiveness and decisions for adjustments
Continue to evaluate student outcomes and make adjustments to the implementation of Illustrative Mathematics as the core program to maintain focus on active learning, differentiation, and development of critical thinking skills.	Illustrative Mathematics materials and resources for grades K-5	KCWP 2 - Design and Deliver Instruction Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include:

Year Three Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
IP1, Standard 2.1 EBP: Illustrative Mathematics	Professional Development Substitutes/ Teacher Stipends		→ Student assessment data including MAP, common formative assessments, and KPREP will be analyzed to measure impact on student learning and to inform adjustments to instruction to address individual learners' needs.
Revise timeline for ongoing curriculum alignment reviews to ensure writing, science, and social studies curriculum is vertically and horizontally aligned to state standards. IP2, Standard 2.5	n/a	KCWP 1 - Design and Deploy Standards Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: → PLC meeting agenda, minutes, and/or artifacts (e.g. curriculum documents, instructional planning documents) will provide evidence of ongoing curriculum alignment.
Purchase program, materials, and/or resources to address instructional gaps identified through curriculum alignment reviews. IP2, Standard 2.5 EBP: Professional Learning Communities	Supplemental materials and resources Notable Social Studies trade books from the National Council for the Social Studies		A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: → Artifacts from PLC meetings (e.g. curriculum documents, instructional planning documents) will identify materials and resources used to address gaps

Year Three Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p>Continue the monitoring process for the implementation of curriculum and make adjustments as necessary.</p> <p>IP2, Standard 2.5</p> <p>EBP: Professional Learning Communities</p>	<p>Professional Development</p> <p>Substitutes/ Teacher Stipends</p>	<p>KCWP 1 - Design and Deploy Standards</p> <p>Review and conduct cyclic curriculum reviews/checks within the PLC.</p>	<p>A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps.</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> → PLC meeting agendas, minutes, and/or artifacts will provide evidence of cyclic curriculum reviews/checks and adjustments. → Continuous improvement tools will be used to document evaluation of effectiveness and decisions for adjustments
<p>Continue implementation of a systematic plan and monitoring tool to collect and use data to evaluate programs and services for effectiveness.</p> <p>IP3, Standard 2.12</p> <p>EBP: Systems Approach to Continuous School Improvement: Plan, Do, Study, Act Framework</p>	<p>Professional Development</p> <p>Substitutes/ Teacher Stipends</p>	<p>KWCP 5 - Design, Align, and Deliver Support</p> <p>Ensure a plan and monitoring tool are developed and implemented for determination of program effectiveness, incorporating data measures such as faculty/staff surveys, leadership observations and evaluations, Quality Tool data, and other formal and informal data sources.</p> <p>Implement and commit to purposeful, scheduled monitoring efforts in accordance</p>	<p>A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps.</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> → Continuous improvement protocol will include a cyclical timeline for the evaluation of programs and services. → Documentation will include the collection and analysis of current, emerging, and longitudinal data to inform decisions.

Year Three Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
		with continuous improvement needs.	
Evaluate and revise as necessary the implementation of tiered students supports (interventions and enrichment) for reading and mathematics through Language Labs, Math Focus Groups, and Summer Boost. IP: CSIP 2019-2020	General Budget Title 1 Reach Add-on		A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: <ul style="list-style-type: none"> → School schedules will reflect time allocated for interventions and enrichment. → Student assessment data including MAP and formative assessments will be analyzed to measure impact on student learning and to inform adjustments to instruction to address individual learners' needs. → Continuous improvement tools will be used to document evaluation of effectiveness and decisions for adjustments
Evaluate and revise as necessary the implementation of teacher support systems including academic resource team and behavior support team with a focus on teacher retention. IP: CSIP 2019-2020	General Budget Title 1 Reach Add-on		A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: <ul style="list-style-type: none"> → Budgets will include allocations for an academic resource team and behavior support team. → Teacher retention data.

Year Three Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
			→ Continuous improvement tools will be used to document evaluation of effectiveness and decisions for adjustments
Evaluate and revise as necessary the implementation of student support systems to focus on student and parent engagement as well as racial equity. IP: CSIP 2019-2020	General Budget Title 1 Reach Add-on DEP Grant		A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. Evidence will include: → Artifacts (e.g. program announcements, student/parent participation data) that reflect engagement opportunities and participation. → Student data that reflects improved attendance and decrease in disproportionate suspensions between black males and their peers. → Continuous improvement tools will be used to document evaluation of effectiveness and decisions for adjustments

Evidence Based Practice #1

Professional Learning Communities (PLC)

IP1 (Standard 2.1) and IP2 (Standard 2.5)

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	<p>Yes, there is research data available to demonstrate the effectiveness of PLCs. The following citation is for a 5-year quasi-experimental investigation comparing achievement gains in nine Title 1 schools relative to six matched schools.</p> <p>Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools.</p>
What is the strength of the evidence? Under what conditions was the evidence developed?	ESSA Level II - In this study, PLCs demonstrated a statistically significant effect on improving student outcomes based on moderate evidence from a quasi-experimental study.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	<p>By the last year, the effect size on student achievement as measured by the mandated state assessment quadrupled, increasing from 0.22 to 0.88. The state assessment was a standardized, norm-referenced achievement test with subtests in reading, language, spelling, and mathematics.</p> <p>Comparatively, an increasing effect size from 0.18 to 0.98 was observed on the state academic performance index (API). The API was devised by the state department of education which provides a single, numeric, composite index of school-level achievement.</p> <p>Analyses of student achievement and API showed that experimental schools had significantly greater gains than comparison schools in the last 3 years of the study.</p> <p>Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools.</p>
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	n/a
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	<p>Yes, there is practice-based evidence to indicate effectiveness. The original study design specified implementation based on training the principals of the nine experimental schools to stand up and facilitate ILTs and job-alike grade-level teams at each of their respective schools. After 2 years, this plan produced limited improvements in student outcomes and a revised implementation plan was introduced for the final 3 years of the project that included training and on-going support for the principals and teacher leaders on the school-based instructional leadership team.</p> <p>On the basis of practice-based evidence from the first 2 years, explicit protocols for each were established: analyzing standardized and periodic assessments, unit and instructional planning, and focusing on and</p>

Evidence Based Practice #1

Professional Learning Communities (PLC)

IP1 (Standard 2.1) and IP2 (Standard 2.5)

addressing common student needs. The protocols were compiled in a manual for used by the principals, teacher leaders, and grade-level teams to focus their meeting time and included these steps:

1. Identify and clarify specific and common students needs to work on together.
2. Formulate a clear objective for each common need and analyze related student work.
3. Identify and adopt a promising instructional focus to address each common need.
4. Plan and complete necessary preparation to try the instructional focus in the classroom.
5. Try the team's instructional focus in the classroom.
6. Analyze student work to see if the objective is being met and evaluate the instruction.
7. Reassess: Continue and repeat the cycle or move on to another area of need.

Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools.

Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?

Yes, there is a well-developed theory of change that demonstrates how the innovation is expected to contribute to short term and long-term outcomes. There is a research base that provides evidence that teachers who have limited school-based opportunities for collaboration and learning are unlikely to improve instruction (Elmore, 2002; Goldenberg, 2004; Little, 1982). Since this time, research has emerged supporting collaborative learning communities or teams as vehicles of short term and long term school and instructional improvement (DuFour & DuFour, 2013; Lieberman & Miller, 2008; Vescio, Ross, & Adams, 2008).

DuFour, R., & DuFour, R. (2013). *Learning by doing: A handbook for Professional Learning Communities at Work TM*. Solution Tree Press.

Elmore, R. F. (2002). Bridging the gap between standards and achievement: The imperative for professional development in education. *Secondary lenses on learning participant book: Team leadership for mathematics in middle and high schools*, 313-344.

Goldenberg, C. N. (2004). *Successful school change: Creating settings to improve teaching and learning*. Teachers College Press.

Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teacher and Teaching Evaluation: An International Journal of Research and Studies*, 24(1), 80–91.

Evidence Based Practice #1

Professional Learning Communities (PLC)

IP1 (Standard 2.1) and IP2 (Standard 2.5)

	<p>Lieberman, A., & Miller, L. (2008). <i>Teachers in professional communities: Improving teaching and learning</i>. Teachers College Press.</p> <p>Little, J. W. (1982). Norms of collegiality and experimentation: Workplace conditions of school success. <i>American educational research journal</i>, 19(3), 325-340.</p>
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	<p>Yes, the following study included Title 1 elementary schools in a large urban school district. Additionally, five of the nine experimental schools and three of the six comparison schools were in the lowest 10% in the state according to their academic performance index.</p> <p>Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools.</p>
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	<p>Yes, the following study demonstrated evidence of effectiveness in schools with a high percentage of students receiving free or reduced-price lunch and a high percentage of ethnic/minority students as well as many English Language Learners.</p> <p>Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools.</p>

Evidence Based Practice #2

Kagan Structures

IP1 (Standard 2.1)

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	<p>Yes, there is research data available to demonstrate the effectiveness of Kagan Structures. The following citation is for a quasi-experimental study comparing the effects of two learning models on the achievement of elementary students in science. The two learning models were the Kagan cooperative learning model and a conventional learning model.</p> <p>Leasa, M., & Corebima, A. D. (2017, January). The effect of numbered heads together (NHT) cooperative learning model on the cognitive achievement of students with different academic ability. In <i>Journal of Physics: Conference Series</i> (Vol. 795, No. 1, p. 012071). IOP Publishing.</p>
What is the strength of the evidence? Under what conditions was the evidence developed?	<p>ESSA Level II - In this study, Kagan Structures demonstrated a statistically significant effect on improving student outcomes based on moderate evidence from a quasi-experimental study.</p>
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	<p>Based on this study, the group which participated in the Kagan cooperative learning model had a higher mean than the group which participated in the conventional learning model. The cognitive achievement of the students who experienced the conventional learning model improved 20.03%, while the students who experienced the Kagan cooperative learning model improved 155.43%. It means the learning outcomes of the students who experienced the Kagan cooperative learning model is 72.45% higher than those who experienced the conventional learning model.</p> <p>Leasa, M., & Corebima, A. D. (2017, January). The effect of numbered heads together (NHT) cooperative learning model on the cognitive achievement of students with different academic ability. In <i>Journal of Physics: Conference Series</i> (Vol. 795, No. 1, p. 012071). IOP Publishing.</p> <p>Additionally, there are four studies cited below that indicate an average effect size of .92 for Kagan Structures on student achievement.</p>

Evidence Based Practice #2

Kagan Structures

IP1 (Standard 2.1)

Effect of Kagan Structures on Achievement

Study	Effect Size	Percentile Gain
1. Numbered Heads vs. Whole Class Question & Answer ¹⁶	.95	33.0
2. Numbered Heads + I vs. Whole Class Question & Answer ¹⁷	.98	33.5
3. Numbered Heads vs. Whole Class Question & Answer ¹⁸	.78	28.2
4. Numbered Heads + I vs. Whole Class Question & Answer ¹⁹	.96	33.2
5. Response Cards vs. Whole Class Question & Answer ²⁰	.90	31.5
6. Numbered Heads vs. Whole Class Question & Answer ²¹	.95	33.0
7. Numbered Heads vs. Whole Class Question & Answer ²²	.89	31.2
Average	.92	31.9

Haydon, T., Maheady, L. & Hunter, W. Effects of numbered heads together on the daily quiz scores and on-task behavior of students with disabilities. *Journal of Behavioral Education*, 2010, 19, 222–238.

Maheady, L., Michielli-Pendl, J., Harper, G.F. & Mallette, B. The effects of Numbered Heads Together with and without an incentive package on the science test performance of a diverse group of sixth graders. *Journal of Behavioral Education*, 2006, 15(1), 24-38.

Maheady, L., Michielli-Pendl, J., Mallette, B. & Harper, G.F. A collaborate research project to improve the academic performance of a diverse sixth grade class. *Teacher Education and Special Education*, 2002, 25(1), 55–70.

Maheady, L., Mallette, B., Harper, G.F. & Sacca, K. Heads together: A peer-mediated option for improving the academic achievement of heterogeneous learning groups. *Remedial and Special Education*, 1991, 12(2), 25–33.

If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.

n/a

Evidence Based Practice #2

Kagan Structures

IP1 (Standard 2.1)

Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	<p>Yes, there is research data to demonstrate the effectiveness of Kagan Structures as a tier 1 instructional strategy.</p> <p>Hunter, W. C., Maheady, L., Jasper, A. D., Williamson, R. L., Murley, R. C., & Stratton, E. (2015). Numbered heads together as a tier 1 instructional strategy in multitiered systems of support. <i>Education and Treatment of Children</i>, 38(3), 345-362.</p>
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	<p>Yes, Kagan Structures are based on a well-developed theory of change. Researchers have conducted a number of meta-analyses of the effects of cooperative learning on student academic achievement. Overall the effect size of cooperative learning on academic achievement is very substantial. In every case, cooperative learning produces greater gains than comparison methods. The average effect size across the hundreds of effect sizes is .62 for an average percentile gain of 23. That is, on average a student scoring at the 50th percentile in a traditional classroom would be scoring at the 73rd percentile had they been taught via cooperative learning.</p>

Evidence Based Practice #2

Kagan Structures

IP1 (Standard 2.1)

Effect Size of Cooperative Learning on Achievement

Meta-Analysis	Number of Effect Sizes	Average Effect Size	Percentile Gain
1. Cooperative Learning vs. Traditional ¹	182	.78	28
2. Cooperative Learning vs. Traditional ²	414	.63	24
3. Cooperative Learning vs. Traditional ³	122	.73	27
4. Cooperative Learning vs. Traditional ⁴	104	.78	28
5. Cooperative Learning vs. Individual Competition ⁵	70	.78	28
6. Cooperative Learning vs. Heterogeneous Classes ⁶	829	.41	16
7. Cooperative Learning vs. Individualistic Learning ⁷	284	.59	22
8. Cooperative Learning vs. Competitive Learning ⁸	933	.54	21
9. Cooperative Learning vs. Traditional ⁹	49	.51	19
10. Cooperative Learning vs. Traditional ¹⁰	20	.44	17
Average	301	.62	23

Walberg, H.J. *Productive teaching*. In H.C. Waxman & H.J. Walberg (Eds.) *New Directions for Teaching Practice and Research*, Berkeley, CA: McCutchen Publishing Corporation, 1999, 75-104.

Lipsey, M.W. & Wilson, D.B. *The efficacy of psychological, educational, and behavioural treatment*. *American Psychologist*, 1993, 48(12), 1181-1209.

Johnson, D., Maruyama, G., Johnson, R., Nelson, D. & Skon, L. *Effects of cooperative, competitive, and individualistic goal structure on achievement: A meta-analysis*. *Psychological Bulletin*, 1981, 89(10), 47-62.

Johnson, D.W. & Johnson, R.T. *Learning Together and Alone: Cooperative, Competitive, and Individualistic*

Evidence Based Practice #2

Kagan Structures

IP1 (Standard 2.1)

	<p><i>Learning</i>. Boston, MA: Allyn & Bacon, 1999.</p> <p>Hattie, J. <i>Visible Learning. A Synthesis of Over 800 Meta-Analyses Relating to Achievement</i>. New York, NY: Routledge, 2009.</p> <p>Springer, L., Stanne, M.E. & Donovan, S.S. <i>Effects of small-group learning on undergraduates in science, mathematics, engineering, and technology: A meta-analysis</i>. <i>Review of Educational Research</i>, 1999, 69(1), 212-251.</p> <p>Beesley, A.D. & Apthorp, H.S. (Eds.) <i>Classroom Instruction that Works, 2nd Edition Research Report, Mid-continent Research for Education and Learning</i>. Denver, CO: Mid-continent Research for Education and Learning, 2010.</p>
<p>Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.</p>	<p>Yes, there is research that provides evidence that the use of Kagan Structures as a tier 1 instructional strategy increased both student achievement and on-task behavior in elementary settings including urban and ethnically diverse districts.</p> <p>Hunter, W. C., Maheady, L., Jasper, A. D., Williamson, R. L., Murley, R. C., & Stratton, E. (2015). Numbered heads together as a tier 1 instructional strategy in multitiered systems of support. <i>Education and Treatment of Children</i>, 38(3), 345-362.</p>
<p>Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?</p>	<p>Yes, the following excerpts from <i>Closing the Achievement Gap</i> provide data specific to the effectiveness for culturally specific populations.</p> <p>Early research on cooperative learning showed that cooperative learning was a promising intervention for closing the achievement gap (Kagan, 1994). Both minority and majority students' achievement levels were greater with cooperative learning than with traditional teaching methods. Most impressive was the fact that minority students gained at an accelerated rate, narrowing the achievement gap.</p> <p>Recent school performance corroborates early research. Cooperative learning closes the achievement gap.</p> <p>For example, a school that designated itself as a "Kagan School," and provided all of its teachers training in Kagan instructional strategies obtained greater overall proficiency in reading and mathematics than its state</p>

Evidence Based Practice #2

Kagan Structures

IP1 (Standard 2.1)

and district counterparts. White students outperform white students in the state and in the district. The same is true with the black students. Black students in the Kagan school outperform black students in the state and district. Also of interest, in both math and reading, black students from the Kagan school outperform their white peers from their district.

The achievement gap is approximately 45% for schools in the state and district. The gap is reduced to approximately 25% for the Kagan school

Kagan, M. *Closing the Achievement Gap*. San Clemente, CA: Kagan Publishing. Kagan Online Magazine, Spring 2007. www.KaganOnline.com

Evidence Based Practice #3

Feedback and Instructional Coaching

IP1 (Standard 2.1)

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	<p>Yes, there is research data available to demonstrate the effectiveness of feedback and instructional 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>.</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>Killion, J. (2017). Research review. <i>The Learning Professional</i>, 38(2), 20.</p>
What is the strength of the evidence? Under what conditions was the evidence developed?	<p>The evidence provided is “Strong Evidence” as outlined by the Every Student Succeeds Act’s tiered evidenced intervention system. The study conducted by the American Institute for Research included eight school districts that had at least 20 elementary and middle schools and included urban districts and schools that mirrored Title 1 school demographics. They used the Classroom Assessment and Scoring System (CLASS) and the Charlotte Danielson’s Framework for Teaching to measure teacher effectiveness pre- and post-coaching and feedback. 63 treatment schools and 64 control schools participated in the study.</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>.</p>
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	<p>Accordinging to Meta-analysis Reveals Coaching’s Positive Impact on Instruction and Achievement, the expected outcome is as follows: “The effect size distribution of coaching on teaching practice and student achievement is normal with an interquartile range for effect on teaching from .14 standard deviation to .92 standard deviation and between .01 standard deviation and .21 standard deviation for student achievement. The pooled effect size of coaching on teacher practice is .57 standard deviation ($p < .001$) across the 25 studies with a measure of instructional practice. The effects are larger (.71 standard deviation, $p < .001$) in coaching programs focused on general practices than on content-specific coaching programs (.51 standard deviation, $p < .001$) (Killion, 2017).</p> <p>Killion, J. (2017). Research review. <i>The Learning Professional</i>, 38(2), 20.</p>
If research data are not available, is there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	n/a

Evidence Based Practice #3

Feedback and Instructional Coaching

IP1 (Standard 2.1)

<p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p>	<p>Community-defined evidence is structured by outlined tiered coaching, support and feedback for all classroom teachers. The coaching is led by “administrators, master teachers, external experts, and others” (Killion, 2017). Teachers were identified based on data supported, teachers’ level of needs and support. The teachers’ diverse coaching experiences included the following: “Individualized: Coaching sessions are one-on-one; Intensive: Coaches and teachers interact at least every couple of weeks; Sustained: Teachers receive coaching over an extended period of time; Context-specific: Teachers are coaches on their practices within the context of their own classroom; and Focused: Coaches work with teachers to engage in deliberate practice of specific skills” (Killion, 2017; Kraft, Blazar & Hogan, 2018).</p> <p>Killion, J. (2017). Research review. <i>The Learning Professional</i>, 38(2), 20.</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>Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?</p>	<p>“Individualized: Coaching sessions are one-on-one; Intensive: Coaches and teachers interact at least every couple of weeks; Sustained: Teachers receive coaching over an extended period of time; Context-specific: Teachers are coaches on their practices within the context of their own classroom; and Focused: Coaches work with teachers to engage in deliberate practice of specific skills” (Killion, 2017; Kraft, Blazar & Hogan, 2018). Short term outcomes include strengthening teacher efficacy. The long term effects are student achievement and efficacy as a result of strengthened teacher efficacy.</p> <p>Killion, J. (2017). Research review. <i>The Learning Professional</i>, 38(2), 20.</p>
<p>Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.</p>	<p>Yes, the study conducted by the American Institute for Research included eight school districts that had at least 20 elementary and middle schools and included urban districts and schools that mirrored the demographics of Title 1 schools.</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>.</p>
<p>Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?</p>	<p>Yes, The Impact of Providing Feedback to Teachers and Principals provides data specific to effectiveness for culturally and linguistically diverse populations.</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>.</p>

Evidence Based Practice #4

Illustrative Mathematics

IP1 (Standard 2.1)

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	An effort to study the effects of the intervention at the elementary school level is underway.
What is the strength of the evidence? Under what conditions was the evidence developed?	n/a
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	n/a
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	n/a
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	n/a
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	n/a
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	n/a
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	

Evidence Based Practice #5

Systems Approach to Continuous School Improvement: Plan, Do, Study, Act Framework IP3 (Standard 2.12)

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	<p>Although the use of continuous improvement models is a relatively new focus in the field of education, there is research data to demonstrate the effectiveness across a range of disciplines as well as the following research to support implementation of this practice to improve low- and moderate-performing schools.</p> <p>Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., & Darwin, M. (2008). Turning Around Chronically Low-Performing Schools. IES Practice Guide. NCEE 2008-4020. <i>National Center for Education Evaluation and Regional Assistance</i>.</p> <p>Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). Continuous Improvement in Education. Advancing Teaching--Improving Learning. White Paper. <i>Carnegie Foundation for the Advancement of Teaching</i>.</p> <p>Rowland, C., Feygin, A., Lee, F., Gomez, S., & Rasmussen, C. (2018). Improving the Use of Information to Support Teaching and Learning through Continuous Improvement Cycles. American Institutes for Research.</p>
What is the strength of the evidence? Under what conditions was the evidence developed?	ESSA Level III - The strength of the evidence is promising.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	<p>There are three levels of expected outcomes when the innovation is implemented: classroom-level instructional improvement, system-wide improvement, and collective impact.</p> <p>Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). Continuous Improvement in Education. Advancing Teaching--Improving Learning. White Paper. <i>Carnegie Foundation for the Advancement of Teaching</i>.</p>
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	n/a
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	<p>Yes, the following provides evidence of the effectiveness of continuous improvement and cycles of inquiry within a community of practice setting.</p> <p>Rowland, C., Feygin, A., Lee, F., Gomez, S., & Rasmussen, C. (2018). Improving the Use of Information to Support Teaching and Learning through Continuous Improvement Cycles. <i>American Institutes for Research</i>.</p> <p>Additionally, this book includes case studies for a systems approach to continuous improvement across a range of disciplines, including education.</p>

Evidence Based Practice #5

Systems Approach to Continuous School Improvement: Plan, Do, Study, Act Framework IP3 (Standard 2.12)

Langley, G.J., Moen, R.D., Nolan, K.M., Nolan, T.W., Norman, C.L., & Provost, L.P. (2009). *The Improvement Guide: A Practical Approach to Enhancing Organizational Performance*. San Francisco, CA: Jossey-Bass.

Yes, there is a well-developed theory of change including research providing evidence that continuous improvement work provides opportunity to improve both content and process.

“Supported continuous improvement has two chief benefits: the opportunity to learn about what kinds of strategies or interventions work in which contexts and at which levels (school, district, state) and the opportunity to grow the capacity of participants to apply disciplined inquiry cycles to a myriad of challenges or PoPs [problems of practice] that emerge in their work” (p. 31).

Rowland, C., Feygin, A., Lee, F., Gomez, S., & Rasmussen, C. (2018). *Improving the Use of Information to Support Teaching and Learning through Continuous Improvement Cycles*. *American Institutes for Research*.

Additionally, this practice is grounded in school improvement research (Marzano 2000; Marzano, Waters, and McNulty 2005) and targets five main school capacity-building areas:

Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?

1. Data-based decisionmaking—collecting, analyzing, interpreting, and using data to inform decisions and to establish and monitor goals for improvement at the individual student and school levels.
2. Purposeful community—forming and sustaining a community that identifies with and works collectively toward important outcomes, uses all available resources effectively, operates from a set of agreed-upon processes that guide actions and decisions in the school, and shares a collective belief that the community can accomplish its goals (collective efficacy).
3. Shared leadership—participating in a process of mutual influence, responsibility, and accountability for achieving collective, organizational goals for school improvement.
4. Research-based practices—adopting practices that directly address factors shown to be associated with improved student achievement and that are based on scientific evidence of effectiveness.
5. Continuous improvement process—employing a five-stage process to improve student performance by taking stock of the current situation, focusing on the right solution, taking collective action, monitoring progress and adjusting efforts, and maintaining momentum for improvement efforts.

Evidence Based Practice #5

Systems Approach to Continuous School Improvement: Plan, Do, Study, Act Framework IP3 (Standard 2.12)

	<p>Wilkerson, S. B., Shannon, L. C., Styers, M. K., and Grant, B. (2012). A study of the effectiveness of a school improvement intervention (Success in Sight). (NCEE 2012-4014). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p> <p>Marzano, R. J. (2000). A quantitative synthesis of research on school-level, teacher-level, and student-level variables related to academic achievement (REL Deliverable 2000-05). <i>Aurora, CO: Mid-continent Research for Education and Learning.</i></p> <p>Marzano, R. J., Waters, T., and McNulty, B. A. (2005). School leadership that works: from research to results. Alexandria, VA: Association for Supervision and Curriculum Development.</p>
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	<p>There is research to provide guidance on the implementation of this practice in chronically low performing schools.</p> <p>Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., & Darwin, M. (2008). Turning Around Chronically Low-Performing Schools. IES Practice Guide. NCEE 2008-4020. <i>National Center for Education Evaluation and Regional Assistance.</i></p>
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	<p>Yes, there is research to provide data specific to effectiveness of addressing problems of practice in districts with culturally and linguistically diverse populations.</p> <p>Rowland, C., Feygin, A., Lee, F., Gomez, S., & Rasmussen, C. (2018). Improving the Use of Information to Support Teaching and Learning through Continuous Improvement Cycles. American Institutes for Research.</p>

FIRST QUARTER ACTION Plan			
Date Range of Plan		July 1, 2020 to August 14, 2020	
45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
9 week scope and sequence planning	all teachers/ AIC		
3 Unit Planning Days for math and reading/integrated science and social studies			
Kagan PD	certified staff/ September 2020		
Create Science crosswalk document	certified staff/ August 2020		
Create Social studies crosswalk document	certified staff/ August 2020		
Modify PLC Protocol	certified staff/ August 2020		
Safe and Civil Schools PD	staff/ August 2020		
AIS week planning and delivery of PD	resource team/ August 2020		
Create/Adopt cyclical protocol to review programs and services	certified staff/ ILT/		
Train Turnaround team on Shipley systems work. (Attend PD in March 2020)	Turnaround Team/ March 2020		
Modify feedback protocol to include high yield instructional strategies			
Create and train staff on Atkinson adopted core high yield instructional strategies.	certified staff/ August 2020		
Purchase Illustrative math program materials	Principal/ August 2020		
Purchase SS/science trade books to complement crosswalk documents	Principal/ August 2020		

What is working? How do you know?	What is not working? Why? (Where are the barriers?)	What are your next steps?	Additional Comments/Feedback
School:	School:	School:	Reviewer:
CHECKPOINT #1			

SECOND QUARTER ACTION Plan

Date Range of Plan		(Ex. March 1st -May 30th, 2020)	
45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
Analyze MAP data to guide instruction			
Provide real time feedback and coaching through the coaching cycle			
Provide real time PD for teachers based on walkthrough cycle data			
What is working? How do you know?	What is not working? Why? (Where are the barriers?)	What are your next steps?	Additional Comments/Feedback
School:	School:	School:	Reviewer:
CHECKPOINT #2			