Turnaround Plan
Byck Elementary

Principles of School Improvement Planning

Building an Effective Turnaround Plan

Process Map

3 year turnaround plan

Improvement Priority and Strategies to Address the

Improvement Priorities
- Mission/Vision/Goals
- Improvement Priorities #1, 2, and 3
- Improvement Priorities #4, 5, and 6

Activities
- Year One Activities
- Year Two Activities
- Year Three Activities

Evidence Based Strategies
- Evidence Based Strategy #1
- Evidence Based Strategy #2
- Evidence Based Strategy #3
- Evidence Based Strategy #4
- Evidence Based Strategy #5

Action Plans and Monitoring
- First Quarter Action Plan
- Second Quarter Action Plan

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	*If everything's a priority, nothing is.*
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.	*If everything's a priority, nothing is.*
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.	*If you want to go far, go together.*
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.	*One size does not fit all.*
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.	*What gets measured gets done.*
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.	*Ideas are only as good as they are implemented.*
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.	*Put your money where your mouth is.*
Principle #8	*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.*	*Don't be a flash in the pan*

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*

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

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?

The team decides on strategies to systematically address the process, practice, or condition needing change.
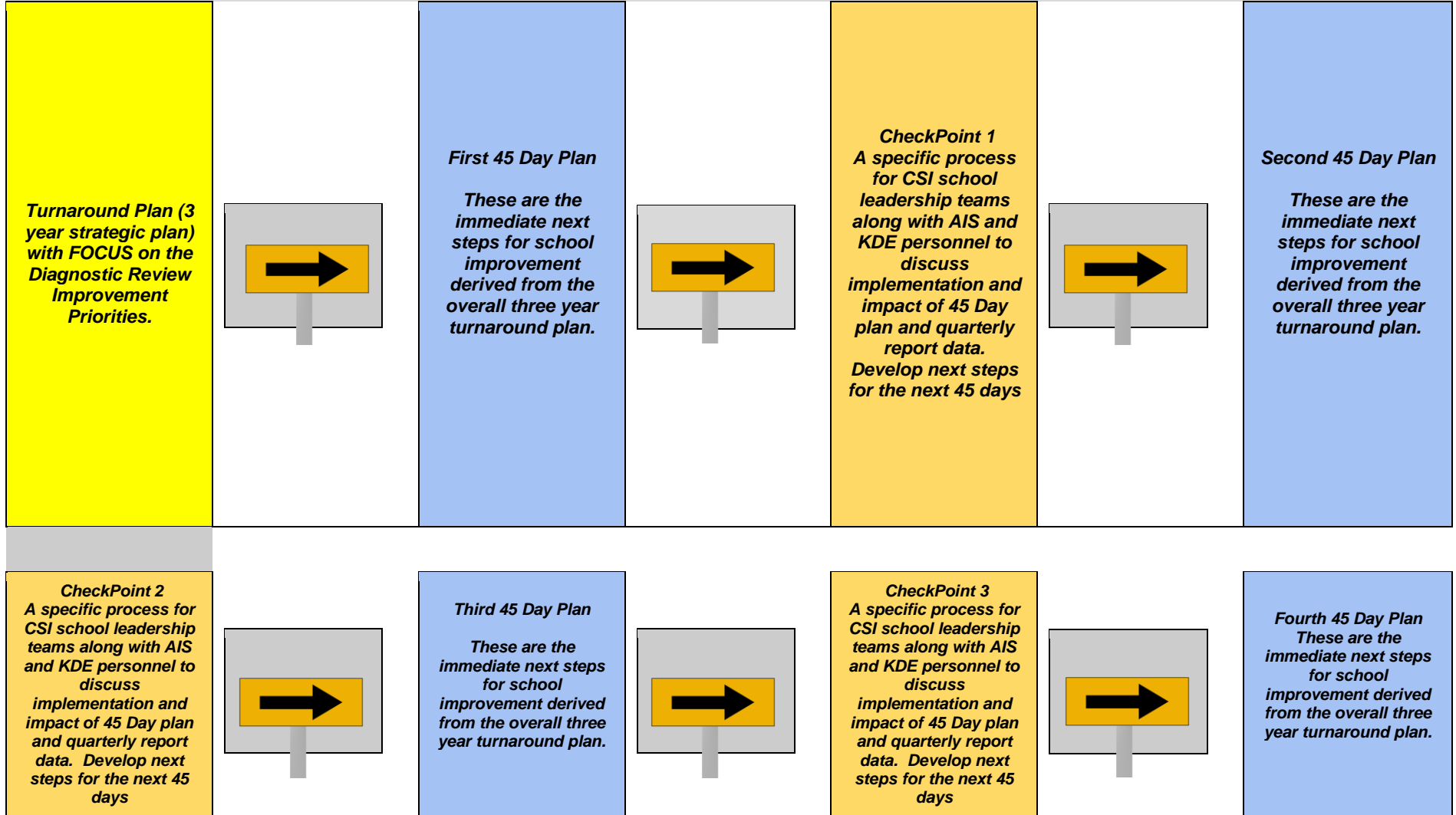
Complete for each I.P.

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?

Turnaround Plan Overview and Implementation Process

Turnaround Plan (3 year strategic plan) with FOCUS on the Diagnostic Review Improvement Priorities.

First 45 Day Plan

These are the immediate next steps for school improvement derived from the overall three year turnaround plan.

CheckPoint 1
A specific process for CSI school leadership teams along with AIS and KDE personnel to discuss implementation and impact of 45 Day plan and quarterly report data. Develop next steps for the next 45 days

Second 45 Day Plan

These are the immediate next steps for school improvement derived from the overall three year turnaround plan.

CheckPoint 2
A specific process for CSI school leadership teams along with AIS and KDE personnel to discuss implementation and impact of 45 Day plan and quarterly report data. Develop next steps for the next 45 days

Third 45 Day Plan

These are the immediate next steps for school improvement derived from the overall three year turnaround plan.

CheckPoint 3
A specific process for CSI school leadership teams along with AIS and KDE personnel to discuss implementation and impact of 45 Day plan and quarterly report data. Develop next steps for the next 45 days

Fourth 45 Day Plan
These are the immediate next steps for school improvement derived from the overall three year turnaround plan.

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
Byck Elementary

Mission

The Mission of Dann C. Byck Elementary School is to empower, engage, and encourage students to persevere and succeed academically, socially, and emotionally.

Vision

Byck Elementary will ensure all students have a supportive community that will empower, engage and encourage character development in a high-quality learning environment.

Stakeholder Involvement

Carla Kolodey- Principal
Mary Beth Funk- Assistant Principal
Letisha Broadus-Counselor
Maranda Miller- ECE Implementation Coach
Sarah Yost- Resource Teacher
Shelley Bratcher- Resource Teacher
Jenny Forseth- Academic Instructional Coach
Kalisha Ackerman- Teacher
Team Leads
Julie Carwile- Educational Recovery Specialist

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 May of 2022, total tested students will increase in student achievement in mathematics to 63% proficient/distinguished.	By May of 2020, total tested students will increase in student achievement in Math from 57% to 59%.
	Byck Elementary will increase the percentage of students scoring at the proficient / distinguished level on the state reading assessment to 29.3% by 2023.	Increase the percentage of students scoring at the proficient/distinguished level on the state reading assessment to 17.6% by 2020. Increase the percentage of students scoring at the proficient/distinguished level on the state reading assessment to 17.6% by 2020.
Separate Academic Indicator	Byck Elementary will increase the percentage of students scoring at the proficient / distinguished level on the state writing assessment to 36.2% by 2023.	Byck Elementary will increase the percentage of students scoring at the proficient / distinguished level on the state writing assessment to 25.7% by 2020.
	Byck Elementary will increase the percentage of students scoring at the proficient / distinguished level on the state science assessment to 21.0% by 2023.	Byck Elementary will increase the percentage of students scoring at the proficient / distinguished level on the state science to 7.8% by 2020.
	Byck Elementary will increase the percentage of students scoring at the proficient / distinguished level	Byck Elementary will increase the percentage of students scoring at the proficient / distinguished level on the state social studies to 7.6% by 2020.

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.
	on the state social studies assessment to 20.8% by 2023.	
Growth	By the end of the 2023 school year 30% of the students will meet their expected fall to spring growth in reading and mathematics as measured by MAP.	By the end of 2020, our school will increase the percentage of students meeting their expected growth by 5% in reading as measured by MAP.
GAP	Byck Elementary will increase the percentage of English Learners scoring at the proficient / distinguished level on the reading state assessment to 23.5% by 2023.	Byck Elementary will increase the percentage of English Learners scoring at the proficient / distinguished level on the reading state assessment to 10.6% by 2020.
Students with Special Needs	Byck Elementary will increase the percentage of Students with Special Needs scoring at the proficient / distinguished level on the reading state assessment to 19.3% by 2023. Byck Elementary will increase the percentage of Students with Special Needs scoring at the proficient / distinguished level on the mathematics state assessment to 13.6% by 2023.	Byck Elementary will increase the percentage of Students with Special Needs scoring at the proficient / distinguished level on the reading state assessment to 10.8% by 2020. Byck Elementary will increase the percentage of Students with Special Needs scoring at the proficient / distinguished level on the mathematics state assessment to 4.5% by 2020.

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2
Engage in consistent and deliberate planning that establishes and embeds equitable learning opportunities in all classrooms (learning targets, use of exemplars, active learning, differentiation, higher order thinking skills, rigorous and challenging tasks, personalized learning, self-reflection, collaboration, and development of critical thinking skills). (**Standard 2.1**)	Establish and fully commit to a culture that includes instructional actions that focus on student engagement and effectively guides and promotes creativity, innovation, collaborative problem- solving, and aligned action steps. Establish expectations and monitor the use of instructional strategies that promote 21st century skills (project-based, active learning, higher-order thinking skills, collaboration, critical thinking skills, real world problem solving). (**Standard 2.2**)
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.)
Verbs: engage, establish, embed, develop **Nouns**: planning, opportunities, classrooms, learning targets, exemplars, active learning, differentiation, higher-order thinking skills, rigorous and challenging task, personalized learning, self-reflection, collaboration, critical thinking skills As a school, we need to ensure these opportunities are established and embedded in all classrooms on a regular basis.	**Verbs**: establish, commit, include, focus, guides, promotes, monitor **Nouns**: culture, instructional actions, student engagement, creativity, innovation, collaborative problem-solving, aligned action steps, expectations, instructional strategies, 21st century skills, active learning, higher-order thinking skills, collaboration, critical thinking skills, real world problem solving As a school, we need to ensure these opportunities are established, included, and monitored in all classrooms on a regular basis.

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

X____KCWP 1: Design and Deploy Standards	X____KCWP 1: Design and Deploy Standards
Ongoing professional development will occur to build teacher knowledge of grade level and content standards in order to plan effectively and meet the varying needs of students in special populations.	Ongoing professional development will occur to build teacher knowledge of grade level and content standards in order to plan effectively and meet the varying needs of students in special populations.
X____KCWP 2: Design and Deliver Instruction	X____KCWP 2: Design and Deliver Instruction
KCWP 2: Design and Deliver Instruction - Ensure ongoing professional development in the area of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	KCWP 2: Design and Deliver Instruction - Ensure ongoing professional development in the area of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.
____KCWP 3: Design and Deliver Assessment Literacy	____KCWP 3: Design and Deliver Assessment Literacy
___ KCWP 4: Review, Analyze, and Apply Data	___ KCWP 4: Review, Analyze, and Apply Data
X____KCWP 5: Design, Align, and Deliver Support	X____KCWP 5: Design, Align, and Deliver Support
Design, Align, and Deliver Support - Staff Developer will design and implement systems for ensuring all teachers receive regular cycles of Cognitive Coaching to support teachers' reflection on practice and refinement of intentional decision making regarding all domains of the Danielson Framework, rooted in the National Board for Professional Teaching Standards reflection process.	Design, Align, and Deliver Support - Staff Developer will design and implement systems for ensuring all teachers receive regular cycles of Cognitive Coaching to support teachers' reflection on practice and refinement of intentional decision making regarding all domains of the Danielson Framework, rooted in the National Board for Professional Teaching Standards reflection process.
____KCWP 6:Establish Learning Culture & Environment	____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
Professional Development Levels of Engagement- MTSS leads will train staff on five levels of engagement: 1. Engagement 2. Strategic Compliance 3. Ritual Compliance 4. Retreatism 5. Rebellion MTSS team will lead professional learning for all teachers around levels of engagement. **IP #1 (Standard 2.1)** **IP #2 (Standard 2.2)** **EBP #1 Teacher Efficacy**	$0	KCWP 2: Design and Deliver Instruction - Ensure teachers have a solid understanding of the levels of engagement. Ensure teachers plan for true engagement rather than ritual compliance, retreatism, and rebellion.	The school administration will create a system to monitor the Levels of Engagement across all grades and in all content areas, using ELEOT data and walk-through data. Teachers will engage in a regular Plan, Do, Study, Act, specifically in regards to meeting the learning needs of teachers. ● 45 Day Plan ● Engage in a regular PDSA (Plan, Do, Study, Act) specifically in regards to meeting the learning needs of teachers. ● PLC minutes ● MTSS Meeting Minutes
Professional Development Transfer Understanding- Academic Coaches will train teachers on Understanding by Design (UbD) and Universal Design for Learning (UDL). Teachers will engage with various Acquisition, Meaning-making	$0	KCWP 2: Design and Deliver Instruction - Ongoing professional development will be implemented to build capacity in teachers' ability to plan for the highest level of understanding - transfer of knowledge. Ongoing unit and	The school administration will develop a system to monitor teachers' planning processes and transfer task development in PLCs. The school administration will develop a system to monitor teachers' implementation of intentionally planned and sequenced acquisition, meaning-making and transfer tasks using walk through data.

Year One Activities

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Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
and Transfer tasks and collaborate in PLCs to design their own. **IP #1 (Standard 2.1)** **EBP #2 Staff Developer**		lesson planning will occur during PLCs to support this activity.	● 45 Day Plan ● Monitoring through walkthrough data ● PLC Minutes
Professional Development for Teachers working with students in special populations- Training for Special Education Teachers (Book Study) and Co-teaching model for collaborative pairs from GLEC **IP #1 (Standard 2.1)** **IP #2 (Standard 2.2)** **EBP #1 Teacher Efficacy**	$0	KCWP 1: Design and Deploy Standards - Ongoing professional development will occur to build teacher knowledge of grade level and content standards in order to plan effectively and meet the varying needs of students in special populations. KCWP 2: Design and Deliver Instruction - Ongoing professional development will occur to build the knowledge base of teachers working with students in special populations. Identified teaching partners (one general education and one special education teacher) will be a model pilot for co-teaching and inclusion.	The school will create a culture of continuous improvement for all students with specific emphasis on inclusion for students in special populations. The school will start with coaching teachers of students in special populations on implementing grade-level and grade appropriate instruction. ● 45 Day Plan ● Lesson plans ● Monitoring through walk-through data ● Model classroom pilot ● MTSS rounds (6 weeks) - presentations of brag and beg

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Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
		KCWP 6: Establishing a Learning Culture and Environment - Ongoing professional development and monitoring will occur to ensure teachers are implementing best practice strategies to meet the needs of students in special populations.	
Professional Development School-wide Book Studies - A school-wide professional learning book study using *Math Workshop in Action: Strategies for Grades K-5, Ralph Fletcher's Writer's Workshop and Fountas and Pinnell Reading Mini-Lessons, Words Their Way and Fountas and Pinnell Word Study Text, You Can't Say You Can't Play, Next Step Forward in Guided Reading by Jan Richardson, and High-Leverage Practices in Special Education* **IP #1 (Standard 2.1)** **IP #2 (Standard 2.2)** **EBP #1 Teacher Efficacy**	$0	KCWP 2: Design and Deliver Instruction - Ensure ongoing professional development in the area of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school will create a culture of continuous improvement that results in improved professional strategies and practices and increases student achievement scores.. ● Monitoring through PLC minutes ● Monitoring through Project Link meetings ● Monitoring through MTSS meetings ● Monitoring through walk-through data ● Monitoring through book study meetings

Year One Activities

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Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
Staff Developer will support teachers in developing and implementing the mastery unit plans and differentiated lessons and analyzing assessment data to improve instructional practices. **IP #1 (Standard 2.1)** **IP #2 (Standard 2.2)** **EBP #2 Staff Developer**	$148,000 (SIF)	KCWP 2: Design and Deliver Instruction - Staff Developer will design and develop professional learning opportunities for teachers to improve their craft, rooted in the National Board Professional Teaching Standards 5 Core Propositions for Accomplished Teaching, and improve their collaborative planning processes in Professional Learning Communities, rooted in the Architecture for Accomplished Teaching. KCWP 5 - Design, Align, and Deliver Support - Staff Developer will design and implement systems for ensuring all teachers receive regular cycles of Cognitive Coaching to support teachers' reflection on practice and refinement of intentional decision making regarding all domains of the Danielson Framework, rooted in the National Board for Professional Teaching Standards reflection process.	School administration will intentionally use walk through data to evaluate effectiveness of professional development and coaching. The school will establish a system where teachers are supported in creating and implementing lesson plans that promote higher-order thinking skills, include relevant exemplars for learning, include collaborative opportunities for self-reflection, are personalized based on student need, and help develop critical thinkers. ● Walk-through data to plan reflection meetings, faculty meetings, professional learning sessions ● Help support planning and implementation of Mastery of Units

Year One Activities

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Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
Monitoring Practice- Create Google form to add to walkthrough to track: ● learning targets ● exemplars ● success criteria ● rubrics ● differentiation ● level of questioning (Blooms) **IP #2 (Standard 2.2)** **EBP #1Teacher Efficacy**	$0	KCWP 4: Review, Analyze, and Apply Data - Develop and deploy a walkthrough protocol with an effective cyclical process to provide coaching and feedback to all teachers.	The leadership team will conduct weekly walk-throughs to provide feedback and coaching to teachers. ● Monitoring through walk-through data ● Walk-through schedule ● Monitor through weekly administrative meetings ● Rutherford training for admin team ● Cognitive Coaching for admin team ● Calibration of walk-throughs quarterly ● Eleot certification
Professional Development creating explicit learning targets with relation to standards and utilizing anchor charts **IP #1 (Standard 2.1)** **EBP #2 Staff Developer**	$0	KCWP 2: Design and Deliver Instruction - Ensure ongoing professional development in the area of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school will create a culture of continuous improvement that results in explicit learning targets and student developed anchor charts. ● Monitoring through walk-through data ● Monitoring through lesson plan checks
Planning to Mastery (Unit Plans) - teachers will create unit plans by identifying essential standards and creating units of study **EBP #1Teacher Efficacy**	$0	KCWP 2: Design and Deliver Instruction - Ensure congruency is present between standards, learning targets, and assessment measures.	The school will create a culture of continuous improvement that results in full implementation of unit plans. ● Unit planning ● Monitoring through PLCs

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
EBP #2 Staff Developer			

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
Professional Development PBL Works- Professional Learning for a strategically identified group of teachers and admin. Project Based Learning engages students in learning that is deep and long-lasting, and inspires for them a love of learning and personal connection to their academic experience. **IP #2 (Standard 2.2)** **EBP #1Teacher Efficacy**	$30,000 (SIG)	KCWP 2: Design and Deliver Instruction - Ensure ongoing professional development in the area of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school will create a culture of continuous improvement where teachers will create learning opportunities to increase student engagement, problem-solving skills, and gives students access to solving real-world problems through innovative outcomes. ● Monitoring through walk-through data ● Monitoring through PLCs ● Monitoring through lesson plans
Professional Development ISTE Conference- Professional Learning for a strategically targeted group of special area teachers. The annual conference serves as a forum for exploring and exchanging ideas about education technology with educators from around the world. **IP #1 (Standard 2.1)**	$2,000 (SIG)	KCWP 2: Design and Deliver Instruction - Ensure ongoing professional development in the area of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school will create a culture of continuous improvement where teachers will create learning opportunities that embed 21st century skills. ● Monitoring through walk-through data ● Monitoring through PLCs

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 #2 (Standard 2.2) **EBP #1Teacher Efficacy**			
Embedded PD for refinement of Learning Targets **Use of exemplars** **Higher-order thinking skills** **IP #1 (Standard 2.1)** **EBP #2 Staff Developer**	$0	KCWP 2: Design and Deliver Instruction - Ensure ongoing professional development in the area of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school will create a culture of continuous improvement where teachers will naturally include relevant learning targets, use exemplars and embed higher-order thinking skills within lessons to promote critical thinking skills and give students opportunities for self-reflection. ● Monitoring through lesson plans ● Monitoring through walk-through data ● Monitoring through PLCs
Embedded PD on Differentiation **IP #1 (Standard 2.1)** **EBP #1Teacher Efficacy** **EBP #2 Staff Developer**	$0	KCWP 2: Design and Deliver Instruction - Ensure ongoing professional development in the area of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school will create a culture of continuous improvement where teachers will build upon knowledge of students to create opportunities for personalized learning. ● Monitoring through lesson plans ● Monitoring through walk-through data ● Monitoring through PLCs
Rigorous Tasks (intro) **IP #1 (Standard 2.1)** **IP #2 (Standard 2.2)**	$0	KCWP 2: Design and Deliver Instruction - Ensure ongoing professional development in the area of best practice / high yield instructional strategies to aid in	The school will create a culture of continuous improvement where teachers will naturally include relevant learning targets, use exemplars and embed higher-order thinking skills within lessons to promote

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 #1 Teacher Efficacy **EBP #2 Staff Developer**		curricular adjustments when students fail to meet mastery.	critical thinking skills and give students opportunities for self-reflection. ● Monitoring through lesson plans ● Monitoring through walk-through data ● Monitoring through PLCs
Math Solutions Training **IP #1 (Standard 2.1)** **EBP #1Teacher Efficacy**	$2,000 (SIG)	KCWP 2: Design and Deliver Instruction - Ensure ongoing professional development in the area of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school will create a culture of continuous improvement where teachers engage in ongoing professional development in the area of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. ● Monitoring through lesson plans ● Monitoring through walk-through data ● Monitoring through PLCs ● Student assessment data ● MAP data
Professional Development Levels of Engagement- MTSS leads train staff on five levels of engagement: 1. Engagement 2. Strategic Compliance 3. Ritual Compliance 4. Retreatism 5. Rebellion	$0	KCWP 2: Design and Deliver Instruction - Ensure ongoing professional development in the area of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school administration will create a system to monitor the Levels of Engagement across all grades and in all content areas, using ELEOT data and walk-through data. Teachers will engage in a regular Plan, Do, Study, Act, specifically in regards to meeting the learning needs of teachers. ● 45 Day Plan ● Engage in a regular PDSA (Plan, Do, Study, Act) specifically in regards to meeting the learning needs of teachers.

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 #1 (Standard 2.1) **IP #2 (Standard 2.2)** **EBP #1 Teacher Efficacy**		KCWP 6: Establishing a Learning Culture and Environment	● PLC minutes ● MTSS Meeting Minutes
Professional Development Transfer Understanding- Academic Coaches will train teachers on Acquisition, Meaning Making, and Transfer **IP #1 (Standard 2.1)** **EBP #2 Staff Developer**	$0	KCWP 2: Design and Deliver Instruction - Ensure ongoing professional development in the area of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school administration will create a system to monitor the Levels of Engagement across all grades and in all content areas, using ELEOT data and walk-through data. Teachers will engage in a regular Plan, Do, Study, Act, specifically in regards to meeting the learning needs of teachers. ● 45 Day Plan ● Engage in a regular PDSA (Plan, Do, Study, Act) specifically in regards to meeting the learning needs of teachers. ● PLC minutes ● MTSS Meeting Minutes
Collaboration ECE/General **IP #2 (Standard 2.2)** **EBP #1Teacher Efficacy**	$0	KCWP 2: Design and Deliver Instruction - Ensure ongoing professional development in the area of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school will create a culture of continuous improvement for all students with specific emphasis on inclusion for students in special populations. The school will build expand learning to general education teachers to build a culture of inclusion for students with special needs. ● 45 Day Plan ● Lesson plans ● Monitoring through walk-through 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
Learning Targets **Use of exemplars** **Higher-order thinking skills** **IP #1 (Standard 2.1)** **EBP #2 Staff Developer**	$0	KCWP 2: Design and Deliver Instruction - Ensure ongoing professional development in the area of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school will create a culture of continuous improvement where teachers will naturally include relevant learning targets, use exemplars and embed higher-order thinking skills within lessons to promote critical thinking skills and give students opportunities for self-reflection. ● Monitoring through lesson plans ● Monitoring through walk-through data ● Monitoring through PLCs
Rigorous Tasks/Practice **IP #1 (Standard 2.1)** **IP #2 (Standard 2.2)** **EBP #1 Teacher Efficacy** **EBP #2 Staff Developer**	$0	KCWP 2: Design and Deliver Instruction - Ensure ongoing professional development in the area of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school will create a culture of continuous improvement where teachers will naturally include relevant learning targets, use exemplars and embed higher-order thinking skills within lessons to promote critical thinking skills and give students opportunities for self-reflection. ● Monitoring through lesson plans ● Monitoring through walk-through data ● Monitoring through PLCs
Professional Development PBL Works- Professional Learning for a strategically identified group of teachers and admin Project Based Learning engages students in learning that is deep and long-lasting, and inspires for	$0	KCWP 2: Design and Deliver Instruction - Ensure ongoing professional development in the area of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school will create a culture of continuous improvement where teachers will create learning opportunities to increase student engagement, problem-solving skills, and gives students access to solving real-world problems through innovative outcomes. ● Monitoring through walk-through data ● Monitoring through PLCs

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
them a love of learning and personal connection to their academic experience. **IP #2 (Standard 2.2)** **EBP #1 Teacher Efficacy**			● Monitoring through lesson plans
Professional Development Levels of Engagement- MTSS leads train staff on five levels of engagement: 1. Engagement 2. Strategic Compliance 3. Ritual Compliance 4. Retreatism 5. Rebellion **IP #1 (Standard 2.1)** **IP #2 (Standard 2.2)** **EBP #1 Teacher Efficacy**	$0	KCWP 2: Design and Deliver Instruction - Ensure ongoing professional development in the area of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. KCWP 6: Establishing a Learning Culture and Environment	The school administration will create a system to monitor the Levels of Engagement across all grades and in all content areas, using ELEOT data and walk-through data. Teachers will engage in a regular Plan, Do, Study, Act, specifically in regards to meeting the learning needs of teachers. ● 45 Day Plan ● Engage in a regular PDSA (Plan, Do, Study, Act) specifically in regards to meeting the learning needs of teachers. ● PLC minutes ● MTSS Meeting Minutes
Professional Development Transfer Understanding- Academic Coaches will train	$0	KCWP 2: Design and Deliver Instruction - Ensure ongoing professional development in the area of best practice / high yield	The school administration will create a system to monitor the Levels of Engagement across all grades and in all content areas, using ELEOT data and walk-through data. Teachers will engage in a regular Plan, Do, Study, Act,

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
teachers on Acquisition, Meaning Making, and Transfer **IP #1 (Standard 2.1)** **EBP #2 Staff Developer**		instructional strategies to aid in curricular adjustments when students fail to meet mastery.	specifically in regards to meeting the learning needs of teachers. ● 45 Day Plan ● Engage in a regular PDSA (Plan, Do, Study, Act) specifically in regards to meeting the learning needs of teachers. ● PLC minutes ● MTSS Meeting Minutes

Evidence Based Practice #1(Teacher Efficacy)

Byck will implement and promote professional learning for teachers to strengthen their efficacy. Byck leaders are committed to building a culture designed to increase collective teacher efficacy, which will affect teachers' behavior and student beliefs.

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.	**http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/The-Power-of-Collective-Efficacy.aspx** According to Donohoo, Hattie, and Eelles (2018), teacher efficacy has a 1.57 effect size.
What is the strength of the evidence? Under what conditions was the evidence developed?	Rachel Eells's (2011) meta-analysis of studies related to collective efficacy and achievement in education demonstrated that the beliefs teachers hold about the ability of the school as a whole are "strongly and positively associated with student achievement across subject areas and in multiple locations" (p. 110). On the basis of Eells's research, John Hattie positioned collective efficacy at the top of the list of factors that influence student achievement (Hattie, 2016). According to his Visible Learning research, based on a synthesis of more than 1,500 meta-analyses, collective teacher efficacy is greater than three times more powerful and predictive of student achievement than socioeconomic status. It is more than double the effect of prior achievement and more than triple the effect of home environment and parental involvement. It is also greater than three times more predictive of student achievement than student motivation and concentration, persistence, and engagement.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	While there is not a specific time-table, the research shows how the outcomes are improved when teacher efficacy is increased as evidenced below: Since collective efficacy influences how educators feel, think, motivate themselves, and behave (Bandura, 1993), it is a major contributor to the tenor of a school's culture. When educators share a sense of collective efficacy, school cultures tend to be characterized by beliefs that reflect high expectations for student success. A shared language that represents a focus on student *learning* as opposed to *instructional compliance* often emerges. The perceptions that influence the actions of educators include "We are evaluators," "We are change agents," and "We collaborate." Teachers and leaders believe that it is their fundamental task to evaluate the effect of their practice on students' progress and achievement. They also believe that success and failure in student learning is more about what they did or did not do, and they place value in solving problems of practice together (Hattie & Zierer, 2018) Teacher efficacy is an important component of Byck Elementary's turnaround work. Teacher efficacy supports both improvement priorities. With strong correlation evidence and effect size, teacher efficacy is expected to increase student achievement.
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.	NA

Evidence Based Practice #1(Teacher Efficacy)

Byck will implement and promote professional learning for teachers to strengthen their efficacy. Byck leaders are committed to building a culture designed to increase collective teacher efficacy, which will affect teachers' behavior and student beliefs.

Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Building teacher efficacy is the main construct that we are working on, however, you have to have teacher clarity to build teacher efficacy. The research below is for teacher clarity. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ According to John Hattie (2008), Teacher Clarity has an effect size of 0.75 (Cohen's d) which represents more than a year's worth of growth. Teacher Clarity is defined as the ability for teachers to communicate the learning intentions and success criteria for the learning intention. A common curriculum aligned to the standards will ensure all teachers at Byck have appropriate learning intentions, success criteria and tasks that support students understanding to achieve the results indicated by the effect size research. Teacher clarity through professional development has a 0.37 effect size on student achievement.
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 logic model that demonstrates how the innovation is expected to contribute to the short term and long term outcomes. https://pdfs.semanticscholar.org/bc03/411ce97636ae4b21bbf8a05f28b8cffe535e.pdf When teachers' sense of efficacy is high, they tend to apply instructional strategies that yield greater student autonomy and better engagement and learning outcomes, even in teaching situations that are difficult for the teacher (e.g., Lin, Gorrell, & Taylor, 2002; Skaalvik & Skaalvik, 2007). A study by Guo, Connor, Yang, Roehrig, and Morrison (2012) revealed that teachers with a higher sense of self-efficacy offered more support and created a more positive classroom atmosphere than those with lower self-efficacy.
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.	Yes, the research was conducted in schools across the United States. http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/The-Power-of-Collective-Efficacy.aspx
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?	Yes. The research was conducted in schools across the nation in various locations. http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/The-Power-of-Collective-Efficacy.aspx https://pdfs.semanticscholar.org/bc03/411ce97636ae4b21bbf8a05f28b8cffe535e.pdf

Evidence Based Practice #2 (Staff Developer)

Staff Developer will design and develop professional learning opportunities for teachers to improve their craft, rooted in the National Board Professional Teaching Standards 5 Core Propositions for Accomplished Teaching, and improve their collaborative planning processes in Professional Learning Communities, rooted in the Architecture for Accomplished Teaching. Staff Developer will support teachers in developing and implementing the mastery unit plans and differentiated lessons and analyzing assessment data to improve instructional practices. Staff Developer will design and implement systems for ensuring all teachers receive regular cycles of Cognitive Coaching to support teachers' reflection on practice and refinement of intentional decision making regarding all domains of the Danielson Framework, rooted in the National Board for Professional Teaching Standards reflection process.

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.	https://eric.ed.gov/?id=EJ1027967 Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet] 2018; 88 (4): 547- 588. Garet, M.S., Wayne, A.J., Brown, S., Rickles, J., Song, M., and Manzelske, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals, Executive Summary (NCEE 2018-4000). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
What is the strength of the evidence? Under what conditions was the evidence developed?	https://eric.ed.gov/?id=EJ1027967 This article describes a program instituted by the Northern Valley Schools (New Jersey, USA) Curriculum Consortium's Coaching Academy. This program was born in mid-2012 with the goal of building a cadre of instructional coaches who could provide increased classroom support for teachers to navigate 21st-century educational demands. Planning began with developing a common vision for a coaching structure that would be a growth model from the already established and embedded practice of coach-educators. New teachers are given the opportunity for embedded coaching, and veteran teachers are embarking on a new level of teacher leadership. Participants engaged in three consecutive days of learning, with the overall goal to build understanding about the why, what, and how of coaching. Teacher Leader Model Standards, were created as guides for experienced teachers to assume leadership roles. To ensure success, coaches need to participate in formal learning as well as informal peer-to peer meetings. Professional development for administrators is also key to effective implementation. Coaching has proven to be a powerful, sustained professional learning experience for everyone involved. Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet] 2018; 88 (4): 547- 588. Kraft, Blazar and Hogan's meta-analysis (2018) findings affirmed the potential of coaching as a development tool. Results across 60 studies that employ causal research designs, we found pooled

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	effect sizes of 0.49 standard deviations (SD) on instruction. Across all coaching models, they estimated that coaching raised student performance on standardized tests by 0.18 SD. This meta-analysis provides evidence to support the need for instructional coaches. Garet, M.S., Wayne, A.J., Brown, S., Rickles, J., Song, M., and Manzelske, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals, Executive Summary (NCEE 2018-4000). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Killion, Joellen. (2017, March 31). Meta-Analysis Reveals Coaching's Positive Impact on Instruction and Achievement. Learning Professional, 38 (2), pp. 20-23 Retrieved from https://eric.ed.gov/?id=EJ1141732
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.	NA
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Yes https://pdfs.semanticscholar.org/bc03/411ce97636ae4b21bbf8a05f28b8cffe535e.pdf
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 logic model that demonstrates how the innovation is expected to contribute to short term and long term outcomes. https://pdfs.semanticscholar.org/bc03/411ce97636ae4b21bbf8a05f28b8cffe535e.pdf
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.	Yes. The studies were conducted in schools across the United States. https://eric.ed.gov/?id=EJ1027967
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and	Yes. The studies were conducted in schools across the United States.

Evidence Based Practice #2 (Staff Developer)

Staff Developer will design and develop professional learning opportunities for teachers to improve their craft, rooted in the National Board Professional Teaching Standards 5 Core Propositions for Accomplished Teaching, and improve their collaborative planning processes in Professional Learning Communities, rooted in the Architecture for Accomplished Teaching. Staff Developer will support teachers in developing and implementing the mastery unit plans and differentiated lessons and analyzing assessment data to improve instructional practices. Staff Developer will design and implement systems for ensuring all teachers receive regular cycles of Cognitive Coaching to support teachers' reflection on practice and refinement of intentional decision making regarding all domains of the Danielson Framework, rooted in the National Board for Professional Teaching Standards reflection process.

linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	https://eric.ed.gov/?id=EJ1027967

FIRST QUARTER ACTION Plan

Date Range of Plan		March 1 - May 30, 2020	
45 Day Action Steps	**By Whom?/By When?**	**Funding (Amount/Fund)**	**Communication / Measurement**
Develop & commit to a Professional Development calendar 2020-2021 school year	Carla Kolodey Principal Mary Beth Funk- Assistant Principal Jenny Forseth- Academic Instructional Coach	$0	Email Newsletter Instructional Leadership Team
Embedded PD Levels of Engagement	MTSS Leads	$0	Email Newsletter MTSS Meetings PLC Minutes Walk-through data
Embedded PD Transfer of Understanding	Forseth / Yost	$0	Email Newsletter MTSS Meetings Walk-through data PLC Minutes
Embedded PD Students in Special Populations	Carla Kolodey / GLEC	$0	Email Newsletter Walk-through data Progress Monitoring Data
Embedded PD Learning Targets	Forseth / Yost	$0	Email Newsletter Walk-through data PLC Minutes Lesson Plans
Book Studies	Teacher Leads	$0	Email Newsletter Book Study Google Drive Walk-through data

FIRST QUARTER ACTION Plan

Date Range of Plan		March 1 - May 30, 2020	
45 Day Action Steps	**By Whom?/By When?**	**Funding (Amount/Fund)**	**Communication / Measurement**
Monitoring of Learning Targets	Admin Team	$0	Email Newsletter Walk-through data PLC Minutes Lesson Plans
Coaching and Feedback	Admin Team / Teachers	$0	Cognitive Coaching Rutherford Training Weekly Walk-through Schedule
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		June 1 - September 30, 2020	
45 Day Action Steps	**By Whom?/By When?**	**Funding (Amount/Fund)**	**Communication / Measurement**
Unit Planning	Teachers / Summer	$2,000	Unit Plans
ISTE	Technology Teachers / Summer	$5,000	Newsletter Lesson Plans
PBL World	Teachers / Summer	$20,000 (SIG)	Newsletter State of Byck Address Lesson Plans Unit Plans
AIS Week	All Certified Staff / Summer	$64,000 (General)	Newsletter Lesson Plans
ASCA Conference	Counselor / Summer	$1,000	
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