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Turnaround Plan

Cane Run 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

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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**	***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***

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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?

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.

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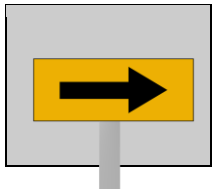
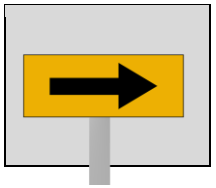
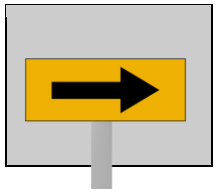
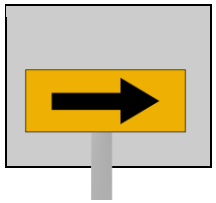
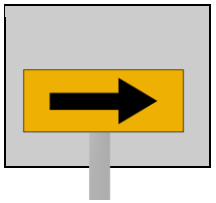
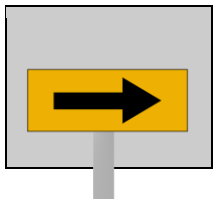
Turnaround Plan Overview and Implementation Process

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.

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School Name

Cane Run Elementary

Mission

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

To empower the whole child to become a resilient, productive, and compassionate citizen who will positively impact our community.

Vision

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

We will become a high performing school dedicated to student growth and lifelong learning.

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.)

Michael Alexander, Principal; Theresa Adkins, AIC; Jennifer O'Brien, Literacy Coach, Camille Madison, 5th Grade Teacher, Meghann Mattingly, Behavior Coach; Kim Wagner, ECE Implementation Coach; Tonya Holt, Educational Recovery Staff – KDE

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	Cane Run Elementary will increase the reading percentage of proficient/distinguished students from 19.8% to 34.2% as measured by 2023 KPREP. Cane Run Elementary will increase the math percentage of proficient/distinguished students from 16.7 to 31.9% as measured by 2023 KPREP.	Cane Run Elementary's index score in the area of Reading will increase from 19.8% to 23.4% as measured by 2020 KPREP. Cane Run Elementary's index score in the area of Math will increase from 16.7% to 20.5% as measured by 2020 KPREP.
Separate Academic Indicator	**Social Studies**: Cane Run Elementary will increase the percentage of proficient /distinguished students in social studies from 15.1% to 30.7% as measured by 2023 KPREP. **Science**: Cane Run Elementary will increase the percentage of proficient /distinguished students in science from 3.6% to 21.2% as measured by 2023 KPREP. **Writing**: Cane Run Elementary will increase the percentage of proficient /distinguished students in writing from	**Social Studies**: Cane Run Elementary will increase the percentage of students scoring proficient or distinguished in the area of Social Studies from 15.1% to 19% as measured by 2020 KPREP **Science**: Cane Run Elementary will increase the percentage of students scoring proficient or distinguished in the area of Science from 3.6% to 8% as measured by 2020 KPREP **Writing**: Cane Run Elementary will increase the percentage of students scoring proficient or distinguished in the area of Writing from 7.5% to 11.7% as measured by 2020 KPREP

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.
	7.5% to 24.3% as measured by 2023 KPREP.	
Growth	By the end of the 2023 school year, 60% of Cane Run Elementary will increase the percentage of students demonstrating growth in ***Reading and Math*** as measured by K-PREP.	Cane Run Elementary will increase its Growth score from 41.3% to 47.5% as measured by 2020 KPREP.
Transition Readiness	N/A	
Graduation Rate	N/A	
GAP	Cane Run Elementary will increase the percentage of proficient/distinguished students with Disabilities Gap in Reading from 0% to 18% by 2023 as measured by KPREP. Cane Run Elementary will increase the percentage of proficient/distinguished students with Disabilities Gap in Math from 4.3% to 21.9% by 2023 as measured by KPREP	Cane Run Elementary will increase the percentage of proficient/distinguished students with Disabilities from 0% to 4.5% in reading as measured by the 2020 KPREP. Cane Run Elementary will increase the percentage of proficient/distinguished students with Disabilities from 4.3% 8.7% in math as measured by the 2020 KPREP.
Other		

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
Establish, implement, monitor and communicate a continuous improvement process with clearly defined protocols for all systems and instructional practices. Use this process to guide the school in achieving measurable progress toward its mission and vision. **(Standard 1.3)**	Create and implement processes with input from all instructional staff to regularly monitor and adjust the implementation of data-driven instructional practices. Ensure instructional practices are implemented with quality and fidelity and provide specific individual feedback to ensure alignment with the school's mission, vision, and commitments; teaching of the approved curriculum; and use of content-specific standards to meet individual learners' needs through differentiated instruction. **(Standard 2.7)**	Develop and implement a documented process to monitor and evaluate all programs that affect student learning. Involve all stakeholders in the development of this process including the formalized cycle and timeline for evaluation of all academic programs and services. **(Standard 2.12)**
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.)
We will communicate with stakeholders, ensuring to establish and implement a consistent and sustainable continuous improvement process to achieve the school's mission and vision, so that each student is educated, nurtured, challenged, and prepared for the future. A team will attend Jim Shipley Training: Jim Shipley & Associates, Inc. describes continuous improvement as "the result of a pragmatic system of continual improvement driven by customer needs, expectations, and	We will ensure all instructional staff will have input with the development of a process to monitor and adjust implementation of data-driven instructional processes with quality and fidelity, giving specific individual feedback (lesson plans, walkthroughs) throughout the coaching cycle. We will develop systems and processes that prioritize effective PLC implementation around the DuFour PLC Framework and the four critical questions to ensure systems of collaboration are in place to meet the Tier I instructional needs, individual learners' needs through differentiated instruction, and also	We will develop a formalized timeline/cycle that evaluates all academic programs and services impacting student learning (systems check, CSIP, CFA calendar, walkthrough instrument). We will determine an appropriate timeline to utilize monitoring tools.

requirements (Kentucky Department of Education, 2019). We will develop “A Year in a Glance” that utilizes the process of backwards planning to establish instructional units using Kentucky Academic Standards (KAS), PATHS, within each module throughout the school year.	ensure next steps for improvement are identified (standards checklist). We will develop a system for providing teacher feedback & coaching (JCPS System 6). We will – “A Year in a Glance” We will utilize professional development to equip staff with the knowledge and resources to develop learning expectations (including learning targets aligned to KAS), plan a variety of rigorous and engaging lessons, and create assessments that tightly align with KAS (**engagement strategies, lesson frames – learning targets), Jan Richardson, Illustrative Mathematics, deconstruction of KAS standards,**)	

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	**____KCWP 1: Design and Deploy Standards**	**____KCWP 1: Design and Deploy Standards**
Build systems of continuous improvement process (KAS, PATHS – Social Emotional Learning Curriculum, Analyzing & Monitoring) with clearly defined protocols for all systems and instructional practices.		
____KCWP 2: Design and Deliver Instruction	**__X__KCWP 2: Design and Deliver Instruction**	**____KCWP 2: Design and Deliver Instruction**
	Create and implement systems to address high yield instructional strategies that are aligned with the curriculum and content-specific KAS, ensuring differentiation is reflective of the practices used in the instructional process.	
____KCWP 3: Design and Deliver Assessment Literacy	**____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 4: Review, Analyze, and Apply Data**
		Establish a formalized cycle/timeline to regularly monitor, review, analyze, and apply data for all academic programs and services and aligns with the CSIP for continuous improvement.
__X_KCWP 5: Design, Align, and Deliver Support	**____KCWP 5: Design, Align, and Deliver Support**	**____KCWP 5: Design, Align, and Deliver Support**
Establish systems that regularly monitoring student data.		
____KCWP 6:Establish Learning Culture & Environment	**____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 Learning: Jim Shipley Training: Orientation to a Systems Approach to Continuous Improvement and School Improvement Planning for Performance Excellence. A team will participate in this training to gain knowledge and skills to implement a system of continuous improvement (KAS, PATHS – Social Emotional Learning Curriculum, Analyzing & Monitoring) with clearly defined protocols for all systems and instructional practices. EBP #1: Jim Shipley Training IP #1 - Standard 1.3 IP #2 - Standard 2.7 IP #3 – Standard 2.12	$0 – Training will be provided by KDE and Continuous Improvement Coach	KCWP 1: Design and Deploy Standards - To ensure KAS standards are aligned to the curriculum. KCWP 5: Design, Align, and Deliver Supports - To ensure a continuous improvement process with clearly defined protocols for all systems and instructional practices are implemented and monitored schoolwide.	• Shipley System – Schoolwide Checks • 45 – Day Plan • Administration & ALT Meeting Agendas & Notes
Professional Learning: Reading and Math Curriculum/Standards Training: Mandatory, monthly (2.5 hour professional development sessions) for all certified staff will	$25,000 PD/Stipend SIF	KCWP 1: Design and Deploy Standards - To ensure vertical and horizontal alignment to KAS with reading and math	• 45 – Day Plan • Standards Alignment/Curriculum Map • Pacing Guide • PLC/PD Agendas and Minutes

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**
participate in vertical/horizontal curriculum training days during the 2020 – 2021 school year, following the KAS reading and math (deconstruction). Teachers will complete curriculum mapping and pacing guides. EBP #3 DuFour PLC Model IP #2 – Standard 2.7 IP #3 – Standard 2.12		curriculum; Design and Deploy standards utilizing the DuFour PLC Model.	
Cane Run Elementary will purchase and adopt Fountas & Pinnell, a balanced literacy curriculum supporting whole group, small group and individualized instruction. interactive read alouds, shared reading, phonics/spelling/word study lessons, guided reading, independent reading, book clubs, and mini-lessons to grow literacy competencies.	$35,000 - Fountas & Pinnell Curriculum	KCWP # 1 Design and Deploy Standards to ensure a vertically aligned reading curriculum based on alignment to KAS standards	• 45 – Day Plan • Standards Alignment/Curriculum Map • Pacing Guide • PLC/PD Agendas and Minutes

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 #4 Fountas & Pinnell Reading Curriculum IP #2 – Standard 2.7 IP #3 – Standard 2.12			
Intervention System: An intervention system will be designed and implemented for grades K – 5 to drive and regularly monitor and adjust the data-driven instructional practices. IP # 1 – Standard 1.3 IP # 2 – Standard 2.7	$0- District Level PD: MTSS	KCWP 5: Design, Align, Deliver Support Processes with an intervention system to monitor and adjust the instructional practices schoolwide.	• 45 Day Plan • MTSS
District Instructional Lead/Curriculum Specialists: District curriculum specialists (ELA & Math) will be utilized to provide math and reading curriculum professional learning during the summer 2020, as well as follow-up training every three months to assist teachers with continuous curricular alignment. IP # 1 – Standard 1.3	$0 – District Level PD	KWCP 1: Design and Deploy Standards for reading and math to ensure continuous curricular alignment with reading and math KAS.	• 45 Day Plan • Pacing Guides • Standards Alignment & Curriculum Maps

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**
IP # 2 - Standard 2.7 IP # 3 – Standard 2.12			
Math Curriculum: Cane Run will implement a math curriculum that is valid, aligned to standards and district framework. IP # 2 – Standard 2.7	$8,000-Textbook funds District Pilot Illustrative Math Program	KCWP 1: Design and Deploy Standards that is aligned to KAS standards and the district framework	● Curriculum Map/Standards Alignment ● Pacing Guide ● School Wide Core Instruction Diagnostic ● Classroom Core Instruction Diagnostic-??
Develop and implement professional development in Jan Richardson, deconstruction of standards, intentional planning of instruction and common assessments, writing workshops and phonics training IP # 2 - Standard 2.7	$1,500 (Title I)	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	● 45 Day Plan ● Shipley System - Schoolwide Checks ● PLC Agendas and meeting minutes ● Intervention data
School-Based Instructional Coach/Interventionist: Provide support to teachers with data collection, analysis, and instructional modifications to help build teacher capacity to meet	$76,100 (Salary) - SIF	KCWP 5: Design, Align, and Deliver Support Processes	● Shipley System – Schoolwide Checks ● 45 – Day Plan

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**
individual learners' needs through differentiation. Plan and implement reading acceleration plans. Analyze student data and determine targeted interventions to create acceleration plans for students. Certified staff will implement interventions. The School-Based Coach/Interventionist will also help building teacher capacity with implementation of Kagan strategies and Fountas and Pinnell IP #2 - Standard 2.7 EBP #2 Rutherford Coaching (RLG) EBP #4 -Fountas & Pinnell EBP #5 -	$25,000 (Benefits)- SIF		
Kagan Professional Learning: Cane Run Elementary certified staff members will participate in professional development and book study to help address students individual learner needs through differentiation and instructional practices are	$25,000 - SIF	KCWP 2: Design and Deliver Instruction	• 45 - Day Plan • Shipley Systems Checks • Agendas & Meeting Minutes • Walkthrough Data/Coaching

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**
implemented with quality and fidelity. #IP 2 - Standard 2.7 EBP #5 Kagan			

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**
Cane Run Elementary will refine a system of continuous improvement (KAS, PATHS – Social Emotional Learning Curriculum, Analyzing & Monitoring) with clearly defined protocols for all systems and instructional practices to improve the school's overall effectiveness EBP #1: Jim Shipley Training IP #1 - Standard 1.3 IP #2 - Standard 2.7 IP #3 – Standard 2.12	$0	KCWP 1: Design and Deploy Standards - To ensure KAS standards are aligned to the curriculum. KCWP 5: Design, Align, and Deliver Supports - To ensure a continuous improvement process with clearly defined protocols for all systems and instructional practices are implemented and monitored schoolwide.	● Shipley System – Schoolwide Checks ● 45 – Day Plan ● Administration & ALT Meeting Agendas & Notes
Professional Learning: Cane Run Elementary will refine a system of continuous improvement (KAS, PATHS – Social Emotional Learning Curriculum, Analyzing & Monitoring) with clearly defined protocols for all systems and instructional practices to improve the school's overall effectiveness	$25,000-PD/Stipends SIF	KCWP 1: Design and Deploy Standards - To ensure vertical and horizontal alignment to KAS with reading and math curriculum; Design and Deploy standards utilizing the DuFour PLC Model.	● 45 – Day Plan ● Standards Alignment/Curriculum Map ● Pacing Guide ● PLC/PD Agendas and Minutes

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 #3 DuFour PLC Model IP #2 – Standard 2.7 IP #3 – Standard 2.12			
Cane Run Elementary will refine and implement Fountas & Pinnell, a balanced literacy curriculum supporting whole group, small group and individualized instruction. interactive read alouds, shared reading, phonics/spelling/word study lessons, guided reading, independent reading, book clubs, and mini-lessons to grow literacy competencies. EBP #4 Fountas & Pinnell Reading Curriculum IP #2 – Standard 2.7 IP #3 – Standard 2.12	$0 - Fountas & Pinnell Curriculum	KCWP # 1 Design and Deploy Standards to ensure a vertically aligned reading curriculum based on alignment to KAS standards	• 45 – Day Plan • Standards Alignment/Curriculum Map • Pacing Guide • PLC/PD Agendas and Minutes

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**
Cane Run will refine the intervention system designed and implemented for grades K – 5 to drive and regularly monitor and adjust the data-driven instructional practices. IP # 1 – Standard 1.3 IP # 2 – Standard 2.7	$0- District Level PD: MTSS	KCWP 5: Design, Align, Deliver Support Processes	● 45 Day Plan ● MTSS
District Instructional Lead/Curriculum Specialists: District curriculum specialists (ELA & Math) will be utilized to provide math and reading curriculum professional learning during the summer 2021, as well as follow-up training every three months to assist teachers with continuous curricular alignment. IP # 1 – Standard 1.3 IP # 2 - Standard 2.7 IP # 3 – Standard 2.12	$0 – District Level PD	KWCP 1: Design and Deploy Standards	● 45 Day Plan ● Pacing Guides ● Standards Alignment & Curriculum Maps
Math Curriculum:	$8,000- Textbook funds	KCWP 1: Design and Deploy Standards	● Curriculum Map/Standards Alignment ● Pacing Guide ● School Wide Core Instruction Diagnostic

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**
Cane Run will implement a math curriculum that is valid, aligned to standards and district framework. IP # 2 – Standard 2.7	District Pilot Illustrative Math Program		● Classroom Core Instruction Diagnostic
Develop and implement professional development in Jan Richardson, deconstruction of standards, intentional planning of instruction and common assessments, writing workshops and phonics training IP # 2 - Standard 2.7	$1,500 (Title I)	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	● 45 Day Plan ● Shipley System - Schoolwide Checks ● PLC Agendas and meeting minutes ● Intervention data
School-Based Instructional Coach/Interventionist: Provide support to teachers with data collection, analysis, and instructional modifications to help build teacher capacity to meet individual learners' needs through differentiation. Plan and implement reading acceleration plans. Analyze student data and determine targeted interventions to create acceleration plans for students. Certified staff will	$76,100 (Salary) - SIF $25,000 (Benefits)- SIF	KCWP 5: Design, Align, and Deliver Support Processes	● Shipley System – Schoolwide Checks ● 45 – Day Plan

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**
implement interventions. IP #2 - Standard 2.7 EBP #2 Rutherford Coaching (RLG)			
Cane Run Elementary will refine implementation of Kagan strategies to address students individual learner needs through differentiation and instructional practices are implemented with quality and fidelity. #IP 2 - Standard 2.7 EBP #5 Kagan	$0	KCWP 2: Design and Deliver Instruction	• 45 - Day Plan • Shipley Systems Checks • Agendas & Meeting Minutes • Walkthrough Data/Coaching

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**
Cane Run Elementary will refine a system of continuous improvement (KAS, PATHS – Social Emotional Learning Curriculum, Analyzing & Monitoring) with clearly defined protocols for all systems and instructional practices to improve the school's overall effectiveness EBP #1: Jim Shipley IP #1 - Standard 1.3 IP #2 - Standard 2.7 IP #3 – Standard 2.12	$0	KCWP 1: Design and Deploy Standards - To ensure KAS standards are aligned to the curriculum. KCWP 5: Design, Align, and Deliver Supports - To ensure a continuous improvement process with clearly defined protocols for all systems and instructional practices are implemented and monitored schoolwide.	• Shipley System – Schoolwide Checks • 45 – Day Plan • Administration & ALT Meeting Agendas & Notes
Professional Learning: Embedded PD: All certified staff will participate in refining the use of implemented KAS Reading & Math standards during the 2021 – 2022 school year, following the KAS reading and math (deconstruction). Teachers will complete curriculum mapping and pacing guides. EBP #3 DuFour PLC Model	$0	KCWP 1: Design and Deploy Standards - To ensure vertical and horizontal alignment to KAS with reading and math curriculum; Design and Deploy standards utilizing the DuFour PLC Model.	• 45 – Day Plan • Standards Alignment/Curriculum Map • Pacing Guide • PLC/PD Agendas and Minutes

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**
IP #2 – Standard 2.7 IP #3 – Standard 2.12	$0- Fountas & Pinnell Curriculum		
Cane Run Elementary will refine and implement Fountas & Pinnell, a balanced literacy curriculum supporting whole group, small group and individualized instruction. interactive read alouds, shared reading, phonics/spelling/word study lessons, guided reading, independent reading, book clubs, and mini-lessons to grow literacy competencies. EBP #4 Fountas & Pinnell Reading Curriculum IP #2 – Standard 2.7 IP #3 – Standard 2.12	$0- Fountas & Pinnell Curriculum	KCWP # 1 Design and Deploy Standards to ensure a vertically aligned reading curriculum based on alignment to KAS standards	• 45 – Day Plan • Standards Alignment/Curriculum Map • Pacing Guide • PLC/PD Agendas and Minutes

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**
Cane Run will refine the intervention system designed and implemented for grades K – 5 to drive and regularly monitor and adjust the data-driven instructional practices. IP # 1 – Standard 1.3 IP # 2 – Standard 2.7	$0- District Level PD: MTSS	KCWP 5: Design, Align, Deliver Support Processes	• 45 Day Plan • MTSS
School leaders will review and refine math and reading professional learning, based on the needs during the summer of 2022, to assist teachers with continuous curricular alignment. IP # 1 – Standard 1.3 IP # 2 - Standard 2.7 IP # 3 – Standard 2.12	$0 – District Level PD	KWCP 1: Design and Deploy Standards	• 45 Day Plan • Pacing Guides • Standards Alignment & Curriculum Maps
Math Curriculum: Cane Run will refine the implemented math curriculum that is valid, to ensure alignment to standards and district framework,. IP # 2 – Standard 2.7	$0-Textbook funds District Pilot Illustrative Math Program	KCWP 1: Design and Deploy Standards	• Curriculum Map/Standards Alignment • Pacing Guide • School Wide Core Instruction Diagnostic • Classroom Core Instruction Diagnostic

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**
Cane Run's Literacy Coach and School-Based Instructional Coach will refine and implement professional development in Jan Richardson, deconstruction of standards, intentional planning of instruction and common assessments, writing workshops and phonics training IP # 2 - Standard 2.7	$1,500 (Title I)	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	• 45 Day Plan • Shipley System - Schoolwide Checks • PLC Agendas and meeting minutes • Intervention data
District Academic Instructional Coach will refine and adjust support to teachers with data collection, analysis, and instructional modifications to help build teacher capacity to meet individual learners' needs through differentiation. Plan and implement reading acceleration plans. Analyze student data and determine targeted interventions to create acceleration plans for students. Certified staff will implement interventions. IP #2 - Standard 2.7 EBP #2	$0	KCWP 5: Design, Align, and Deliver Support Processes	• Shipley System – Schoolwide Checks • 45 – Day Plan

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**
Rutherford Coaching (RLG)			
Cane Run Elementary will refine implementation of Kagan strategies to address students individual learner needs through differentiation and instructional practices are implemented with quality and fidelity. #IP 2 - Standard 2.7 EBP #5 Kagan	$0	KCWP 2: Design and Deliver Instruction	• 45 - Day Plan • Shipley Systems Checks • Agendas & Meeting Minutes • Walkthrough Data/Coaching

Evidence Based Practice #1: Shipley Continuous Improvement System	
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.	Cane Run Elementary School's administration and academic coaches will receive professional learning opportunities to support implementation of Shipley's Continuous Improvement systems to align all academic and organizational programs, practices, and services which have a direct impact on student learning. Teachers will also receive Shipley professional resources to include *A Leader's Guide to System Improvement* and *the Systems Checklists*. Cane Run Elementary will collect, analyze and use key data points to inform academic and non-academic decision-making. Cane Run will adopt protocols for the collection and analysis of data and evaluation of programs, practices, and services. Administration will address problems through shared commitment to action, assessment and adjustment, intentional collaboration, and a focus on evidence. Protocols will be used in administration, advisory leadership team, and academic coaches meetings during the 2020-21 school year with plans to bring PLC facilitators and PLC teams on board in 2021-22. Cane Run Elementary administration will develop a *Cane Run Systems* handbook to serve as a reference and guide for all staff. A case study published by the Carnegie Foundation for the Advancement of Teaching found that improvement work should be "planned and undertaken in a rigorous, thoughtful, and transparent fashion". Administration and instructional coaches will attend training this summer focusing on school improvement and use of data. The administration and instructional coaches will also be trained in Shipley's school improvement systems. The protocols and tools for continuous improvement will be implemented to develop goals, action plans, and progress monitoring systems resulting in improved outcomes for students. Park, Sandra, et al. "Continuous Improvement in Education." *Carnegie Foundation for the Advancement of Teaching*, 2013, pp. 1–48. Continuous Improvement in Education.pdf
What is the strength of the evidence? Under what conditions was the evidence developed?	ESSA Level III: A sampling of organizations, including school districts, individual schools, and community partners; the case examples focused on three school districts and one community partnership.
What outcomes are expected when the innovation is implemented as intended? How	Cane Run Elementary School will implement and promote Jim Shipley's Continuous Improvement System. Teachers will learn how to analyze and use key data points to inform academic and non-academic decision-making, ensuring the systems are sustainable, while supporting continuous improvement. Cane Run will

Evidence Based Practice #1: Shipley Continuous Improvement System	
much of a change can be expected?	establish a clearly defined communication plan for all stakeholders to ensure roles and responsibilities are known.
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.	Yes - Practice based evidence that supports/indicates effectiveness. Continuous Improvement in Education 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 three-phase system that schools work through to implement the Shipley Systems Check. Phase One of the framework consists of organization; phase two - implementation; and phase three - improvement. Continuous Improvement in Education.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 data specific to the setting was obtained from educational settings using continuous improvement processes and procedures. The research is descriptive in nature. Continuous Improvement in Education.pdf
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide	The study does not provide data specific to effectiveness for culturally and linguistically specific populations because it applies to all stakeholders.

Evidence Based Practice #1: Shipley Continuous Improvement System	
citations or links specific to effectiveness for families or communities from diverse cultural groups?	

Evidence Based Practice #2: Rutherford Coaching- Instructional Coaching: Curriculum and Instructional Practices	
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.	In a 2017 study conducted by Brown University and published by LearningForward, the pooled effect size of coaching on teacher practice is .57 standard deviation (p<.001) across the 25 studies within the 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). In addition, all models of teacher coaching, across all content areas combined, have a positive effect (.11 standard deviation, p<.001) on student achievement when pooled across reading, math, and science as measured on standardized tests, a finding drawn from the effect sizes reported in 21 studies. Content-specific coaching in reading (22 of 26 studies) has a .12 standard deviation (p<.001) on student reading achievement. The number of studies focusing on general instructional coaching and measuring student achievement is limited — only three of nine studies — and further research is needed. The effect size across the general coaching studies on teaching practice is .70 (p<.01). 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. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence Meta-analysis conducted on various sized teacher-coaching programs and diverse contexts The Rutherford Learning Group
What is the strength of the evidence? Under what conditions was the evidence developed?	ESSA Level III: Teacher coaching has emerged as a promising alternative to traditional models of professional development. The authors reviewed the empirical literature on teacher coaching and conduct meta-analyses to estimate the mean effect of coaching programs on teachers' instructional practice and students' academic achievement. Combining results across 60 studies that employ causal research designs, they found pooled effect sizes of 0.49 standard deviations (SD) on instruction and 0.18 SD on achievement. Much of this evidence comes from literacy coaching programs for prekindergarten and elementary school teachers. Although these findings affirm the

Evidence Based Practice #2: Rutherford Coaching- Instructional Coaching: Curriculum and Instructional Practices	
	potential of coaching as a development tool, further analyses illustrate the challenges of taking coaching programs to scale while maintaining effectiveness. Average effects from effectiveness trials of larger programs are only a fraction of the effects found in efficacy trials of smaller programs. The concluded by discussing ways to address scale-up implementation challenges and providing guidance for future causal studies.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	important aspects of school function such as student learning, teacher development, and school culture improvement. To make a statistically significant (measureable and substantial) impact on teacher quality, enhancing the long-term utility of each student's education (not just increasing test scores). To to build internal capacity to continue the work
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.	During the 2019 - 2020 school year, the tools of coaching and feedback will be examined and practiced in school classrooms with school teachers to focus on high-performance teaching and effective leadership. The final piece of the year will include a two-day academy (six hours each) to examine the 23 teaching themes closer and provide more learning experiences around feedback and coaching. The Rutherford Learning Group
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?	*Feedback & Coaching Lab*™ is a school-embedded professional learning experience that builds instructional leadership capacity for administrators, instructional coaches, curriculum specialists, and/or anyone who is responsible for the learning of teachers and the development of teaching. Here's the logic for Feedback & Coaching Lab: Many variables affect student achievement. The variable with the largest and most durable effect size is instructional quality. Instructional quality is largely a product of the teacher's skills, techniques, and approaches to teaching. These skills, techniques, and approaches are highly developable through feedback and coaching. Over time, school leaders who, through skillful feedback and coaching, can develop teachers and teaching create school cultures that attract and retain even more skillful teachers. And the cycle continues… to the great benefit of student learning.

Evidence Based Practice #2: Rutherford Coaching- Instructional Coaching: Curriculum and Instructional Practices	
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.	This is an ongoing study of the most recurring pedagogical approaches of particularly successful teachers. Based on more than 40,000 classroom observations, the 23 Artisan Themes represent a comprehensive lexicon of terms that describe the core skills of excellent instruction. The 23 themes are discussed fully in Mike Rutherford's The Artisan Teacher: A Field Guide to Skillful Teaching. The Artisan Teacher is designed to develop the craft of teaching by enabling teachers to identify and hone their most productive skills—and, to add new, complementary, skills to their repertoire. The Artisan Teacher is also designed to be an aid to administrators, instructional coaches, college professors, and anyone who is engaged in the learning and development of teachers and teaching. The Rutherford Learning Group
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?	N/A

Evidence Based Practice #3 Dufour Professional Learning Communities	
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.	Cane Run's PLC plan is based on a reboot of our PLCs to have them fully functioning in alignment with the appropriate framework (DuFour, 2004) and based on four key questions: ● What do students need to know? ● How will we know they have learned it? ● What do we do when they learn it? ● What do we do when they haven't learned it? Cane Run Elementary will revise the professional learning community (PLC) process to align with the DuFour framework model. The PLC protocol will be designed to engage teachers in a systematic process to assure the alignment of instruction to the Kentucky Academic Standards. The PLC protocol will assist teachers in sharing information and engaging in conversations surrounding the data from formative and summative assessment data. It will also assist teachers in taking ownership in the Plan, Do, Study, Act continuous improvement cycle to improve student achievement. The PLC protocol will provide a systematic process for teachers to improve and administrators to monitor teachers' curriculum, instruction, and assessment practices. Every teacher will work collaboratively and take collective responsibility for the success of each student. According to John Hattie's meta-analysis, collective teacher efficacy has an effect size of 1.57. Professional Learning Communities addresses all six Key Core Work Processes. Our school is requesting funding for teacher professional development and associated substitute costs to help support this work. Our school will take the following actions to ensure fidelity in the implementation of the PLC protocol: 1. Revise PLC plan and process to align with the DuFour mode; 2. Review Multi-Tiered Systems of Support (MTSS) Plan to ensure the use of MTSS data and discussion for academics and behavior occurs within the PLC work; 3. The Instructional Leadership Team (ILT) will develop a PLC protocol that aligns with the DuFour framework; 4. PLCs will meet weekly (agendas and meeting minutes); 5. Training for Team Leads to lead PLCs with use of Learning by Doing; 6. A school-wide system will be developed to monitor PLCs and Essential Standards by 7. the administrative team; and 8. The system/plan will be submitted to the Accelerated Improvement Office for approval. Cane Run Elementary will use multiple methods to ensure fidelity and effectiveness of PLCs. *Perception data:* Comprehensive School Survey yearly plus Google Form Survey will be sent to teachers 3 times per year (fall, winter, spring) on the PLC process and protocols used.

Evidence Based Practice #3 Dufour Professional Learning Communities	
	Implementation Level data: Weekly administration meetings will occur using a protocol to document agenda and minutes. The administrative team will use the PDSA four times a year to monitor progress and implementation. Administration meetings will include monitoring and providing feedback on the strategic use of evidence-based instructional strategies through monthly walkthroughs, lesson plan review and PLC's. PLC work will be completed in Google to document essential standards data on CFA's along with intervention data maintaining transparency and monitoring of the work by the administration and Instructional Leadership Team. *Student Performance data*: Grade level teams and administration team will monitor NWEA MAP data and common formative assessments. This will be tracked and analyzed on the Cane Run Team Google Drive *Evidence Citation:* DuFour, R., DuFour, R., Eaker, R, & Many, T. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree. Hattie, J. (2008). *Visible Learning*. Abington, Oxon: Routledge. Vescio, V., Ross, D., & Adams, A. (2008) A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education (24), 80-91. Park, J., Lee, I., & Cooc, N. (2019). The role of school-level mechanisms: How principal support, professional learning communities, collective responsibility, and group-level teacher expectations affect student achievement. *Educational Administration Quarterly, 55*(5), 742-780. doi:10.1177/0013161X18821355
What is the strength of the evidence? Under what conditions was the evidence developed?	Creating a professional learning community is suggested as a new alternative for propelling teacher's professional development (Lomos et al., 2011; Vescio et al., 2008; Wong, 2010). Many studies also report that teacher engagement in the professional learning community is important, specifically in relation to the improvement of student achievement (e.g., 746 Educational Administration Quarterly 55(5) Bruce & Flynn, 2012). In addition, as a part of the social environment in the school, collective responsibility contributes to helping teachers focus on school norms that are

Evidence Based Practice #3 Dufour Professional Learning Communities	
	linked with student achievement (Lee & Loeb, 2000). These two school organization factors directly influence group-level teacher expectations that are closely connected to improving student achievement. Finally, group-level teacher expectation (see Agirdag, Van Avermaet, & Van Houttee, 2013; Brault, Janosz, & Archambault, 2014; Rubie-Davies, 2007) plays a key role in changing student attitudes and behaviors, including learning motivation (Woolley & Grogan-Kaylor, 2006), and academic achievement (Mistry, White, Benner, & Huynh, 2009; Muller, 1998; Muller, Katz, & Dance, 1999; Tyler & Boelter, 2008). In this vein, we focused on identifying group-level teacher expectations as a critically mediating role between a high school's three social environmental factors (i.e., principal support, professional learning communities, and collective responsibility) and student math achievement in this study. There is also evidence that the attached study addresses well-defined and developed PLC's have a positive effect on student learning (11 studies on teaching and learning through the PLC Process). A Review of Research on the Impact of Professional Learning Communities on Teaching Practices and Student Learning.pdf
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Many researchers generally note that the concept of professional learning community includes the following aspects: teachers sharing a common view on a school's mission or goals, mutually reflecting on instructional activities, engaging in reflective dialogue, providing each other with feedback on teaching practices, and collectively focusing on student learning (Lomos et al., 2011; Vescio et al., 2008). As a new paradigm in the professional development of teachers, attention to the professional learning community has increased since the mid-1990s (Vescio et al., 2008; Wong, 2010). Education policy has particularly placed a high priority on energizing professional learning communities in U.S. schools (Blank, 2013; Lomos et al., 2011). In addition, as another type of positive school climate, collective responsibility is usually described as the extent to which teachers accept responsibility for student learning success at a school (LoGerfo & Goddard, 2008). Research shows school climate affects student outcomes by directly influencing teachers' instructional behaviors and attitudes (Cook, Murphy, & Hunt, 2000; Freiberg, 1999). In the same line, Hord (1997) argues that transforming a school into a professional learning community has positive effects for teachers and students. Compared with teachers in traditionally organized schools, faculty members working in the schools that are characterized as professional learning

Evidence Based Practice #3 Dufour Professional Learning Communities	
	communities work better together and modify their pedagogy (Hord, 1997; Lee, Smith, & Croninger, 1995). In more detail, teacher isolation is reduced, commitment to the mission and goals of the school is increased, professional learning community for students is shared, and new knowledge and beliefs about teaching and learning are created. For students, a large body of research reports that the professional learning community has a positive influence on student achievement (e.g., Akiba & Liang, 2016; Lomos et al., 2011; Supovitz & Christman, 2003; Vescio et al., 2008). For example, Bruce and Flynn (2012) reported that students taught by teachers participating in professional learning community programs showed increased confidence in math ability and improved math achievement. More recently, by analyzing statewide longitudinal survey data in Missouri, Akiba and Liang (2016) found that teacher participation in the professional learning community is more effective for student achievement growth than their engagement in university courses or individual learning activities. Cane Run's expected outcomes from implementing the PLC process as intended will be a clearly defined PLC process that is continuous, data driven, and monitored with fidelity; increasing student learning/achievement; and teacher efficacy.
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.	Park, J., Lee, I., & Cooc, N. (2019). The role of school-level mechanisms: How principal support,professional learning communities, collective responsibility, and group-level teacher expectations affect student achievement. *Educational Administration Quarterly, 55*(5), 742-780. doi:10.1177/0013161X18821355 A Review of Research on the Impact of Professional Learning Communities on Teaching Practices and Student Learning.pdf
Is there a well-developed theory of change or logic model that demonstrates how the	The innovation is expected to contribute to short-term outcomes by implementing the PLC process with fidelity to ensure a continuous improvement design is sustainable for focusing on student

Evidence Based Practice #3 Dufour Professional Learning Communities	
innovation is expected to contribute to short term and long-term outcomes?	learning and building teacher efficacy. The long-term outcome is for Cane Run to have sustainability and refinement of continuous PLC design.
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.	Identifying a school-level mechanism influencing student achievement provides a better understanding of how to sustain high school performance through school reform initiatives (e.g., principal leadership training or building a learning climate to improve teachers' educational expectations). Of the many predictors of student achievement, factors that relate to the school social environment can be directly influenced by school policy and practices (K. J. Reynolds et al., 2017; Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). From a practical standpoint, the current study provides important policy implications by showing how students' academic achievement can be improved through reforming a school's social environmental factors. To improve student achievement, this study empirically shows the need to facilitate the school learning climate as well as raise teacher expectations at the group level. Results of the current study suggest the importance of strengthening teachers' collaborative learning for building a professional learning community, accountability for students' successful learning, and high educational expectations that are closely linked with the change of instructional practices and teaching behaviors. R. Goddard et al. (2015), results of this study have a methodological implication for creating appropriate estimations of latent schoollevel constructs. The current study used MSEM to appropriately estimate the effect of principal support, professional learning community, and collective responsibility, and group-level expectations, which are aggregated by individual math teacher ratings in the same school. In this study, estimating and interpreting the effect of these school-level variables on student math achievement was achieved by controlling for measurement errors at both the individual math teacher and school levels, as well as a sampling error in the aggregation of individual math teacher ratings to form school-level constructs (see, Marsh et al., 2012; Preacher et al., 2011). As a result, this research extends many existing studies that have only applied traditionally structural equational modeling of a single level for controlling for measurement error, or multilevel modeling (or hierarchical linear modeling) used to control for sampling error, and to decompose effects at the level of the individual teacher and school. Park, J., Lee, I., & Cooc, N. (2019). The role of school-level mechanisms: How principal support,professional learning communities, collective responsibility, and group-level teacher expectations affect student achievement. *Educational Administration Quarterly, 55*(5), 742-780. doi:10.1177/0013161X18821355

Evidence Based Practice #3 Dufour Professional Learning Communities	
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: In MEFA, first within factor consisted of six items: (1) math teachers in this department share ideas on teaching, (2) math teachers in this department discuss what was learned at workshop/conference, (3) math teachers in this department share and discuss student work, (4) math teachers in this department discuss lessons that were not successful, (5) math teachers in this department discuss beliefs about teaching/ learning, and (6) math teachers in this department share research on effective teaching methods. Second within factor was loaded by four items: (1) math teachers in this department share and discuss research on effective instructional practices for English language learners, (2) math teachers in this department explore new teaching approaches for underperforming students, (3) math teachers in this department coordinate course content with other teachers in this school, and (4) math teachers in this department are effective at teaching students in math. However, two items not significantly loaded from the original measurement (math teachers in this department provide support to new math teachers; math teachers are supported/encouraged by math department's chair or curricular area coordinator) were deleted in this study. Park, J., Lee, I., & Cooc, N. (2019). The role of school-level mechanisms: How principal support,professional learning communities, collective responsibility, and group-level teacher expectations affect student achievement. *Educational Administration Quarterly, 55*(5), 742-780. doi:10.1177/0013161X18821355

Evidence Based Practice #4 Fountas and Pinnell Classroom	
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.	Yes -The What Works Clearinghouse (WWC) identified two studies of LLI that fall within the scope of the Beginning Reading topic area and meet WWC group design standards. Two studies meet WWC group design standards without reservations, and no studies meet WWC group design standards with reservations. Together, these studies included 747 students in grades K–2 in 22 schools in three school districts across three states. According to the WWC review, the extent of evidence for LLI on the reading achievement outcomes of beginning readers was medium to large for general reading achievement and small for two other student outcome domains—reading fluency and alphabetics. No studies meet WWC group design standards in one other domain, so this intervention report does not report on the effectiveness of LLI for that domain.3 (See the Effectiveness Summary on p. 5 for more details of effectiveness by domain.) The development of Fountas & Pinnell Classroom™ rests on more than 25 years of classroom experience and incorporates leading thinking around literacy instruction, as well as the authors' own research about how literacy develops in children over time. FPC is deeply rooted in decades of research-based professional books—a solid foundation of theory written in a practical voice for teachers and school leaders. All of Fountas and Pinnell's curriculum systems were developed from this research and are intricately connected to and complement one another for true instructional coherence. Heinemann is THE ONLY publisher of Fountas and Pinnell's collective and comprehensive literacy work (complete and cohesive classroom literacy system, intervention systems, assessment systems, a professional book base, and professional learning opportunities). In addition, FPC incorporates teaching and learning approaches that are strongly supported by the research we describe in this summary. WWC Intervention Report
What is the strength of the evidence? Under what conditions was the evidence developed?	Research Base • Successful school systems have emerged by eliminating incoherence, mismatched goals, and competing cultures and creating a culture of reflective practice that fuels growth and collaboration, fosters capacity building, encourages collective responsibility, promotes collegial generosity, and nurtures a focused, cohesive direction that benefits everyone. A piecemeal approach to literacy education will not meet the needs of all students (Fullan and Quinn 2016). With common language and common goals . . . students believe they can learn, grow, and make their lives better (Dweck 2006). The greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximize the effect of their teaching on all.

Evidence Based Practice #4 Fountas and Pinnell Classroom	
	Each component of Fountas & Pinnell Classroom has moderate (Level 2 or 3) or strong (Level 1) supporting evidence as documented in the What Works Clearinghouse (Kamil et al 2008). Evidence-base reference: Iaquinta, A. (2006). Guided reading: A research-based response to the challenges of early reading instruction. Early Childhood Education Journal, 33(6), 413–418. Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	FPC is designed to build teacher expertise, providing opportunities for educators to get better at their craft by using the lesson resources and materials. As such, there is no prescribed static scope and sequence in order to leave room for teachers to respond to the student's individual needs, relying on The Literacy Continuum, which describes with precision the characteristics of texts and observable behaviors and understandings of proficient readers, writers, and language users that a teacher may choose to notice, teach, and support. Regular assessment is integrated into each context so teachers can meet students where they are and move them forward. In addition, there are opportunities for teachers to talk with students in every context in order to evaluate their fluency and comprehension of the text. Research Based: ● Teachers must continuously observe and assess reading behaviors to identify areas of difficulty and tailor instruction for individuals, groups. and whole classes (Bell and Dolainski 2012; IES 2016; NCTE 2013; Denton (nd)). ● •Continuous monitoring enables teachers to guide in-the-moment teaching as well as plan teaching activities and select materials, such as reading level books (Hougen 2014; ILA 2017; Clarke, Paul, Smith, Snowling and Hulme 2017). ● Researchers also recommend matching readers with texts of an appropriate difficulty level that allow for fluent reading while presenting areas of challenge (Allington 2013; Toyama, Hiebert, and Pearson 2017). ● Teachers must carefully assess and monitor reading behaviors to (a) identify areas of strength and difficulty and (b) differentiate instruction to meet areas of challenge (Bell and Dolainski 2012; Institute of Education Sciences (IES) 2010; IES 2016; National Council of Teachers of English (NCTE) 2013).

Evidence Based Practice #4 Fountas and Pinnell Classroom	
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.	LLI had positive effects on general reading achievement, potentially positive effects on reading fluency, and no discernible effects on alphabetics for beginning readers. The WWC review of LLI for the Beginning Reading topic area includes student outcomes in four domains: general reading achievement, reading fluency, alphabetics, and comprehension. The two studies of LLI that meet WWC group design standards reported findings in three of the four domains: general reading achievement, reading fluency, and alphabetics. The following findings present the authors' estimates and WWC-calculated estimates of the size and statistical significance of the effects of LLI on beginning readers. Additional comparisons are available as supplemental findings in Appendix D. The supplemental findings do not factor into the intervention's rating of effectiveness. For a more detailed description of the rating of effectiveness and extent of evidence criteria, see the WWC Rating Criteria on p. 25. WWC Intervention Report
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?	Outcomes were measured using six tests: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Initial Sound Fluency (grade K), Letter Naming Fluency (grades K–1), Phoneme Segmentation Fluency (K–1), Nonsense Word Fluency (K–2), and Oral Reading Fluency (1–2) subtests and the Fountas & Pinnell Benchmark Assessment System (K–2). For a more detailed description of these outcome measures, see Appendix B. The study presented findings for multiple subgroups, including separately by grade and grade by race/ethnicity combination. The subgroup findings that met the WWC group design standards are presented in Appendix D. These supplemental findings do not factor into the intervention's rating of effectiveness.5 Support for implementation Intervention teachers received 8 days of professional development using the LLI materials and instructional techniques, and training on the online data management system for LLI. The authors note that professional development support continued during the study period

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	Outcomes were measured using three tests in the general reading achievement domain: (1) Fountas & Pinnell Benchmark Assessment System 1, 2nd edition (2010), (2) the Developmental Reading Assessment 2 (DRA2), and (3) the STAR Early Literacy Assessment. For a more detailed description of these outcome measures, see Appendix B. The study presented findings for multiple subgroups, including separately by grade and grade by various demographic subgroups (e.g., grade 1 male students or grade 1 Hispanic students). The subgroup findings that met the WWC group design standards are presented in Appendix D. These supplemental findings do not factor into the intervention's rating of effectiveness.6 Support for implementation Literacy teachers in the intervention group received 8 days of professional development, access to the LLI online data management system, course materials, and a detailed teaching guide. Additional professional development was provided throughout the implementation year, including training on how to improve reading comprehension using teacher-to-student and student-to-student interactions. WWC Intervention Report
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.	For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual's percentile rank that can be expected if the individual is given the intervention. The WWC-computed average effect size is a simple average rounded to two decimal places; the average improvement index is calculated from the average effect size. The statistical significance of each study's domain average was determined by the WWC. Some statistics may not sum as expected due to rounding. na = not applicable. BAS = Benchmark Assessment System. DRA2 = Developmental Reading Assessment, 2nd edition. a For Ransford-Kaldon et al. (2010), the WWC did not need to make corrections for clustering or multiple comparisons. The p-values presented here were calculated by the WWC. The WWC calculated the intervention group mean using a difference-in-differences approach by adding the impact of the intervention (i.e., difference in mean gains between the intervention and comparison groups) to the unadjusted comparison group posttest means. Please see the WWC Procedures and Standards Handbook (version 3.0), p. 23 for more information. The study presented results separately by grade. The WWC combined these results and reported the overall findings here. Subgroup findings

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	are reported in Appendix D. This study is characterized as having a statistically significant positive effect because the estimated effect is positive and statistically significant. For more information, please refer to the WWC Procedures and Standards Handbook (version 3.0), p. 25. b For Ransford-Kaldon et al. (2013), a correction for multiple comparisons was needed but did not affect whether any of the contrasts were found to be statistically significant. The p-values presented here were calculated by the WWC. The WWC calculated the intervention group mean using a difference-in-differences approach by adding the impact of the intervention (i.e., difference in mean gains between the intervention and comparison groups) to the unadjusted comparison group posttest means. Please see the WWC Procedures and Standards Handbook (version 3.0), p. 23 for more information. The study presented results separately by grade and grade-by-demographic subgroup (e.g., grade 1 female students). For DRA2 and Fountas & Pinnell BAS, the WWC combined grade-specific results, determined that they met WWC group design standards, and reported the overall findings here. For STAR Early Literacy Assessment, both the combined (grades K–2) sample and the individual grade subsamples did not meet WWC group design standards; only findings for four subgroups (grade 1 female students, grade 2 female students, grade K male students, and grade 1 non-Hispanic students) met WWC group design standards. The WWC combined two largest non-overlapping subgroups (grade 1 female students and grade 2 female students) that, together, met WWC group design standards, and reported the resulting finding here. Subgroup findings are reported in Appendix D. The WWC obtained unadjusted pretest and posttest means and standard deviations for the intervention and comparison groups through an author query. This study is characterized as having a statistically significant positive effect because at least one effect is positive and statistically significant, and no effect is negative and statistically significant. For more information, please refer to the WWC Procedures and Standards Handbook (version 3.0), p. 25. What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2017, September). Beginning Reading intervention report: Leveled Literacy Intervention. Retrieved from https://whatworks.ed.gov
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	Multi-Text Approach: Books, lots of authentic books, are at the heart of Fountas & Pinnell Classroom™: exciting books to stir imagination; challenging books to lift every reader; and diverse books to expand readers' knowledge of the world. Every title is carefully crafted or selected to support an instructional context. Every title has a purpose. FPC contains five text-based instructional contexts to engage students in reading, writing, thinking, and talking with varied levels of teacher support.

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effectiveness for families or communities from diverse cultural groups?	Readers are diverse in their learning; they vary in the attention they give to different kinds of information. Their reading is shaped by the texts that they experience day after day, and it also depends on the funds of knowledge they bring to those texts (Moll 1992). WWC Intervention Report

Evidence Based Practice #5 Kagan Cooperative Learning	
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.	Yes - The current study updates and extends the original research synthesis of effective instructional strategies presented in "Classroom Instruction that Works" ("CITW"; Marzano, Pickering, & Pollock, 2001). That work identified nine instructional strategies for improving academic achievement and synthesized findings from previous meta-analyses around each. The present study extends and updates this original work. Purpose: The purpose of this review is to update the research base for the nine teaching strategies addressed by "Classroom Instruction that Works": https://eric.ed.gov/?id=ED543521
What is the strength of the evidence? Under what conditions was the evidence developed?	Cooperative learning is among the most extensively studied educational innovations. The data concludes it dramatically increases student achievement. Studies on Kagan Structures find a .90 effect size—students who score in 50th percentile with traditional methods score in the 82nd percentile with Kagan Structures. Reduce the achievement gap with Kagan. Research Design: Statistical Synthesis; Data Collection and Analysis: Determination of the appropriate analytic method of synthesis was conducted on a case-by-case basis for each of the nine instructional strategies. Two methods were used--meta-analysis and literature review. Meta-analysis was used when the research team determined that sufficient quantitative data was available to estimate a robust effect size. Whenever a category contained fewer than four independent primary studies, a literature review was conducted. The literature review provides a narrative description of identified studies as well as a description of context and findings. Unlike the meta-analysis, the literature review does not provide a composite effect for the strategy because there is no insurance against the possibility that findings from identified studies may be "outliers" from the theoretical true effect of the intervention. Because of this, a meta-analysis was conducted whenever a sufficient number of studies were available.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Findings: Chapters on each of the nine strategies give effect sizes related to student achievement. Although the effect sizes are lower than those reported by Marzano et al. (2001), a more rigorous method was employed in the present study meta-analysis. Conclusion: The effect sizes found for the nine instructional strategies suggest that they have potentially great practical significance in education. This report is divided into ten chapters, as follows: (1) Methods (Charles Igel, Helen

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	Apthorp, Andrea Beesley); (2) Identifying Similarities and Differences (Helen Apthorp); (3) Summarizing and Note Taking (Charles Igel, Trudy Clemons, Helen Apthorp, Susie Bachler); (4) Reinforcing Effort and Providing Recognition (Trudy Clemons, Charles Igel, Andrea Beesley); (5) Homework and Practice (Charles Igel, Trudy Clemons, Tedra Clark); (6) Nonlinguistic Representations (Trudy Clemons, Charles Igel, Sarah Gopalani); (7) Cooperative Learning (Charles Igel); (8) Setting Objectives and Providing Feedback (Charles Igel, Trudy Clemons, Helen Apthorp); (9) Generating and Testing Hypotheses (Jessica Allen); and (10) Cues, Questions, and Advance Organizers (Trudy Clemons, Charles Igel, Jessica Allen). This report contains the following appendices: (1) Coding Instrument; (2) Summary of Intervention Characteristics by Article; and (3) Summary of Achievement Lessons and Intervention Characteristics by Article. (Contains 40 tables.) [For the first edition of "Classroom Instruction That Works," see ED450096.
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.	The current meta-analysis involved nearly 3,000 students across multiple grades and subject areas, as well as various measures of academic achievement. A composite effect size of g = 0.90 for note taking and g = 0.32 for summarizing indicates an average gain of approximately 32 percentile points for note taking and a 13 percentile point gain for summarizing. In other words, a perfectly average student—scoring at the 50th percentile on academic achievement measures—who had been exposed to note taking strategies would be expected to perform at the 82nd percentile, while the same student exposed to summarizing would be expected to perform at the 63rd percentile.
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?	Teachers should foster mastery orientation (as opposed to performance orientation) among students. While performance is the ultimate goal, an overemphasis on performance can create socio-emotional inhibitors when students fail at a task. Mastery orientation moves this emphasis toward learning and meeting goals and away from comparisons with others' performance. All forms of praise are not appropriate in all situations. To be effective, praise should be specific, not general, and aligned with expected performance and behaviors. The effects of recognition and praise may have a more direct impact on socio-emotional indicators than learning. Teachers may not see immediate academic improvements from the effective use of these strategies; however, the link

Evidence Based Practice #5 Kagan Cooperative Learning	
	between positive socio-emotional indicators and learning suggests that fostering the former will have positive effects on the latter over time
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.	Study sites work from rural and urban districts.
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?	N/A

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**
Create Embedded PD schedule for the 2020-2021 school year. Standards Deconstruction, Guided Reading, Illustrative Mathematics, data analysis, interventions, etc.	Instructional Leadership Team 3/18/20	n/a	Email Faculty Meeting ILT/ALT agendas/minutes
Create PD plan for 2020-2021 with emphasis on new program adoption	Admin Team 5/30/20	n/a	Email Faculty Meeting Admin/ILT/ALT agendas/minutes
Begin exploring Fountas and Pinnell and Illustrative Mathematics programs	Instructional Leadership Team and Grade Level PLCs 5/30/20	n/a	PLC's Faculty Meeting ILT/ALT agendas/minutes
Develop PLC Protocols	Admin Team 4/30/20	n/a	PLC's Faculty Meeting ILT/ALT agendas/minutes
Design systems for monitoring instructional effectiveness (walk-throughs)	Admin Team 5/30/20	n/a	Faculty Meeting ILT/ALT agendas/minutes
Continue district-funded NWEA data training	District 4/30/20	n/a	PLC's Email ILT/ALT agendas/minutes
Establish non-negotiables for instruction	Instructional Leadership Team 3/30/20	n/a	Email ILT/ALT agendas/minutes

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
Design intervention system for grades K-5 to drive & regularly monitor and adjust the data-driven instructional practices	Admin Team 5/30/20	n/a	E-mail Faculty Meeting ILT/ALT agendas/minutes PLC's
Begin exploring Kagan training and strategies	Admin Team 3/30/20	n/a	Faculty Meeting ILT/ALT agendas/minutes

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**
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