

Turnaround Plan

Conway Middle School

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

BUILDING AN EFFECTIVE TURNAROUND PLAN

Preparing to Write an Improvement Plan

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

Improvement Priority Deconstruction

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

Key Core Work Processes Needs Assessment

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

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

Circle of Influence and Barrier Identification

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

Activities as Action Steps

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

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



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



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



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



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

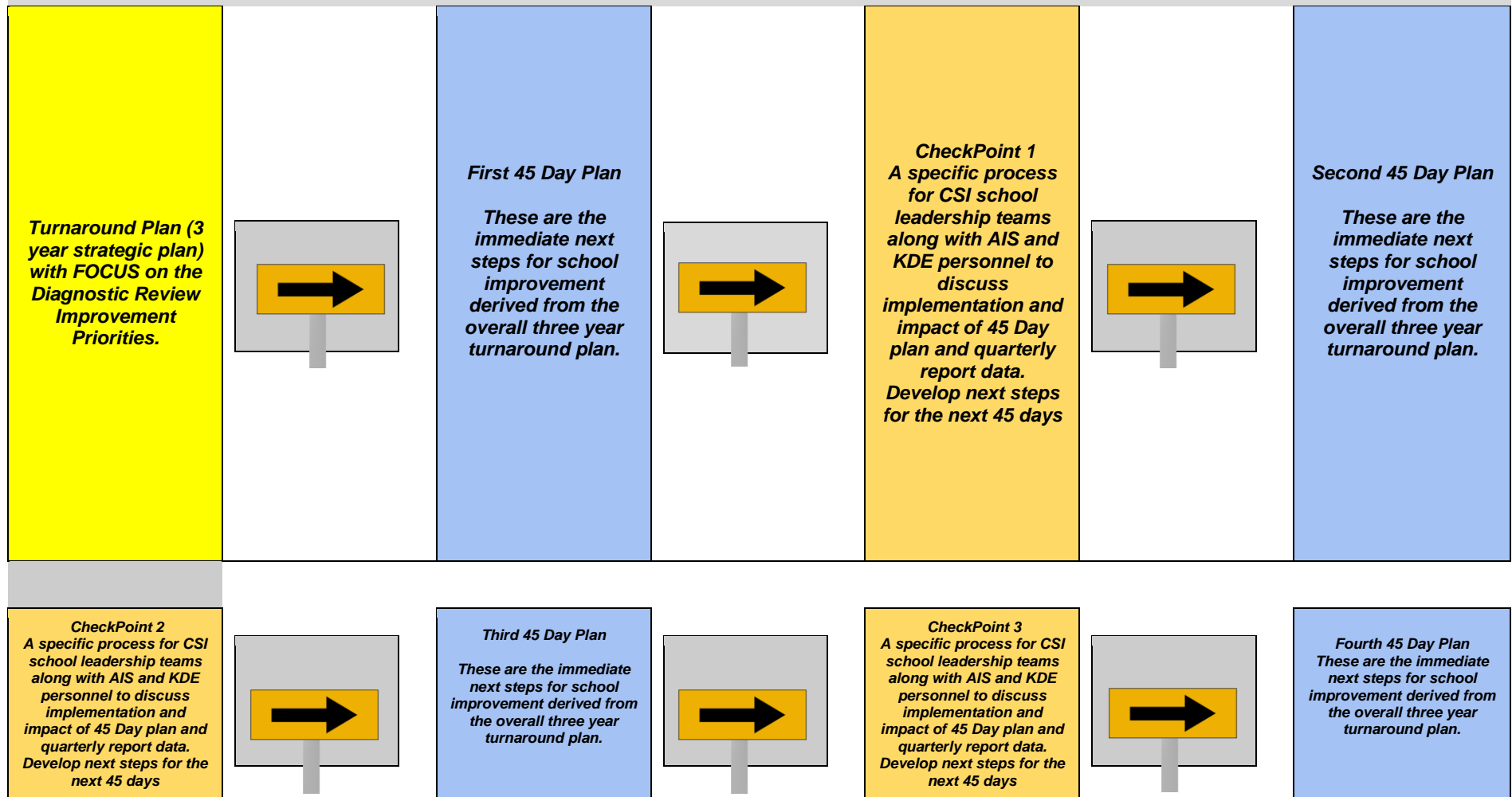
The team decides on strategies to systematically address the process, practice, or condition needing change.

Complete for each I.P.

Evidence-Based Practices (EBP)

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

Turnaround Plan Overview and Implementation Process



Annual Analysis of the CSI School's Turnaround Planning Process

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

School Name

Conway Middle School

Mission

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

Our mission is to provide quality learning in a caring environment to prepare and inspire our students to be successful in life.

Vision

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

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.)

Greg Fehr, Principal
Todd Gahafer, Teacher
Roger Kissling, Education Recovery
Melissa Little, Academic Instructional Coach
Sydney Travis, Library Media 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	In 2018-19, 29.5% and 13.2% of students were Proficient/Distinguished (P/D) in Reading and Math, respectively. By 2022, 39.1% and 25.0% will be P/D in Reading and Math, respectively.	In 2019-20, 32.7% and 17.1% of students will be P/D in Reading and Math, respectively.
Separate Academic Indicator	In 2018-19, 6.8%, 22.3%, and 12.1% of students were Proficient/Distinguished (P/D) in Science, Social Studies (SS), and Writing, respectively. By 2022, 19.5%, 32.9%, and 24.1% will be P/D in Science, SS, and Writing, respectively.	In 2019-20, 11.0%, 25.8%, and 16.1% will be P/D in Science, SS, and Writing, respectively.
Growth	In 2018-19, the Growth rate was 46.7 and 38.4 in Reading and Math, respectively. By 2022, it will be 49.1 and 41.2 in Reading and Math, respectively.	In 2019-20, the Growth rate will be 49.1 and 41.2 in Reading and Math, respectively.
Transition Readiness	N/A	
Graduation Rate	N/A	
GAP	While there was no statistically significant gap in 2018-19, the Gap Difference was 21.7, 8.9, and 27.1 between White and Black students, Paid Lunch and F/R Lunch, and Students without disabilities and those with disabilities, respectively. By 2022, the gap will be 18.7, 7.7, and 23.4 in those same comparison groups.	In 2019-20, the gap will be 20.7, 8.5, and 25.9 between White and Black students, Paid Lunch and F/R Lunch, and Students without disabilities and those with disabilities, respectively.
Other	N/A	

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
<p>Revise, monitor, and provide feedback on the implementation of the school's existing instructional framework to ensure quality and fidelity of instructional practices to meet all learners' needs. Revision should include evidence-based instructional practices that (1) support active student engagement and learning, (2) are differentiated to meet individual student needs, (3) clearly inform students of learning expectations and standards of performance, and (4) provide frequent checks of understanding with specific and timely feedback to students about their learning. (Standard 2.1)</p>	<p>Facilitate and monitor the fidelity of implementation of the school's documented curriculum to ensure alignment of all instructional components (i.e. content, skills, assessments, activities, and resources) across and within all grade levels that prepare learners for the next level. This process should include (1) common pacing guides based upon approved state standards and an assessment calendar, (2) periodic, common, formative, and summative assessments to check student progress, (3) staff analysis of student performance data and collaboration regarding adjustments to curriculum and instructional practices, and (4) consistent monitoring and feedback of the process by school leadership. (Standard 2.5)</p>	<p>Formalize and monitor the professional learning community (PLC) structure to ensure all learners have personalized and equitable learning opportunities to develop skills and achieve the learning priorities established by the school. Utilize the PLC structure to ensure all staff use a broad range of quantitative and qualitative data to group learners and differentiate instruction by examining student work to target enrichment and interventions and revising curriculum, assessments, and instructional strategies. (Standard 2.7)</p>
<p>Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)</p>	<p>Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)</p>	<p>Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)</p>
<p>Revise, monitor, and provide feedback on our school's current instructional framework, and its ability to meet the needs of all learners. Teachers need to differentiate learning in order to better meet the instructional needs of all students. Teachers must know and use high-yield instructional strategies to engage all learners. Teachers will give timely and relevant feedback to students in order to improve instructional performance.</p>	<p>Facilitate, monitor, and support teachers' use of district provided curriculum resources and pacing guides. Monitor assessments for both alignment to grade level curriculum, and student progress/mastery. Teachers (in PLC teams) will be on a bi-weekly/monthly data cycle in which student work is analyzed and feedback is given in regards to teaching and learning.</p>	<p>Teachers need to have a formal PLC cycle in which they focus on the creation of quality formative assessments, analysis of assessment/student work, and use the analysis to drive instruction, ultimately "naming and claiming" students for intervention and enrichment.</p>

Strategies to Address Improvement Priorities

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

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

<input checked="" type="checkbox"/> KCWP 1: Design and Deploy Standards	<input checked="" type="checkbox"/> KCWP 1: Design and Deploy Standards	<input type="checkbox"/> KCWP 1: Design and Deploy Standards
Collection of data regarding effectiveness of their current curriculum will lead to decisions about continuing it or choosing a different basal moving forward. (PLC, Curriculum Monitoring/Implementation)	Collection of data regarding effectiveness of their current curriculum will lead to decisions about continuing it or choosing a different basal moving forward. (PLC, Curriculum Monitoring/Implementation)	
<input checked="" type="checkbox"/> KCWP 2: Design and Deliver Instruction	<input type="checkbox"/> KCWP 2: Design and Deliver Instruction	<input type="checkbox"/> KCWP 2: Design and Deliver Instruction
Creating a unified structure for delivering instruction and providing PD to support teachers. PLCs will be utilized throughout the year as well as embedded PD to reinforce and communicate next steps for improvement. (Staff Developer, Kagan Training, PLC)		Creating a unified structure for delivering instruction and providing PD to support teachers. PLCs will be utilized throughout the year as well as embedded PD to reinforce and communicate next steps for improvement. (Staff Developer, Kagan Training, PLC)
<input type="checkbox"/> KCWP 3: Design and Deliver Assessment Literacy	<input type="checkbox"/> KCWP 3: Design and Deliver Assessment Literacy	<input type="checkbox"/> KCWP 3: Design and Deliver Assessment Literacy
<input checked="" type="checkbox"/> KCWP 4: Review, Analyze, and Apply Data	<input checked="" type="checkbox"/> KCWP 4: Review, Analyze, and Apply Data	<input type="checkbox"/> KCWP 4: Review, Analyze, and Apply Data
Data from students will be used to analyze, adjust and differentiate training for teachers to ensure all teachers are providing effective instruction and feedback on student work. The results of this data will also be utilized to provide intervention. (Staff Developer and Interventionists)	Data from students will be used to analyze, adjust and differentiate training for teachers to ensure all teachers are providing effective instruction and feedback on student work. The results of this data will also be utilized to provide intervention. (Staff Developer and Interventionists)	Data from students will be used to analyze, adjust and differentiate training for teachers to ensure all teachers are providing effective instruction and feedback on student work. The results of this data will also be utilized to provide intervention. (Staff Developer and Interventionists)
<input type="checkbox"/> KCWP 5: Design, Align, and Deliver Support	<input type="checkbox"/> KCWP 5: Design, Align, and Deliver Support	<input type="checkbox"/> KCWP 5: Design, Align, and Deliver Support
<input type="checkbox"/> KCWP 6: Establish Learning Culture & Environment	<input type="checkbox"/> KCWP 6: Establish Learning Culture & Environment	<input type="checkbox"/> 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
Formalize and monitor the Professional Learning Community (PLC) structure - including rubrics and exemplars for the products Std 2.7 (EBP #1)	<u>SIF</u> - \$20,000 (Facilitator Training) - \$50,000 (On-site support)	KCWP #2, #4 - Learning expectations tied to standards leading to rigorous assessments which will drive both initial instruction as well as intervention/ enrichment based on results from PLC created data and other benchmark assessments (MAP).	<ul style="list-style-type: none"> Facilitators will be trained to support the PLC (PLC @ Work Conference) - Feedback and Implementation/Next Steps for core PLCs (Math, English, Science, Soc St.) during admin meetings and review of Feedback at Instructional Leadership Meetings
Strategic PD Plan 1. Std Evaluation, Alignment, and Deconstruction through Assessment Literacy 2. High-Yield Instructional Strategies (Kagan) 3. Feedback and Instructional Decision-making (Willian) 4. Student self-efficacy Std 2.5, 2.7 (EBP #1, EBP #2)	<u>SIF</u> - \$15,000 (Kagan Training) - \$10,000 (Resources to support PD) - \$10,000 (Resources for Assessment)	KCWP #2, #4 - Professional Development plan will be created to focus on the needs of the PLC in order to support the structure for them to provide an Action Research approach to utilize and compare the effectiveness of their instruction to support student learning.	<ul style="list-style-type: none"> Professional Development will be monitored by measuring teacher perception of training as well as the application of the training <ul style="list-style-type: none"> PD #1 - PLC rubrics PD #2 - Classroom Walkthroughs / Feedback and Coaching PD #3 - PLC rubrics PD #4 - Evaluation of perception data (CSS, Advisory)
Develop plans and begin implementation of an intervention structure for addressing student needs Std 2.1, 2.5 (EBP #2, EBP #3)	<u>SIF</u> - \$30,000 (1/2 Instructional Coach)	KCWP #2, #4 - Students and teachers will be aided in systems where everyone will know where students are in the progression of their learning and what steps are needed to advance	<ul style="list-style-type: none"> Tier III - Growth for students in Reading classes (on team in 7th and 8th grade) and Reading / Math Related Arts (all grades) Tier II - Progress on Common Formative and Summative Assessments on team (PLC Data Book)

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
	- \$120,000 (Intervention Developer) - \$30,000 (Intervention Resources)	them as rapidly as they are capable.	<ul style="list-style-type: none">• Development of Intervention Structure and Policies in both Math and Literacy
Evaluate curricular needs Std 2.5 (EBP #2)	SIF - \$5,000 (PD time and resources)	KCWP #4 <ul style="list-style-type: none">- Collection of data from PLCs and assessments will be utilized to ensure curricular materials meet the needs and rigor of the standards and the students.	<ul style="list-style-type: none">• Monitor student achievement on specific standards through the PLC• Identify areas for growth and areas for strength in current curriculum• Develop team and rubric for evaluation of possible new curricular resources, or strengthening of current resources.

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
Deepen the work of the PLC	SIF - \$5,000 (Data days)	KCWP #2, #4 - Learning expectations tied to standards leading to rigorous assessments which will drive both initial instruction as well as intervention/ enrichment based on results from PLC created data and other benchmark assessments (MAP).	<ul style="list-style-type: none"> Facilitators will be trained to support the PLC (PLC @ Work Conference) - Feedback and Implementation/Next Steps for core PLCs (Math, English, Science, Soc St.) during admin meetings and review of Feedback at Instructional Leadership Meetings
Strategic PD Plan: <ul style="list-style-type: none"> Data based decision making Feedback to students 	SIF - \$5,000 (Resources to support PD) - \$10,000 (Assessment Resources)	KCWP #2, #4 - Professional Development plan will be created to focus on the needs of the PLC in order to support the structure for them to provide an Action Research approach to utilize and compare the effectiveness of their instruction to support student learning.	<ul style="list-style-type: none"> Professional Development will be monitored by measuring teacher perception of training as well as the application of the training <ul style="list-style-type: none"> PD #1 - PLC rubrics PD #2 - Classroom Walkthroughs / Feedback and Coaching PD #3 - PLC rubrics PD #4 - Evaluation of perception data (CSS, Advisory)
Implement curriculum based on evaluation from Year 1 <ul style="list-style-type: none"> PD for teachers implementing curriculum If no new curriculum is being implemented, undergo training in Understanding by Design 	SIF - \$150,000 (new curricular resources – TBD) - \$30,000 (1/2 Instructional Coach)	KCWP #2, #4 - Students and teachers will be aided in systems where everyone will know where students are in the progression of their learning and what steps are needed to advance them as rapidly as they are capable.	<ul style="list-style-type: none"> Tier III - Growth for students in Reading classes (on team in 7th and 8th grade) and Reading / Math Related Arts (all grades) Tier II - Progress on Common Formative and Summative Assessments on team (PLC Data Book) Development of Intervention Structure and Policies in both Math and Literacy

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
to ensure current curriculum is being utilized effectively.	- \$120,000 (Intervention Developer) - \$30,000 (Intervention Resources)		
Fully implement, monitor and adjust intervention structure to support every student	SIF - \$5,000 (PD time and resources)	KCWP #4 Collection of data from PLCs and assessments will be utilized to ensure curricular materials meet the needs and rigor of the standards and the students.	<ul style="list-style-type: none">• Monitor student achievement on specific standards through the PLC• Identify areas for growth and areas for strength in current curriculum• Develop team and rubric for evaluation of possible new curricular resources, or strengthening of current resources.

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
Continue support of PLC work	\$5,000	KCWP #2, #4 - Learning expectations tied to standards leading to rigorous assessments which will drive both initial instruction as well as intervention/ enrichment based on results from PLC created data and other benchmark assessments (MAP).	<ul style="list-style-type: none"> Facilitators will be trained to support the PLC (PLC @ Work Conference) - Feedback and Implementation/Next Steps for core PLCs (Math, English, Science, Soc St.) during admin meetings and review of Feedback at Instructional Leadership Meetings
Strategic PD Plan: <ul style="list-style-type: none"> Training on how to ensure longevity of learning for all students Focus to be determined based on monitoring from prior two years. 	\$5,000	KCWP #2, #4 - Professional Development plan will be created to focus on the needs of the PLC in order to support the structure for them to provide an Action Research approach to utilize and compare the effectiveness of their instruction to support student learning.	<ul style="list-style-type: none"> Professional Development will be monitored by measuring teacher perception of training as well as the application of the training <ul style="list-style-type: none"> PD #1 - PLC rubrics PD #2 - Classroom Walkthroughs / Feedback and Coaching PD #3 - PLC rubrics PD #4 - Evaluation of perception data (CSS, Advisory)
Monitor and adjust curriculum based on evaluation from Year 2 <ul style="list-style-type: none"> PD and support to ensure best practices are followed 	\$0	KCWP #2, #4 - Students and teachers will be aided in systems where everyone will know where students are in the progression of their learning and what steps are needed to advance them as rapidly as they are capable.	<ul style="list-style-type: none"> Tier III - Growth for students in Reading classes (on team in 7th and 8th grade) and Reading / Math Related Arts (all grades) Tier II - Progress on Common Formative and Summative Assessments on team (PLC Data Book)

Year Three Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
			<ul style="list-style-type: none">• Development of Intervention Structure and Policies in both Math and Literacy
Fully implement, monitor and adjust intervention structure to support every student	\$0	KCWP #4 Collection of data from PLCs and assessments will be utilized to ensure curricular materials meet the needs and rigor of the standards and the students.	<ul style="list-style-type: none">• Monitor student achievement on specific standards through the PLC• Identify areas for growth and areas for strength in current curriculum• Develop team and rubric for evaluation of possible new curricular resources, or strengthening of current resources.

Evidence Based Practice #1 (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.	Bolam, R., McMahon, A., Stoll, L., Thomas, S., Wallace, M., Greenwood, A., ... & Smith, M. (2005). <i>Creating and sustaining effective professional learning communities</i> (Vol. 637). Research report.
What is the strength of the evidence? Under what conditions was the evidence developed?	This research was conducted throughout schools to identify characteristics of Professional Learning Communities (PLCs) in multiple settings for determining effective and innovative practices to optimize impact as well as to determine the key enabling and inhibiting factors for these practices to achieve the desired impact.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	The authors found a statistically significant link that schools with higher level of staff involvement in PLC resulted in higher level of pupil performance and progress (Pearson's correlation coefficient for Value Added (0.165, significance @ 1%)
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.	https://dera.ioe.ac.uk/5622/1/RR637.pdf This is the study referred to above.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	This article examined multiple schools for both effectiveness of PLC practices as well as student achievement in myriad settings. The relationship between practices to student achievement was the ultimate answer to one of the research questions from the authors.
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?	The report was written to provide both guidance on effectiveness of PLC as well as a logic model for needed components and processes for improving the effectiveness.
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.	The research was conducted as a part of a large mixed methods study of schools throughout the United Kingdom. The sampling included differentiation between primary and secondary schools (the research findings used here only address the secondary schools results). After the quantitative research was completed, schools were also chosen for a multi-site case-study to gather deeper insight into the functions and working of the PLCs.
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?	This article does not specifically address the needs of culturally and linguistically specific populations, but due to the measure of work across different settings and the diverse schools chosen for the qualitative section of the work, the impact of PLC on student achievement will be applicable to this setting.

Evidence Based Practice #2 (Professional Development, Teacher Efficacy)

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
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?	<p>While there is not a specific time-table, the research shows how the outcomes are improved when teacher efficacy is increased as evidenced below:</p> <p>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 <i>learning</i> as opposed to <i>instructional compliance</i> 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).</p>
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	NA
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/

Evidence Based Practice #2 (Professional Development, Teacher Efficacy)

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
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. 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 #3 (Staff Developer, Intervention Designer)

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.	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.
What is the strength of the evidence? Under what conditions was the evidence developed?	<p>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.</p> <p>https://eric.ed.gov/?id=EJ1027967</p> <p>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.</p>
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.	<p>Yes</p> <p>https://pdfs.semanticscholar.org/bc03/411ce97636ae4b21bbf8a05f28b8cffe535e.pdf</p>

Evidence Based Practice #3 (Staff Developer, Intervention Designer)

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

FIRST 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
Create PD Team	Fehr / April 1	\$0	Email Creation of Team Drive
Evaluate and Create PD plan for 2020-2021 School Year	Fehr (PD Team) / May 1	\$0	Email Google Doc Calendar Logic Model
Coaching and Feedback - Analysis of Teacher Actions	Fehr (Administration) / May 30	\$0	Email Coaching Sessions Feedback to teachers Admin and ILT Meeting Agenda Item
Identify Facilitators for PLC Training	Fehr / May 1	\$0	Email Master Schedule
Evaluate PLC for current state	April 1	\$0	Google Doc – (+/Δ – Next Steps)
Finalize Master Schedule	Fehr (ILT) / April 1	\$0	Google Sheet Creation of Intervention and Enrichment Classes
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. June 1st – August 30th, 2020)	
45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
PLC @ Work	PLC Facilitators / July	\$10,000 – SIF	Creation of rubrics for PLC Work Monitoring System Development
AIS Week - PLC Refocus and Expectations - Data Expectations	Fehr (PLC Facilitators) / July-August	\$10,000 – SIF	PLC Expectations set by PLC need and facilitator discussion Rubrics and Exemplars for PLC and Teaching
Reflection on Mission/Vision	Fehr	\$0	Email Signage
Verizon Training	Fehr (VILS Coach)	\$2,000 – VILS	Email
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			