

Turnaround Plan

Doss High School

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[Building an Effective Turnaround Plan](#)
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3 year turnaround plan

Improvement Priority and Strategies to Address the

Improvement Priorities

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- [Improvement Priorities #1, 2, and 3](#)
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Activities

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Evidence Based Strategies

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Action Plans and Monitoring

- [First 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	<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>Put students at the center so that every student succeeds. .</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?

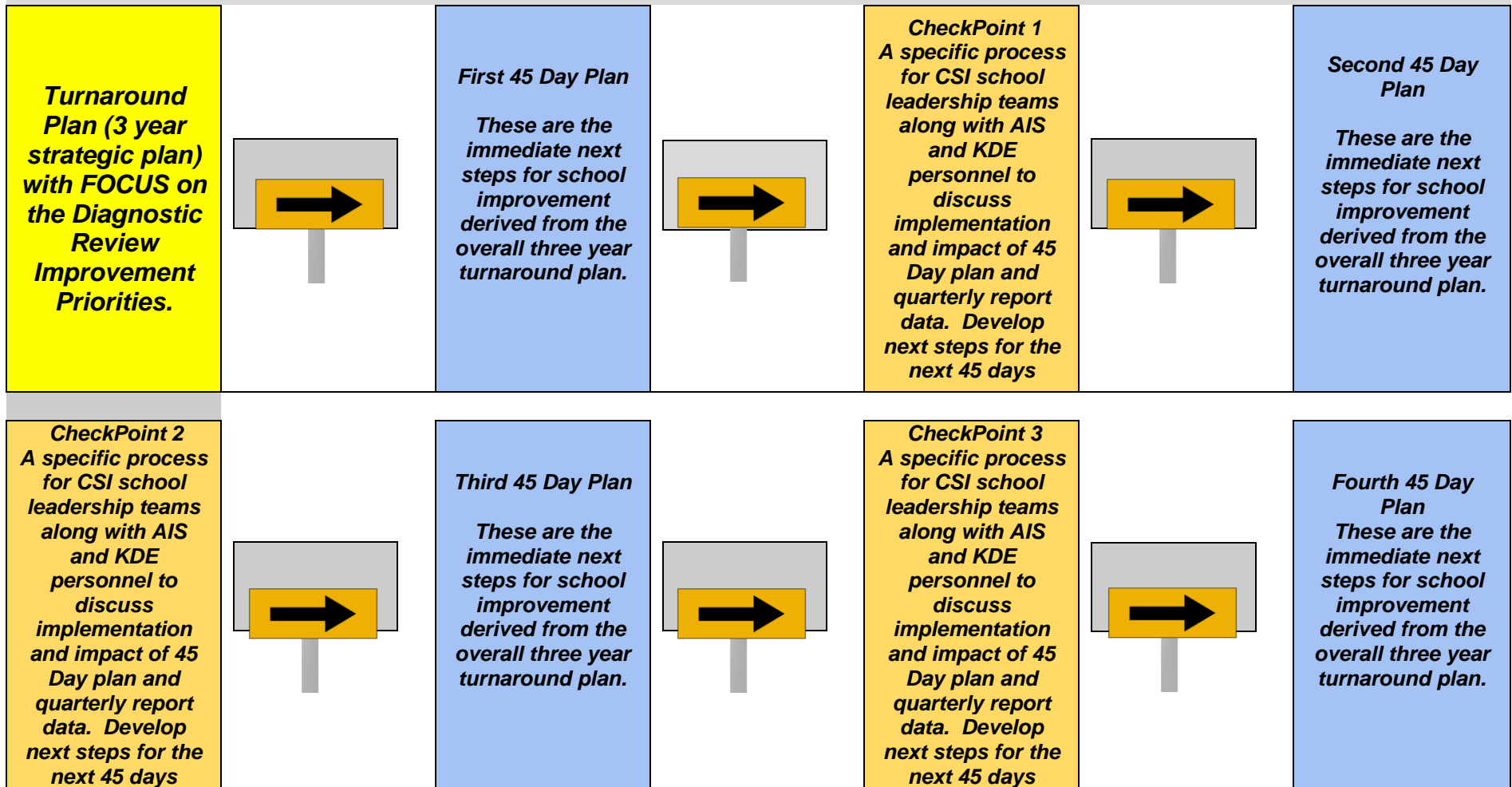
The team decides on strategies to systematically address the process, practice, or condition needing change.

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

Doss High School

Mission

To Inspire, Create and Foster Authentic Learning Opportunities that Maximize Student Engagement.

Vision

Be Passionate. Be Engaged. Be the Best Version of Yourself

Stakeholder Involvement

Todd Stockwell (Principal), Kelli Dattilo (Instructional Coach), Isabel Lake (Literacy Coach), Sariena Sampson (Assistant Principal), Lisa Hodge (Counselor), Beth Marshall (Teacher), Billy Harris (ERL)

Accountability Area	Goals These are the aim statements the school will be reaching 3 years from now.	Objectives These are aim statements the school will be reaching this school year.
Proficiency	By May of 2022, Doss High School will increase proficiency on the On Demand Writing Assessment and the KPREP in English, Reading and Math to the following levels, as measured by KPREP and On Demand Benchmarks: <ul style="list-style-type: none"> • Writing/On Demand: 55% • Reading: 33% • Math: 20% 	By May 2020, students will score proficiency levels in the following subject areas: <ul style="list-style-type: none"> • Writing/OnDemand: 45% • Reading: 25% • Math: 15%
Separate Academic Indicator	By May of 2022, Doss High School will increase proficiency on the On Demand Writing Assessment and proficiency on the KPREP in Biology to the following levels, as measured by KPREP and On Demand Benchmarks: <ul style="list-style-type: none"> • Writing/On Demand: 55% • Science End of Course: 35% 	By May 2020, students will score proficiency levels in the following subject areas: <ul style="list-style-type: none"> • Writing/On Demand: 45% • Science End of Course::20%
Growth	Does not Apply to High Schools	
Transition Readiness	By the conclusion of the 2023-24 academic year, Doss High School will increase the number of students achieving transition readiness from 25.1% (2017-18) to 50%.	By the conclusion of the 2019-20 academic year, Doss High School will increase the number of students achieving transition readiness from 25.1% (2017-18) to 27% (2018-19) to 50% (2019-20).
Graduation Rate	By the conclusion of the 2023-24 academic year, Doss High School will increase the graduation rate from its current rate of 85.6% to 90%.	At the conclusion of the 2019-20 academic year, Doss High School will increase the graduation rate from 85.6% to 87.5%.
GAP	By the close of the 2023-24 academic year, Doss High School will move toward closing the Achievement Gap for the school's four (4) identified gap groups (White, Disability, Hispanic, and Asian students) in Reading and Math by increasing proficiency to the following	By the close of the 2019-20 academic year, Doss High School will move toward closing the Achievement Gap for the following identified gap groups in reading and math by increasing proficiency to the following percentages, as measured by the K PREP Assessments: <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ○ White students - increase from current 19.5% to 22.9% ○ Disability students - increase from current 9.1% to 12.9%

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.
	<p>percentages, as measured by the KPREP:</p> <ul style="list-style-type: none"> ● Reading <ul style="list-style-type: none"> ○ White students - increase from current 19.5% to 36.5% ○ Disability students - increase from current 9.1% to 28.1% ○ Hispanic students - increase from current 21.1% to 37.6% ○ Asian students - increase from current 14.3% to 32.3% ● Math <ul style="list-style-type: none"> ○ White students - increase from current 4.1% to 24.1% ○ Disability students - increase from current 4% to 24% ○ Hispanic students - increase from current 13.2% to 31.2% ○ Asian students - increase from current 7.1% to 26.6% 	<ul style="list-style-type: none"> ○ Hispanic students - increase from current 21.1% to 24.4% ○ Asian students - increase from current 14.3% to 17.9% ● Math <ul style="list-style-type: none"> ○ White students - increase from current 4.1% to 8.1% ○ Disability students - increase from current 4% to 8% ○ Hispanic students - increase from current 13.2% to 16.8% ○ Asian students - increase from current 7.1% to 11%
Other(Equity)	<p>By the close of the 2023-24 academic year, Doss High School will increase students' sense of belonging at the school from 70.1% (2017-18) to 85%.</p>	<p>By the close of the 2019-20 academic year, Doss HighSchool will increase students' sense of belonging at the school from 70.1% (2017-18) to 73%.</p>

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
<p>Develop and implement a continuous improvement process that includes consistent use of operational procedures. Ensure the process includes measures to monitor instructional capacity and student learning, such as instructional expectations, data analysis with the use of protocols, a schoolwide professional learning plan, classroom walkthrough and feedback schedule, and defined roles/responsibilities. (Standard 1.3)</p>	<p>Research, develop, and consistently implement a curriculum that is aligned to the standards, is based on high expectations, and prepares learners for their next levels. (Standard 2.5)</p>	<p>Develop and implement processes to gather, analyze, and use formative and summative assessment data that leads to demonstrable improvement of student learning. (Standard 2.11)</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>Streamline and calibrate schoolwide instructional procedures (PLCs, Embedded PD, Walkthroughs, Coaching/Feedback, and clearly defined roles and responsibilities for all staff) to ensure continuous school improvement while monitoring student learning.</p>	<p>Ensure students are receiving differentiated learning by monitoring Professional Learning Communities' (PLC) deconstruction of the Kentucky Academic Standards and supporting teachers in aligning rigorous assessments and assignments to reach Transition Readiness.</p>	<p>Develop and implement a consistent schoolwide systematic PLC-based process for the collection and analysis of data to drive continuous improvement and tiered intervention relating to instruction and student achievement.</p>
<p align="center">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.)</p>		
<p align="center">https://education.ky.gov/school/stratclsgap/Pages/default.aspx</p>		
<p><input type="checkbox"/> KCWP 1: Design and Deploy Standards</p>	<p><input checked="" type="checkbox"/> KCWP 1: Design and Deploy Standards</p>	<p><input type="checkbox"/> KCWP 1: Design and Deploy Standards</p>
	<p>Actively working with PLCs to deconstruct standards</p>	
<p><input type="checkbox"/> KCWP 2: Design and Deliver Instruction</p>	<p><input type="checkbox"/> KCWP 2: Design and Deliver Instruction</p>	<p><input type="checkbox"/> KCWP 2: Design and Deliver Instruction</p>
<p><input type="checkbox"/> KCWP 3: Design and Deliver Assessment Literacy</p>	<p><input type="checkbox"/> KCWP 3: Design and Deliver Assessment Literacy</p>	<p><input checked="" type="checkbox"/> KCWP 3: Design and Deliver Assessment Literacy</p>
		<p>Use of interventionist to help build CFAs and Common Assessments</p>

<input type="checkbox"/> KCWP 4: Review, Analyze, and Apply Data	<input checked="" type="checkbox"/> KCWP 4: Review, Analyze, and Apply Data	<input checked="" type="checkbox"/> KCWP 4: Review, Analyze, and Apply Data
	PLC Monitoring (intentional data focus)	PLC Monitoring (intentional data focus)
<input checked="" type="checkbox"/> KCWP 5: Design, Align, and Deliver Support	<input checked="" type="checkbox"/> KCWP 5: Design, Align, and Deliver Support	<input type="checkbox"/> KCWP 5: Design, Align, and Deliver Support
Re-organize PLC work, Teacher training to build faculty capacity for data analysis, robust and differentiated embedded PD for teachers.	Re-vamp Learning Walks (feedback/align to PLCs)	
<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
<p><u>IP 1 and EBP 3</u> Systematic reorganization of PLC and learning walk calibration to maximize coaching and feedback session effectiveness with input from consultant in JCPS or outside professionals</p> <p>Teacher training to build whole faculty capacity surrounding data analysis as part of the PLC process. This will ensure schoolwide consistency and fidelity in the data analysis process while holding all stakeholders accountable for student achievement.</p> <p>Partnering with Solution Tree to design a robust, multi-year professional development and learning plan for the whole faculty, including summer training and embedded coaching and digital and differentiated professional development</p>	<p>Solution Tree estimate \$50,000</p>	<p><u>KCWP 4 and 5</u> Data analysis and teacher support</p> <p><u>KCWP 4</u> Ensure teachers use data to determine student needs</p> <p>Build capacity for student ownership of mastery progression and tracking of achievement</p>	<p>Monitored by administration and school leadership and through PLC monitoring tool.</p> <p>Faculty feedback with redesigned coaching process including training from The Rutherford Learning Group and author, Mike Rutherford utilizing <i>The Artisan teacher A Field Guide to Skillful Teaching</i> and in person training.</p> <p>Weekly data analysis protocol at administration meeting.</p> <p>Increased teacher efficacy surrounding data analysis and designing appropriate interventions.</p> <p>Increased administrator and teacher clarity surrounding the PLC process through Solution Tree materials and training and its alignment to school turnaround and student achievement.</p> <p>Begin consistent MAP and academic standards conferencing in all grades, contents, and classes to demonstrate a literacy and numeracy focus and student ownership of their progression in the standards. Continue to use Mastery Prep assessment data to inform teachers and students of growth that needs to occur before ACT assessment in the spring.</p>

Year One Activities

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Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p><u>IP 1 and EBP 2</u> Designing robust and differentiated embedded professional development based on identified teacher needs</p> <p>Utilizing evidence-based PD resources from Solution Tree online PD library to assign and monitor differentiated PD</p> <p>Professional Development funds for individual and group needs as evidenced by professional growth plans</p>	<p>\$4500 for Solution Tree online PD library</p> <p>\$5000 Professional development travel and substitute expenses</p>	<p><u>KCWP 5</u> Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.</p> <p>Different embedded PD can address needs of teachers and align with professional growth plans</p>	<p>Faculty feedback with needs assessment</p> <p>Progress with student achievement data as aligned to embedded PD</p> <p>Progress with teacher capacity as demonstrated through coaching and feedback</p> <p>Utilization of online PD resource library from Solution Tree to monitor and differentiate PD plans for each teacher</p>
<p><u>IP 2 and EBP 3</u> Solution Tree and school leadership coaching to increase rigor across classrooms</p> <p>Participation in one day of summer professional development and ongoing coaching with subject-specific coaches</p>	<p>Solution Tree</p>	<p><u>KCWP 2</u> Systems and processes in place to create rigorous tier 1 instruction in all classrooms</p>	<p>Monitored through common formative assessments and learning walk data with a tool for specifically collecting data on DOK and rigor levels</p>
<p><u>IP 2 and EBP 2</u> Hire a math resource teacher whose job it will be to monitor</p>	<p>\$66,100+ benefits</p>	<p><u>KCWP 1 and 2</u> Ensure regularly-scheduled curriculum meetings to</p>	<p>Monitored through Math department PLC work, common assessment, and MAP growth</p>

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
and support math PLCs in creating and delivering a higher rigor curriculum. They will assist in tier 1 instruction in classes.		review the alignment between standards, learning targets, and assessment measures. Helping math teachers to design and deploy standards-aligned instruction	
<u>IP 2 and 3 and EBP 1</u> Hire two interventionists. One whose job it will be to meet with PLCs and help them design tier 1, 2 and 3 intervention for students not meeting proficiency in class. The second interventionist will be used to focus on meeting the specialized needs of our growing ELL (20%) and ECE (13%) student population.	\$120,000 + benefits	<u>KCWP 6</u> Establish a learning culture where all students have opportunities for academic success <u>KCWP 3</u> Design and deliver assessment literacy and ensure assessments are measuring student knowledge with validity <u>KCWP 4</u> Ensure that assessments are of high quality and aligned to the rigor of standards	Monitored through PLC work where collaborative teams will create, administer and analyze assessment data on a consistent basis Measured through student mastery of standards and minimizing grade-level retention. Math and English teachers will utilize MAP data days twice a year to inform them of student growth. Days are TBD. Monitored through PLC form that includes deconstruction of essential standards on a weekly basis
<u>IP 3 and EBP 1 & 2</u> Adjust schedule to incorporate an intervention period during the school week and purchase Chromebook carts to aid in	\$200,000 for one-to-one Chromebook s	<u>KCWP 3</u> Ensure that formative assessment practices allow students to understand where they are going, where	Monitored by interventionist via dedicated period throughout the school day. Measured through student mastery of standards and minimizing grade-level retention and/or class recovery via independent study

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
targeted and specifically differentiated interventions.	(multiple funding sources)	they currently are, and how they can close the gap. Design and deliver assessment / interventions via Google Classroom to measure student knowledge with validity <u>KCWP 4</u> Ensure interventions are of high quality and there is a specific time during the day for students to demonstrate understanding of standards	Use ESS after school to deliver intentional interventions based on CFA data that is analyzed during PLC meetings.

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p><u>IP 1 and EBP 3</u> Continual refresher of PLC process and learning walk calibration to maximize coaching and feedback session effectiveness with input from consultant in JCPS or outside professionals for a select group of teacher leaders</p> <p>Continued training for the Solution Tree Guiding Team to sustain and enrich the whole faculty capacity surrounding data analysis as part of the PLC process. This will ensure schoolwide consistency and fidelity in the data analysis process while holding all stakeholders accountable for student achievement.</p>	<p>Solution Tree estimate (Attend training = \$10,000)</p>	<p><u>KCWP 4 and 5</u> Data analysis and teacher support</p> <p>Ensure teachers use data to determine student needs</p> <p>Build capacity for student ownership of mastery progression and tracking of achievement</p>	<p>Monitored by administration and school leadership through PLC monitoring tool.</p> <p>Faculty feedback with redesigned coaching process including training from The Rutherford Learning Group and author, Mike Rutherford utilizing <i>The Artisan teacher A Field Guide to Skillful Teaching</i> and in person training.</p> <p>Data analysis at administration meeting of schoolwide data</p> <p>Sustain teacher efficacy surrounding data analysis and designing appropriate interventions</p> <p>Increased capacity for administrator coaching and teacher implementation surrounding the PLC process and its alignment to school turnaround and student achievement</p> <p>Continue utilizing MAP and academic standards conferencing in all grades, contents, and classes to demonstrate a literacy and numeracy focus and student ownership of their progression in the standards</p>
<p><u>IP 1 and EBP 2</u> Designing robust and differentiated embedded professional development</p>	<p>\$5000 for professional development</p>	<p><u>KCWP 5</u> Incorporate professional knowledge of best practice and high yield strategies</p>	<p>Faculty feedback with needs assessment</p> <p>Progress with student achievement data as aligned to embedded PD</p>

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
based on identified teacher needs Continue using evidence-based PD resources from Solution Tree online PD library to assign and monitor differentiated PD for staff based on needs		with knowledge of personalized student needs to procure a unique match that will propel student achievement. Different embedded PD can address needs of teachers and align with professional growth plans	Progress with teacher capacity as demonstrated through coaching and feedback During an embedded pd session, teachers will have options to attend outside of school pd that best fits the teachers' professional growth needs and submit documentation accordingly
<u>IP 2 and EBP 3</u> Continue using the Solution Tree training and coaching sessions as well as online PD to increase rigor in all classrooms	Solution Tree online PD \$5000	<u>KCWP 2</u> Systems and processes in place to create rigorous tier 1 instruction in all classrooms	Monitored through common formative assessment and learning walk data with a tool for specifically collecting data on DOK and rigor levels
<u>IP 2 and EBP 2</u> Continue to staff a math resource teacher whose job it will be to monitor and support math PLCs in creating and delivering a higher rigor curriculum. They will assist in tier 1 instruction in classes.	\$66,100 + benefits	<u>KCWP 1 and 2</u> Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. Helping math teachers to design and deploy standards-aligned instruction	Monitored through Math department PLC work, common assessment, and MAP growth

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p><u>IP 2 and 3 and EBP 1</u> Continue to staff two interventionists whose job it will be to meet with PLCs and help them design tier 1, 2 and 3 intervention for students not meeting proficiency in class as well as work directly on interventions for ELL (20%) and ECE (13%) student populations.</p>	<p>\$121,000 + benefits (\$30K from ESS?)</p>	<p><u>KCWP 6</u> Continue a learning culture where all students have opportunities for academic success</p> <p><u>KCWP 3</u> Design and deliver assessment literacy and ensure assessments are measuring student knowledge with validity</p> <p><u>KCWP 4</u> Ensure that assessments are of high quality and aligned to the rigor of standards</p>	<p>Monitored through PLC work where collaborative teams will create, administer and analyze assessment data on a consistent basis</p> <p>Measured through student mastery of standards and minimizing grade-level retention</p>
<p><u>IP 3 and EBP 1 & 2</u> Continue with adjusted schedule to incorporate an intervention period during the school week and continue to use Chromebook carts to aid in targeted and specifically differentiated interventions.</p>	<p>\$100,000 for one to one Chromebooks (multiple funding sources)</p>	<p><u>KCWP 3</u> Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</p> <p>Design and deliver assessment / interventions via Google Classroom to</p>	<p>Monitored by interventionist via dedicated period throughout the school day.</p> <p>Measured through student mastery of standards and minimizing grade-level retention and/or class recovery via independent study</p>

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
		measure student knowledge with validity <u>KCWP 4</u> Ensure interventions are of high quality and there is a specific time during the day for students to demonstrate understanding of standards	

Year Three Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p><u>IP 1 and EBP 3</u> Continual refresher of PLC process and learning walk calibration to maximize coaching and feedback session effectiveness with input from consultant in JCPS or outside professionals for a select group of teacher leaders</p> <p>Continued teacher training (a small group of teacher leaders) to sustain and enrich whole faculty capacity surrounding data analysis as part of the PLC process. This will ensure schoolwide consistency and fidelity in the data analysis process while holding all stakeholders accountable for student achievement.</p>	<p>Solution Tree estimate (Attend training = \$5000)</p>	<p><u>KCWP 4 and 5</u> Data analysis and teacher support</p> <p>Ensure teachers use data to determine student needs</p> <p>Build capacity for student ownership of mastery progression and tracking of achievement</p>	<p>Monitored by administration and school leadership through PLC monitoring tool.</p> <p>Faculty feedback with coaching process and adjustments made accordingly</p> <p>Data analysis at administration meeting of schoolwide data</p> <p>Sustain teacher efficacy surrounding data analysis and designing appropriate interventions</p> <p>Increased capacity for administrator coaching and teacher implementation surrounding the PLC process and its alignment to school turnaround and student achievement</p> <p>Continue utilizing MAP and academic standards conferencing in all grades, contents, and classes to demonstrate a literacy and numeracy focus and student ownership of their progression in the standards</p>
<p><u>IP 1 and EBP 2</u> Designing robust and differentiated embedded professional development based on identified teacher needs</p>	<p>Solution Tree training for teacher leaders \$5000</p>	<p><u>KCWP 5</u> Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a</p>	<p>Faculty feedback with needs assessment</p> <p>Progress with student achievement data as aligned to embedded PD</p> <p>Progress with teacher capacity as demonstrated through coaching and feedback</p>

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
		unique match that will propel student achievement. Different embedded PD can address needs of teachers and align with professional growth plans	During an embedded pd session, teachers will have options to attend outside of school pd that best fits the teachers' professional growth needs and submit documentation accordingly
<u>IP 2 and EBP 3</u> Solution Tree refresher for teacher leaders on rigor in the classroom.	Solution Tree \$5000	<u>KCWP 2</u> Systems and processes in place to create rigorous tier 1 instruction in all classrooms	Monitored through common formative assessments and learning walk data with a tool for specifically collecting data on DOK and rigor levels.
<u>IP 2 and EBP 2</u> Continue to staff a math resource teacher whose job it will be to monitor and support math PLCs in creating and delivering a higher rigor curriculum. They will assist in tier 1 instruction in classes.	\$66,100 + benefits	<u>KCWP 1 and 2</u> Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. Helping math teachers to design and deploy standards-aligned instruction	Monitored through Math department PLC work, common assessment, and MAP growth
<u>IP 2 and 3 and EBP 1</u> Continue to staff two interventionists whose job it will be to meet with PLCs and help them design tier 1, 2 and 3 intervention for students not meeting proficiency in class as well as an interventionist who	\$121,000 + benefits (\$30K from ESS)	<u>KCWP 6</u> Continue a learning culture where all students have opportunities for academic success <u>KCWP 3</u> Design and deliver assessment literacy and	Monitored through PLC work where collaborative teams will create, administer and analyze assessment data on a consistent basis Measured through student mastery of standards and minimizing grade-level retention

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
focuses on ELL and ECE populations within the school.		ensure assessments are measuring student knowledge with validity <u>KCWP 4</u> Ensure that assessments are of high quality and aligned to the rigor of standards	
<u>IP 3 and EBP 1 & 2</u> Continue to use the intervention schedule to use a period during the school week to focus on tier 2 & 3 interventions as well as utilize Chromebook carts to aid in targeted and specifically differentiated interventions.	\$15,000 for one to one Chromebooks (multiple funding sources)	<u>KCWP 3</u> Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. Design and deliver assessment / interventions via Google Classroom to measure student knowledge with validity <u>KCWP 4</u> Ensure interventions are of high quality and there is a specific time during the day for students to demonstrate understanding of standards	Monitored by interventionist via dedicated period throughout the school day. Measured through student mastery of standards and minimizing grade-level retention and/or class recovery via independent study

Evidence Based Practice #1-Data Analysis through PLC process	
Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Study Citation (APA preferred): 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
What is the strength of the evidence? Under what conditions was the evidence developed?	After an overview of the characteristics of professional learning communities (PLCs), this correlational research study represents a review of 10 American studies and one English study on the impact of PLCs on teaching practices and student learning. Although, few studies move beyond self-reports of positive impact, a small number of empirical studies explore the impact on teaching practice and student learning. The collective results of these studies suggest that well-developed PLCs have a positive impact on both teaching practice and student achievement. Implications of this research and suggestions for next steps in the efforts to document the impact of PLCs on teaching and learning are included
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	The qualitative review found that PLCs that were well-designed and implemented (documented the implementation of the essential characteristics of PLCs) yielded impact on teaching and learning of students. There were not statistical tests in this meta-analysis but a qualitative review and analysis of the various components PLCs in the 11 studies and summary of the findings holistically across the studies.
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.	See above
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	See above
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 authors described the importance of implementation and quality of the PLCs. For the implications to our own school, this study suggests 1) the importance of training and supporting PLCs to ensure quality implementation, and 2) the importance tracking the impact of PLCs work on student outcomes.
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	The meta-analyses examined studies within the context of five essential characteristics of PLCs: 1) shared values and norms must be developed with regard to such issues as the group's collective "views about children and children's ability to learn, school priorities for the use of time and space, and the proper roles of parents, teachers, and administrators," 2) a clear

Evidence Based Practice #1-Data Analysis through PLC process	
or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	and consistent focus on student learning, 3) reflective dialogue that leads to “extensive and continuing conversations among teachers about curriculum, instruction, and student development” 4) deprivatizing practice to make teaching public and 5) focusing on collaboration. As JCPS reviews this research, we believe the components of Solution Tree’s model are encompassed in this analyses.
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?	The authors deconstructed each of the 11 studies that met the criteria for their research. They coded each study to examine the degree to which the PLCs met the characteristics of highly effective PLCs in order to qualitatively analyze where impact was found with student outcomes. Most studies were utilized an interview, observation, and field notes approach, but 2 out of the 11 studies provided more robust quantitative analysis of survey and achievement data.

Evidence Based Practice #2- Interventionists and Teacher Coaching

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?	The evidence presented showed “large positive effects on instruction” in teacher’s classrooms and making gains in achievement. Evidence was collected for over sixty case studies of various feedback and coaching studies. The analysis of data was clearly broken down into the studies, effect on achievement, and how to implement on a larger scale for a school.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	When consistent coaching and feedback is used to help improve teacher capacity and practice that enables rigorous instruction, achievement or mastery of standards will rise. According to Table 2 of the student, the effect size across all studies and all subjects was listed as 0.178 in a pooled size with a standard error rate of 0.037.
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.	Provided in study
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Currently, administration is undergoing Rutherford Feedback and Coaching training and is working with staff using these tools in coaching sessions every 4-5 weeks with teachers. There is no researched based data to conclude its effectiveness as of yet, but in conferences teachers have made actionable steps for improvements.
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 research presents both the difficulty of implementing large scale improvement through feedback and coaching and how it can be overcome in a variety of ways by utilizing coaches and support staff in a variety of ways that work best for teachers.
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 studies were completed across all different type grades and international locations.
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?	https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf

Evidence Based Practice #3-PLCs

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.	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.
What is the strength of the evidence? Under what conditions was the evidence developed?	The evidence used in this study is a result of 11 total studies on the impact of PLCs on teaching practices and student learning. The review of research was of 10 American studies and 1 English study. The combined results of these studies suggest that well developed PLCs have a positive impact on teaching practices and student learning in the classroom.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	The outcomes that are expected are continuous teacher learning, an increase in student achievement and an in depth knowledge of data analysis. Change will be measured when the system around PLCs is well established and sustainable through whatever changes come.
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.	Provided in study.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Provided in study.
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, the quality of the PLCs is very important along with the implementation. In the context of Doss High School, training and support will be key in reaching goals and implementing the PLC process with fidelity. This will be done with the ultimate goal of student learning at the forefront.
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 meta analysis referred to the fact that it was based on 11 studies total. 10 American studies and 1 English study. All studies were conducted in schools across America and England. The meta-analyses examined studies within the context of five essential characteristics of PLCs: 1) shared values and norms must be developed with regard to such issues as the group's collective "views about children and children's ability to learn, school priorities for the use of time and space, and the proper roles of parents, teachers, and administrators," 2) a clear and consistent focus on student learning, 3) reflective dialogue that leads to "extensive and continuing conversations among teachers about curriculum, instruction, and student development" 4) deprivatizing practice to make teaching public and 5) focusing on collaboration
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?	The authors deconstructed each of the 11 studies that met the criteria for their research. They coded each study to examine the degree to which the PLCs met the characteristics of highly effective PLCs in order to qualitatively analyze where impact was found with student outcomes. Most studies utilized an interview, observation, and field notes approach, but 2 out of the 11 studies provided more robust quantitative analysis of survey and achievement data.

Evidence Based Practice #4-- Virtual and Blended 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.	Habler, B., Major, L. & Hennessy, S. (2015). Tablet use in schools: A critical review of the evidence for learning outcomes. Journal of Computer Assisted Learning. Retrieved April 24, 2019, from https://onlinelibrary.wiley.com/journal/13652729.
What is the strength of the evidence? Under what conditions was the evidence developed?	This is a systematic review of 33 research studies with a focus on outcomes in the learning environment. The researchers utilized the “SR methodology, informed by Kitchenham and Charters (2007), and the EPPI-Centre (2010). SR is a trustworthy, rigorous and auditable tool (Kitchenham, 2004), allowing existing evidence to be collected and summarised, while identifying gaps in current research (Kitchenham & Charters, 2007) and assessing methodological rigour”
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	SR found that teachers were more readily able to create and deliver lessons that met the needs of their diverse students as “lessons had greater variety”. They cite studies that show the efficacy of both individual and group use of tablets and technology in the 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.	Provided in study
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Provided in study
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, each study in the set was assessed for its quality based on a modified version of the Weight of Evidence (WoE) framework. Two WoE frameworks were established and used. Methodological trustworthiness and Relevance of the review. Methodological trustworthiness refers to the trustworthiness of the study based on the evaluation of the approach used during the research. Relevance of the review takes into account whether students skills increased with the use of tablets/technology.
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 resource referenced multiple 20+ studies that included various international case studies. The research has been across middle and high school aged students, so the data extracted does encompass the setting in which this will be implemented. Of the various case studies, 12 of them were listed “high” as methodologically trustworthy. Of those, 9 had a positive impact on student learning and 3 saw no difference in student learning. None saw a decline in student learning.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	Yes, the research studies were conducted in 10 different countries. Countries included USA, Taiwan, Australia, Spain, Norway, Belgium, Hong Kong, India, Turkey and UK. An overview of data extracted from each study is provided in the remaining portion of the study. Of the 23 studies included in the final set:the majority(16) of the studies included positive results with only 7 reporting no difference in learning outcomes or negative learning outcomes.

FIRST QUARTER ACTION Plan			
Date Range of Plan		(March 2nd -May 8th, 2020)	
45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
Implement new PLC documentation form	Stockwell, Datillo, Lake, Sampson- February 14th (Gold Day)	\$0	During Gold Day breakout sessions-monitored through PLC minutes each week.
Systematic reorganization of PLC and learning walk calibration to maximize coaching and feedback session effectiveness	All Admin	\$0	Communicated during the Admin meeting with a new schedule.
Begin an Intervention slot of time on APP days-First 30 minutes of APP period.	All Core Teachers	\$0	Begin to structure math and English classes for interventions-use embedded PD to roll this out.
After school focus groups(Reading & Math)	English & Math Teachers	Funds from ESS	Run through English and Math teachers and administration team, targeting students who are scoring at apprentice level to move to proficient before KPREP
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			