Turnaround Plan
<u>Frayser Elementary School</u>

8 Principles of School Improvement Planning

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

BUILDING AN EFFECTIVE TURNAROUND PLAN

Preparing to Write an Improvement Plan

Build a responsive and effective **team** focused on continuous improvement

Familiarize the team with the **Key Core Work Processes**

Have team members **survey** the Diagnostic Review Report

Identify one Improvement Priority from the Diagnostic Review Report on which to focus

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

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.

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

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

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

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

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

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

Complete for each I.P.

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

Turnaround Plan Overview and Implementation Process

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

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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

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Third 45 Day Plan

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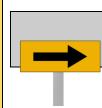
➡️

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

➡️

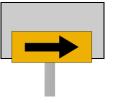*Fourth 45 Day Plan*
These are the immediate next steps for school improvement derived from the overall three year turnaround plan.

Annual Analysis of the CSI School's Turnaround Planning Process
A self-assessment of the CSI school's ability to develop, implement, monitor, and evaluate the turnaround plan.

School Name
Frayser Elementary School

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

The Frayser Elementary School family is committed to developing the whole child, empowering our leaders to find their genius, and ensuring high academic achievement and growth for all.

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

All Frayser students will transition ready to lead academically and socially as global citizens.

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.)

Turnaround Team:
Sarah Carmichael Miller-Principal
Kristen Thomas-Educational Recovery Specialist
Morgan Wolf-Assistant Principal
Kimberly Jerger-Academic Instructional Coach
Kim Linkhart-Academic Instructional Coach
Bethany Hardesty-Reading Recovery Teacher
Stephanie Burrow-Carpenter-Teacher

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 2023, Frayser Elementary School will increase the percentage of students scoring Proficient and Distinguished in both Reading and Math. Reading and Math (both) to 30% and decrease novice by 25%.	By May of 2020, Frayser Elementary School will increase the percentage of students scoring Proficient and Distinguished in both Reading and Math. Reading from 8.6% to 18.6%. Math from 5.6% to 15.6%. By May of 2020, Frayser Elementary School will decrease the percentage of students scoring Novice by 10% in combined Reading and Math.
Separate Academic Indicator	By May 2023, 33% of Frayser students will be proficient or distinguished in all three separate academic indicators.	By May 2020, Frayser will increase the percentage of students scoring proficient or distinguished in Social Studies by 10% to 21.9%. By May 2019, Frayser will increase the percentage of students scoring proficient or distinguished in Science by 10% to 10%. By May 2019, Frayser will increase the percentage of students scoring proficient or distinguished in On-Demand Writing by 10% to 20.2%.
Growth	By May 2023, Frayser Elementary School will increase the percentage of students demonstrating growth in Reading and Math to 60% as measured by K-Prep.	By May 2020, Frayser Elementary will increase the percentage of students demonstrating growth to 70% of 4th and 5th graders in Reading and Math as measured by K-Prep from 60.8% in Reading and 56.6% in Math.
Transition Readiness		
Graduation Rate		
GAP	By May 2023, Frayser Elementary School will increase the percentage of the identified gap group students (students identifying as African American) scoring Proficient and Distinguished in Reading and Math by 25% and decrease Novice by 15%.	By May 2020, Frayser Elementary School will increase the percentage of African American students performing Proficient and Distinguished in Reading and Math by 10 %(Reading: 5% to 15% and Math: 4% to 14%). By May 2020, Frayser Elementary School will increase the percentage of ELL students performing Proficient and Distinguished in Math by10% from 7% to 17%.

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.
	By May 2023, Frayser Elementary School will increase the percentage of the identified gap group students (students identifying as ELLs) scoring Proficient and Distinguished in Math and decrease Novice by 15%.	
Other		

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
Develop and implement a rigorous curriculum that aligns with Kentucky Academic Standards. Monitor the effectiveness of curriculum using student performance data such as Measures of Academic Progress (MAP), Kentucky Performance Rating for Educational Progress (K-PREP), and Common Formative Assessment and adjust instruction. (Standard 2.5)	Engage all educators in developing a systematic process (e.g., Professional Learning Communities protocol) to monitor and analyze academic data from a variety of sources (e.g., formative and summative assessments). Use the academic data to adjust instructional practices to meet individual learner needs and the learning expectations of the school. (Standard 2.7)	n/a
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.)
Develop and implement a rigorous curriculum (KCAS aligned). **Monitor the** effectiveness of the curriculum (using MAP, CFAs, KPREP). **Adjust** instruction.	**Engage** all educators. **Develop** a systematic process. **Monitor and analyze** academic data. **Use** academic data **to adjust** instructional practices **and meet** individuals needs/learning expectations.	n/a

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
Develop a systematic process to approach the deployment of standards, in order to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor.		
____KCWP 2: Design and Deliver Instruction	____KCWP 2: Design and Deliver Instruction	____KCWP 2: Design and Deliver Instruction
____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	_X__ KCWP 4: Review, Analyze, and Apply Data	___ KCWP 4: Review, Analyze, and Apply Data
	Develop a uniform system (e.g. Professional Learning Communities) to review, analyze, and apply data. School leaders ensure a uniform way of monitoring and analyzing data from a variety of sources (e.g. formative and summative assessments) in order to determine priorities and adjust instruction for individual student success.	
____KCWP 5: Design, Align, and Deliver Support	____KCWP 5: Design, Align, and Deliver Support	____KCWP 5: Design, Align, and Deliver Support
____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 Community Training: The Instructional Leadership Team will attend Professional Learning Communities at Work Institute. The Instructional Leadership Team will attend this training in order to gain the knowledge and skills to implement a PLC process based on the four critical questions and three big ideas. Solution Tree consultants will provide on-site training two days during the 2020-2021 school year. **EBP** **IP 2 Standard 2.7**	**$17,000 General Fund $14,000 SIF**	**KCWP 4: Review, Analyze, and Apply Data Results Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing, and collaborative lesson creation, and analysis of data.**	**The school will create a system to monitor PLC effectiveness in using academic data to adjust instructional practices to meet individual learner needs. This will be monitored by the Turnaround Team using the following artifacts/data points:** ● **45 Day Plan** ● **PLC Self Assessment** ● **PLC Agendas and Minutes**
ELA and Math Cohorts for Curriculum and Instruction: Vertical cohorts will be created for both reading and math. Cohorts will be responsible for refining essential standards, developing curriculum using the Kentucky Model Curriculum Framework, and delivering professional learning to staff on instructional strategies. Curriculum will be developed based on core anchor texts *Math in Practice: A Guide for Teachers*	**$1250 General Fund**	**KCWP 1: Design and Deploy Standards Ensure that vertical curriculum mapping is occuring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.**	**The school will create a system to monitor the evidence based curriculum across all grades. Curriculum maps and essential standards charts will be monitored by the PLC cohort. Effectiveness of the curriculum will be monitored by the Turnaround Team using the following artifacts/data points:** ● **Student level data including KPREP, MAP, and CFA** ● **45 Day Plan** ● **Cohort Meeting Agendas** ● **Curriculum Maps** ● **Professional Development Agendas**

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
(math) and *Reading Strategies* (reading). **IP 1 Standard 2.5**			
Professional Learning Mandatory professional development for all certified staff will occur seven times for three hours each. Training will focus on instructional practices that are rigorous and differentiated (i.e. conceptual based math strategies, balanced literacy components, etc.). During this professional development, certified staff will meet in their cohorts (ELA, Math, PLC) to engage in professional learning and book studies. This deep examination will result in a master curriculum plan that will be comprehensively shared with all staff. Professional Learning will be delivered seven times during the 2020-2021 school year and facilitated by ERS, Math AIC, and ELA AIC. Funding will pay for certified staff mandatory PD rate and workshop fees for the math cohort to attend the Kentucky Center for Mathematics training. **EBP** **IP 1 Standard 2.5**	**$45,000 SIF $10,000 General Fund**	**KCWP 1: Design and Deploy Standards** **Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.**	**The school will create a system to monitor the evidence-based curriculum across all grades. Curriculum maps and essential standards charts will be monitored by the PLC cohort. Effectiveness of the curriculum will be monitored by the Turnaround Team using the following artifacts/data points:** ● **Student-level data including KPREP, MAP, and CFA** ● **45 Day Plan** ● **Cohort Meeting Agendas** ● **Curriculum Maps** ● **Professional Development Agendas**

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
Interventions in Reading and Math Extended School Services (ESS) will provide Tier 3 interventions three times weekly during the day, extended day 2 days per week before and after school to students as determined by the MTSS team. Three certified teachers will provide interventions daily to students as determined by the MTSS team.	**General Fund: $7,000 Title 1: $180,000** **ESS: $12,000**	**KCWP 4: Review, Analyze, and Apply Data Results Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.**	**Interventionists will be part of the school system for using the academic data to adjust instructional practices to meet individual learner needs. This will be monitored by the MTSS Team using the following artifacts/data points:** ● **45 Day Plan** ● **MTSS Meeting Agenda**

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
RTI Training: MTSS Team will attend Response to Intervention at Work Training. The MTSS Team will attend this training in order to establish a process to monitor and adjust instruction based on data. Solution Tree Consultants will provide two days of on-site professional learning during the 2021-2022 school year. **EBP** **IP 2 Standard 2.7**	**$28, 000 SIF**	**KCWP 4: Review, Analyze, and Apply Data Results** **Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.**	**The school will refine its system for using the academic data to adjust instructional practices to meet individual learner needs. This will be monitored by the Turnaround Team using the following artifacts/data points:** ● **45 Day Plan** ● **MTSS Meeting Agenda** ● **PLC Meeting Agenda and Minutes**
ELA and Math Cohorts for Curriculum and Instruction: Vertical cohorts will be continued from the 2020-2021 school year. During the 2021-2022 school year, cohorts will engage in Understanding by Design professional learning sessions. Cohorts will be responsible for delivering professional learning to staff on Understanding by Design strategies for unit design. **IP 1 Standard 2.5**	**$0**	**KCWP 1: Design and Deploy Standards** **Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.**	**The school will create a system to monitor the evidence-based curriculum across all grades. Curriculum maps and essential standards charts will be monitored by the PLC cohort. Effectiveness of the curriculum will be monitored by the Turnaround Team using the following artifacts/data points:** ● **Student-level data including KPREP, MAP, and CFA** ● **45 Day Plan** ● **Cohort Meeting Agendas** ● **Professional Development Agendas** ● **Understanding by Design Units**

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
Professional Learning Mandatory professional development for all certified staff will occur seven times for three hours each. Training will focus on instructional practices that are rigorous and differentiated (i.e. conceptual based math strategies, balanced literacy components, etc.). During this professional development, certified staff will meet in their cohorts (ELA, Math, PLC) to engage in professional learning and book studies. This deep examination will result in the refinement of a master curriculum plan. Professional Learning will be delivered seven times during the 2020-2021 school year and facilitated by ERS, Math AIC, and ELA AIC. Funding will pay for certified staff mandatory PD rate. <mark>EBP</mark> **IP 1 Standard 2.5**	**$45, 000 SIF**	**KCWP 1: Design and Deploy Standards Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets and assessment measures.**	**The school will create a system to monitor the evidence-based curriculum across all grades. Curriculum maps and essential standards charts will be monitored by the PLC cohort. Effectiveness of the curriculum will be monitored by the Turnaround Team using the following artifacts/data points:** ● **Student-level data including KPREP, MAP, and CFA** ● **45 Day Plan** ● **Cohort Meeting Agendas** ● **Curriculum Maps** ● **Professional Development Agendas**
Interventions in Reading and Math Extended School Services (ESS) will provide Tier 3 interventions three times weekly during	**General Fund: $7,000 Title 1: $180,000**	**KCWP 4: Review, Analyze, and Apply Data Results Ensure that curricular delivery and assessment measures provide for all pertinent**	**Interventionists will be part of the school system for using the academic data to adjust instructional practices to meet individual learner needs. This will be monitored by the MTSS Team using the following artifacts/data points:** ● **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
the day, extended day 2 days per week before and after school to students as determined by the MTSS team. Three certified teachers will provide interventions daily to students as determined by the MTSS team.	ESS: $12,000	information needs for students.	● MTSS Meeting Agenda

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
ELA and Math Cohorts for Curriculum and Instruction: New cohorts will be formed for the 2022-2023 school year to ensure a depth of knowledge across teachers and classrooms. **IP 1 Standard 2.5**	**$0**	**KCWP 1: Design and Deploy Standards** **Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.**	**The school will create a system to monitor the evidence-based curriculum across all grades. Curriculum maps and essential standards charts will be monitored by the PLC cohort. Effectiveness of the curriculum will be monitored by the Turnaround Team using the following artifacts/data points:** ● **Student-level data including KPREP, MAP, and CFA** ● **45 Day Plan** ● **Cohort Meeting Agendas** ● **Curriculum Maps** ● **Professional Development Agendas**
Professional Learning Mandatory professional development for all certified staff will occur seven times for three hours each. Training will focus on instructional practices that are rigorous and differentiated (i.e. conceptual based math strategies, balanced literacy components, etc.). During this professional development, certified staff will meet in their new cohorts (ELA, Math, PLC) to engage in professional learning and book studies. Professional Learning will be delivered seven times during the 2020-2021 school year and facilitated by ERS, Math AIC, and	**$45, 000 SIF**	**KCWP 1: Design and Deploy Standards** **Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.**	**The school will create a system to monitor the evidence-based curriculum across all grades. Curriculum maps and essential standards charts will be monitored by the PLC cohort. Effectiveness of the curriculum will be monitored by the Turnaround Team using the following artifacts/data points:** ● **Student-level data including KPREP, MAP, and CFA** ● **45 Day Plan** ● **Cohort Meeting Agendas** ● **Curriculum Maps** ● **Professional Development Agendas**

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
ELA AIC. Funding will pay for certified staff mandatory PD rate. **EBP** **IP 1 Standard 2.5**			
Interventions in Reading and Math Extended School Services (ESS) will provide Tier 3 interventions three times weekly during the day, extended day 2 days per week before and after school to students as determined by the MTSS team. Three certified teachers will provide interventions daily to students as determined by the MTSS team.	**General Fund: $7,000 Title 1: $180,000** **ESS: $12,000**	**KCWP 4: Review, Analyze, and Apply Data Results Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.**	**Interventionists will be part of the school system for using the academic data to adjust instructional practices to meet individual learner needs. This will be monitored by the MTSS Team using the following artifacts/data points:** ● **45 Day Plan** ● **MTSS Meeting Agenda**

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.	https://www.dvusd.org/cms/lib/AZ01901092/Centricity/Domain/9762/CIA_PLC_Research_Article.pdf
What is the strength of the evidence? Under what conditions was the evidence developed?	The evidence for this practice is strong. The evidence is based on 10 empirical studies and 1 multi-site research report.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	" All 11 research articles used in this analysis supported the idea that participation in a learning community leads to changes in teaching practice." "All 11 of the studies cited empirical data suggesting a change in the professional culture of the school had occurred." "All eight studies (Berry et al., 2005; Bolam et al., 2005; Hollins et al., 2004; Louis & Marks, 1998; Phillips, 2003; Strahan, 2003; Supovitz, 2002; Supovitz & Christman, 2003) that examined the relationship between teachers' participation in PLCs and student achievement found that student learning improved." ● "Berry et al. (2005) documented the progress of a rural elementary school over a 4-year period. During this time, the results of grade-level testing indicated that students improved from struggling—with slightly more than 50% performing at or above grade level—to improving rapidly with more than 80% of students meeting grade-level standards." ● "Phillips (2003) reported that achievement scores increased dramatically over a 3-year period (p. 256). More specifically, in this middle school, ratings on a state-wide standardized test went from acceptable in 1999–2000 with 50% of the students passing subject area tests in reading, writing, math, science, and social studies, to exemplary in 2001–2002 with over 90% of the students passing each subject area test." ● "In Strahan's (2003) account of three struggling elementary schools over a 3-year period, results also demonstrated dramatic improvement. In each of these schools, student test scores on state achievement tests rose from 50% proficiency to more than 75%."
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.	Practice-based evidence: https://www.dvusd.org/cms/lib/AZ01901092/Centricity/Domain/9762/CIA_PLC_Research_Article.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 well-developed theory of change that demonstrates how innovation is expected to contribute to short term and long-term outcomes. "Schools interested in implementing this reform began to shift the organization and structure of their professional development efforts toward integrating teacher learning into communities of practice with the goal of meeting the educational needs of their students through collaboratively examining their day-to-day practice. Newmann et al. (1996) describe five essential characteristics of PLCs. First, 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'' (p. 181). A second essential characteristic is a clear and consistent focus on student learning (p. 182). DuFour (2004) reiterates this notion when he writes that the mission ''is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications'' (para 5). The

Evidence Based Practice #1: Professional Learning Communities

	third characteristic is a reflective dialogue that leads to "extensive and continuing conversations among teachers about curriculum, instruction, and student development" (Newmann et al., 1996, p. 182). Deprivatizing practice to make teaching public and focusing on collaboration are the last two characteristics of a PLC (Newmann et al., 1996)."
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.	At least one study included in the research provides data specific to the setting in which it will be implemented. https://pdfs.semanticscholar.org/9236/50be82a13f07600a4d6797004f62aafb3b81.pdf This study was implemented and evaluated in district settings that are urban, high-poverty, and ethnically diverse.
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?	At least one study included in the research provides data specific to the effectiveness for culturally specific populations. "Results from the research conducted by Hollins et al. (2004) also document improvement in achievement. Hollins et al. (2004) report that at both levels assessed (second and third grade), struggling African-American students in the target school increased their achievement significantly more than comparable students in the district. For example, they report: In 1998, 45% of second graders [at the target school] scored above the 25th percentile as compared with 64% in 1999, and 73% in 2000. This is a 28% overall gain. District-wide, 48% of second graders scored above the 25th percentile in 1998, 61% in 1999 and 56% in 2000, an overall gain of 12% (p. 259)."

Evidence Based Practice #2: Professional 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.	https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf
What is the strength of the evidence? Under what conditions was the evidence developed?	The evidence for this practice is strong. The evidence is based on nine studies meeting What Works Clearinghouse evidence standards, attesting to the paucity of rigorous studies that directly examine this link. Five studies were randomized controlled trials that meet evidence standards without reservations. Four studies meet evidence standards with reservations (one randomized controlled trial with group equivalence problems and three quasi-experimental designs).
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	"This report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies— can boost their students' achievement by about 21 percentile points." "Studies that had more than 14 hours of professional development showed a positive and significant effect on student achievement from professional development."
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.	Practice-based evidence: https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.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?	"In the first step, professional development must be of high quality in its theory of action, planning, design, and implementation. - It should be intensive, sustained, content-focused, coherent, well defined and strongly implemented (Garet et al., 2001; Guskey, 2003; Loucks-Horsley, Hewson, Love, & Stiles, 1998; Supovitz, 2001; Wilson & Berne, 1999). - It should be based on a carefully constructed and empirically validated theory of teacher learning and change (Ball & Cohen, 1999; Richardson & Placier, 2001; Sprinthall, Reiman, & Thies-Sprinthall, 1996). - It should promote and extend effective curricula and instructional models—or materials based on a well defined and valid theory of action (Cohen, Raudenbush, & Ball, 2002; Hiebert & Grouws, 2007; Rossi, Lipsey, & Freeman, 2004). In the second step, teachers must have the motivation, belief, and skills to apply the professional development to classroom teaching (Borko, 2004; Showers, Joyce, & Bennett, 1987), supported by ongoing school collaboration and follow-up consultations with experts. Doing so could require overcoming such barriers to new practices as lack of time for preparation and instruction, limited materials and human resources, and lack of follow-up support from professional development providers. In the third step, teaching—improved by professional development—raises student achievement.
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.	"All nine studies focused on elementary school teachers and their students. About half focused on lower elementary grades (kindergarten and first grade), and about half on upper elementary grades (fourth and fifth grades)." Multiple studies included in the research provide data specific to the setting in which it will be implemented.

Evidence Based Practice #2: Professional Learning

	Saxe, G.B., Gearhart, M. & Nasir, N.S. Enhancing Students' Understanding of Mathematics: A Study of Three Contrasting Approaches to Professional Support. Journal of Mathematics Teacher Education 4, 55–79 (2001). <u>https://doi.org/10.1023/A:1009935100676</u> *McGill-Franzen, A., Allington, R.L., Yokoi, L., & Brooks, G.W. (1999). Putting Books in the Classroom Seems Necessary But Not Sufficient.* These studies were implemented and evaluated in district settings that are urban, high-poverty, and ethnically diverse.
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 research does not provide data specific to effectiveness for culturally and linguistically specific populations, though multiple studies included were randomized trials in diverse, urban school districts. "Target populations for this review include the students of K–12 teachers of English/language arts/reading, mathematics, and science. Although we would like to be able to examine how the effect of teacher professional development on student achievement varies by student characteristics (for example, English language learners, economically disadvantaged students, students with disabilities), we do not expect to find many studies that directly address student outcomes, which are distal effects of professional development given to teachers. If our final review pool contains studies that allow for this disaggregation, we will include those findings in the final report."

Evidence Based Practice #3: Response to Intervention

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf
What is the strength of the evidence? Under what conditions was the evidence developed?	Math The research describes 8 recommendations with varying degrees of strength. Recommendation 1: Moderate "The panel judged the level of evidence supporting this recommendation to be moderate. This recommendation is based on a series of high-quality correlational studies with replicated findings that show the ability of measures to predict performance in mathematics one year after administration (and in some cases two years)." Recommendation 2: Low "The panel judged the level of evidence supporting this recommendation to be low. This recommendation is based on the professional opinion of the panel and several recent consensus documents that reflect input from mathematics educators and research mathematicians involved in issues related to kindergarten through grade 12 mathematics education." Recommendation 3: Strong "Our panel judged the level of evidence supporting this recommendation to be strong. This recommendation is based on six randomized controlled trials that met WWC standards or met standards with reservations and that examined the effectiveness of explicit and systematic instruction in mathematics interventions." Recommendation 4: Strong "The panel judged the level of evidence supporting this recommendation to be strong. This recommendation is based on nine randomized controlled trials that met WWC standards or met standards with reservations and that examined the effectiveness of word problem-solving strategies" Recommendation 5: Moderate "The panel judged the level of evidence supporting this recommendation to be moderate. This recommendation is based on 13 randomized controlled trials that met WWC standards or met standards with reservations." Recommendation 6: Moderate "The panel judged the level of evidence supporting this recommendation to be moderate. This recommendation is based on seven randomized controlled trials that met WWC standards or met standards with reservations." Recommendation 7: Low "Although we found no studies that addressed the use of valid measures for struggling students within an RtI framework, nonexperimental studies demonstrate the technical adequacy of various progress monitoring measures." Recommendation 8: "The panel judged the level of evidence supporting this recommendation to be low. This recommendation is based on the professional opinion of the panel, and on nine studies that met WWC standards or met standards with reservations that included motivational strategies in the intervention."

Evidence Based Practice #3: Response to Intervention

<table>
<tr><td></td><td>Reading
Recommendation 1: Moderate
"While a growing number of screening studies are appearing in the research literature, a majority of studies relies on correlational designs, lack cross-validation, and fail to use representative samples."
Recommendation 2: Low
"The panel rated the level of evidence for this recommendation as low based on one descriptive-correlational study with first and second graders that met standards with reservations and the opinion of the panel."
Recommendation 3: Strong
"Because of the large number of high quality randomized controlled trials and quasi-experimental design studies conducted using systematic instruction in several of the critical domains of beginning reading instruction, the frequency of significant effects, and the fact that numerous research teams independently produced similar findings, the panel concluded that there is strong evidence to support the recommendation to provide intensive, explicit, and systematic instruction in critical reading skills stressed in National Reading Panel for tier 2 interventions."
Recommendation 4: Low
"Only three studies of tier 2 interventions that met WWC standards or that met standards with reservations included a weekly progress monitoring or unit mastery component. However, neither of the studies evaluated progress monitoring as an independent variable. Thus, no inferences can be drawn about its effectiveness based on the research reviewed."
Recommendation 5: Low
"The level of evidence for this recommendation is rated as low. Although the panel found five studies that met the What Works Clearinghouse standards (or met standards with reservations) relating to this recommendation, no studies reported statistically significant impacts on reading outcomes."</td></tr>
<tr><td>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</td><td>Math
"Research shows that the systematic use of visual representations and manipulatives may lead to statistically significant or substantively important positive gains in math achievement."
"Research demonstrates that instruction on solving word problems based on underlying problem structure leads to statistically significant positive effects on measures of word problem-solving."
"Interventions that teach students the structure of problem types and how to discriminate superficial from substantive information to know when to apply the solution methods they have learned positively and marginally or significantly affect proficiency in solving word problems."
"These studies provide support for the systematic use of visual representations or manipulatives to improve achievement in general mathematics, prealgebra concepts, word problems, and operations.

Reading
"A correlational study demonstrated that the more teachers used assessment information, the greater their students' reading skill growth in grade 1."
"Six studies showed positive effects on decoding, and four showed effects on both decoding and reading comprehension."</td></tr>
</table>

Evidence Based Practice #3: Response to Intervention

	"Since 7 of the 11 studies that met WWC standards or that met standards with reservations produced a significant effect on at least one reading outcome, and all seven studies used explicit instruction, we concluded that explicit instruction is an effective approach to use in tier 2 intervention."
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.	Practice-based evidence and community-based evidence: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.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?	Math 1. Screen all students to identify those at risk for potential mathematics difficulties and provide interventions to students identified as at risk. Tiers 2 and 3 2. Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8. These materials should be selected by the committee. 3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. 4. Interventions should include instruction on solving word problems that are based on common underlying structures. 5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas. 6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts. 7. Monitor the progress of students receiving supplemental instruction and other students who are at risk. 8. Include motivational strategies in tier 2 and tier 3 interventions. Reading 1. Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students at risk for developing reading disabilities. Tier 1 intervention/general education 2. Provide time for differentiated reading instruction for all students based on assessments of students' current reading levels. Tier 2 intervention 3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes. 4. Monitor the progress of tier 2 students at least once a month. Use this data to determine whether students still require intervention. For those students still making insufficient progress, schoolwide teams should design a tier 3 intervention plan. Tier 3 intervention 5. Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after a reasonable time in tier 2 small group instruction (tier 3).

Evidence Based Practice #3: Response to Intervention

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.	Math At least one study included in the research provides data specific to the setting in which it will be implemented. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2882678/ This study was implemented and evaluated in a district setting that is urban, high-poverty, and ethnically diverse. Reading At least one study included in the research provides data specific to the setting in which it will be implemented. *Gunn, B., Biglan, A., Smolkowski, K., & Ary, D. (2000). The efficacy of supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school. The Journal of Special Education, 34(2), 90–103.* This study was implemented in a setting with ELL students which is representative of the student population at Frayser. *Vadasy, P. F., Jenkins, J. R., Antil, L. R., Wayne, S. K., & O'Connor, R. E. (1997). The effectiveness of one-to-one tutoring by community tutors for at-risk beginning readers. Learning Disability Quarterly, 20(2), 126–139.* This study was implemented in" four urban schools serving large numbers of low-income minority students."
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?	Math This research does not provide data specific to effectiveness for culturally and linguistically specific populations, though at least one study was a randomized trial in a diverse, urban school district. Reading At least one study included in the research provides data specific to the effectiveness for culturally specific populations. "Intervention students' performance on English measures indicate that they outperformed control students on measures that ranged from rapid letter naming to reading comprehension as measured by WLPB-R passage comprehension subtest. Intervention students' were able to match sounds, blend sounds to form words, segment words into phonemes, and delete sounds better than control students. They also outperformed intervention students on the WLPB-R Word Attack subtest, indicating that intervention students demonstrated a greater ability to apply phonic and structural analysis skills to pronounce phonetically regular nonsense words in English."

FIRST QUARTER ACTION Plan

Date Range of Plan		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 #1			

SECOND QUARTER ACTION Plan

Date Range of Plan		July 1st -September 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