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Turnaround Plan

Robert Frost Sixth-Grade Academy

Principles of School Improvement Planning

Building an Effective Turnaround Plan

Process Map

3 year turnaround plan

Improvement Priority and Strategies to Address the Improvement Priorities

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

Activities

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

Evidence Based Strategies

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

Action Plans and Monitoring

- First Quarter Action Plan
- Second Quarter Action Plan

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

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BUILDING AN EFFECTIVE TURNAROUND PLAN

Preparing to Write an Improvement Plan

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

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

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

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

Improvement Priority Deconstruction

Identify the **concepts** that are the basis of the standard

Identify the **actions** required

**Understand the process will most likely require you to break-down the actions into sub-components in order to fully address the priority.*

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

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

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

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

Complete for each I.P.

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?

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?

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

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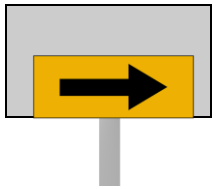
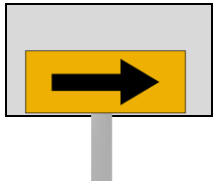
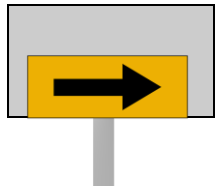
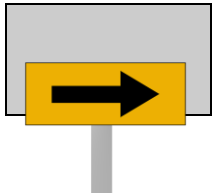
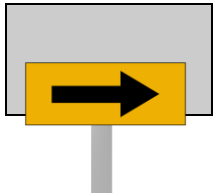
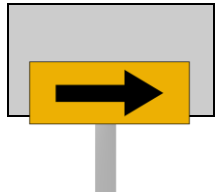
Turnaround Plan Overview and Implementation Process

Turnaround Plan (3 year strategic plan) with FOCUS on the Diagnostic Review Improvement Priorities.		***First 45 Day Plan*** ***These are the immediate next steps for school improvement derived from the overall three year turnaround plan.***		***CheckPoint 1*** ***A specific process for CSI school leadership teams along with AIS and KDE personnel to discuss implementation and impact of 45 Day plan and quarterly report data. Develop next steps for the next 45 days***
	***Second 45 Day Plan*** ***These are the immediate next steps for school improvement derived from the overall three year turnaround plan.***			
CheckPoint 2 ***A specific process for CSI school leadership teams along with AIS and KDE personnel to discuss implementation and impact of 45 Day plan and quarterly report data. Develop next steps for the next 45 days***		***Third 45 Day Plan*** ***These are the immediate next steps for school improvement derived from the overall three year turnaround plan.***		***CheckPoint 3*** ***A specific process for CSI school leadership teams along with AIS and KDE personnel to discuss implementation and impact of 45 Day plan and quarterly report data. Develop next steps for the next 45 days***
	***Fourth 45 Day Plan*** ***These are the immediate next steps for school improvement derived from the overall three year turnaround plan.***			

Annual Analysis of the CSI School's Turnaround Planning Process

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

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School Name

Robert Frost Sixth-Grade Academy

Mission

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

In partnership with the community, Robert Frost Sixth-Grade Academy empowers scholars to be 21st-century leaders who SOAR to new heights.

Vision

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

We strive for every scholar to perform at or above grade level (proficiency) in every subject area. To achieve school improvement goals at least 40% or more of our scholars will be proficient.

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.)

Mrs. Stroud-Principal, Mr. Buntyn-Assistant Principal, Mrs. McConn-Academic Instructional Coach, Mrs. Compton-ECE Resource Teacher/Coach , Ms. Taylor-Counselor, Ms. Tyson-Math Teacher, Mrs. Booker-Assistant Principal, Mrs. Jovanna Smith-Counselor, Ms. Debbie Sims-ERL

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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, the school will increase the combined (reading and math) percentage of proficient/distinguished students to 44.05%.	Objective 1: By May 2020, 35.2% of our middle school scholars will score at or above proficiency in math and reading combined. Objective 2: By May 2020, 35.2% of our middle school scholars will score at or above proficiency in math and reading combined.
Separate Academic Indicator	By 2023, the school will increase the reading percentage of proficient/distinguished students to 48%.	By May 2020, 39.6% of our middle school scholars will score at or above proficiency in Reading.
Growth	The percent of students meeting their projected growth on NWEA MAP in reading & math will increase from 62% in the Fall to 82% (Student Growth Summary Report) by the Spring of 2020 due to implementing Multi-Tiered System of Supports (MTSS) activities.	Objective 1: 100% of all scholars will meet their projected growth from NWEA by the end of the school year in reading and math on the NWEA MAP assessment.
Transition Readiness	Increase the percentage of students who are performing at grade level, combined reading and math, on the NWEA MAP assessment from 24.5% (Fall 2019) to 35.2% (Spring 2020) due to systems in place to support rigorous, relevant and engaging Tier I instruction and MTSS systems. These systems also support the JCPS Middle School Redesign Plan that was implemented by JCPS School Board to improve scholar academic achievement.	Objective 1: By May 2020, 35.2% of our middle school scholars will score at or above proficiency in math and reading combined. Objective 2: The leadership team will spend 100% of the federal/state/local budget allocations during the fiscal year to fully staff the school and ensure that resources are aligned with the needs identified in the CSIP and will effectively address those needs. Objective 3: The leadership team will fully staff the school and ensure that teacher turnover will decrease from 44.4% to 24.4%. Objective 4: By May 2020, 35.2% of our middle school scholars will score at or above proficiency in math and reading combined due to systems that support Tier I instruction. Objective 5: By May 2020, 100% of our middle school scholars will defend their transition readiness to 7th grade.

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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.
Graduation Rate		
GAP	Increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated) to 25.9% by 2023.	Objective 1: By May 2020, 30.85% of our middle school Free/Reduced Lunch scholars will score at or above proficiency in reading and math combined. Objective 2: As part of our Racial Equity Plan, by May 2020, 24.25% of our middle school African American scholars will score at or above proficiency in reading and math combined. Objective 3: By May 2020, 13.05% of our middle school scholars with disability will score at or above proficiency in math and reading combined. Objective 4: By June 2020, we will reduce chronic absences by 6% compared to the 2018-2019 school year.
Other	MTSS Behavior and Attendance Plan By 2023, the TELL Kentucky survey item found in the Student Discipline construct, “Students at this school follow rules of conduct,” will go from 26.5% to 80%	Objective 1 : Use MTSS strategies to reduce suspensions by 5% compared to the 2018-2019 school year and increase instructional learning time for scholars. Objective 2: Use MTSS strategies to ensure that every scholar feels like they have at least one person in the building they can trust. On the 2019 JCPS CSS, it was 82% on the 2020 CSS our goal is for it to be 90%. Objective 3: Use MTSS strategies to ensure every scholar feels like they belong in the school. On the 2019 JCPS CSS, it was 66% on the 2020 CSS our goal is for it to be 90%. Objective 4: Use MTSS strategies to build a personalized learning environment to ensure that every scholar feels like teachers really care about me. On the 2019 JCPS CSS this survey item was 76 % on the 2020 CSS our goal is for it to be 90%. Objective 5: Use MTSS strategies to build scholar self-efficacy skills so that they can accept responsibility for their actions when they make a mistake or get it trouble. On the 2019 CSS this survey item was 76% on the 2020 CSS our goal is for it to be 90%.

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IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
Engage in consistent and deliberate planning and embed high-yield instructional strategies (active learning, differentiation, higher-order thinking skills, student-centered technology) that require student collaboration, self reflection, and development of critical thinking skills to address individual learner's needs and interests. School leaders should establish and communicate an observation schedule that focuses on monitoring these high-yield instructional strategies in order to determine and deliver tiered support to teachers. (Standard 2.1)	Implement and monitor a formal process to ensure student performance data are being consistently analyzed and used to adjust instruction to meet individual learner needs. (Standard 2.7)	Evaluate and monitor processes and programs to identify and address the specialized social, emotional, developmental, and academic needs of students. Collect and analyze data to monitor, adjust and evaluate the effectiveness of these processes and programs. (Standard 2.9)
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.)
Frost Sixth-Grade Academy will establish strong PLCs to work through the DeFours model of planning and data analysis in order to ensure standards based instruction for all students, including time for scholar collaboration, self-reflection, and development of critical thinking skills. An observation schedule using the ELEOT walk-through tool will be created and communicated that will monitor high-yield instructional strategies and assist in providing tiered support for teachers.	Frost Sixth-Grade Academy will develop systematic continuous improvement processes to ensure that scholar performance data is being monitored and analyzed. Systems for intervention and standards recovery will be developed, implemented and monitored regularly in order to address and adjust individual scholar instruction.	Frost Sixth-Grade Academy will establish a model to evaluate and monitor programs and processes that are used to identify and address scholars social, emotional, developmental and academic needs. The effectiveness of the processes and programs will be monitored and adjusted through reflection, collection and analysis of data. Regular reflection will occur to make any necessary adjustments.

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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

____KCWP 1: Design and Deploy Standards	____KCWP 1: Design and Deploy Standards	____KCWP 1: Design and Deploy Standards
____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
_X__ KCWP 4: Review, Analyze, and Apply Data	_X__ KCWP 4: Review, Analyze, and Apply Data	___ KCWP 4: Review, Analyze, and Apply Data
____KCWP 5: Design, Align, and Deliver Support	____KCWP 5: Design, Align, and Deliver Support	_X___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

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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
Weekly PLC Extended Meetings EBP #1-Dufour PLC Design I.P. 2.1 PLCS will meet weekly to ensure curriculum alignment. PLCs will ensure that the instructional program they are implementing is rigorous, aligned with KY core academic standards, and based on scholar needs. PLCs will be focused on using the quality work protocol to analyze scholar work regularly and analyzing common formative assessment data/assessment data (singletons) to drive instructional next steps. PLCS will also be focused on analyzing Common Formative Assessment data to monitor standards mastery of scholars. (Differentiation, adjusting instruction based on data)	**36,000-XA budget**	5 - Design, Align, Deliver Support Process: Ensure that PLC processes are clearly defined and data driven to increase student achievement and teacher efficacy.	**Common Formative Assessments, MAP data, ELEOT Walkthrough data, PLC agendas and minutes.**

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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
GradeCam (Standards Tracking)-Timely Student Feedback - I.P. 2.7 Implementation of GradeCam, a web-based application that allows teachers to quickly and easily create, score, and record assessments without special forms or equipment. This allows teachers to respond to actionable data in real-time, share feedback with students and other educators, and even see standards-based comparisons.		4 - Review, Analyze, and Apply Data Results: Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards and timely student feedback	**PLC agenda and minutes, monitoring of GradeCam reports.**
Grade Level Rigor-ELEOTS I.P. 2.1 The school will provide instructional and MTSS support to teachers to assist in implementing Tier I instruction with fidelity. The Cognia ELEOT instrument will be used to drive coaching conversations and feedback to teachers. The school will use the data collected by them to monitor continuous improvement efforts.		2 - Design and Deliver Instruction: Ensure an observation schedule that monitors high-yield instructional strategies and grade level rigor and communicate that data with teachers.	**Use data from the ELEOT to inform training needs and to help identify the needs for coaching support. Monitor through Instructional Leadership Team meetings and administrator meetings.**

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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
Kagan Structures **EBP #2-Kagan Structures** **I.P. 2.1** School will provide Kagan training to improve student engagement. Kagan strategies have been proven to increase student engagement, reduce achievement gap, drop in discipline referrals, positive social skill development, and improved race relationships.	**SIF $30,000**	2 - Design and Deliver Instruction: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	**ELEOT walkthrough data will be used to help monitor progress of Kagan Structures. Certified Kagan coaches will return 4 times throughout the year to conduct follow up training and coaching. Continued EPD throughout the year will occur to reinforce various Kagan strategies.**
Study Island **I.P. 2.7** Teachers will implement Study Island as a Tier II intervention. Study Island uses NWEA MAP pathways to personalize learning for students.	**District funds**	2 - Design and Deliver Instruction: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	**Implement and document formal processes to consistently evaluate academic programs using student data and evidence. Monitor Study Island usage bi-weekly and through PLC meeting agendas and minutes.**

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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
MTSS-System for adjustment of services **EBP #4-Math/Reading Interventionists for small group instruction** **I.P. 2.9** Implement a structure for a robust MTSS system to ensure that multiple and varied sources of data are collected, monitored, and analyzed to inform progress towards meeting mastery of standards and ensure equitable opportunities at the following levels: individual student, classroom, teacher, team/department/grade, and school. Tiered instruction will be based on data tracked. Math and literacy interventions will be included in this system.	**$126,000.00 Title 1 Funds**	4 - Review, Analyze, and Apply Data Results: Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards and timely student feedback	**Analyze MAP scores specifically of students receiving interventions, monitor common formal assessments, weekly walkthrough observations will occur. Teacher support through coaching and training.**

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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
Teacher Coaching **EBP #3-Coaching** **EBP#5-Professional Development** **I.P. 2.1** Provide instructional and MTSS support and coaching to teachers to assist in implementing Tier I instruction with fidelity. The school will use the data collected by them to monitor continuous improvement efforts. Intentional professional development for content based strategies for re-engagement and around high-yield strategies.	**SIF** **$30,000**	2 - Design and Deliver Instruction: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	**Intentional professional development for content based strategies during EPD and after school, attendance sheets at trainings, data from walkthroughs will be used to inform training/coaching needs. Coaching conversations will focus on Tier I instruction focused around high-yield strategies**
IPAD Technology Integration **I.P. 2.1, 2.7** As a recipient of the Verizon Innovative Learning grant, we will be able to address many barriers to learning, including: students self-monitoring of progress, online access to curriculum/supplemental materials, ECE accomodations being used outside school hours, and access to an additional instructional coach to focus on technology integration. Embedded PD will also be provided around the SAMR model using resources provided by Digital Promise.	**Verizon Innovative Learning - Digital Promise**	5 - Design, Align, Deliver Support Process: Ensure that technology integration processes are clearly defined and data driven to increase student achievement and teacher efficacy.	**Utilize the ELEOT walkthrough data to monitor weekly progress, provide coaching support for identified needs through ELEOT data and walk through observations. Provide continued training throughout the school year during EPD time and after school.**

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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
Kagan Structures **EBP #2-Kagan Structures** **I.P. 2.1** Follow-up Kagan training to improve student engagement. Kagan strategies have been proven to increase student engagement, reduce achievement gap, drop in discipline referrals, positive social skill development, and improved race relationships. Implementation for new teachers.	**$20,000-SIF**	2 - Design and Deliver Instruction: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	**ELEOT walkthrough data will be used to help monitor progress of Kagan Structures. Certified Kagan coaches will return 4 times throughout the year to conduct follow up training and coaching. Continued EPD throughout the year will occur to reinforce various Kagan strategies. Create a plan for sustainability of practice for future new teachers.**
MTSS-System for adjustment of services **EBP #4-Math/Reading Interventionist** **I.P. 2.9** Refine/adapt a structure for a robust MTSS system to ensure that multiple and varied sources of data are collected, monitored, and analyzed to inform progress towards meeting mastery of standards and ensure equitable opportunities at the following levels: individual student, classroom, teacher, team/department/grade, and school.	**$126,000-Title 1**	4 - Review, Analyze, and Apply Data Results: Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards and timely student feedback	**Analyze MAP scores specifically of students receiving interventions, monitor common formal assessments, weekly walkthrough observations will occur. Teacher support through coaching and training.**

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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
Teacher Coaching **EBP #3-Coaching** **EBP #5-Professional Developement** **I.P. 2.1** Provide instructional and MTSS support to teachers to assist in implementing Tier I instruction with fidelity. The school will use the data collected by them to monitor continuous improvement efforts. Intentional professional development for content based strategies for re- engagement and around high-yield strategies.		2 - Design and Deliver Instruction: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	**Coaching Schedule and protocols, monitor through Instructional Leadership Team Meetings, Attend Rutherford trainings throughout the year.**

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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
Weekly PLC Extended Meetings **EBP-Dufour PLC Design** **I.P. 2.1** PLCS will meet weekly to ensure curriculum alignment. PLCs will ensure that the instructional program they are implementing is rigorous, aligned with KY core academic standards, and based on scholar needs. PLCs will be focused on using the quality work protocol to analyze scholar work regularly and analyzing common formative assessment data/assessment data (singletons) to drive instructional next steps. PLCS will also be focused on analyzing Common Formative Assessment data to monitor standards mastery of scholars. This process will assist in identifying teacher leaders to send to training on systems work for sustainability of programs/strategies.		5 - Design, Align, Deliver Support Process: Ensure that PLC processes are clearly defined and data driven to increase student achievement and teacher efficacy.	**PLC agendas and minutes, Analysis of Common Formative Assessments, student work, MAP data, ELEOT Walkthrough data**

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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
GradeCam (Standards Tracking)- Timely Student Feedback - I.P. 2.7 Refinement of GradeCam, a web-based application that allows teachers to quickly and easily create, score, and record assessments without special forms or equipment. This allows teachers to respond to actionable data in real-time, share feedback with students and other educators, and even see standards-based comparisons.	**$10,000**	4 - Review, Analyze, and Apply Data Results: Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards and timely student feedback	**PLC agenda and minutes, monitoring of GradeCam reports.**
IPAD Technology Integration I.P. 2.1, 2.7 Continue refinement/adjustment to instructional strategies and differentiation supported by technology integration in classrooms.	**Verizon Innovative Learning - Digital Promise**	5 - Design, Align, Deliver Support Process: Ensure that technology integration processes are clearly defined and data driven to increase student achievement and teacher efficacy.	**Utilize the ELEOT walkthrough data to monitor weekly progress, provide coaching support for identified needs through ELEOT data and walk through observations. Provide continued training throughout the school year during EPD time and after school.**
Teacher Professional Development I.P. 2.1, 2.7, 2.9 Identified teachers will attend conferences to build capacity of teacher leaders.	**$50,000-SIF**	2 - Design and Deliver Instruction: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	**Identified teachers who attend training will train their teachers in their perspective subject during PLC time, after school or during EPD time. Agendas, sign in sheets and minutes to monitor.**

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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
Kagan Structures **EBP #2-Kagan Structures** **I.P. 2.1** (Refine) Follow-up Kagan training to improve student engagement. Kagan strategies have been proven to increase student engagement, reduce achievement gap, drop in discipline referrals, positive social skill development, and improved race relationships. Implementation for new teachers.	**$7,000-SIF**	2 - Design and Deliver Instruction: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	**ELEOT walkthrough data will be used to help monitor progress of Kagan Structures. Continued EPD throughout the year will occur to reinforce various Kagan strategies.**

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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
Weekly PLC Extended Meetings EBP-Dufour PLC Design **I.P. 2.1** (Refine) PLCS will continue to meet weekly to ensure curriculum alignment. PLCs will ensure that the instructional program they are implementing is rigorous, aligned with KY core academic standards, and based on scholar needs. PLCs will be focused on using the quality work protocol to analyze scholar work regularly and analyzing common formative assessment data/assessment data (singletons) to drive instructional next steps. PLCS will also be focused on analyzing Common Formative Assessment data to monitor standards mastery of scholars.		5 - Design, Align, Deliver Support Process: Ensure that PLC processes are clearly defined and data driven to increase student achievement and teacher efficacy.	**PLC agendas and minutes, Analysis of Common Formative Assessments, student work, MAP data, ELEOT Walkthrough data**

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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
MTSS-System for adjustment of services **EBP #4-Math Interventionist** **I.P. 2.9** Refine/adapt a structure for a robust MTSS system to ensure that multiple and varied sources of data are collected, monitored, and analyzed to inform progress towards meeting mastery of standards and ensure equitable opportunities at the following levels: individual student, classroom, teacher, team/department/grade, and school.	**Title 1**	4 - Review, Analyze, and Apply Data Results: Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards and timely student feedback	**Analyze MAP scores specifically of students receiving interventions, monitor common formal assessments, weekly walkthrough observations will occur. Teacher support through coaching and training.**

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Evidence Based Practice #1-Professional Learning Communities-I.P. 2.7

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(1), pp. 80-91. doi:10.1016/j.tate.2007.01.004
What is the strength of the evidence? Under what conditions was the evidence developed?	Adams (2008) found in a review of 10 American studies and I English study on the impact of PLCs on teaching practices and student learning that "the collective results of these studies suggest that well-developed PLCs have a positive impact on both teaching practice and student achievement." PLCs would be considered an ESSA level 3 evidence-based practice based on this research.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	The expected outcomes from the research is a clearly defined PLC process that is continuous and data driven, an increase in student learning and teacher efficacy. Change will be measured when the system around PLC's is will 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.	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(1), pp. 80-91. doi:10.1016/j.tate.2007.01.004 According to the research, when PLC processes are implemented with fidelity and focused on student learning, the PLC processes have a positive effect on student learning.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	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(1), pp. 80-91. doi:10.1016/j.tate.2007.01.004 Practiced based research around the PLC design, evidence that PLC's are effective when there is a focus on professional learning and teaching practices, school culture, and student achievement.

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Evidence Based Practice #1-Professional Learning Communities-I.P. 2.7

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 short term goal is to implement with fidelity with a continuous improvement design that focuses on student learning and teacher efficacy. The long term goal is refinement and sustainability.
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 evidence was based on 11 studies, including 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 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.

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Evidence Based Practice #2-Kagan Structures-I.P. 2.1

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.	Mourning, E. (2014). Kagan Cooperative Learning Model and Mathematical Achievement of Economically Disadvantaged Middle School Students (Doctoral dissertation, Walden University) [Abstract]. A quasi-experimental design was used to examine pretest and post test scores of the sample.
What is the strength of the evidence? Under what conditions was the evidence developed?	. The data revealed a statistically significant difference between scores from the control group and the treatment group. The findings support the use of Kagan to raise achievement levels of economically disadvantaged students in the area of middle school mathematics.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	The expected outcomes are increased math scores for all students but in particular economically disadvantaged students, an engaging classroom where Kagan is an approach that becomes the norm and the climate of the classroom changes and students learn to communicate mathematical thinking.
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.	Mourning, E. (2014). Kagan Cooperative Learning Model and Mathematical Achievement of Economically Disadvantaged Middle School Students (Doctoral dissertation, Walden University) [Abstract]. The findings support the use of Kagan to raise achievement levels of economically disadvantaged students in the area of middle school mathematics. Positive social change can occur as teachers use Kagan to create opportunities for students to engage in the learning process through cooperation.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Mourning, E. (2014). Kagan Cooperative Learning Model and Mathematical Achievement of Economically Disadvantaged Middle School Students (Doctoral dissertation, Walden University) [Abstract]. Practiced based research around Kagan Structures and evidence that Kagan is effective when proper training and implementation is conducted. .
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 short term goal: Implement with fidelity which starts with teacher training, increase math scores of disadvantaged students, as well as all students, and have students engaged in their learning. The long term goal: The Kagan approach becomes the climate of the classroom which in turn will become the sustained norm of the classroom. Students will learn to “speak” and communicate mathematical thinking.

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Evidence Based Practice #2-Kagan Structures-I.P. 2.1	
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.	In 2013, data from a national middle school assessment revealed an achievement gap of 27 scale score points between economically disadvantaged students non-disadvantaged peers in middle school mathematics.(Eighty-Five percent of Frost middle school students are economically disadvantaged.) The study was conducted in middle schools in a North Carolina school district using the North Carolina End of Grade mathematics achievement scores of 238 economically disadvantaged 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?	The study focused on data from economically disadvantaged students and non disadvantaged students. There was no other “groups” cited in the research.

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Evidence Based Practice #3: Coaching-I.P.2.1

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.	Garet, M.S., Wayne, A.J., Brown, S., Rickles, J., Song, M., and Manzeske, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals, Executive Summary (NCEE 2018-4000). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
What is the strength of the evidence? Under what conditions was the evidence developed?	Eight districts were provided resources and support to implement the following three performance measures in a selected sample of schools in 2012–13 and 2013–14: 1 • Classroom practice measure: A measure of teacher classroom practice with subsequent feedback sessions conducted four times per year based on a classroom observation rubric. 2• Student growth measure: A measure of teacher contributions to student achievement growth (i.e., value-added scores) provided to teachers and their principals once per year. In these schools, the study focused on the teachers of reading/English language arts and mathematics in grades 4–8, as well as the principals. Both the treatment and the control schools continued to implement their district's existing performance evaluations and measures, and the treatment schools additionally implemented the study's performance measures with feedback. In total, 63 treatment schools and 64 control schools participated in the study.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	The expected outcomes: Improved teacher classroom practice, principal leadership, effective feedback and ultimately student achievement.
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Garet, M.S., Wayne, A.J., Brown, S., Rickles, J., Song, M., and Manzeske, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals, Executive Summary (NCEE 2018-4000). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. The study used an experimental design and concluded that teacher classroom practice, feedback, principal leadership and student achievement showed positive results from the study.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Garet, M.S., Wayne, A.J., Brown, S., Rickles, J., Song, M., and Manzeske, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals, Executive Summary (NCEE 2018-4000). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
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 short term goal: Implement with fidelity which starts with training for coaches, teachers and leadership, immediate feedback, improved teaching practices and student scores. The longterm goal-sustainability.

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Evidence Based Practice #3: Coaching-I.P.2.1	
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.	Garet, M.S., Wayne, A.J., Brown, S., Rickles, J., Song, M., and Manzeske, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals, Executive Summary (NCEE 2018-4000). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. The study had 8 recruited districts that met the following criteria: (1) had at least 20 elementary and middle schools, (2) had data systems that were sufficient to support value-added analysis, and (3) had current performance measures and feedback that were less intensive than that implemented as part of the study. Consistent with the recruitment criteria, the study districts were larger and more likely to be urban than the average U.S. district. The study schools were similar to schools in the national population in terms of enrollment and Title I status, but on average had a higher percentage of students who were minorities.
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?	Garet, M.S., Wayne, A.J., Brown, S., Rickles, J., Song, M., and Manzeske, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals, Executive Summary (NCEE 2018-4000). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. The study schools were similar to schools in the national population in terms of enrollment and Title I status, but on average had a higher percentage of students who were minorities.

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Evidence Based Practice #4: Interventions-I.P. 2.9

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.	Dietrichson, Bog, Filges, Jorgensen, (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta Analysis. Review of Educational Research (87), 243-282. The research focused on 11 intervention strategies with effect sizes.
What is the strength of the evidence? Under what conditions was the evidence developed?	To increase the knowledge about effective interventions, the study performed a systematic review of academic interventions for elementary and middle school students from low SES backgrounds. The review examines interventions implemented by schools, researchers, and local stakeholders, and includes studies that have used a treatment-control design to examine the effects of interventions on standardized test scores in reading and mathematics
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	The study concluded that small group instruction had a positive effect size. Frost will be incorporating a Math and Reading interventionist for the 2020-201-21 school year. The expected outcome is for identified students in the small group intervention course to show growth in Reading or/and Math.
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.	Dietrichson, Bog, Filges, Jorgensen, (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta Analysis. Review of Educational Research (87), 243-282. The Effect size data showed positive weighted average effect sizes for all the academic interventions that were studied, but the largest effect size came from small group instruction, feedback and progress monitoring and tutoring.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Dietrichson, Bog, Filges, Jorgensen, (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta Analysis. Review of Educational Research (87), 243-282.
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?	Short term outcomes include identifying students for Reading and Math small group instruction and having a reading and math interventionist in place before the fall of the 2020-21 school year. Long term goals include continued growth for students with interventionists being coached and given feedback in order to improve teaching practices and for teacher retention.
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.	Dietrichson, Bog, Filges, Jorgensen, (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta Analysis. Review of Educational Research (87), 243-282. The research focused on academic interventions for elementary and middle school students of low socioeconomic students, which Frost has a large percent of low socioeconomic 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?	Dietrichson, Bog, Filges, Jorgensen, (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta Analysis. Review of Educational Research (87), 243-282. Yes, Descriptive statistics for study context, design, outcome assessment, participant, and intervention delivery characteristics, was provided.

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Evidence Based Practice #5: Professional Development-2.1	
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 The research is about the effectiveness of professional development. Nine studies were specific in the effect of teacher professional development
What is the strength of the evidence? Under what conditions was the evidence developed?	Of the more than 1,300 studies identified as potentially addressing the effect of teacher professional development on student achievement in three key content areas, nine meet What Works Clearinghouse evidence standards. 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.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	The cited 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.' At Frost, there is time during the day,three days a week, for professional learning as well as after school (with a stipend). We expect teachers to receive the professional learning and take what they have learned and implement in the classroom with the final outcome being increased student achievement and sustainability of the process.
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.	There were nine studies that concluded 49 hours can increase students' achievement. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf The report cited that out of the nine studies 4 were randomized controlled trials and the other 5 were quasi-experimental design studies.
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?	Short Term: Professional Learning sessions during teacher planning along with after school training where teachers will receive stipends. Long term we want Frost to become a learning community where teacher coaching, professional learning and high yield instructional strategies will all be connected and congruent to improve student achievement.

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Evidence Based Practice #5: Professional Development-2.1	
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.	Two of the nine studies were conducted with 5th grade teachers who taught in schools with various populations of students that is similar to Frost Academy. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf
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?	Some of the studies were specific in mentioning that they have various populations of students. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf

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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**
Conduct ELEOT walkthroughts to help drive coaching discussions.	Administrative staff and curriculum coaches	0	E-mail feedback on lesson Verbal feedback ELEOT data
Rutherford 30 second feedback-collaborative peer feedback.	Teachers	0	E-mail 30 second feedback Process completion
ESS course recovery for Math and ELA	Ms. Hardin-Coordinator	ESS Funds	Parent Letters Parent phone calls Math and ELA course credit
ALM reboot-reboot ALM by attending training and watching webinars and getting teachers in place for summer training.	Annie Hohl	District provided	E-mails Attendance to ALM training Resource teacher meeting agenda and minutes (Fridays with Mrs. Stroud)
Ongoing tech training with follow up with theory training to increase and assist students with a digital learning environment.	Various	0	E-mails Apple Certifications ELEOT walkthrough data
Continued EPD specifically over PBIS.	Mrs. McConn and Mrs. Walker	0	E-mails Teacher sign in Agendas Behavior data
Continued new teacher support after school meetings and coaching.	Jennifer Colley and curriculum coaches	School Funding	Emails Teacher retention Teacher sign in

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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			

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SECOND QUARTER ACTION Plan			
Date Range of Plan		(Summer action planning in progress)	
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			

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