

Turnaround Plan

King Elementary

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3 year turnaround plan

Improvement Priority and Strategies to Address the

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8 Principles of School Improvement Planning

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

BUILDING AN EFFECTIVE TURNAROUND PLAN

Preparing to Write an Improvement Plan

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

Improvement Priority Deconstruction

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

Key Core Work Processes Needs Assessment

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

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

Circle of Influence and Barrier Identification

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

Activities as Action Steps

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

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



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



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



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



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

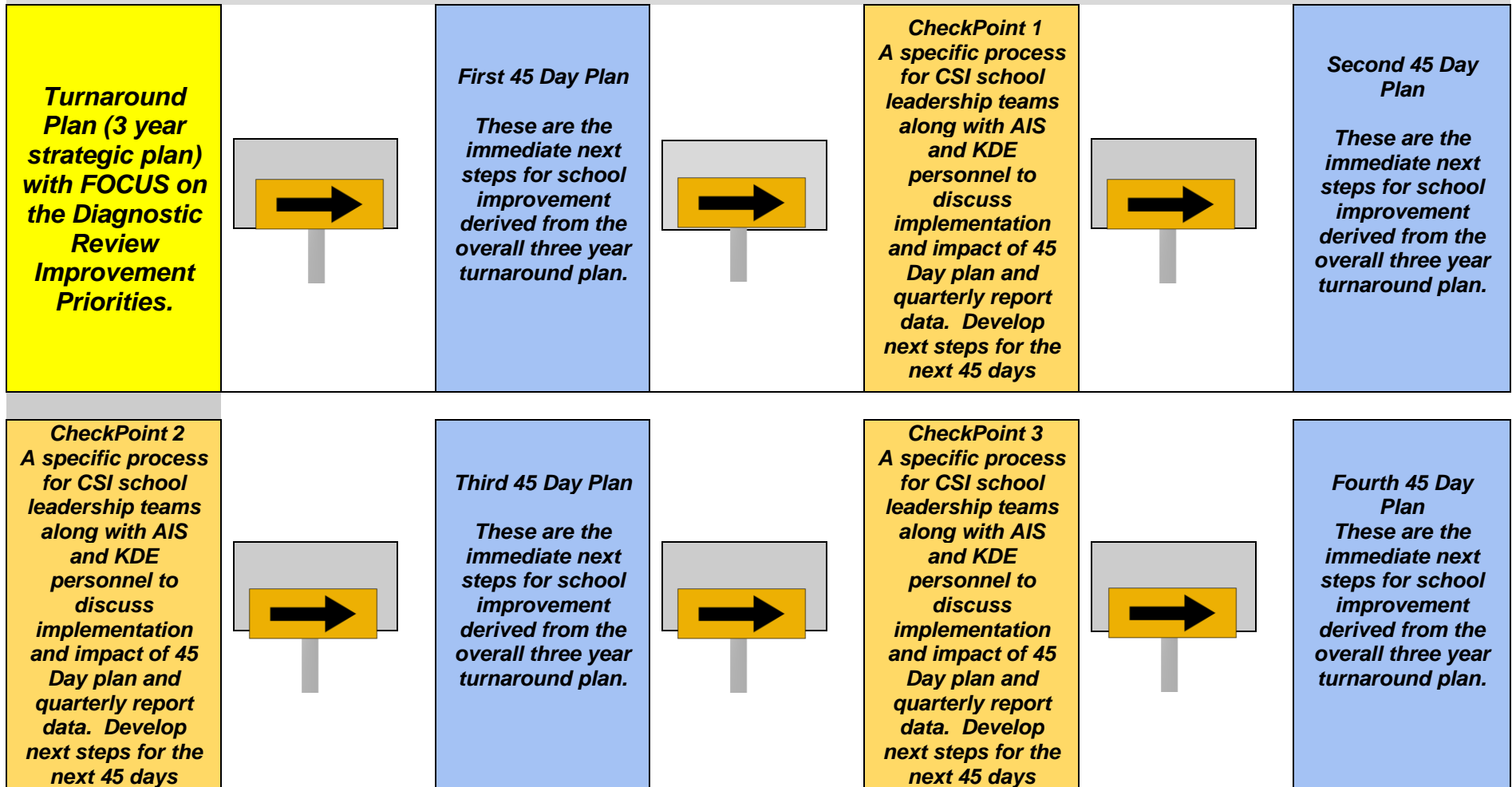
The team decides on strategies to systematically address the process, practice, or condition needing change.

Complete for each I.P.

Evidence-Based Practices (EBP)

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

Turnaround Plan Overview and Implementation Process



Annual Analysis of the CSI School's Turnaround Planning Process

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

King Elementary

Mission

Our mission at Martin Luther King, Jr. Elementary is to provide rigorous, engaging instruction and remove barriers to learning so students believe in their own ability to achieve success.

Vision

Our vision at Martin Luther King, Jr. Elementary is for all students to demonstrate academic proficiency, develop individual talents, and display leadership throughout our school and community.

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.) Stephanie White (Principal); LaKeasha Jones (Assistant Principal), Natalie Camp (Academic Instructional Coach), Sara Sutton (Educational Recovery Leader), Jesslyn Stivers (Teacher)

Stephanie White (Principal), LaKeasha Jones (Asst. Principal), Natalie Camp (Academic Instructional Coach), Kristel Allen (Gifted and Talented, Magnet Coordinator), Jessalyn Stivers (Teacher), Jacqueline Austin (Retired Administrator), Sara Sutton McCutcheon (Educational Recovery Leader, KDE)

Accountability Area	Goals These are the aim statements the school will be reaching 3 years from now.	Objectives These are aim statements the school will be reaching this school year.
Proficiency	By 2023, students at King Elementary will increase proficiency levels in reading to 28.9% and 23.2% in math as measured by the KPREP assessment.	1.) Students at King Elementary will reach 21.1% proficiency in reading as measured by the 2021 KPREP assessment. 2.) Students at King Elementary will reach 14.6% proficiency in math as measured by the 2021 KPREP assessment.
Separate Academic Indicator	By 2023, students at King Elementary will increase proficiency levels in science to 18.0% and 24.2% in social studies as measured by the KPREP assessment.	1.) Students at King Elementary will reach 9.0% proficiency in science as measured by the 2021 KPREP assessment. 2.) Students at King Elementary will reach 15.8% proficiency in social studies as measured by the 2021 KPREP assessment.
Growth	King Elementary will increase the percentage of students meeting their expected growth by 5% in reading and math as measured by Measures of Academic Progress (MAP) by 2023.	1.) By the end of the 2020-2021 school year, 35% of students will meet their fall to spring growth in reading and math as measured by MAP.
Transition Readiness	By 2023, students at King Elementary will increase proficiency levels in reading to 28.9% and 23.2% in math as measured by the KPREP assessment.	<i>n/a in elementary</i>
Graduation Rate	<i>n/a in elementary</i>	<i>n/a in elementary</i>
GAP	King Elementary will increase proficiency in reading and math for students with disabilities; increasing to 15% in reading and 15% in math as measured by the 2023 KPREP assessment.	1.) King Elementary will increase reading proficiency for students with disabilities to 10% as measured by the 2021 KPREP assessment. 2.) King Elementary will increase math proficiency for students with disabilities to 10% as measured by the 2021 KPREP assessment.
Other	King Elementary will support students both socially and emotionally, decreasing the number of behavior incidents by 10% each year as measured by year end suspension behavior data.	1.) King Elementary will decrease SRT response calls by 10% as measured by the monthly response reports.

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
<p>Develop, implement, analyze, and monitor a consistent two-way communication system which regularly engages multiple internal and external stakeholder groups and results in measurable and active engagement to support high achievement and behavioral expectations aligned with the school's mission and vision during the continuous improvement process. (Standard 1.8)</p>	<p>Develop and coordinate a schoolwide process to use all available services and resources, including support staff, community partners, and volunteers who affect the social, emotional, developmental, and academic needs of students. Evaluate and monitor the effectiveness of each service and resource to ensure the specialized needs of each student are being met. (Standard 2.9)</p>	<p>Refine, implement, and monitor the process for analyzing student learning and behavioral data to determine students' progress toward meeting expectations. Maximize core instruction by instituting bell-to-bell instructional practices to include differentiated learning experiences for students to meet academic and behavioral goals. (Standard 2.11)</p>
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.)
<p>Communication Plan - Internal</p> <ol style="list-style-type: none"> Develop a two-way communication plan within the building. There is communication from the administrative staff; however there has to be increased collection, application and evidence of stakeholder input and how it is used to support continuous improvement. Empower internal stakeholders to be a part of the solution to drive high expectations and engagement. Implement the plan so that internal stakeholders have clear, focused information and feel empowered to inform and drive change. Analyze the plan to ensure that components are eliciting two-way communication; adjust when necessary to enhance the flow of communication. Monitor the plan through measurable means so that it can be a constant part of the analysis. When trends change, stakeholders need to be engaged as to why so that the plan can be modified to fit their needs. <p>Communication Plan - External</p> <ol style="list-style-type: none"> Develop a two-way communication plan for stakeholders outside the building, primarily parents and community partners. Empower external stakeholders to be a part of the solution to drive high expectations and engagement, such as asking for ways to support parents and the community so that they feel empowered and have buy-in. Implement the plan so that external stakeholders have clear, focus information and feel empowered to inform and drive change. Analyze the plan to ensure that components are eliciting two-way communication; adjust when necessary to enhance the flow of communication. Monitor the plan through measurable means so that it can be a constant part of the analysis. When trends change, stakeholders need to be engaged as to why so that the plan can be modified to fit their needs. 	<p>Learning Needs</p> <ol style="list-style-type: none"> Inventory all services and resources available to meet the learning needs of students. Evaluate the effectiveness of each service and resource. Complete a needs assessment for learning. Develop a process that maximizes available resources by aligning greatest need, best fit, and most effective resources available. Create a monitoring system that evaluates new processes that match need and service/resource for effectiveness. Make adjustments when necessary and when new needs are identified or changes to resources/services. <p>Social/Emotional/Development Needs</p> <ol style="list-style-type: none"> Inventory all services and resources available to meet the social/emotional/developmental needs of students. Evaluate the effectiveness of each service and resource. Complete a needs assessment for social/emotional/developmental issues. Develop a process that maximizes available resources by aligning greatest need, best fit, and most effective resources available. Create a monitoring system that evaluates new processes that match need and service/resource for effectiveness. Make adjustments when necessary and when new needs are identified or changes to resources/services. 	<p>Learning Systems</p> <ol style="list-style-type: none"> Refine the current process for analyzing student learning data (currently PLCs). This includes reviewing and evaluating the current process in order to discover how the current process is breaking down and not fulfilling its purpose. This may include identifying missing or disfunctional components, making documents more user friendly, improving communication, modifying timelines, etc. Special attention must be paid to clear expectations, time utilization in classrooms, and differentiation. After King has revised and refined the process for analyzing student learning in order to meet expectations, the new process must be implemented. A plan for implementation must be completed that includes stakeholder input. A system for monitoring the new process for analyzing student learning in order to meet expectations must be created and implemented. Roles and responsibilities need to be assigned, clear dates/benchmarks need to be identified, and a feedback strategy needs to be identified in order to maximize feedback to teachers and PLCs. <p>Behavior Systems</p> <ol style="list-style-type: none"> King must refine the current process for analyzing student behavior data (currently PBIS committee). This includes reviewing and evaluating the current process in order to discover how the current process is breaking down and not fulfilling its purpose. This may include identifying missing or disfunctional components, making documents more user friendly, improving communication, modifying timelines, etc. Special attention must be paid to clear expectations and minimizing disruptions in the classroom. After King has revised and refined the process for analyzing student behavior in order to meet expectations, the new process must be implemented. A plan for implementation must be completed that includes stakeholder input. A system for monitoring the new process for analyzing student behavior in order to meet expectations must be created and implemented. Roles and responsibilities need to be assigned, clear dates/benchmarks need to be identified, and a feedback strategy needs to be identified in order to maximize feedback to teachers and plan for school-wide needs.

<p align="center">Strategies to Address Improvement Priorities</p> <p align="center">Identify the strategy your school will use to address the identified improvement priority. In the blank box under the strategy you select, write a brief description of the context of how this strategy will be deployed. (The link to the KCWP can be found below this box.)</p> <p align="center">https://education.ky.gov/school/stratclsgap/Pages/default.aspx</p>		
<input type="checkbox"/> KCWP 1: Design and Deploy Standards	<input type="checkbox"/> KCWP 1: Design and Deploy Standards	<input type="checkbox"/> KCWP 1: Design and Deploy Standards
<input type="checkbox"/> KCWP 2: Design and Deliver Instruction	<input checked="" type="checkbox"/> KCWP 2: Design and Deliver Instruction	<input checked="" type="checkbox"/> KCWP 2: Design and Deliver Instruction
	Establish practices to ensure that data drives Tier 1, Tier 2, and Tier 3 instructional decisions and is rooted in high-yield strategies, is culturally responsive, and has high-expectations for all for behaviourally (PBIS) .	Implement a formal school-wide process that teachers and students utilize to gather evidence to directly improve the learning of students assessed (PLCs).
<input type="checkbox"/> KCWP 3: Design and Deliver Assessment Literacy	<input type="checkbox"/> KCWP 3: Design and Deliver Assessment Literacy	<input type="checkbox"/> KCWP 3: Design and Deliver Assessment Literacy
<input checked="" type="checkbox"/> KCWP 4: Review, Analyze, and Apply Data	<input type="checkbox"/> KCWP 4: Review, Analyze, and Apply Data	<input type="checkbox"/> KCWP 4: Review, Analyze, and Apply Data
Create a condition where there will be an increase in collaboration and engagement in data analysis and student progress towards mastery by developing an Instructional Leadership Team (<i>Leadership PLC</i>), that will also serve to enhance two-way communication.		
<input type="checkbox"/> KCWP 5: Design, Align, and Deliver Support	<input type="checkbox"/> KCWP 5: Design, Align, and Deliver Support	<input type="checkbox"/> KCWP 5: Design, Align, and Deliver Support
<input type="checkbox"/> KCWP 6: Establish Learning Culture & Environment	<input type="checkbox"/> KCWP 6: Establish Learning Culture & Environment	<input type="checkbox"/> KCWP 6: Establish Learning Culture & Environment

Year One Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p>Establish a Professional Learning Community (ILT)</p> <p>Create a professional learning community that is focused on building continuous improvement and learning. This leadership team will provide instructional clarity for teachers, cohesively monitor the work of the grade-level PLCs and provide feedback, analyze short- and long-term trends to make decisions, and collectively steer the instruction and communication of the building based on stakeholder needs and feedback. The team will be comprised of the PLC leads, the Academic Instructional Coach, and Admin. Some members will attend Shipley training.</p> <p>EPB: PLCs</p> <p>IP 1 Standard 1.8 IP 2 Standard 2.9 IP 3 Standard 2.11</p>	<p>SIF Grant \$0</p>	<p>KCWP 4: Review, Analyze, and Apply Data</p> <p><i>Focused Guiding Questions:</i></p> <p>4. <i>What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?</i></p> <p>5. <i>How does school leadership ensure teachers use data to determine students' needs (e.g. movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)?</i></p> <p>9. <i>How does a principal/leader use all of the data and information to improve instruction and reduce the number of students scoring novice?</i></p>	<p>45 Day Checks ILT Agendas/Minutes Vertical Alignment Process and Snapshot King Communication Plan and Execution Building Clarity Check-Ins PD Calendar/PGP Differentiated Schedule Plans PLC Fidelity Checks Feedback</p> <p style="text-align: right;">Year 2</p>

Year One Activities

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

Activity Name and Description <small>(Include EBP and I.P. denotation)</small>	Funding	KCWP Connection	Monitoring/ Measurement
<p>New Teacher Induction Program Development</p> <p>Create a program that will assist new-to-teaching and new-to-building teachers transition effectively into King Elementary. Will provide clarity on building norms and expectations, instructional routines and non-negotiables, building systems (such as PBIS) and resources (academic and behavior), and will help teachers identify personal needs and supports resulting in differentiated professional growth. It will be supported by the AIC and admin.</p> <p>IP 1 Standard 1.8</p>	<p style="text-align: center;">SIF Grant PD \$1000</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p><i>Focused Guiding Questions:</i></p> <ol style="list-style-type: none"> 1. <i>What systems are in place to ensure Tier 1 instruction and assessments meet the intent of the adopted standards?</i> 4. <i>How is learning monitored before, during, and after instruction? (Explicit Instruction)</i> 5. <i>What process is in place to ensure students have an understanding of learning expectations (e.g. learning targets, goal-setting, and purpose) and know the criteria for success?</i> 6. <i>What is the process used to measure teacher's instructional effectiveness based on student data?</i> 	<p>45 Day Checks PGP Plans and Checks Pre-Post Surveys - wait King Teacher Survey/Inventory of Needs PD Records/Exit Slips</p> <p style="text-align: right;">Year 2</p>

Year One Activities

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Activity Name and Description <small>(Include EBP and I.P. denotation)</small>	Funding	KCWP Connection	Monitoring/ Measurement
<p>PBIS System Implementation and Monitoring</p> <p>Refine a 3-tiered framework to support student learning based on data to drive teacher practices and make decisions. Data will also be used to plan for professional development and support. The system will be monitored for effectiveness and adjusted to maximize student learning. The system will be monitored by the PBIS team that consists of teachers, the Behavior Coach (to be hired), the EIC, and the Assistant Principal.</p> <p>EPB: PBIS IP 2 Standard 2.9</p>	<p>SIF Grant PD \$2000 Materials \$1200</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p><i>Focused Guiding Questions:</i></p> <ol style="list-style-type: none"> 2. <i>What systems of collaboration are in place in order to meet the Tier 1 educational needs of all students?</i> 3. <i>What is the protocol for ensuring Tier 1 and Tier 2 instructional needs are met and next steps for improvement are identified?</i> 5. <i>What process is in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal-setting, and purpose) and know the criteria for success?</i> 	<p>45 Day Checks PGP Plans and Checks Pre-Post Surveys Student Tier Lists/Action Plans & Updates Safety/CPS Plans PD Records/Exit Slips Student Feedback - CSS yearly</p> <p style="text-align: right;">Year 2</p>

Year One Activities

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

Activity Name and Description <small>(Include EBP and I.P. denotation)</small>	Funding	KCWP Connection	Monitoring/ Measurement
<p>School-Wide Resource Inventory</p> <p>Create a system to review all resources (academic, behavioral, social), evaluate their effectiveness, outline processes, and embed an annual needs assessment for evolving student needs and changes to supports. The inventory will be maintained by the FRYSC, counselor, mental health practitioners, and admin.</p> <p>IP 1 Standard 1.8 IP 2 Standard 2.9</p>	<p style="text-align: center;">SIF Grant \$0</p>	<p>KCWP 4: Review, Analyze, and Apply Data</p> <p><i>Focused Guiding Questions:</i></p> <ol style="list-style-type: none"> 4. <i>What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?</i> 5. <i>How does school leadership ensure teachers use data to determine students' needs (e.g. movement through the tiers of intervention, grouping/regrouping, teacher placement,</i> 	<p>45 Day Checks Academic Resources Inventory and Processes Behavioral Resources Inventory and Processes Resources Use Tracking Form Student/Family Needs Assessment</p> <p style="text-align: right;">Year 2</p>

Year One Activities

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

Activity Name and Description <small>(Include EBP and I.P. denotation)</small>	Funding	KCWP Connection	Monitoring/ Measurement
<p>Refine and Implement Professional Learning Communities</p> <p>Refine the protocols and norms for the professional learning communities so that they are focused on building continuous improvement and learning based on student assessment data. A focus on differentiation, high expectations, and effective feedback (to include student self-monitoring) will be embedded and supported. All teachers will be a part of a PLC and will receive feedback and support from an administrator.</p> <p>EPB: PLCs</p> <p>IP 3 Standard 2.11</p>	<p>SIF Grant PD \$2000</p>	<p>KCWP 2: Design and Deliver INstruction</p> <p><i>Focused Guiding Questions:</i></p> <ol style="list-style-type: none"> 4. <i>How is learning monitored before, during, and after instruction? (Explicit Instruction)</i> 5. <i>What process is in place to ensure students have an understanding of learning expectations (e.g. learning targets, goal-setting, and purpose) and know the criteria for success?</i> 6. <i>What is the process used to measure instructional effectiveness based on student data?</i> 	<p>45 Day Checks PLC Agendas/Minutes Tier Student Lists/Actions/Results Student Self-Monitoring Logs PD Records/Exit Slips PLC Fidelity Checks</p> <p style="text-align: right;">Year 2</p>
<p>Establish a Student Principal's Advisory Board</p> <p>Create a student advisory board to inform, plan, and act on student ideas and needs. Information, plans, and actions will be shared with stakeholders.</p> <p>EPB:</p> <p>IP 1 Standard 1.8</p>	<p>SIF Grant \$0</p>	<p>KCWP</p> <p><i>Focused Guiding Questions:</i></p> <p><i>To Be Determined After Needs Assessment</i></p>	<p>45 Day Checks Student Advisory Board Agendas/Minutes SAB Action Plans</p>

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
ILT Processes Implementation Review EPB: PLCs IP 1 Standard 1.8 IP 2 Standard 2.9 IP 3 Standard 2.11	SIF Grant \$0	KCWP <i>Focused Guiding Questions:</i> <i>To Be Determined After Needs Assessment</i>	45 Day Checks ILT Agendas/Minutes PLC Fidelity Checks Feedback Year 3
New Teacher Induction Program Implementation and Monitoring - include mini support for long-term subs IP 1 Standard 1.8	SIF Grant \$4000 Extra Days	KCWP <i>Focused Guiding Questions:</i> <i>To Be Determined After Needs Assessment</i>	45 Day Checks PGP Plans and Checks Pre-Post Surveys Feedback Forms Year 3
Stakeholder Support and Engagement Task Force Create a group to explore ways to engage, support, or better meet the needs of parents, families, and community partners. Will also explore ways to create more cross-over engagement events. EPB: IP 1 Standard 1.8	SIF Grant \$0	KCWP <i>Focused Guiding Questions:</i> <i>To Be Determined After Needs Assessment</i>	45 Day Checks Task Force Agenda/Minutes Task Force Plans

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 <small>(Include EBP and I.P. denotation)</small>	Funding	KCWP Connection	Monitoring/ Measurement
<p>PBIS Tier 2 and Tier 3 Focus</p> <p>Trauma-Informed and Collaborative and Proactive Solutions; use data to identify specialized groups for Tier 2, individualized plans for Tier 3. CPS will be utilized to identify lagging skills and collaboratively plan for problem-solving to support those lagging skills. Core team will be developed for CPS.</p> <p>EPB: PBIS/CPS IP 2 Standard 2.9</p>	<p>SIF Grant \$10,000 training \$8000 airfare/ lodging \$2000 substitutes \$4000 materials</p>	<p>KCWP</p> <p><i>Focused Guiding Questions:</i></p> <p><i>To Be Determined After Needs Assessment</i></p>	<p>45 Day Checks PGP Plans and Checks Pre-Post Surveys Student Tier Lists/Action Plans & Updates Safety/CPS Plans PD Records/Exit Slips Student Feedback - CSS yearly</p> <p style="text-align: right;">Year 3</p>
<p>Deploy Customized Student Advisory Program (Tier 1)</p> <p>Customized social-emotional course rooted in ROARS will be rolled out. Teachers will receive training, materials, and on-going support.</p> <p>EPB: PBIS IP 2 Standard 2.9</p>	<p>SIF Grant \$3500 materials</p>	<p>KCWP</p> <p><i>Focused Guiding Questions:</i></p> <p><i>To Be Determined After Needs Assessment</i></p>	<p>45 Day Checks Student Pre-Post Self Assessments Student Feedback Forms Student/Staff Comprehensive School Surveys</p> <p style="text-align: right;">Year 3</p>

Year Two Activities

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

Activity Name and Description <small>(Include EBP and I.P. denotation)</small>	Funding	KCWP Connection	Monitoring/ Measurement
<p>School-Wide Resources Utilization & Maximization</p> <p>Review and refine processes; utilize needs assessment, resource use tracking form, and other feedback in order to refine the processes to ensure maximum use and ease of use. Create a consistent feedback process for students, families, and other stakeholders to ensure that results are timely and effective.</p> <p>IP 1 Standard 1.8 IP 2 Standard 2.9</p>	<p style="text-align: center;">SIF Grant \$0</p>	<p style="text-align: center;">KCWP</p> <p style="text-align: center;"><i>Focused Guiding Questions:</i></p> <p style="text-align: center;"><i>To Be Determined After Needs Assessment</i></p>	<p>45 Day Checks Academic Resources Inventory and Processes Behavioral Resources Inventory and Processes Resources Use Tracking Form Student/Family Needs Assessment Biannual Report to PBIS Committee</p> <p style="text-align: right;">Year 3</p>
<p>Student Principal’s Advisory Board Monitoring & Refinement</p> <p>Continue to utilize the student advisory board to inform, plan, and act on student ideas and needs. Information, plans, and actions will be shared with stakeholders. Include ideas to include the community and service learning as possible initiatives.</p> <p>EPB: IP 1 Standard 1.8</p>	<p style="text-align: center;">SIF Grant \$0</p>	<p style="text-align: center;">KCWP</p> <p style="text-align: center;"><i>Focused Guiding Questions:</i></p> <p style="text-align: center;"><i>To Be Determined After Needs Assessment</i></p>	<p>45 Day Checks Student Advisory Board Agendas/Minutes SAB Action Plans Student Feedback Forms</p>

Year Two Activities

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

Activity Name and Description <small>(Include EBP and I.P. denotation)</small>	Funding	KCWP Connection	Monitoring/ Measurement
<p>Monitor and Review Professional Learning Communities for Effectiveness</p> <p>The focus on differentiation, high expectations, and effective feedback (to include student self-monitoring) will be reviewed to ensure that the overall process is effective and producing results. Improvements to the processes will be identified and implemented after the review. All teachers will be a part of a PLC and will receive feedback and support from an administrator.</p> <p>EPB: PLCs</p> <p>IP 3 Standard 2.11</p>	<p style="text-align: center;">SIF Grant \$0</p>	<p>KCWP 2: Design and Deliver INstruction</p> <p><i>Focused Guiding Questions:</i></p> <p>6. <i>How is learning monitored before, during, and after instruction? (Explicit Instruction)</i></p> <p>7. <i>What process is in place to ensure students have an understanding of learning expectations (e.g. learning targets, goal-setting, and purpose) and know the criteria for success?</i></p> <p>6. <i>What is the process used to measure instructional effectiveness based on student data?</i></p>	<p>45 Day Checks PLC Agendas/Minutes Tier Student Lists/Actions/Results Student Self-Monitoring Logs PD Records/Exit Slips PLC Fidelity Checks</p> <p style="text-align: right;">Year 3</p>

Year Three Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p>ILT Learning Walks</p> <p>Establish the practice of the ILT completing learning walks throughout the school. Observation data gathered will be another data-point for ILT to use in the building steering process and as talking points while completing KCWP biannual needs assessments.</p> <p>EPB: PLCs</p> <p>IP 1 Standard 1.8 IP 2 Standard 2.9 IP 3 Standard 2.11</p>	<p>SIF Grant \$2000 substitutes</p>	<p>KCWP</p> <p><i>Focused Guiding Questions:</i></p> <p><i>To Be Determined After Needs Assessment</i></p>	<p>45 Day Checks ILT Agendas/Minutes Learning Walk Observation Tool Learning Walk Analysis Form Learning Walk Calendar</p>
<p>New Teacher Induction Program Monitoring and Refinement</p> <p>EPB:</p> <p>IP 1 Standard 1.8</p>	<p>SIF Grant \$3000 extra days \$1000 substitutes</p>	<p>KCWP</p> <p><i>Focused Guiding Questions:</i></p> <p><i>To Be Determined After Needs Assessment</i></p>	<p>45 Day Checks New Teacher Handbook and Checklist PGP Plans and Checks Pre-Post Surveys Feedback Forms</p>
<p>Monitor and Refine Customized Student Advisory Program (Tier 1)</p> <p>EPB: PBIS</p> <p>IP 2 Standard 2.9</p>	<p>SIF Grant \$2000 materials</p>	<p>KCWP</p> <p><i>Focused Guiding Questions:</i></p> <p><i>To Be Determined After Needs Assessment</i></p>	<p>45 Day Checks PGP Plans and Checks Pre-Post Surveys Feedback Forms</p>

Year Three Activities

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

Activity Name and Description <small>(Include EBP and I.P. denotation)</small>	Funding	KCWP Connection	Monitoring/ Measurement
<p>PBIS System Implementation and Monitoring - ALL TIERS</p> <p>Secondary trauma; coping, management; impacts of chronic stress; continuous training for Collaborative and Productive Solutions</p> <p>EPB: PBIS/CPS IP 2 Standard 2.9</p>	<p style="text-align: center;">SIF Grant \$10,000 training substitutes \$4000 materials</p>	<p style="text-align: center;">KCWP</p> <p><i>Focused Guiding Questions:</i></p> <p><i>To Be Determined After Needs Assessment</i></p>	<p>45 Day Checks PGP Plans and Checks Pre-Post Surveys Student Tier Lists/Action Plans & Updates Safety/ CPS Plans PD Records/Exit Slips Student Feedback - CSS yearly</p>
<p>School-Wide Resources Utilization & Maximization; Continued Needs Assessment</p> <p>Complete an annual Needs Assessment (now part of the process). Compare to current resources and resource limitations. Review and refine processes; utilize needs assessment, resource use tracking form, and other feedback in order to refine the processes to ensure maximum use and ease of use. Create a consistent feedback process for students, families, and other stakeholders to ensure that results are timely and effective.</p> <p>IP 1 Standard 1.8 IP 2 Standard 2.9</p>	<p style="text-align: center;">SIF Grant \$0</p>	<p style="text-align: center;">KCWP</p> <p><i>Focused Guiding Questions:</i></p> <p><i>To Be Determined After Needs Assessment</i></p>	<p>45 Day Checks Academic Resources Inventory and Processes Behavioral Resources Inventory and Processes Resources Use Tracking Form Student/Family Needs Assessment Biannual Report to PBIS Committee</p>

Year Three Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
Quality Work Reviews for PLCs EPB: PLCs IP 3 Standard 2.11	SIF Grant \$0	KCWP 2: Design and Deliver Instruction <i>Focused Guiding Questions:</i> <i>To Be Determined After Needs Assessment</i>	45 Day Checks PLC Agendas/Minutes Quality Work Review Forms PD Records/Exit Slips PLC Fidelity Checks

Evidence Based Practice #1 - PLCs (IP 1 & 3)

<p>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.</p>	<p>Yes, we will use PLCs to create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving student learning.</p> <p>Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education (24), 80-91.</p>
<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>“The studies for our review come from two key sources. First, we searched the US research and publications links on the websites of organizations that are at the forefront of work with school-based learning communities. Specifically, we searched the websites of the Annenberg Institute for School Reform, the National School Reform Faculty, the Coalition of Essential Schools, and the Wisconsin Center for Education Research. Our second source of literature comes from searches on both ERIC and EBSCO databases for articles published between 1990 and 2005. Because of the nebulous terminology associated with PLCs, several search terms were used. These included the following: PLCs, teacher community, teachers and learning communities, critical friends groups, communities of practice, and then communities of practice with qualifiers that included: and teachers, and schools, and student achievement. The results of this search, although by no means exhaustive, produced 55 books, papers, and articles that included some efforts to connect learning communities with teaching practice and/or student achievement. In selecting material for this literature review, we decided to limit the review to published articles or book chapters that included data about the impact of school-based PLCs on teaching practice and/or student learning.”</p> <p>The meta-analyses examined studies within the context of five essential characteristics of PLCs: 1) shared values and norms must be developed with regard to such issues as the group’s collective “views about children and children’s ability to learn, school priorities for the use of time and space, and the proper roles of parents, teachers, and administrators,” 2) a clear and consistent focus on student learning, 3) reflective dialogue that leads to “extensive and continuing conversations among teachers about curriculum, instruction, and student development” 4) deprivatizing practice to make teaching public and 5) focusing on collaboration.</p>

Evidence Based Practice #1 - PLCs (IP 1 & 3)

<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>“(1) participation in learning communities impacts teaching practice as teachers become more student centered. In addition, teaching culture is improved because the learning communities increase collaboration, a focus on student learning, teacher authority or empowerment, and continuous learning; (2) when teachers participate in a learning community, students benefit as well, as indicated by improved achievement scores over time. All six studies reporting student learning outcomes indicated that an intense focus on student learning and achievement was the aspect of learning communities that impacted student learning.”</p> <p>“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. In a case study documenting the efforts of a middle school faculty engaged in learning community efforts to target low and underachieving students, 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%.”</p> <p>Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education (24), 80-91.</p>
<p>If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.</p>	<p>N/A</p>

Evidence Based Practice #1 - PLCs (IP 1 & 3)

<p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p>	<p>There is a great amount of overuse of the idea of PLCs without the follow-through. “Everyone from grade level teams to state departments of education is framing their work in terms of PLCs. Yet, using the term PLC does not demonstrate that a learning community does, in fact, exist. DuFour (2004) cautions, “the term has been used so ubiquitously that it is in danger of losing all meaning” (para 2).” Knowing this, DuFour states, “In order to prevent the PLC model from the same dismal fate as other well intentioned reform efforts, DuFour (2004) recommends that educators continually reflect on the ways they are working to embed student learning and teacher collaboration into the culture of the schools. Ultimately, however, educators must critically examine the results of their efforts in terms of student achievement. To demonstrate results, PLCs must be able to articulate their outcomes in terms of data that indicate changed teaching practices and improved student learning, something they have not yet established as common practice.” Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education (24), 80-91.</p>
<p>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?</p>	<p>“The concept of a PLC rests on the premise of improving student learning by improving teaching practice. As a result it is important to look across the reviewed studies to discern the connections ARTICLE IN PRESS 82 V. Vescio et al. / Teaching and Teacher Education 24 (2008) 80–91 between participation in a learning community and teachers’ classroom practices.” Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education (24), 80-91.</p>
<p>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.</p>	<p>11 studies were included in the metaanalysis. Included in the studies were all school levels (early childhood, elementary, middle, high), various ethnic groups, and socio-economic statuses. Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education (24), 80-91.</p>
<p>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?</p>	<p>The metaanalysis stated, “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).” Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education (24), 80-91.</p>

Evidence Based Practice #2 - PBIS (IP 2)	
<p>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.</p>	<p>Yes; Primary</p> <p>We will use PBIS in order to create an effective system to promote positive behaviors that will include the seven steps as identified as being effective.</p> <p>Bradshaw, C, Mitchell, M., & Leaf, P. (in press). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. Journal of Positive Behavior Interventions.</p> <p>Bradshaw, C, Mitchell, M., & Leaf, P. (in press). The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools. School Psychology Quarterly..</p> <p>Horner, R. H., Sugai G., & Anderson, C.M. (2017). Examining the Evidence Base for School Wide Positive Behavioral Support. Focus on Exceptional Children, 42(8).</p>
<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>This study uses data from a 5-year longitudinal randomized controlled effectiveness trial of SWPBIS conducted in 37 elementary schools (Maryland public schools from five districts both rural and suburban) to examine the impact of training in SWPBIS on implementation fidelity as well as student suspensions, office discipline referrals, and academic achievement. 21 of the schools randomized to the intervention and 16 were the comparison condition; the study also monitored the administration of the fidelity measures that included both an implementation evaluation tool as well as a staff-report measure of implementation fidelity.</p>
<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>The study focused on three outcomes to measure, two of the three indicating positive effects when implemented as intended. The first, Office Discipline Referrals, would be expected to show significant positive outcomes - “across all years of the trial, the rate of major ODRs per 100 students per day remained well below the national SWIS average, which ranged from .34 to .37 for the school years spanning the trial.” The second outcome, suspensions, would also be expected to show significant positive outcomes - “indicates that the percentage of students receiving suspensions significantly declined over time for SWPBIS schools but not for comparison schools.” The final outcome, school-level achievement,”the data suggest a trend, although nonsignificant, for fifth-grade math, such that fifth graders in SWPBIS schools tended to demonstrate greater gains in math scores compared to the gains made by the comparison school students (t = -1.67, df = 35, p = .105, d = .54). However, t tests comparing cumulative gains in test scores between students in SWPBIS and comparison schools indicate no difference for third grade math and reading or fifth-grade reading, although the improvement in scores tended to be greater for SWPBIS schools than for comparison schools on third- and fifth-grade reading.”</p>
<p>If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.</p>	<p>N/A</p>

Evidence Based Practice #2 - PBIS (IP 2)

<p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p>	<p>The study indicated that there was a correlation between the training of the SWPBIS model and the fidelity of the implementation. The study states that “inspection of the effect sizes for the subscale scores of the SET suggests that training in SWPBIS had the strongest effects on the teaching behavioral expectations, management, and defining behavioral expectations subscales. In contrast, the effect on the system for responding to the behavioral violations subscale was only significant when comparing the baseline and Year 4 scores.” In addition, “schools trained in SWPBIS reported a significant reduction in both the percentage of children with a major or minor ODR event as well as for the overall rate of major and minor ODR events.” The school plans to revisit PBIS basics annually and for the systems to be an integral part of the New Teacher Induction Plan.</p> <p>As to the link between coaching and sustainability, “that strong leadership at the school and district levels, onsite and ongoing coaching to support high quality implementation, evidence that SWPBIS can be implemented and incorporated into everyday practice, and evidence of the impact or efficacy of SWPBIS are critical to the sustainability of SWPBIS.” The school is obtaining a school-based coach along with maintaining MTSS coaching from the district as well.</p> <p>The study cited that, “It appears that having some elements of SWPBIS in place within the comparison schools was not sufficient to translate into sustainable implementation of the model or to influence the outcomes of the trial. In sum, despite the possibility of some contamination of the comparison schools, our analyses indicated that schools assigned to the SWPBIS condition, compared to nontrained schools, implemented the intervention with significantly greater fidelity that was sustained over the course of the trial.” Due to this, the school will focus greatly on fidelity to the implementation and monitoring of the system in order to better ensure results and sustainability through multiple measures.</p>
<p>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?</p>	<p>The study focuses on the seven-step universal SWPBIS model. The seven steps include 1. a trained team, 2. a behavior support coach, 3. established positive behavior expectations, 4. behavior expectations taught via plans developed by the school, 5. a reward system, 6. a response system for infractions, and 7. a data analysis process that informs decision-making. The SWPBIS is a universal prevention strategy whereby creating improved systems and procedures, the school environment will be impacted by positive changes in staff behavior. The school environment, in turn, will be positively impacted.</p> <p>The study stated, “Findings from a recent 3-year randomized trial of SWPBIS conducted by the developers of SWPBIS using a waitlist design indicated that implementation of the model was associated with improvements in students’ perceptions of safety at school, an increase in third-grade reading performance, and reductions in office disciplinary referrals (Horner et al., in press). Furthermore, previous studies reporting data from the current sample of 37 elementary schools participating in a randomized effectiveness trial indicated significant improvements in the school staff members’ perceptions of the schools’ organizational health after training in SWPBIS (Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, in press) as well as a significant reduction in students’ need for and use of schoolbased counseling services (Bradshaw, Mitchell, & Leaf, 2008).”</p> <p>The study also stated, “It is important to reiterate that the SWPBIS training focused on developing systems to directly influence behavior management rather than academics; therefore, any such effect on educational outcomes would likely be mediated by changes in student behavior problems or improvement in the school climate and, thus, may take longer to emerge (Sugai & Horner, 2006). Specifically, it is theorized that training in SWPBIS may translate into academic outcomes for students by reducing the rates of behavior problems in the classroom, which could increase opportunities for learning (Scott & Barrett, 2004).”</p>

Evidence Based Practice #2 - PBIS (IP 2)

The study included data to the settings in which it will be implemented:

Table 1
School Characteristics for Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) and Comparison Schools at Baseline

School Characteristics	SWPBIS (<i>n</i> = 21 schools)		Comparison (<i>n</i> = 16 schools)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
School enrollment	471.76	132.78	505.50	188.57
Student-to-teacher ratio	18.48	4.33	18.61	4.69
Free and reduced-price meals (%)	42.93	19.22	36.25	20.93
Special education students (%)	13.24	4.27	15.08	6.66
Caucasian students (%)	53.81	33.16	67.51	28.99
Student mobility (%)	25.88	8.24	20.51	7.19
Suspension (%)	7.73	7.43	5.06	4.73
Math performance (%) ^a	47.20	22.37	46.96	19.05
Reading performance (%) ^a	50.66	19.32	52.94	16.43

Note: An overall MANOVA on the school-level characteristics indicated no significant difference between schools trained in SWPBIS and comparison schools at baseline, Wilks's $\Lambda = .674$, $F(9, 19) = 1.022$, $p = .46$.

a. Percentage of fifth-grade students who scored in the proficient or advanced range on the state's standardized test.

“The sample of participating elementary schools was diverse and representative of other elementary schools in those districts (Stuart & Leaf, 2007). Specifically, 48% of the participating schools were suburban, 41% were urban fringe, and 49% received Title I support.”

[Bradshaw, C, Mitchell, M., & Leaf, P. \(in press\). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. Journal of Positive Behavior Interventions.](#)

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.

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 did not provide specific data to the effectiveness for culturally and linguistically specific populations.

[Bradshaw, C, Mitchell, M., & Leaf, P. \(in press\). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. Journal of Positive Behavior Interventions.](#)

Evidence Based Practice #3 - CPS (IP 2)

<p>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.</p>	<p>Yes, we will use Collaborative & Proactive Solutions (CPS) as a Tier 2 and Tier 3 option in the school’s PBIS framework.</p> <p>Greene, R., Winkler, J., Collaborative & Proactive Solutions (CPS): A Review of Research Findings in Families, Schools, and Treatment Facilities. Vol.:(0123456789)1 3Clinical Child and Family Psychology Review</p>
<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>“The Collaborative & Proactive Solutions* model is recognized as an empirically-supported, evidence-based treatment by the California Evidence-Based Clearinghouse for Child Welfare (CEBC).”</p> <p>Lives In the Balance</p> <p>“Collaborative & Proactive Solutions (CPS) is a psychosocial treatment model for behaviorally challenging youth, which has been applied in a diverse array of settings, including families, schools, and therapeutic facilities. Numerous studies have documented its effectiveness and examined factors that mediate and moderate the effectiveness of the model.”</p> <p>“CPS model has been studied in families, schools, inpatient psychiatry units, and residential and juvenile detention facilities in North America and abroad. To identify relevant studies on the model, we conducted a search in PsychARTICLES and PsychINFO for Collaborative and Proactive Solutions and Collaborative Problem Solving approach.”</p> <p>Greene, R., Winkler, J., Collaborative & Proactive Solutions (CPS): A Review of Research Findings in Families, Schools, and Treatment Facilities. Vol.:(0123456789)1 3Clinical Child and Family Psychology Review</p>
<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>“In two projects, the CPS model was implemented in numerous public elementary schools in Maine (Greene and Winkler 2018). Core groups (consisting of 8–10 staff each) were established in participating schools to train subsets of teachers in the CPS model. Core groups received ongoing supervision from certified CPS providers. Due to staffing and administrative changes, variable levels of commitment, and the intensity of the implementation design and competing priorities, only about half of the schools participated fully. However, those schools that did participate fully saw significant reductions in discipline referrals, detentions, and suspensions.”</p> <p>Greene, R., Winkler, J., Collaborative & Proactive Solutions (CPS): A Review of Research Findings in Families, Schools, and Treatment Facilities. Vol.:(0123456789)1 3Clinical Child and Family Psychology Review</p>
<p>If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.</p>	<p>n/a</p>

Evidence Based Practice #3 - CPS (IP 2)

Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.

"Irrespective of the setting in which the CPS model is implemented—families, schools, or treatment facilities—the model involves two primary components: (1) engaging caregivers in the process of identifying a child's lagging skills and unsolved problems, using an instrument called the Assessment of Lagging Skills and Unsolved Problems (ALSUP); and then (2) helping caregivers and youth solve those problems collaboratively and proactively."

[Greene, R., Winkler, J., Collaborative & Proactive Solutions \(CPS\): A Review of Research Findings in Families, Schools, and Treatment Facilities. Vol.:\(0123456789\)1 3Clinical Child and Family Psychology Review](#)

The elements of CPS include "(a) to identify lagging skills and unsolved problems that contribute to oppositional episodes; (b) to prioritize which unsolved problems to focus on first; (c) about the Plans framework—the three potential responses to solving problems: Plan A (solving a problem unilaterally, by imposing the adult will), Plan B (solving a problem collaboratively and proactively), and Plan C (setting aside the problem for now); and (d) how to implement Plan B with their child by gathering information from the child to get a clear understanding of their concern or perspective, defining the adult concern on the same unsolved problem, and finally having the child and adult brainstorm solutions to arrive at a plan of action that is both realistic and mutually satisfactory." - [California Evidence Based Clearinghouse](#)

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 process of identifying lagging skills and unsolved problems and engaging children and caregivers in the process of solving problems collaboratively and proactively contributes to an array of potential mechanisms of change."

As a paradigm shift:

"Helping caregivers come to view a child's challenging behavior through the prism of lagging skills—rather than through the prism of coercion or poor motivation—often leads to a paradigm shift, both in how the caregivers view both the child and themselves. The logic of popular characterizations of behaviorally challenging kids—such as attention-seeking, unmotivated, manipulative, coercive, and limit-testing—make less sense when they are juxtaposed against the view that lagging skills are the primary contributor to challenging behavior."

"Moreover, it may become clear why motivational procedures—contingency contracts, incentives, punishment, time-out from reinforcement—may not have produced the desired or durable treatment effects: aside from the fact that many parents do not apply these interventions reliably over time or drop out of treatment (Kazdin 1997), these interventions do not solve the problems that are causing challenging behavior."

[Greene, R., Winkler, J., Collaborative & Proactive Solutions \(CPS\): A Review of Research Findings in Families, Schools, and Treatment Facilities. Vol.:\(0123456789\)1 3Clinical Child and Family Psychology Review](#)

Greene, R.W. (2011). The aggressive, explosive child. In M. Augustyn, B. Zuckerman, & E. B. Caronna (Eds.), Zuckerman and Parker Handbook of Developmental and Behavioral Pediatrics for Primary Care. (2nd Ed.). Baltimore: Lippincott, Williams, & Wilkins, 282-284.

Evidence Based Practice #3 - CPS (IP 2)

While currently a study in five schools is under review (*Greene, R.W., & Winkler, J. (under review). Transforming discipline practices: Collaborative & Proactive Solutions in five schools.*), there are several studies in other settings that provide specific data.

Table 1 Published studies of collaborative and proactive solutions included in review

Article	Study	Population	Sample size
CPS in families of children with oppositional defiant disorder (ODD)			
Greene et al. (2004)	Effectiveness of CPS in comparison with Parent Training in children with ODD. Children were randomly assigned to CPS or PT	Families of children aged 4–12 years with oppositional defiance disorder received a CPS model of psychosocial treatment	28 children completed Collaborative and Proactive Solutions (CPS) treatment known at that time as Collaborative Problem Solving treatment; 19 children completed treatment in the parent training condition
T. H. Ollendick et al. (2015)	Efficacy of CPS compared to PMT in treating ODD in youth. Youth were randomized to CPS, PMT, or a waitlist control group	Youth 7–14 years of age with oppositional defiance disorder and their families	134 youth randomized: 60 CPS, 63 PMT, 11 Waitlist Control
Mediators and moderators of effectiveness of CPS			
Miller-Slough et al. (2015)	Parent synchrony among families with children diagnosed with oppositional defiant disorder (ODD)	Children 7–12 years of age who received treatment for oppositional defiant disorder and their parents	75 children and their parents (55 mothers, 20 fathers)
Dunsmore et al. (2016)	Maternal emotion coaching as a predictor of children's treatment response to a 12-week program addressing children's oppositional defiant disorder (ODD) symptoms	Children 7–14 years of age who received treatment for oppositional defiant disorder and their parents	89 families, 28 had both mother and father participate, for 61 families only the mother participated
Booker et al. (2016)	Examination of the moderating influence of parent-child relationship quality (as viewed by the child) on associations between conduct problems and treatment responses for children with oppositional defiant disorder (ODD)	Children 7–14 years of age who received treatment for oppositional defiant disorder and their parents	123 treated children and their parents
Booker et al. (2018)	Change in Maternal Stress for Families in Treatment for their Children with oppositional defiant disorder	Children 7–14 years of age who received treatment for oppositional defiant disorder and their mothers	134 youth and their mothers
Effectiveness of CPS in ODD youth with comorbid conditions			
Epstein and Saltzman-Benaiah (2010)	Evaluation of feasibility and preliminary efficacy of CPS for parents of children with disruptive behaviors (Tourette syndrome and oppositional defiant disorder)	Parents of children aged 6–12 years with Tourette syndrome and oppositional defiant disorder	19 parents of 12 children with Tourette syndrome and oppositional defiant disorder
Effectiveness of CPS in restrictive therapeutic facilities			
Greene et al. (2006)	Study of reduction in seclusion and restraint in an inpatient psychiatric unit implementing CPS	Staff members working with children aged 3–14 years in an inpatient psychiatric unit	34 staff members participated in training 100 children admitted during the staff training period
Martin et al. (2008)	Examination of usage patterns of restraint and seclusion in a psychiatric inpatient unit for school-age children before and after the implementation of CPS	School-age children within a psychiatric inpatient unit	755 children were admitted to the service during the 5-year study period and accounted for 998 separate admissions

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.

[Lives In the Balance](#)

[Greene, R., Winkler, J., Collaborative & Proactive Solutions \(CPS\): A Review of Research Findings in Families, Schools, and Treatment Facilities. Vol.:\(0123456789\)1 3Clinical Child and Family Psychology Review](#)

Dr. Greene also has two books where he describes the use of his model in school settings (*Lost at School* and *Lost and Found*).

Evidence Based Practice #3 - CPS (IP 2)

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 did not provide specific data to the effectiveness for culturally and linguistically specific populations.

[Lives In the Balance](#)

[Greene, R., Winkler, J., Collaborative & Proactive Solutions \(CPS\): A Review of Research Findings in Families, Schools, and Treatment Facilities. Vol.:\(0123456789\)1 3Clinical Child and Family Psychology Review](#)

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
ILT 1. establish standing members 2. create norms 3. create an agenda template 4. create and commit to group responsibilities and protocols 5. Shipley training 6. Plan summer retreat	Admin, PLC Leads, AIC By May 30	\$2000 Extra Work Days / General Fund	<ul style="list-style-type: none"> • Agenda template completed • Meeting calendar • ILT process overview
New Teacher 1. create a survey for teachers to reflect on 1st year experience, what they learned, what would have been nice to know, resources that they needed, etc.	ERL - Sara McCutcheon By April 30	\$0	<ul style="list-style-type: none"> • completed teacher surveys
PBIS 1. weekly volunteer mini-PD 2. hire Behavior Coach	ERL - Sara McCutcheon ongoing Principal - Stephanie White By March 30	\$1000 PD \$65000 AIS funds	<ul style="list-style-type: none"> • PD Agendas • PD signature forms • Feedback slips
Advisory Program 1. create a survey to decide on essential components for program (elements of PATHS, ROARS, SEL, RP) and any special goals per grade level	ERL - Sara McCutcheon By April 30	\$0	<ul style="list-style-type: none"> • completed teacher surveys
Res. Inventory 1. start on SEM components 2. complete full list, location/person responsible, description of item/service	Counselor, FRYSC, MHP, Admin	\$0	<ul style="list-style-type: none"> • resource list
PLCs 1. Refine agenda 2. Admin Observation Tool 3. Outline contract issues and complete barriers analysis	PLC Leads, Admin, AIC By May 30	\$0	<ul style="list-style-type: none"> • New Standing Agenda

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	July 15 - Sept 11, 2020
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45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
ILT - complete a KCWP needs assessment for the school; walk-through process to repeat in PLCs; start on vertical alignment			
New Teacher - get feedback from teachers regarding the format that they believe would be most useful for a NTI over the course of a year			
PBIS - create priority list for Behavior Coach;			
Advisory Program -			
Res. Inventory-			
PLCs -			

What is working? How do you know?	What is not working? Why? (Where are the barriers?)	What are your next steps?	Additional Comments/Feedback
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School:	School:	School:	Reviewer:
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CHECKPOINT #2

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