

Turnaround Plan

Mill Creek Elementary, The Leadership Academy

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3 year turnaround plan

Improvement Priority and Strategies to Address the
Improvement Priorities

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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?



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



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



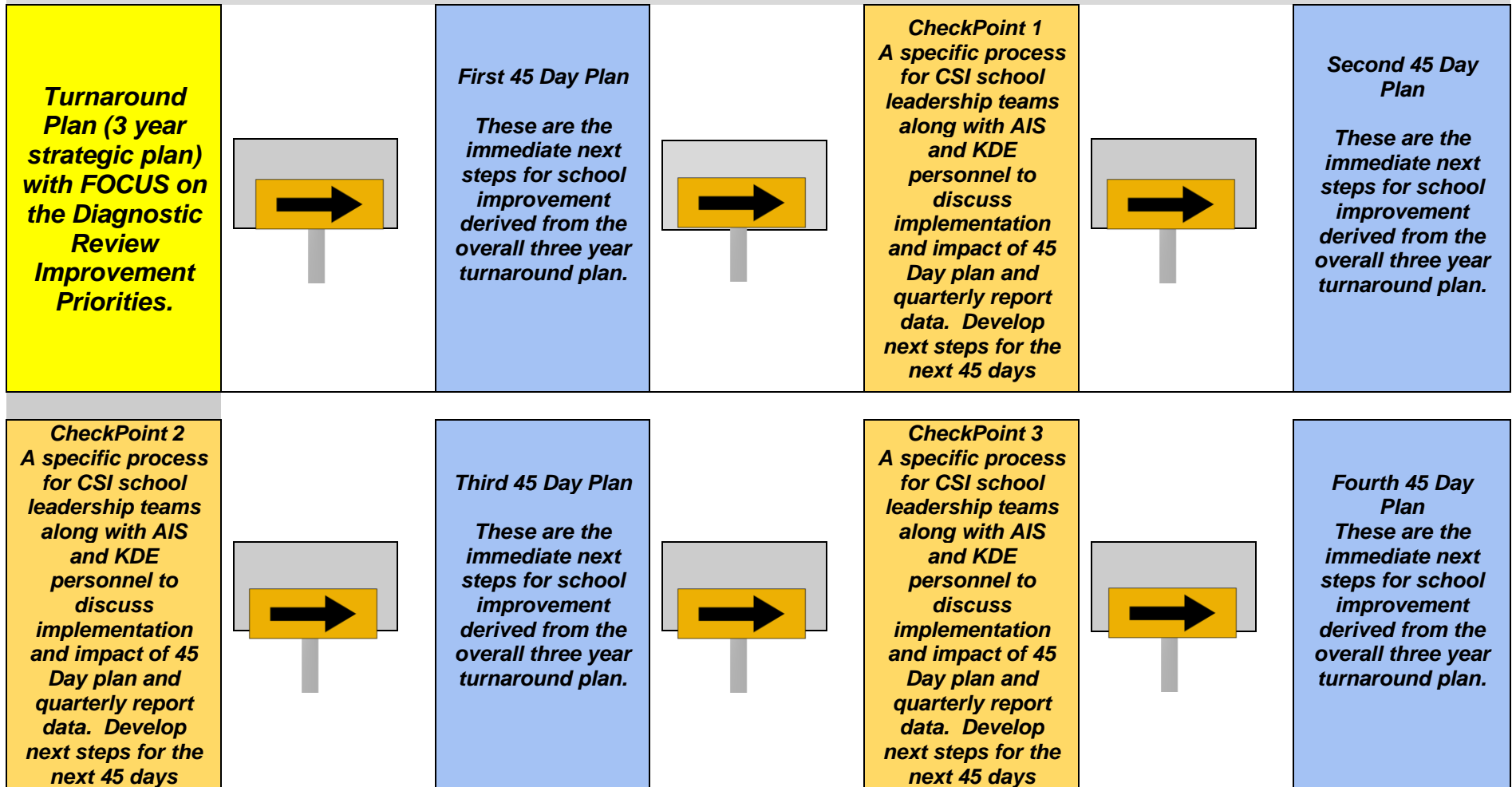
Essential Question 4:
 What steps are needed to support the process/practice/condition?

Complete for each I.P.

Evidence-Based Practices (EBP)

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

Turnaround Plan Overview and Implementation Process



Annual Analysis of the CSI School's Turnaround Planning Process

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

School Name

Mill Creek Elementary, The Leadership Academy

Mission

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

"We create Leaders for life."

Vision

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

"We create Leaders for life."

Stakeholder Involvement

(Who is responsible for the development, implementation, monitoring, and evaluation of this plan? Please include job role(s). This should be the school's turnaround team.)

Turnaround Team:

Laquiesha Bonds, Assistant Principal

Anitra Woodford, Counselor

Trisha Bryant, AIC

Brian Taylor, Resource Teacher

Amy Thomas, 4th Grade Teacher

Marisa Hall, 1st Grade Teacher

Pam Bale, Education Recovery Leader

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	<p>1. Mill Creek Leadership Academy will increase the reading percentage of proficient/distinguished students from 17.9% to 32.7%, as measured by 2023 KPREP.</p> <p>2. Mill Creek Leadership Academy will increase the math percentage of proficient/distinguished students from 10.8% to 27.2% as measured by 2023 KPREP.</p>	<p>1. Mill Creek Leadership Academy's index score in the area of Reading will increase from an index score of 17.9 to 21.6, as measured by 2020 KPREP.</p> <p>2. Mill Creek Leadership Academy's index score in the area of Math will increase from an index score of 10.8 to 14.9, as measured by 2020 KPREP.</p>
Separate Academic Indicator	<p>Science: Mill Creek Leadership Academy will increase its Science proficiency score from 4.5 to 20 , as measured by 2023 KPREP.</p> <p>Social Studies: Mill Creek Leadership Academy will increase its Social Studies proficiency score from 10.1 to 26.3, as measured by 2023 KPREP.</p> <p>Writing: Mill Creek Leadership Academy will increase its Writing proficiency score from 10.1 to 26.3, as measured by 2023 KPREP.</p>	<p>Science: Mill Creek Leadership Academy will increase its Science proficiency score from 4.5 to 10.5, as measured by 2020 KPREP.</p> <p>Social Studies: Mill Creek Leadership Academy will increase its Social Studies proficiency score from 10.1 to 34, as measured by 2020 KPREP.</p> <p>Writing: Mill Creek Leadership Academy will increase its Writing proficiency score from 10.1 to 34, as measured by 2020 KPREP</p>
Growth	Mill Creek Leadership Academy will increase its Growth score by 10%, as measured by 2023 KPREP.	Mill Creek Leadership Academy will increase its Growth score by 5%, as measured by 2020 KPREP.
Transition Readiness		
Graduation Rate		
GAP	No identified GAP	No Identified Gap
Other		

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
<p>Standard 1.3: Develop, document and communicate a formal continuous improvement process that includes an authentic and useful school improvement /renewal plan. The plan should have detailed specific goals, strategies and measures based on identified needs from intentional data.</p>	<p>Standard 2.5: Develop, implement, and monitor a systematic curricular and instructional process aligned to and congruent in rigor to the Revised Kentucky Academic Standards and school district on-grade-level curriculum framework. Establish, implement, and monitor high expectations to prepare students for success at the next level.</p>	<p>N/A</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.)
<ul style="list-style-type: none"> • Develop a continuous improvement process/plan with specific goals, strategies and measures • Document a formal school improvement plan with specific goals, strategies and measures • Communicate school improvement plan <p>We must write and implement a school plan that has detailed specific goals, strategies and measures based on identified needs from intentional data.</p>	<ul style="list-style-type: none"> • Develop a systematic high expectation instructional process • Implement aligned high expectation instructional process • Monitor aligned, and congruent instructional process. <p>Teachers will receive training over the Kentucky Academic Standards to understand the Reading and Math standards at a high level. We will then implement and monitor the KAS on-grade-level curriculum as it applies to the Reading and Math framework which will prepare students for success.</p>	<p>N/A</p>

Strategies to Address Improvement Priorities

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

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

___ KCWP 1: Design and Deploy Standards	__x__ KCWP 1: Design and Deploy Standards	___ KCWP 1: Design and Deploy Standards
	Teach the KAS and continually assess, review and revise school curriculum to support student success.	
___ KCWP 2: Design and Deliver Instruction	___ KCWP 2: Design and Deliver Instruction	___ KCWP 2: Design and Deliver Instruction
___ KCWP 3: Design and Deliver Assessment Literacy	___ KCWP 3: Design and Deliver Assessment Literacy	___ KCWP 3: Design and Deliver Assessment Literacy
___ KCWP 4: Review, Analyze, and Apply Data	___ KCWP 4: Review, Analyze, and Apply Data	___ KCWP 4: Review, Analyze, and Apply Data
__x__ KCWP 5: Design, Align, and Deliver Support	___ KCWP 5: Design, Align, and Deliver Support	___ KCWP 5: Design, Align, and Deliver Support
Build a system of continuous improvement that monitors and evaluates effectiveness and aligns with the CSIP. Student data will be monitored regularly for continuous improvement.		
___ KCWP 6: Establish Learning Culture & Environment	___ KCWP 6: Establish Learning Culture & Environment	___ KCWP 6: Establish Learning Culture & Environment

Year One Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
Jim Shipley Training: Orientation to a Systems Approach to Continuous Improvement and School Improvement Planning for Performance Excellence. The turnaround team will participate in this training to gain knowledge and skills to implement an aligned CSIP (Turnaround Plan) that uses Performance Excellence Criteria as an approach to continuous improvement using a systems approach. EBP 1 IP 1 Standard 1.3 IP 2 Standard 2.5	Training provided by KDE and Education Recovery Staff -\$ 0	KCWP 5: Design, Align, Deliver Support Processes	<ul style="list-style-type: none"> • 45 Day Plan • Shipley System – School wide Checks (Levels 1-3)
Kentucky Academic Standards KAS Module Trainings: KAS module training will be provided to all teachers by the AIC and Resource Math teacher. Content for modules A-E for both Reading and Math will be delivered during the month of July. Two teacher leaders will be utilized to review and facilitate the content modules. Module sections F and G will be delivered during PLC's throughout August. IP 2 Standard 2.5	Provided by AIC and Math Resource Teacher	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> • Faculty and PLC Agendas • Faculty and PLC Minutes

Year One Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
Math Curriculum: Mill Creek teachers will select and implement a math curriculum that is valid, aligned to standards and district framework. IP 2 Standard 2.5	Pilot district program Illustrative Mathematics	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> • Curriculum Map/Standards Alignment • Pacing Guide • School Wide Core Instruction Diagnostic • Classroom Core Instruction Diagnostic
Assessment Alignment System: Teachers will utilize backwards planning to develop reading and math formative and summative assessments that are aligned to grade-level Kentucky Academic Standards. EBP 3 IP 2 Standard 2.5	Curriculum Associates Ready- Math and Reading \$10,000.00	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> • Lesson Plans • Walkthrough Data • Student assessment data
Literacy Footprints Teachers will be supported in implementation of Literacy Footprints to support their work with Jan Richardson's <i>Next Steps to Guided Reading</i> . EBP 4 IP 2 Standard 2.5	\$30,000	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> • Lesson Plans • Walkthrough Data • Student Assessment Data

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
Intervention System An intervention system will be designed and implemented for grades K-5 to maximize student learning for all students. IP 1 Standard 1.3 IP 2 Standard 2.5	\$0	KCWP 5: Design, Align, Deliver Support Processes	<ul style="list-style-type: none"> • 45 Day Plan • Shipley System – School wide Checks (Levels 1-3)
Kentucky Academic Standards KAS Module Trainings: KAS module training will be provided to all teachers by the AIC and two teacher leaders. Content for Science and Social Studies will be delivered during a Gold Day in October 2021.	\$0	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> • Faculty and PLC Agendas • Faculty and PLC Minutes
Kentucky Academic Standards: On Demand Writing Teachers will provide students with opportunities to write for authentic purposes, analyze rich text, use rubrics and success criteria, exemplars, collaborate with peers, and improve critical thinking skills that will address on-demand writing prompts, extended response questions, lab reports, DBQs, essays and research papers. IP 2 Standard 2.5	\$0	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> • Lesson Plans • Walkthrough Data • PLC Agenda/Minutes • CASL Protocol

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

[illegible]

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
Teacher/Mentor Induction System Mill Creek Administration will begin a teacher induction program to increase teacher retention and student achievement EPB IP 1 Standard 1.3	\$0	KCWP 5: Design, Align, Deliver Support Services	<ul style="list-style-type: none"> • Agendas/Minutes • 45 Day Plan
Intervention System System will be monitored and adjusted to maximize student learning. PDSA training will be provided for ILT. IP 1 Standard 1.3 IP 2 Standard 2.5	Training provided by KDE Education Recovery Staff. \$-0	KCWP 5: Design, Align, Deliver Support Processes KCWP 2: Design and Deploy Standards	<ul style="list-style-type: none"> • 45 Day Plan • Shipley System – School wide Checks (Levels 1-3) Focus: PDSA

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
Progress Monitoring Teachers will utilize electronic data form to monitor and track individual students on their performance on summative assessments (can include, but not limited to: end of unit assessments, benchmark assessments, K-PREP, etc.). Each student will individually set goals for each standard and track mastery through data tracking sheets found in their Leadership Binder IP 1 Standard 1.3	\$0	KCWP 5: Design, Align, Deliver Support Processes	<ul style="list-style-type: none"> • PLC Agenda/Minutes • Assessments/Assessment Data • Student Goal Sheets • 45 Day Plan • Classroom/School Core Instruction Diagnostics
MTSS System Create a "Watch List" for students performing below proficiency that is monitored every six weeks. Provide small group instruction and specific tiered intervention strategies to remediate skills to ensure student progress towards standards mastery. As a part of this process, identify which students need Tier 2/3 intervention. IP 1 Standard 1.3 IP 2 Standard 2.5	\$0	KCWP 5: Design, Align, Deliver Support Processes KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> • MTSS Protocol • PLC Agenda/Minutes • Walkthrough data • 45 Day Plan • Classroom/School Core Instruction Diagnostics

Evidence Based Practice #1

Shipley Systems-Continuous Improvement Planning

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.	Park, Sandra, et al. "Continuous Improvement in Education." Carnegie Foundation for the Advancement of Teaching, 2013, pp. 1-48.
What is the strength of the evidence? Under what conditions was the evidence developed?	A sampling approach to data collection, which started with a short list of referred organizations, was employed; other organizations were added to the research plan as they were referred to in interviews or readings. To the extent possible, efforts were made to obtain a diverse mix of types of organizations, including school districts, individual schools, improvement science consultants, technical assistance organizations, and community partnerships. This research centers on detailed case examples of two school districts and one community partnership organization: the School District of Menomonee Falls, Montgomery County School District, and Strive Cincinnati. Prominent examples of these in education are the American Productivity and Quality Center (APQC), Jim Shipley & Associates, and Partners in School Innovation, inter alia.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Some expected outcomes with improved academic results are: <ul style="list-style-type: none"> • Organization and optimization of resources • Aligned rigorous curriculum, delivery of instruction and assessment for continuous improvement • Literacy-based initiatives developed, expanded and delivered • Sustained systems that support and improve the institution • Strengthen all stakeholder relationships
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.	
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	There is practice-based evidence as well as community defined evidence to indicate effectiveness. https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	Yes, there is a Program Improvement System framework organizing the work and then progresses to a Process Management and Improvement Model used to track the creation and improvement of core organizational processes. Appendix D speaks to this model. https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	This study represents an attempt to identify and describe how continuous improvement methodology is being applied and offer concrete illustrations of organizations. Research is descriptive in nature. https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.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?	no

Evidence Based Practice #2

Fountas & Pinnell ELA Curriculum K-5

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>Yes</p> <p>https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_levelledliteracy_091917.pdfhttps://files.eric.ed.gov/fulltext/ED544374.pdf</p> <p>eric.ed.gov/fulltext/ED544374.pdf</p> <p>Pinnell, G.S., & Fountas, I.C. (2010). Research base for guided reading as an instructional approach (White paper). Retrieved from http://emea.scholastic.com/sites/default/files/GR_Research_Paper_2010_3.pdf</p>
What is the strength of the evidence? Under what conditions was the evidence developed?	The What Works Clearinghouse (WWC) identified two studies of LLI that fall within the scope of the Beginning Reading topic area and meet WWC group design standards. Two studies meet WWC group design standards without reservations, and no studies meet WWC group design standards with reservations. Together, these studies included 747 students in grades K–2 in 22 schools in three school districts across three states.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Across all observations, the observation results from the current study suggest that when implemented with a high degree of fidelity to design students' literacy skills are positively impacted. The majority of lesson components received high fidelity ratings in most of the observations that were conducted. Additionally, observation results revealed that F&P implementation was consistent across the year, with high fidelity scores received at both time points when the observations were conducted. Finally, although students received, on average, less than the model's recommended number of instructional days, students in all three grade levels made significant progress in their literacy achievement. This finding suggests that F&P can still be effective during a relatively short time frame, which may be valuable to districts with a large number of students to serve or limited time in which to implement early literacy interventions.
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.	
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	<p>Yes, there is practice-based evidence to indicate effectiveness. Across the three grade levels, the current study found that LLI positively impacts K-2 student literacy achievement in rural and suburban settings. Further, we determined that LLI is effective with ELL students, students with a special education designation, and minority students in both rural and suburban settings. Finally, the current study showed that LLI is effective with economically disadvantaged children in both rural and suburban settings.</p> <p>eric.ed.gov/fulltext/ED544374.pdf</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>Yes the model states that measurable increases in student literacy growth and other positive outcomes will result upon completion of a certain number of intervention sessions as well as from a combination of factors, including those directly related to the intervention itself—and other non-LLI factors such as the quality of the students' regular classroom instruction and support they receive for literacy at home.</p> <p>eric.ed.gov/fulltext/ED544374.pdf</p>

Evidence Based Practice #2

Fountas & Pinnell ELA Curriculum K-5

<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>Yes. ECSDM is a suburban school district in a small city located approximately 72 miles northwest of New York City, New York, that served 6,764 students during the 2008-2009 school year. The size of the schools in ECSDM ranges from 435 to 2,048 students. This district serves primarily Hispanic and African American populations (46.0% and 27.0%, respectively), with more than half of students (64.0%) identified as “economically disadvantaged” by the New York Department of Education’s free and reduced lunch status. Seven K-2 teachers trained in LLI and 218 K-2 students eligible for LLI in ECSDM participated in this study. eric.ed.gov/fulltext/ED544374.pdf</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>Yes. These effects were particularly strong for various subgroups (e.g, ethnicity, special education or ELL status) within each grade level. For kindergarten, significant effects were found, compared to the control group, for African American students, Hispanic students, and ELL students on the LLI Benchmarks, with all three subgroups finishing closer to grade level (i.e., Level B) than their counterparts who finished at or below Level A. First grade African American and Hispanic students in the treatment group also showed more gains than their counterparts in the control group. In second grade, strong, educationally meaningful effects were found for African American and Hispanic LLI students. Second grade African American LLI students finished at the highest level overall, closely followed by the Hispanic LLI students. eric.ed.gov/fulltext/ED544374.pdf</p>

Evidence Based Practice #3

Assessment Alignment-Curriculum Associates - Ready

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	https://www.casamples.com/downloads/iready-essa-brochure-2017.pdf
What is the strength of the evidence? Under what conditions was the evidence developed?	The results of this study were statistically significant at the $p < .05$ level for all grades and subjects, and all but one of the results—grade 2 ELA—were significant at the $p < .0001$ level. Based on the results of this analysis, i-Ready Instruction shows evidence of promoting greater student learning gains. The significance of the findings provides support for i-Ready as a program that meets the criteria for ESSA Level 3: Promising Evidence.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Students receiving i-Ready Instruction showed greater learning gains than students who did not. Effect sizes across subjects and grades were positive and generally strong. These effects were also observed for subgroups. The differences in student score growth at grades 1–8 were statistically significant after controlling for selection bias.
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.	
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Yes. In fall of 2017 Curriculum Associates conducted comprehensive research into the impact of i-Ready Instruction on student learning gains as measured by the i-Ready Diagnostic. Using i-Ready Diagnostic data from over four million students who took the i-Ready Diagnostic in the 2016–2017 academic year, our research team found that students using i-Ready Instruction experienced greater learning gains than students who did not use the program. https://www.casamples.com/downloads/iready-essa-brochure-2017.pdf
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	Yes. Students receiving i-Ready Instruction showed greater learning gains than students who did not. Effect sizes across subjects and grades were positive and generally strong. These effects were also observed for subgroups. The differences in student score growth at grades 1–8 were statistically significant after controlling for selection bias. https://www.casamples.com/downloads/iready-essa-brochure-2017.pdf
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Yes. The following tables show the sample sizes of students included in the ANCOVA analysis. The sample sizes for this analysis are smaller than the sample size of the overall effect analysis presented earlier, and exclude kindergarten. This is because only students who had a prior i-Ready Diagnostic score from spring of their prior year were included in the analysis. Adding the condition of prior-score availability also ensures that students included in this analysis are from a more mature implementation of the i-Ready program. https://www.casamples.com/downloads/iready-essa-brochure-2017.pdf

Evidence Based Practice #3

Assessment Alignment-Curriculum Associates - Ready

Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?

Yes. The i-Ready study data was also analyzed by using four subgroups: non-Caucasian students, students with disabilities, economically disadvantaged students, and English language learners. Overall, the students in these subgroups receiving i-Ready Instruction experienced greater learning gains than students in the same subgroup who did not receive i-Ready Instruction. This indicates that in general, i-Ready Instruction can enhance learning gains for students in these subgroups. Due to sample limitations, the ANCOVA analyses were not performed for the subgroup analysis. These analyses will be performed and expanded upon in future research.

<https://www.casamples.com/downloads/iready-essa-brochure-2017.pdf>

Evidence Based Practice #4

Literacy Footprints for Guided Reading

<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>https://www.literacyfootprints.com/literacy-footprints-a-research-based-guided-reading-system</p> <p>Young, Chase. (2019). Increased frequency and planning: A more effective approach to guided reading in Grade 2, The Journal of Educational Research, 112:1,121-130, DOI: 10.1080/00220671.2018.1451814</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf</p>
<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>This yearlong quasi experimental study examined the effects of two approaches to guided reading on second-grade students' reading abilities. The 79 subjects were chosen as a nonprobability sample and served as the treatment and comparison groups. The groups were pre- and post tested using the Developmental Reading Assessment, Second Edition determine students' reading levels. A 2 x 2 repeated measures analysis of variance revealed significant main and interaction effects. According to a post hoc analysis of mean difference effect size, both groups experienced very large effects, but treatment effects (d D 3.66) were much larger than the comparison (d D 1.34). The results suggest that increased emphasis on guided reading can lead to a greater impact on second-grade students' reading ability.</p>
<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>In a quasiexperimental study (Kamps et al., 2007) involving first- and second-grade students, an experimental group received direct instruction in small-groups (n D 176) and a comparison group engaged in balanced literacy and a large group pullout program(n D 142). Students in the experimental group outperformed students on nonsense word reading and oral reading fluency, especially students identified as English language learners. The study is rare in that it provides empirical support for this use of guided reading over alternative instructional approaches. Of the remaining empirical studies conducted, researchers found guided reading to be effective. It is clear that as the time spent in guided reading increased so did the positive effects on students' reading abilities. Therefore, it is recommended that students, regardless of level, be met with as frequently as possible.</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>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p>	<p>Yes. The treatment classes were taught by a departmentalized teacher with three years of experience teaching Grade 2. Similarly, the teacher taught three different intact classrooms. The language arts block included many of the required components of balanced literacy and district requirements were observed in the treatment classroom.</p> <p>Young, Chase. (2019). Increased frequency and planning: A more effective approach to guided reading in Grade 2, The Journal of Educational Research, 112:1,121-130, DOI: 10.1080/00220671.2018.1451814</p>

Evidence Based Practice #4

Literacy Footprints for Guided Reading

<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>Yes. As noted in previous educational research (Young & Rasinski, in press), when examining quasi-experimental studies conducted in real classrooms, it is desirable to see large effects in both treatment and comparison groups. In this case, the results revealed a large effect in the comparison (d D 1.34), indicating that the balanced literacy approach implemented by the teacher was, indeed, effective.</p> <p>Young, Chase. (2019). Increased frequency and planning: A more effective approach to guided reading in Grade 2, The Journal of Educational Research, 112:1,121-130, DOI: 10.1080/00220671.2018.1451814</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>Yes some similarities exist. The 79 subjects were chosen as a nonprobability sample from six different second-grade classrooms in a Title 1 school in the southern United States. The elementary school's demographics comprised 63% Hispanic, 20% White, 13% Black, and 3% of the students were two or more races. Of these students, 43% were English language learners. Seventy-seven percent of the students in the school participated in the free or reduced lunch program. The treatment group (n D 41) included 60% boys and 40% girls, and the demographics were 65% Hispanic, 23% White, and 12% Black. The comparison group (n D 38) included 65% boys and 35% girls and was 62% Hispanic, 22% White, and 16% Black. Thus, demographically, the groups were relatively similar.</p> <p>Young, Chase. (2019). Increased frequency and planning: A more effective approach to guided reading in Grade 2, The Journal of Educational Research, 112:1,121-130, DOI: 10.1080/00220671.2018.1451814</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>Yes. This study has high ecological validity as the research was performed in actual classrooms. Because of the ecological validity, the research speaks directly to teachers in similar contexts and provides evidence that the time and effort spent meeting with small groups is worthwhile. A second-grade classroom with a mean DRA2 score of mid-level Grade 1 participated in daily guided reading and increased to an above-grade-level mean by the end of the year. Some of the students who might have failed actually succeeded. Guided reading continues to be a viable and effective option for teachers.</p> <p>Young, Chase. (2019). Increased frequency and planning: A more effective approach to guided reading in Grade 2, The Journal of Educational Research, 112:1,121-130, DOI: 10.1080/00220671.2018.1451814</p>

FIRST QUARTER ACTION Plan			
Date Range of Plan		(Ex. February 17th -April 20th, 2020)	
45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
Prioritize instructional time with a revised master schedule to include 90 minutes for reading and math. Also, to include other content areas (science, social studies, reading and intervention)	Teachers & ILT Ongoing	Not required	Monitor Walkthroughs for 90 minutes of instructional time
Establish leadership roles with ILT.	AP by February 17, 2020	Not required	ILT Meeting Agenda/Minutes
Revise PLC protocol	ILT by February 17, 2020	Not required	PLC Agenda
Establish regular PLC meeting schedule	ILT by February 17, 2020	Not required	PLC Agenda/Minutes
Collection of lesson plans to review with feedback	ILT Ongoing	Not required	Teacher Lesson Plans
Attend Jim Shipley Systems Training	4 members of Turnaround Team (Bonds-AP, Thomas, Taylor & Bryant) March 4th & 5th	Provided by KDE Recovery Staff	Schoolwide Checks
Revise PBIS Plan to support instructional process	PBIS Team February 28, 2020	Not required	Fewer Support Calls
Review Turnaround Plan	2/14/2020 AP Ms Bonds	Not required	Gold Day 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			

SECOND QUARTER ACTION Plan			
Date Range of Plan		(Ex. April 20th -June 12th, 2020)	
45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
Kagan Training for AIC & Principal	April 8, 2020 8:00-4:00	Provided by JCPS	Meeting Agenda
Revised walk through schedule	ILT Ongoing	Not required	Walkthrough Data
Schedule KAS Module A-E Training for staff	AIC and Teacher Lead- Scheduled by May 28, 2020	Not required	PLC
Provide coaching and feedback from walkthrough data	ILT ongoing	Not required	Walkthrough Data Tool
Develop a Summer and Fall PD Plan	District Support & AIC & Teacher Leads by May 30, 2020	Not required	Agendas & Training Packets
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			