

Turnaround Plan

Minors Lane Elementary

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3 year turnaround plan

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8 Principles of School Improvement Planning

Principle #1	Elevate school improvement as an urgent priority at every level of the system and establish clear roles, lines of authority, and responsibilities for improving low-performing schools	<i>If everything's a priority, nothing is.</i>
Principle #2	Make decisions based on what will best serve each and every student with the expectation that all students can and will master the knowledge and skills necessary for success in college, career, and civic life. Challenge and change existing structures or norms that perpetuate low performance or stymie improvement.	<i>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-existing 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?

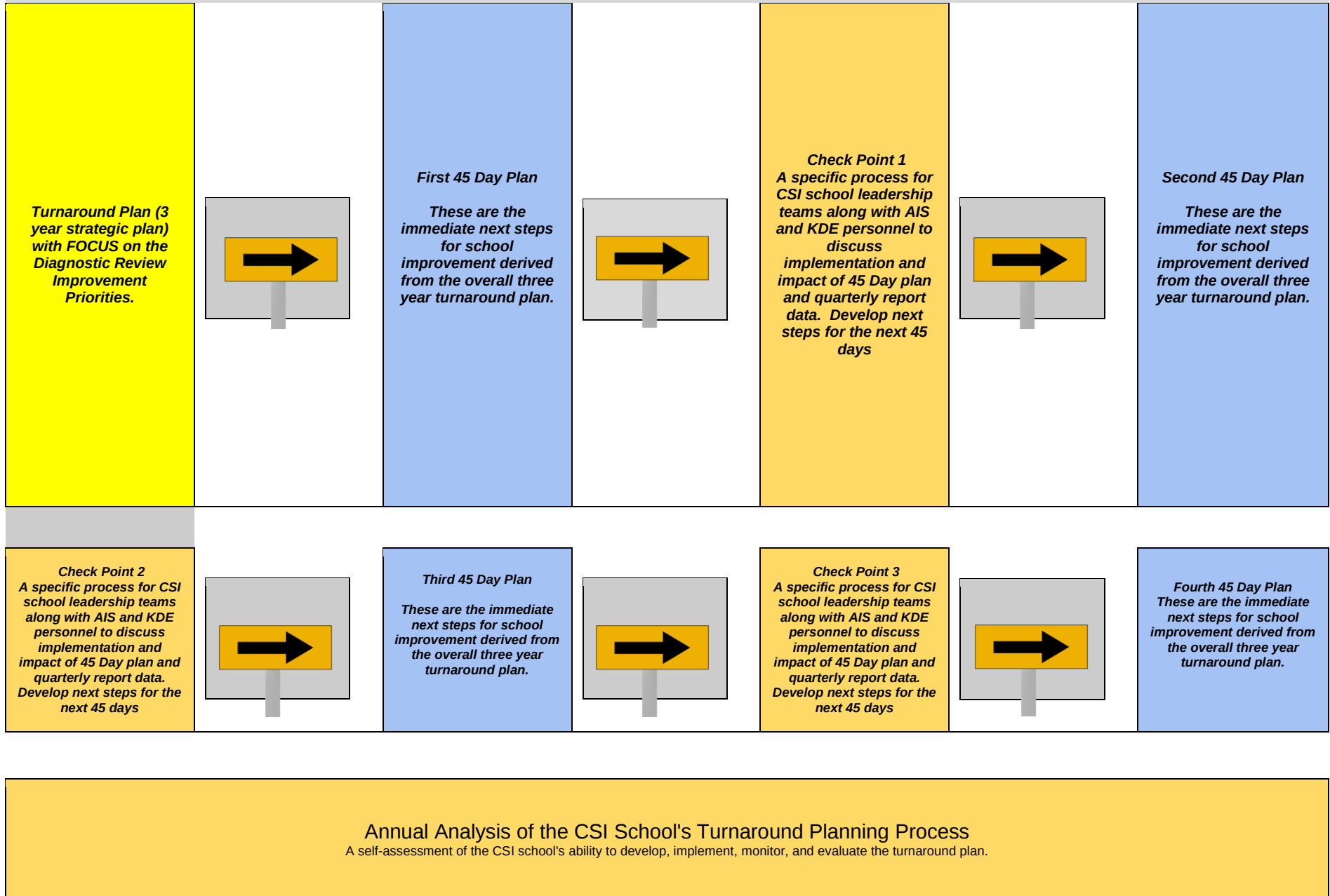
The team decides on strategies to systematically address the process, practice, or condition needing change.

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



School Name

Minors Lane Elementary

Vision

Our students will be prepared for middle school because we BELIEVE, ACHIEVE, and SUCCEED at Minors Lane.

Mission

At Minors Lane we EMBRACE diversity, EMPOWER future leaders, and EDUCATE the whole child.

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.)

Erika Walker- Principal
Ramon Wales- Assistant Principal
William Philbeck- Educational Recovery Leader
Phil Berry- Academic Instructional Coach
Rebecca Metcalf- ESL Teacher
Lee Johnson- Current Classroom Teacher
Karima Badouan- Current Classroom Teacher

Accountability Area	Goals These are the aim statements the school will be reaching 3 years from now.	Objectives These are aim statements the school will be reaching this school year.
Proficiency	By the end of the 2020 school year 40% of students will be proficient in Reading and Math.	By 2023 Reading proficiency score will increase from 9.6 to 30.7, Math proficiency will increase from 12.2 to 30.7.
Separate Academic Indicator	Writing proficiency will increase to 25% proficient by 2020.	Writing proficiency will increase to 30% proficient by 2023.
Growth	By the end of the 2020 school year 60% of students will meet their expected fall to spring growth on NWEA MAP assessment.	By the end of the 2023 school year the % of students meeting their expected growth on NWEA MAP will increase by 5% in Reading and Math.
Transition Readiness	N/A	N/A
Graduation Rate	N/A	N/A
GAP	By the end of the 2020 academic school year 35.9% of students will demonstrate proficiency in reading and 45% of students will demonstrate proficiency in math in the non-duplicated gap group.	By the end of the 2023 school year 45.9% of students will demonstrate proficiency in reading and 40% of students will demonstrate proficiency in math in the non-duplicated gap group.
Other		

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
Develop, implement, and monitor a curriculum that is aligned to Kentucky Academic Standards, is aligned vertically (kindergarten through fifth grade), is based on high, explicit expectations for student academic performance, and promotes the development and use of higher-order thinking skills in all students. Collect, analyze, and use data to evaluate the quality and effectiveness of the curriculum in order to meet the institution's learning expectations, student preparedness for the next level, and to provide data for revisions to the curriculum. (Standard 2.5)	Develop and implement an instructional monitoring process to ensure that individual student learning needs are addressed and that the school's learning expectations and plans are implemented with fidelity in the classroom. Collect and analyze appropriate formative and summative assessment data to monitor student improvement and to promote adjustment of classroom instruction throughout the year. (Standard 2.7)	
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.)
We will develop and implement a curriculum that is aligned to KAS, based on high, explicit expectations. We will formulate a PLC process that will collect, analyze, and use data to evaluate the effectiveness of the curriculum and ensure student readiness for the next level.	We will develop and implement an instructional monitoring process to ensure that all learning needs are addressed. We will establish specific learning expectations and implement them with fidelity. Through the PLC process we will collect and analyze data to monitor student improvement and ensure that necessary adjustments are made to classroom instruction throughout the year.	
Strategies to Address Improvement Priorities Identify the strategy your school will use to address the identified improvement priority. In the blank box under the strategy you select, write a brief description of the context of how this strategy will be deployed. (The link to the KCWP can be found below this box.)		
https://education.ky.gov/school/stratclsgap/Pages/default.aspx		

___X___ KCWP 1: Design and Deploy Standards	___ KCWP 1: Design and Deploy Standards	___ KCWP 1: Design and Deploy Standards
Through the PLC process we will put a focus on standards based instruction and deconstruction of the grade level standards.		
___ KCWP 2: Design and Deliver Instruction	___X___ KCWP 2: Design and Deliver Instruction	___ KCWP 2: Design and Deliver Instruction
	We will purchase a curriculum for reading and math, ensure that staff is trained on new curriculum, and monitor its effectiveness throughout all grade levels.	
___ 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
___ KCWP 5: Design, Align, and Deliver Support	___ KCWP 5: Design, Align, and Deliver Support	___ KCWP 5: Design, Align, and Deliver Support
___ KCWP 6: Establish Learning Culture & Environment	___ KCWP 6: Establish Learning Culture & Environment	___ KCWP 6: Establish Learning Culture & Environment

Year One Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
Purchase and Implement Math curriculum (Standard 2.5)	\$65,000	Design and deploy standards to ensure a vertically aligned math curriculum that is based upon standards	IP 1: -MLE will establish a monitoring system using a schoolwide walkthrough protocol -Through aligned PLC protocols -Through analyzing quarterly data
Purchase and Implement Reading curriculum (Standard 2.5)	\$100,000	Design and deploy standards to ensure a vertically aligned reading curriculum that is based upon standards	IP 1: -MLE will establish a monitoring system using a schoolwide walkthrough protocol -Through aligned PLC protocols -Through analyzing quarterly data
Implement teacher training on programs purchased. (Standard 2.5)	\$30,000	Design and deploy standards to ensure that professional development is program based with high yield instructional strategies, gradual release with a focus on standards mastery	IP 1: -Establish a professional development plan based upon our improvement priorities, needs assessment, and action plan -Administration Team will regularly review the professional development plan and opportunities to ensure they are meeting the needs of the faculty
Contract program developers (Math and Reading) for training, monitoring and updates (Standard 2.5)	\$25,000	Design and deploy standards and design and deliver instruction through coaching from program developers	IP 1/IP 2: -Quarterly visits for classroom observations, including professional development and feedback -Report to Administration Team on level of fidelity of program implementation
Implement school wide PLC processes with additional training. (Standard 2.7)	\$50,000	Design and deploy standards through a consistent, schoolwide PLC protocol	IP 2: -Establish a standardized PLC protocol -Faculty trained in standardized PLC protocol

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
			-Team leads will report to Instructional Leadership Team -Walk through protocols will be designed to collect data based upon PLC objectives -Instructional leadership team will quarterly discuss whether PLC protocol is meeting teachers' needs
Establish a standard time for KAS deconstruction and alignment. (Standard 2.5 and 2.7)	\$ 0	Design and deploy standards aligned to newly purchased programs by ensuring professional development opportunities including high yield instructional strategies and gradual release with a focus on standards mastery	IP #2 Standard 2.7: -Monitored in PLCs through assessment data collection and desegregation. -Schoolwide utilization of a standardized scope and sequence, pacing guides -Regular review of assessments and lesson plan materials in Instructional Leadership Team
Develop opportunities for students to enhance social skills in order to prepare them for the next level. (Standard 2.7)	\$50,000	Establish learning culture and environment that promotes a well rounded child. This program will ensure the physical, academic, social and emotional needs are equitably met.	IP #1 Standard 2.5: Monitoring will occur in ILT/ALT meetings and in PLC's through data collection (attendance, behavior, communication, surveys, etc.)
Purchase and implement independent, individualized technology-based program to support new literacy and math programs. (Standard 2.5)	\$35,000	Design and Deliver Instruction through a variety of instructional practices that ensure student learning needs are being met.	IP # 1 Standard 2.5: Monitoring will occur through observation, lesson planning, ILT/ALT data collection and through grade level PLCs.

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
Imbed Kagan instructional strategies workshops into the PLC protocols. (Standard 2.5)	\$20,000	Design and Deliver Instruction through a variety of instructional practices that ensure student learning needs are being met.	IP #1 Standard 2.5: Monitoring will occur through PLC observations, minutes and agendas. Monitoring will also occur through classroom observations and teacher “presentations” during monthly faculty meetings.

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
Refine math program implementation. (Standard 2.5)	\$0	Design and deploy standards to ensure a vertically aligned math curriculum that is based upon standards	IP 1: -Review monitoring system using schoolwide walkthrough protocol -Review PLC protocols -Continue to analyze quarterly data
Refine literacy program implementation. (Standard 2.5)	\$0	Design and deploy standards to ensure a vertically aligned reading curriculum that is based upon standards	IP 1: -Review monitoring system using schoolwide walkthrough protocol -Review PLC protocols -Continue to analyze quarterly data
Continue teacher training with an emphasis on new teachers. (Standard 2.5)	\$0	Design and deploy standards to ensure that professional development is program based with high yield instructional strategies, gradual release with a focus on standards mastery	IP 1: -Review professional development plan based upon our improvement priorities, needs assessment, and action plan -Administration Team will continue to regularly review the professional development plan and opportunities to ensure they are meeting the needs of the faculty
Continue contracting program developers (Math and Reading) for training, monitoring and updates. (Standard 2.5)	\$0	Design and deploy standards and design and deliver instruction through coaching from program developers	IP 1/IP 2: -Continue receiving quarterly visits for classroom observations, including professional development and feedback -Continue reporting to Administration Team on level of fidelity of program implementation

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
Refine PLC protocols and adjust accordingly. (Standard 2.7)	\$0	Design and deploy standards through a consistent, schoolwide PLC protocol	IP 2: -Review standardized PLC protocol -Team leads will continue to report to Instructional Leadership Team -Walk through protocols will be designed to collect data based upon PLC objectives -Instructional leadership team will quarterly discuss whether PLC protocol is meeting teachers' needs
Review for effectiveness and adjust KAS standard deconstruction. (Standard 2.5 and 2.7)	\$0	Design and deploy standards aligned to newly purchased programs by ensuring professional development opportunities including high yield instructional strategies and gradual release with a focus on standards mastery	IP 2: -Continued monitoring in PLCs through assessment data -Continue schoolwide utilization of a standardized scope and sequence, pacing guides -Review of assessments and lesson plan materials in Instructional Leadership Team
Develop opportunities for students to enhance social skills in order to prepare them for the next level. (Standard 2.7)	\$0	Establish learning culture and environment that promotes a well rounded child. This program will ensure the physical, academic, social and emotional needs are equitably met.	IP #1 Standard 2.5: Monitoring will occur in ILT/ALT meetings and in PLC's through data collection (attendance, behavior, communication, surveys, etc.)
Refine and monitor independent, individualized technology-based	\$0	Design and Deliver Instruction through a variety of instructional	IP # 1 Standard 2.5:

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Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
program to support new literacy and math programs. (Standard 2.5)		practices that ensure student learning needs are being met.	Monitoring will occur through observation, lesson planning, ILT/ALT data collection and through grade level PLCs.
Imbed Kagan instructional strategies workshops into the PLC protocols. (Standard 2.5)	\$20,000	Design and Deliver Instruction through a variety of instructional practices that ensure student learning needs are being met.	IP #1 Standard 2.5: Monitoring will occur through PLC observations, minutes and agendas. Monitoring will also occur through classroom observations and teacher “presentations” during monthly faculty meetings.

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
Review and refine Math curriculum (Standard 2.5)	\$0	Design and deploy standards to ensure a vertically aligned math curriculum that is based upon standards	IP 1: -MLE will establish a monitoring system using a schoolwide walkthrough protocol -Through aligned PLC protocols -Through analyzing quarterly data
Review and refine Reading curriculum (Standard 2.5)	\$0	Design and deploy standards to ensure a vertically aligned reading curriculum that is based upon standards	IP 1: -MLE will establish a monitoring system using a schoolwide walkthrough protocol -Through aligned PLC protocols -Through analyzing quarterly data
Continue teacher training on programs purchased. (Standard 2.5)	\$0	Design and deploy standards to ensure that professional development is program based with high yield instructional strategies, gradual release with a focus on standards mastery	IP 1: -Establish a professional development plan based upon our improvement priorities, needs assessment, and action plan -Administration Team will regularly review the professional development plan and opportunities to ensure they are meeting the needs of the faculty
Continue program developers (Math and Reading) for training, monitoring and updates (Standard 2.5)	\$0	Design and deploy standards and design and deliver instruction through coaching from program developers	IP 1/IP 2: -Quarterly visits for classroom observations, including professional development and feedback -Report to Administration Team on level of fidelity of program implementation
Review and refine school wide PLC processes with additional training.	\$0	Design and deploy standards through a consistent, schoolwide PLC protocol	IP 2: -Establish a standardized PLC protocol -Faculty trained in standardized PLC protocol

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
(Standard 2.7)			-Team leads will report to Instructional Leadership Team -Walk through protocols will be designed to collect data based upon PLC objectives -Instructional leadership team will quarterly discuss whether PLC protocol is meeting teachers' needs
Refine a standard time for KAS deconstruction and alignment. (Standard 2.5 and 2.7)	\$0	Design and deploy standards aligned to newly purchased programs by ensuring professional development opportunities including high yield instructional strategies and gradual release with a focus on standards mastery	IP 2: -Monitored in PLCs through assessment data -Schoolwide utilization of a standardized scope and sequence, pacing guides -Regular review of assessments and lesson plan materials in Instructional Leadership Team
Refine opportunities for students to enhance social skills in order to prepare them for the next level. (Standard 2.7)	\$0	Establish learning culture and environment that promotes a well rounded child. This program will ensure the physical, academic, social and emotional needs are equitably met.	IP #1 Standard 2.5: Monitoring will occur in ILT/ALT meetings and in PLC's through data collection (attendance, behavior, communication, surveys, etc.)
Refine independent, individualized technology-based program to support new literacy and math programs. (Standard 2.5)	\$0	Design and Deliver Instruction through a variety of instructional practices that ensure student learning needs are being met.	IP # 1 Standard 2.5: Monitoring will occur through observation, lesson planning, ILT/ALT data collection and through grade level PLCs.

Evidence Based Practice #1 (IP 2.7) PLCs

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	PLCs We will use PLCs to create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving student learning. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf Professional Development Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf Teacher Coaching Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://scholar.harvard.edu/files/mkraft/files/kraft_blarz_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf Teacher Coaching Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?_ga=2.92918046.2057072060.1580493694-2106497335.1580493694
What is the strength of the evidence? Under what conditions was the evidence developed?	A correlation exists between efficient professional learning communities and teacher coaching. “The report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies—can boost their students’ achievement by about 21 percentile points.” PLCs influence positive culture amongst teachers. “....in schools with higher levels of collaborative activities [teachers] are more likely than others to have high levels of career satisfaction (68% vs. 54% very satisfied).”

Evidence Based Practice #1 (IP 2.7) PLCs

	“More specific attention to the school’s culture for collaboration and continuous improvement and necessary structures are likely to increase the effects of coaching.” Thus, teacher coaching will impact instruction, student achievement, and at-large the culture of collaboration.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	“Overall finding was that the idea of a PLC is worth pursuing as a means of promoting school and system-wide capacity building for sustainable improvement and pupil learning.” The cited report “report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies— can boost their students’ achievement by about 21 percentile points.’ Highlights teacher coaching as a “promising alternative” to “traditional” professional development. “Coaching, either alone or in conjunction with other forms of professional learning, has a significant effect on teaching practice and student achievement.” The Professional Learning Community and Teacher Coaching processes will promote and ensure congruence between learning targets, high yield instructional strategies, and assessment outcomes to improve student learning.
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.	N/A
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	A correlation exists between efficient professional learning communities and teacher coaching. “The report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies—can boost their students’ achievement by about 21 percentile points.” PLCs influence positive culture amongst teachers. “....in schools with higher levels of collaborative activities [teachers] are more likely than others to have high levels of career satisfaction (68% vs. 54% very satisfied).” “More specific attention to the school’s culture for collaboration and continuous improvement and necessary structures are likely to increase the effects of coaching.” Thus, teacher coaching will impact instruction, student

Evidence Based Practice #1 (IP 2.7) PLCs

achievement, and at-large the culture of collaboration. “Overall finding was that the idea of a PLC is worth pursuing as a means of promoting school and system-wide capacity building for sustainable improvement and pupil learning.”

The cited report “finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies— can boost their students’ achievement by about 21 percentile points.” Another highlights teacher coaching as a “promising alternative” to “traditional” professional development.

“Coaching, either alone or in conjunction with other forms of professional learning, has a significant effect on teaching practice and student achievement.” The Professional Learning Community and Teacher Coaching processes will promote and ensure congruence between learning targets, high yield instructional strategies, and assessment outcomes to improve student learning.

We will use PLCs to create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving student learning.

https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf

We will create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice.

https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf

We will create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice.

https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf

We will create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice.

https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?_ga=2.92918046.2057072060.1580493694-2106497335.1580493694

Evidence Based Practice #1 (IP 2.7) PLCs

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?	https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.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.	https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.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?	https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf

Evidence Based Practice #2 (IP 2.5) Guided Reading

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.	Gaffner, J., Johnson, K., Torres-Elias, A., Dryden, L., (2014). Guided reading in first - fourth grade: theory to practice. Texas Journal of Literacy Education, 2(2), 117-126. https://eric.ed.gov/?id=EJ1110820
What is the strength of the evidence? Under what conditions was the evidence developed?	This quantitative study provided small group guided reading to two treatment groups: 16 students for one year treatment and 21 students to one semester treatment in an urban Texas setting. The quantitative data was obtained from two measures. Aggregate treatment response of the sixteen (43.3%) students afforded yearlong treatment was compared to the treatment response of the twenty-one students (56.7%) afforded treatment for only one semester. Students who received the yearlong treatment (n = 16) improved more substantially (p = .005) than those who received the semester-only treatment (n = 21), with treatment duration accounting for 21% of the variance between groups (in terms of FP-BAS reading levels and ISIP-ERA scores). In fact, the average semester-only participant grew only one month in FP-BAS reading level, while a typical year-long student grew approximately 6 months in FP-BAS reading level (in accordance with Denton, 2012; Gersten et al., 2008; Ramey & Ramey, 2005).
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	
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.	Based on our review of the evidence and the data for our school we believe this would be level 2 evidence because of the quantitative study. Quantitative assessment results generally

Evidence Based Practice #2 (IP 2.5) Guided Reading

	demonstrated a positive impact on the reading growth of the elementary students involved in the reading clinic.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Yes. https://files.eric.ed.gov/fulltext/EJ1110820.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?	For struggling readers, SGGR is critical and supplemental SGGR outside of the general classroom is often indicated as intervention or treatment for elementary reading struggles (NICHD, 2000; National Early Literacy Panel & National Center for Family Literacy, 2008). In particular, young children who do not progress in reading at the same rate as their peers will likely continue to have difficulty in school (Pianta, Belsky, Vandergrift, Houts, & Morrison, 2008; Torgesen, 2004), with meta-analyses showing 5-17% individuals later manifest indicators of a reading disorder (Bishop, 2010; Shaywitz, Morris, & Shaywitz, 2008). Therefore, early literacy intervention in the form of supplemental SGGR is necessary for young children who initially struggle in reading (Iaquinta, 2006; Pinnell & Fountas, 2008).
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	The study was based entirely on elementary age students
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	There is no mention in the study of sub groups but the study was based entirely on elementary age students.

Evidence Based Practice #3 Kagan

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.	The current study updates and extends the original research synthesis of effective instructional strategies presented in "Classroom Instruction that Works" ("CITW"; Marzano, Pickering, & Pollock, 2001). That work identified nine instructional strategies for improving academic achievement and synthesized findings from previous meta-analyses around each. The present study extends and updates this original work. Purpose: The purpose of this review is to update the research base for the nine teaching strategies addressed by "Classroom Instruction that Works": https://eric.ed.gov/?id=ED543521
What is the strength of the evidence? Under what conditions was the evidence developed?	Research Design: Statistical Synthesis; Data Collection and Analysis: Determination of the appropriate analytic method of synthesis was conducted on a case-by-case basis for each of the nine instructional strategies. Two methods were used--meta-analysis and literature review. Meta-analysis was used when the research team determined that sufficient quantitative data was available to estimate a robust effect size. Whenever a category contained fewer than four independent primary studies, a literature review was conducted. The literature review provides a narrative description of identified studies as well as a description of context and findings. Unlike the meta-analysis, the literature review does not provide a composite effect for the strategy because there is no insurance against the possibility that findings from identified studies may be "outliers" from the theoretical true effect of the intervention. Because of this, a meta-analysis was conducted whenever a sufficient number of studies was available.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Findings: Chapters on each of the nine strategies give effect sizes related to student achievement. Although the effect sizes are lower than those reported by Marzano et al. (2001), a more rigorous method was employed in the present study meta-analysis. Conclusion: The effect sizes found for the nine instructional strategies suggest that they have potentially great practical significance in education. This report is divided into ten chapters, as follows: (1) Methods (Charles Igel, Helen Apthorp, Andrea Beesley); (2) Identifying Similarities and Differences (Helen Apthorp); (3) Summarizing and Note Taking (Charles Igel, Trudy Clemons, Helen Apthorp, Susie Bachler); (4) Reinforcing Effort and Providing Recognition (Trudy Clemons, Charles Igel, Andrea Beesley); (5) Homework and Practice (Charles Igel, Trudy Clemons, Tedra Clark); (6) Nonlinguistic Representations (Trudy Clemons, Charles Igel, Sarah Gopalani); (7) Cooperative Learning (Charles Igel); (8) Setting Objectives and Providing Feedback (Charles Igel, Trudy Clemons, Helen Apthorp); (9) Generating and Testing Hypotheses (Jessica Allen); and (10) Cues, Questions, and Advance Organizers (Trudy Clemons, Charles Igel, Jessica Allen). This report contains the following appendices: (1) Coding Instrument; (2) Summary of Intervention Characteristics by Article; and (3) Summary of Achievement Lessons and Intervention Characteristics by Article. (Contains 40 tables.) [For the first edition of "Classroom Instruction That Works," see ED450096.
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.	The current meta-analysis involved nearly 3,000 students across multiple grades and subject areas, as well as various measures of academic achievement. A composite effect size of $g = 0.90$ for note taking and $g = 0.32$ for summarizing indicates an average gain of approximately 32 percentile points for note taking and a 13 percentile point gain for summarizing. In other words, a perfectly average student—scoring at the 50th percentile on academic achievement

Evidence Based Practice #3 Kagan

	measures—who had been exposed to note taking strategies would be expected to perform at the 82nd percentile, while the same student exposed to summarizing would be expected to perform at the 63rd percentile.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	N/A
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?	Teachers should foster mastery orientation (as opposed to performance orientation) among students. While performance is the ultimate goal, an overemphasis on performance can create socio-emotional inhibitors when students fail at a task. Mastery orientation moves this emphasis toward learning and meeting goals and away from comparisons with others' performance. All forms of praise are not appropriate in all situations. To be effective, praise should be specific, not general, and aligned with expected performance and behaviors. The effects of recognition and praise may have a more direct impact on socio-emotional indicators than learning. Teachers may not see immediate academic improvements from the effective use of these strategies; however, the link between positive socio-emotional indicators and learning suggests that fostering the former will have positive effects on the latter over time
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.	Study sites work from rural and urban districts.
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?	N/A

Evidence Based Practice #4 PBIS

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.	Examining the Evidence Base for School-Wide Positive Behavior Support Focus on Exceptional Children.pdf 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). doi:10.17161/fec.v42i8.69
What is the strength of the evidence? Under what conditions was the evidence developed?	Evidence focused on a sampling of current research results that directly addressed PBIS implementation and effectiveness. 46 articles were reviewed, with a variety focusing on leveled tiers of intervention and the five criteria for the PBIS framework.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Outcomes: • Clearly defined expectations for all stakeholders • Clearly defined and monitored interventions based on student responsiveness • Decrease in student behavior, academic, social and emotional problems • Sustainability
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.	Examining the Evidence Base for School-Wide Positive Behavior Support Focus on Exceptional Children.pdf Action research indicates that PBIS is effective when implemented with fidelity based on the 5 criteria framework.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Practiced based evidence indicates effectiveness when PBIS is implemented using the framework. Examining the Evidence Base for School-Wide Positive Behavior Support Focus on Exceptional Children.pdf

Evidence Based Practice #4 PBIS

Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?

Short Term Outcomes:

- Reduction in problem behaviors, increase in attendance, and fewer office referrals
- Improvement in the day to day operations of the school

Long Term Outcomes:

- Sustainability of implemented plans

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, research was conducted at educational institutions.

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 #5 Mathematical Problem Solving

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.	The evidence used to create and support the recommendations in this practice guide ranges from rigorous experimental studies to expert reviews of practices and strategies in mathematics education; however, the evidence ratings are based solely on high-quality group-design studies (randomized controlled trials and rigorous quasi-experimental designs) that meet What Works Clearinghouse (WWC) standards. Single-case design studies that meet WWC pilot standards for well-designed single-case design research are also described, but do not affect the level of evidence rating. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/MPS_PG_043012.pd
What is the strength of the evidence? Under what conditions was the evidence developed?	The evidence used to create and support the recommendations in this practice guide ranges from rigorous experimental studies to expert reviews of practices and strategies in mathematics education; however, the evidence ratings are based solely on high-quality group-design studies (randomized controlled trials and rigorous quasi-experimental designs) that meet What Works Clearinghouse (WWC) standards. Single-case design studies that meet WWC pilot standards for well-designed single-case design research are also described, but do not affect the level of evidence rating.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	First, students can learn mathematical problem solving; it is neither an innate talent nor happenstance that creates skilled problem solvers. •Second, mathematical problem solving is relative to the individual. What is challenging or non-routine for one student may be comparatively straightforward for a more advanced student. •Third, mathematical problem solving need not be treated like just another topic in the pacing guide; instead, it can serve to support and enrich the learning of mathematics concepts and notation. •Fourth, often more than one strategy can be used to solve a problem. Learning multiple strategies may help students see different ideas and approaches for solving problems and may enable students to think more flexibly when presented with a problem that does not have an obvious solution.
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.	Supplemental evidence comes from three single-case design studies. The first study, involving 3rd- and 4th-grade students, found that teacher modeling of a self-questioning approach improved achievement for students with learning disabilities or mild intellectual disabilities.¹⁹⁵ In this study, students were first taught a nine-step problem-solving strategy, and the instructor and student discussed the importance of self-questioning. After the students generated statements applying the strategy, the instructor and student then modeled the self-questioning process. The two other single-case design studies found no evidence of positive effects.¹⁹⁶ However, in one study, students were already achieving near the maximum score during baseline, and thus the outcome could not measure any improvement.¹⁹⁷ In the other study, middle-school students with learning disabilities were taught a seven-step self-questioning process. Based on the findings reported, there is no evidence that this intervention had a positive impact on student achievement.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	N/A

Evidence Based Practice #5 Mathematical Problem Solving

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?	Recommendation 1 explains how teachers should incorporate problem-solving activities into daily instruction, instead of saving them for independent seatwork or homework. The panel stresses that teachers must consider their unit goals and their students' background and interests when preparing problem-solving lessons. Recommendation 2 underscores the importance of thinking through or reflecting on the problem-solving process. Thinking through the answers to questions such as "What is the question asking me to do?" and "Why did these steps in solving the problem work or not work?" will help students master multi-step or complex problems. Recommendations 3, 4, and 5 focus on specific ways to teach problem solving. Recommendation 3 covers instruction in visual representations, such as tables, graphs, and diagrams. Well-chosen visual representations help students focus on what is central to many mathematical problems: the relationship between quantities. Recommendation 4 encourages teachers to teach multiple strategies that can be used to solve a problem. Sharing, comparing, and discussing strategies afford students the opportunity to communicate their thinking and, by listening to others, become increasingly flexible in the way they approach and solve problems. Too often students become wedded to just one approach and then flounder when it does not work on a different or more challenging problem. Recommendation 5 encourages teachers to help students recognize and articulate mathematical concepts and notation during problem-solving activities. The key here is for teachers to remember that students' problem solving will improve when students understand the formal mathematics at the heart of each problem.
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.	StudyComparisonDurationStudentsMath ContentOutcomes¹⁹⁸Effect SizeCardelle-Elawar (1990) Randomized controlled trialInstruction in monitoring and reflecting using questions vs. traditional instruction Six hoursA total of 80 low-achieving 6th-grade students from bilingual classes in the United StatesWord problems involving general math achievementPosttest2.54**¹⁹⁹Cardelle-Elawar (1995) Randomized controlled trialInstruction in monitoring and reflecting using questions vs. traditional instruction One school yearA total of 463 students in grades 4–8 in the United States²⁰⁰Word problems involving general math achievementPosttest(average of a posttest and two retention tests given over seven months)²⁰¹2.18* *Hohn and Frey (2002)Randomized controlled trialInstruction in monitoring and reflecting using a task list vs. no instruction in monitoring and reflectingA total of four sessions presented every two daysA total of 72 students in the 4th and 5th grades (location not reported)²⁰²Word problems involving general math achievementPosttest0.79, nsJitendra et al. (2009) Randomized controlled trialInstruction in monitoring and reflecting using questions and a task list²⁰³ vs. traditional instructionA total of 10 sessions, each lasting 40 minutesA total of 148 students in the 7th grade in the United StatesWord problems involving numbers and operations Posttest0.33, nsMaintenance (four months after posttest)0.38, nsState assessmentTransfer0.08, nsJitendra et al. (2010) Randomized controlled trialInstruction in monitoring and reflecting using questions and a task list²⁰⁴ vs. traditional instructionA total of 29 sessions, each lasting 50 minutesA total of 472 students in the 7th grade in the United StatesWord problems involving numbers and operationsPosttest0.21* *Maintenance (one month after posttest)0.09, nsTransfer– 0.01, nsKing (1991) Randomized controlled trial with high attrition and baseline equivalenceInstruction in monitoring and reflecting using questions vs. no instruction in monitoring or reflectingA total of six sessions, each lasting 45 minutes, across three weeksA total of 30 students in the 5th grade in the United StatesWord problems and problem solving involving geometryPosttest0.98*²⁰⁵Kramarski and Mevarech (2003) Randomized controlled trial with unknown attrition

Evidence Based Practice #5 Mathematical Problem Solving

	and baseline equivalenceInstruction in monitoring and reflecting using questions vs. no instruction in monitoring and reflectingA total of 10 sessions, each lasting 45 minutesA total of 384 students in the 8th grade in IsraelMultiple-choice problems and word problems involving data analysis Posttest0.48
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?	N/A

FIRST QUARTER ACTION Plan

Date Range of Plan		(Ex. March 1st -May 30th, 2020)	
45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
Create embedded PD schedule for the remainder of the 2019-20 school year. Standards Deconstruction, Guided Reading and data analysis.	Instructional Leadership Team 2-18-20	N/A	Email Newsletter Faculty Meeting ILT/ALT agendas/minutes
Create PD Plan for 2020-21 with emphasis on new program adoption	Administrative Leadership Team	N/A	Email Newsletter Faculty Meeting ILT/ALT agendas/minutes
Begin exploring potential reading and math programs	Instructional Leadership Team and Grade level PLC's 3-31-20	N/A	PLC's Faculty Meeting ILT/ALT agendas/minutes
Develop PLC protocols	Administrative Leadership Team 3-31-20	N/A	PLC's Faculty Meeting ILT/ALT agendas/minutes
Design systems for monitoring instructional effectiveness....Walk-through	Administrative Leadership Team 3-31-20	N/A	Faculty Meeting ILT/ALT agendas/minutes
Contact NWEA for information on data training	Administrative Team 3-31-20	N/A	Email ILT/ALT agendas/minutes
RTI and running records	Instructional Leadership Team 3-31-20	N/A	Faculty Meeting ILT/ALT agendas/minutes
Begin establishing non-negotiables for instruction	Instructional Leadership Team 3-31-20	N/A	Faculty Meeting ILT/ALT agendas/minutes
Research Accelerated Reader	Instructional Leadership Team 3-31-20	N/A	Faculty Meeting ILT/ALT agendas/minutes

FIRST QUARTER ACTION Plan			
Date Range of Plan		(Ex. March 1st -May 30th, 2020)	
45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
Research Kagan Training	Instructional Leadership Team 3-31-20	N/A	Faculty Meeting ILT/ALT agendas/minutes
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:
CHECK POINT #1			

SECOND QUARTER ACTION Plan			
Date Range of Plan		(Ex. March 1st -May 30th, 2020)	
45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
What is working? How do you know?	What is not working? Why? (Where are the barriers?)	What are your next steps?	Additional Comments/Feedback
School:	School:	School:	Reviewer:
CHECK POINT #2			