Turnaround Plan
Newburg Middle School

[Principles of School Improvement Planning](#)

[Building an Effective Turnaround Plan](#)

[Process Map](#)

3 year turnaround plan

Improvement Priority and Strategies to Address the

Improvement Priorities

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

Activities

- [Year One Activities](#)
- [Year Two Activities](#)
- [Year Three Activities](#)

Evidence Based Strategies

- [Evidence Based Strategy #1](#)
- [Evidence Based Strategy #2](#)
- [Evidence Based Strategy #3](#)
- [Evidence Based Strategy #4](#)
- [Evidence Based Strategy #5](#)

Action Plans and Monitoring

- [First Quarter Action Plan](#)
- [Second Quarter Action Plan](#)

8 Principles of School Improvement Planning

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

BUILDING AN EFFECTIVE TURNAROUND PLAN

Preparing to Write an Improvement Plan

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

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

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

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

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

Improvement Priority Deconstruction

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

Identify the **actions** required

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

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

Key Core Work Processes Needs Assessment

Examine KCWPs

Identify the suitable KCWP(s) that will strategically address the IP

Reference the **Needs Assessment tool** to guide:

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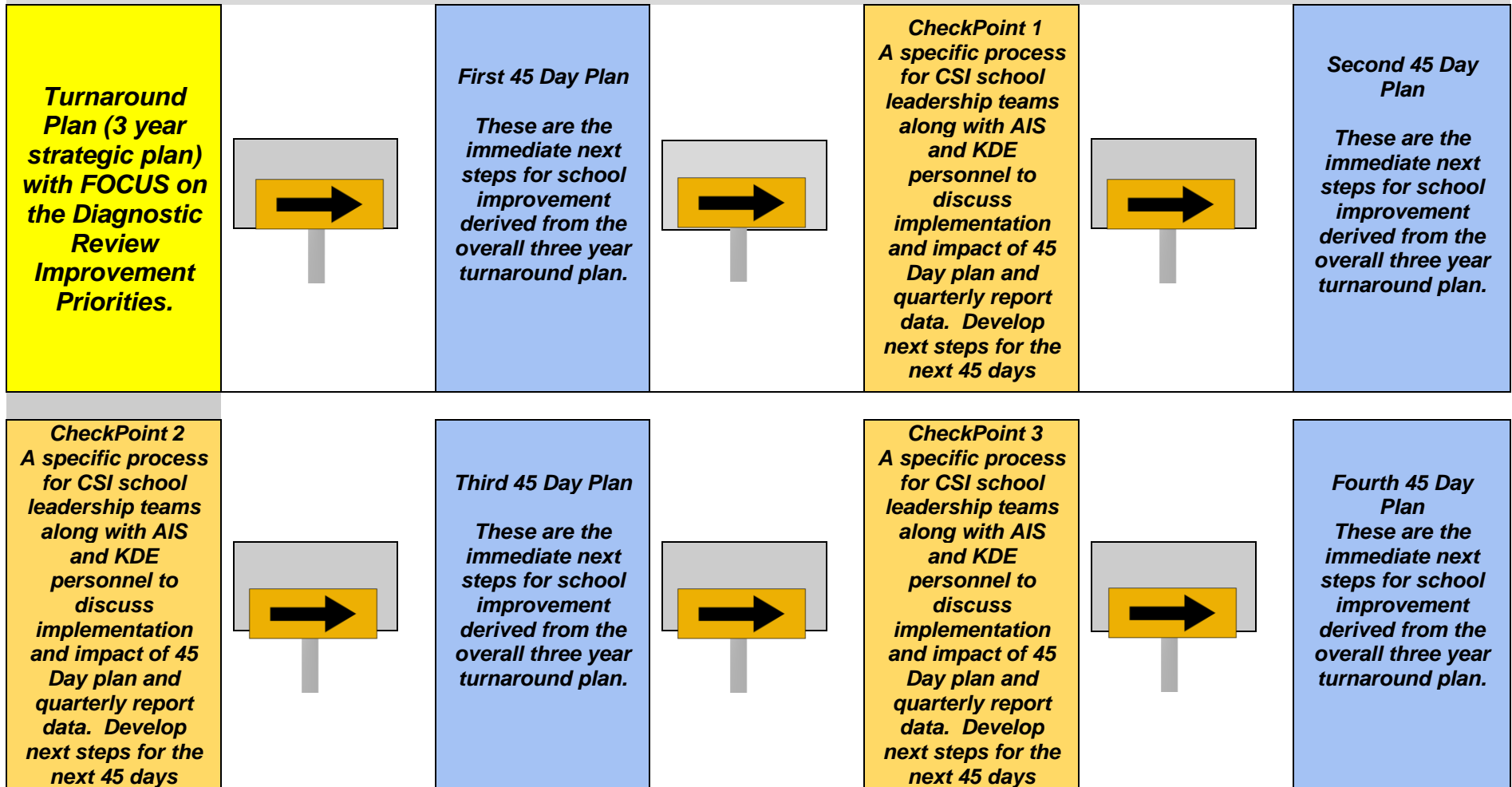- ensure purposeful continuous improvement of the process

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

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

Circle of Influence and Barrier Identification

Brainstorm obstacles that will impede the work from the IP

Determine the **level** of influence/control of each obstacle

Obstacles that you can influence/control, complete a **root cause analysis** (e.g. 5 Whys)

Determine solutions for obstacles to incorporate into the process

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

Activities as Action Steps

Determine activities that will be used to deploy the chosen strategy

Activities - Turnaround Plan Template

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

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

Turnaround Plan Overview and Implementation Process

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

First 45 Day Plan

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

CheckPoint 1
A specific process for CSI school leadership teams along with AIS and KDE personnel to discuss implementation and impact of 45 Day plan and quarterly report data. Develop next steps for the next 45 days

Second 45 Day Plan

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

CheckPoint 2
A specific process for CSI school leadership teams along with AIS and KDE personnel to discuss implementation and impact of 45 Day plan and quarterly report data. Develop next steps for the next 45 days

Third 45 Day Plan

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

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

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

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

School Name
Newburg Middle School

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

To inspire our students, users of technology, in their quest for knowledge and to promote success and self-confidence through teamwork, critical thinking, and self-discipline as they become contributing members of our global society.

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

Student Success

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.)

Nicole Adell, Principal
Ross Carroll, Assistant Principal
Kelli Garr, Assistant Principal
Bernard Estephan, Assistant Principal
Wayde Hart, Behavior Coach
Angela Ghafoori, Academic Instructional Coach
Chelsea Haynes, Technology Coach
Kevin Welch, 8th Grade History Teacher
Jennifer Roederer, ER (KDE)

Accountability Area	Goals These are the aim statements the school will be reaching **3 years from now.**	Objectives These are aim statements the school will be reaching this school year.
Proficiency	By the year 2022, 54% of students will be proficient in reading and 43% will be proficient in math.	By the end of the 2019-2020 school year, 44% of students will be proficient in reading and 33% will be proficient in math.
Separate Academic Indicator	By the year 2022, 31% of students will be proficient in On-Demand Writing.	By the end of the 2019-2020 school year, 10% of students will be proficient in On-Demand Writing.
Growth	See Proficiency goal	See Proficiency objective
Transition Readiness		
Graduation Rate		
GAP	By the year 2022, ·　African American - 49% proficient in reading, 37% proficient in math, ·　Asian - 49.6% proficient in reading, 49.7% proficient in math, ·　English Learners plus Monitored - 31.8% proficient in reading, 27.6% proficient in math, ·　Economically Disadvantaged - 49.7% proficient in reading,38.3% proficient in math, ·　Students with Disabilities - 23.2% proficient in reading, 19.3% proficient in math	By the end of the 2019-2020 school year, ·　African American - 39% proficient in reading, 21% proficient in math, ·　Asian - 49% proficient in reading, 45% proficient in math, ·　English Learners plus Monitored - 28% proficient in reading, 25% proficient in math, ·　Economically Disadvantaged - 45% proficient in reading, 30% proficient in math, ·　Students with Disabilities, 20% proficient in reading, 5% proficient in math
Other		

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
Engage staff in a data-driven, collaborative continuous improvement process with academic evidence. Incorporate an ongoing collection, analysis, and use of student academic performance data (e.g., longitudinal student achievement, perception, experience, organizational data) to measure results and outcomes related to student learning and professional practice. (Standard 1.3)	Develop and implement an effective monitoring system that ensures that all educators implement the curriculum with fidelity and high expectations for all learners. Analyze and use academic performance data to evaluate the effectiveness of the curriculum to meet the school's learning expectations and utilize the data to make curricular revisions. (Standard 2.5)	Develop and implement a systematic process for monitoring and adjusting instruction to meet individual learners' needs and the institution's learning expectations. Analyze data and use findings to identify needed improvements in student learning and adjust instructional practices to meet student academic needs. (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 can develop, engage, and monitor our CSIP activities with all stakeholders and adjust as necessary.	We can ensure that all students receive quality instruction by developing and implementing a standards-based curriculum with high expectations.	We can implement high yield instructional strategies so that every student is able to meet the high expectations of the institution.

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
	The Kentucky Academic Standards will be used as a key driver for professional development as well as a data point to review and revise curriculum.	
____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	_x__ KCWP 4: Review, Analyze, and Apply Data
		School leaders will design a system for looking at data to determine the validity in implementation and effectiveness of both the turnaround and professional development plan.

Strategies to Address Improvement Priorities (cont'd)

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.)

__x__KCWP 5: Design, Align, and Deliver Support	____KCWP 5: Design, Align, and Deliver Support	____KCWP 5: Design, Align, and Deliver Support
There will be a clear continuous improvement system that monitors and evaluates the turnaround plan. Student academic and behavioral data will be monitored regularly and systems will be adjusted as necessary.		
____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
EPB Shipley Training Orientation Newburg will design, communicate, and implement a system of continuous improvement that monitors high academic and behavioral expectations, including defined roles and responsibilities for all stakeholders. Outcomes will include ● A newly defined vision and mission ● A system for identifying individual student academic strengths and struggles and providing the necessary enrichments and interventions ● A system for identifying student behavior needs and providing interventions (ie, a Team Meeting protocol) ● A master schedule that reflects the needs of the middle school student (ie, more instructional time and less transitions) IP 1.3, 2.7	**$0**	**KCWP 4: Review, Analyze, and Apply Data** **KCWP 5: Design, Align, and Deliver Support**	● **Admin (A Team) Meetings: Agendas, Minutes, and Data** ● **45 Day Plans** ● **Shipley Systems Checks**

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
EPB Strategic Professional Development Plan Newburg will design, communicate, and implement a coherent professional development plan that will include the following ● Kentucky Academic Standards (KAS) Modules IP 2.5 ● Adolescent Literacy Model (ALM) IP 2.7 ● Danielson Framework, Domain 1: Planning and Preparation IP 2.5, 2.7 　Domain 2: Classroom Environment IP 2.7 ● Culturally Responsive Teaching IP 2.7	**$100,000 (Teacher Stipend and Substitute Release)**	**KCWP 1: Design and Deploy Standards** **KCWP 4: Review, Analyze, and Apply Data**	● **Admin (A Team) Meetings: Agendas, Minutes, and Data** ● **45 Day Plans** ● **Coach Meetings: Agendas, Minutes, and Data** ● Classroom Walkthroughs: Data → Embedded Professional Development Agendas
EBP Professional Learning Communities (Solution Tree) Newburg will communicate, implement, and monitor effective professional learning communities designed to ● Deconstruct standards ● Design assessments that meet the depth and rigor of the standards ● Plan for tier 1 instruction ● Evaluate both tier 1 teaching and curriculum for effectiveness IP 2.5, 2.7	**$57,000 (Materials, Training, Presenters, Travel, and Conference Attendance)**	**KCWP 1: Design and Deploy Standards** **KCWP 4: Review, Analyze, and Apply Data**	● **Admin (A Team) Meetings: Agendas, Minutes, and Data** ● **45 Day Plans** ● **Coach Meetings: Agendas, Minutes, and Data** ● Classroom Walkthroughs: Data → Embedded Professional Development Agendas ● **Assessment Data (Common Formative Assessments, MAP, KPREP)**

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
EBP **Instructional Coaches (Math and ELA)** ● Model quality tier 1 instruction ● Model effective response to student behavior ● Provide professional development on high yield instructional strategies IP 2.7	**$173,000 (190 Days)**	**KCWP 1: Design and Deploy Standards** **KCWP 4: Review, Analyze, and Apply Data**	● **Admin (A Team) Meetings: Agendas, Minutes, and Data** ● **45 Day Plans** ● **Coach Meetings: Agendas, Minutes, and Data** ● Classroom Walkthroughs: Data → Embedded Professional Development Agendas ● **Evaluation by Assigned Administrator**
EPB **Interventionist (Math and ELA)** ● Provide tier 3 instruction ● Provide professional development on data analysis IP 2.7	**$173,000 (190 Days)**	**KCWP 1: Design and Deploy Standards** **KCWP 4: Review, Analyze, and Apply Data**	● **Admin (A Team) Meetings: Agendas, Minutes, and Data** ● **45 Day Plans** ● **Coach Meetings: Agendas, Minutes, and Data** ● Classroom Walkthroughs: Data → Embedded Professional Development Agendas ● **Evaluation by Assigned Administrator**

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
EPB Shipley Training Orientation Newburg will refine a system of continuous improvement that monitors high academic and behavioral expectations, including defined roles and responsibilities for all stakeholders. IP 1.3, 2.7	**$0**	**KCWP 4: Review, Analyze, and Apply Data** **KCWP 5: Design, Align, and Deliver Support**	● **Admin (A Team) Meetings: Agendas, Minutes, and Data** ● **45 Day Plans** ● **Shipley Systems Checks**
EPB Strategic Professional Development Plan Newburg will design, communicate, and implement a coherent professional development plan that will include the following on a **differentiated** scale (to meet the needs of individual teachers) ● Kentucky Academic Standards (KAS) Modules IP 2.5 ● Adolescent Literacy Model (ALM) IP 2.7 ● Danielson Framework, Domain 1: Planning and Preparation IP 2.5, 2.7 ● Culturally Responsive Teaching IP 2.7	**$100,000 (Teacher Stipend)**	**KCWP 1: Design and Deploy Standards** **KCWP 4: Review, Analyze, and Apply Data**	● **Admin (A Team) Meetings: Agendas, Minutes, and Data** ● **45 Day Plans** ● **Coach Meetings: Agendas, Minutes, and Data** ● Classroom Walkthroughs: Data → Embedded Professional Development Agendas

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
EBP Professional Learning Communities Newburg will communicate, implement, and monitor effective professional learning communities designed to ● Deconstruct standards ● Design assessments that meet the depth and rigor of the standards ● Plan for tier 1 instruction ● Evaluate both tier 1 teaching and curriculum for effectiveness IP 2.5, 2.7	**$50,000 (Materials, Training, Presenters, Travel)**	**KCWP 1: Design and Deploy Standards** **KCWP 4: Review, Analyze, and Apply Data**	● **Admin (A Team) Meetings: Agendas, Minutes, and Data** ● **45 Day Plans** ● **Coach Meetings: Agendas, Minutes, and Data** ● Classroom Walkthroughs: Data → Embedded Professional Development Agendas ● **Assessment Data (Common Formative Assessments, MAP, KPREP)**
EBP Instructional Coaches (Math and ELA) ● Model quality tier 1 instruction ● Model effective response to student behavior ● Provide professional development on high yield instructional strategies IP 2.7	**$173,000 (190 Days)**	**KCWP 1: Design and Deploy Standards** **KCWP 4: Review, Analyze, and Apply Data**	● **Admin (A Team) Meetings: Agendas, Minutes, and Data** ● **45 Day Plans** ● **Coach Meetings: Agendas, Minutes, and Data** ● Classroom Walkthroughs: Data → Embedded Professional Development Agendas ● **Evaluation by Assigned Administrator**

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
EPB Interventionist (Math and ELA) ● Provide tier 3 instruction ● Provide professional development on data analysis IP 2.7	**$173,000 (190 Days)**	**KCWP 1: Design and Deploy Standards** **KCWP 4: Review, Analyze, and Apply Data**	● **Admin (A Team) Meetings: Agendas, Minutes, and Data** ● **45 Day Plans** ● **Coach Meetings: Agendas, Minutes, and Data** ● Classroom Walkthroughs: Data → Embedded Professional Development Agendas ● **Evaluation by Assigned Administrator**

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
EPB Shipley Training Orientation Newburg will refine a system of continuous improvement that monitors high academic and behavioral expectations, including defined roles and responsibilities for all stakeholders. IP 1.3, 2.7	**$0**	**KCWP 4: Review, Analyze, and Apply Data** **KCWP 5: Design, Align, and Deliver Support**	**Admin (A Team) Meetings: Agendas, Minutes, and Data** **45 Day Plans** **Shipley Systems Checks**
EPB Strategic Professional Development Plan Newburg will design, communicate, and implement a coherent professional development plan that will include the following on a **differentiated** scale (to meet the needs of individual teachers) - Kentucky Academic Standards (KAS) Modules IP 2.5 - Adolescent Literacy Model (ALM) IP 2.7 - Danielson Framework, Domain 1: Planning and Preparation IP 2.5, 2.7 - Culturally Responsive Teaching IP 2.7	**$0**	**KCWP 1: Design and Deploy Standards** **KCWP 4: Review, Analyze, and Apply Data**	**Admin (A Team) Meetings: Agendas, Minutes, and Data** **45 Day Plans** **Coach Meetings: Agendas, Minutes, and Data** - Classroom Walkthroughs: Data → Embedded Professional Development Agendas

Year Three Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
EBP Professional Learning Communities Newburg will communicate, implement, and monitor effective professional learning communities designed to ● Deconstruct standards ● Design assessments that meet the depth and rigor of the standards ● Plan for tier 1 instruction ● Evaluate both tier 1 teaching and curriculum for effectiveness IP 2.5, 2.7	**$0**	**KCWP 1: Design and Deploy Standards** **KCWP 4: Review, Analyze, and Apply Data**	● **Admin (A Team) Meetings: Agendas, Minutes, and Data** ● **45 Day Plans** ● **Coach Meetings: Agendas, Minutes, and Data** ● Classroom Walkthroughs: Data → Embedded Professional Development Agendas ● **Assessment Data (Common Formative Assessments, MAP, KPREP)**

Evidence Based Practice #1 (IP 1.3, Shipley Systems)

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.	Continuous Improvement in Education.pdf 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?	Efforts were made to use a sampling of organizations, including school districts, individual schools, and community partners. The case examples focused on 3 specific school districts and one community partnership.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Expected Outcomes: ● Sustainable systems that support and enhance continuous school improvement ● Defined roles and responsibilities for all stakeholders ● Clearly defined communication Organization, implementation, and monitoring of resources
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 practiced based evidence that supports effectiveness. Continuous Improvement in Education.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?	There is a three phase system that schools work through to implement the Shipley Systems Check. Phase One of the framework consists of organization, phase two of implementation, and phase three of improvement. Continuous Improvement in Education.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.	The study was conducted in educational settings using continuous improvement processes and procedures. Research is descriptive in nature. Continuous Improvement in Education.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, the study applies to all stakeholders.

Evidence Based Practice #2 (IP 2.5, 2.7 A Strategic Professional Development Plan)

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf The research is about the effectiveness of professional development. Nine studies were specific in the effect of teacher professional development.
What is the strength of the evidence? Under what conditions was the evidence developed?	Of the more than 1,300 studies identified as potentially addressing the effect of teacher professional development on student achievement in three key content areas, nine meet What Works Clearinghouse evidence standards. This report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies— can boost their students' achievement by about 21 percentile points.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	The cited report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies— can boost their students' achievement by about 21 percentile points.' At Frost, there is time during the day,three days a week, for professional learning as well as after school (with a stipend). We expect teachers to receive the professional learning and take what they have learned and implement in the classroom with the final outcome being increased student achievement and sustainability of the process.
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	There were nine studies that concluded 49 hours can increase students' achievement. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf The report cited that out of the nine studies 4 were randomized controlled trials and the other 5 were quasi-experimental design studies.
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	In the short term, Newburg will limit the scope of its professional development to include ● Kentucky Academic Standards (KAS) Modules IP 2.5 ● Adolescent Literacy Model (ALM) IP 2.7 ● Danielson Framework, Domain 1: Planning and Preparation IP 2.5, 2.7 ● Culturally Responsive Teaching IP 2.7 Newburg will employ a slow start to a well designed professional development plan with the intention to differentiate sessions based on individual teacher needs. In the long term, Newburg will add professional development topics in a connected and congruent plan designed to increase teacher effectiveness and ultimately student achievement.

Evidence Based Practice #2 (IP 2.5, 2.7 A Strategic Professional Development Plan)

Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Two of the nine studies were conducted with 5th grade teachers who taught in schools with various populations of students that is similar to Frost Academy. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	Some of the studies were specific in mentioning that they have various populations of students. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf

Evidence Based Practice #3 (IP 2.5,2.7 Professional Learning Communities)

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	A Review of Research on the Impact of Professional Learning Communities on Teaching Practices and Student Learning.pdf
What is the strength of the evidence? Under what conditions was the evidence developed?	Evidence of the study indicates that well developed and defined PLC processes have a positive effect on student learning. The evidence was based on 11 studies conducted on teaching and learning through the PLC process.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Expected Outcomes: ● Clearly defined PLC process that is continuous, data driven, and monitored with fidelity ● Student learning increase
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.	A Review of Research on the Impact of Professional Learning Communities on Teaching Practices and Student Learning.pdf Action research suggests that when implemented with fidelity, PLC processes have a positive effect on student learning, especially when focused on student learning.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	A Review of Research on the Impact of Professional Learning Communities on Teaching Practices and Student Learning.pdf Practiced based research around the PLC design, evidence that PLC's are effective when there is a focus on professional learning and teaching practices, school culture, and student achievement.
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?	Newburg will establish a system of professional learning communities designed around intentional collaboration in order to align curriculum, assessment, and instruction. Job embedded professional learning will occur with consultants well trained in the PLC model. In the long term, the PLCs will effectively function without the aid of the consultant.
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	The evidence was based on 11 studies, including 10 American studies and 1 English study. All studies were conducted in schools across America and England. The meta-analyses examined studies within the context of five essential characteristics of PLCs: 1) shared values and norms must be developed with regard to such issues as the group's collective "views about children and children's ability to learn, school priorities for the use of time and space, and the proper roles of parents, teachers, and administrators," 2) a clear and consistent focus on student learning, 3) reflective dialogue that leads to "extensive and continuing conversations among teachers about curriculum, instruction, and student development" 4) deprivatizing practice to make teaching public and collaboration.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	The authors deconstructed each of the 11 studies that met the criteria for their research. They coded each study to examine the degree to which the PLCs met the characteristics of highly effective PLCs in order to qualitatively analyze where impact was found with student outcomes. Most studies utilized an interview, observation, and field notes approach, but 2 out of the 11 studies provided more robust quantitative analysis of survey and achievement data.

Evidence Based Practice #4 (IP 2.5, IP 2.7 Instructional Coaches)

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.	Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet] 2018; 88 (4): 547- 588.
What is the strength of the evidence? Under what conditions was the evidence developed?	Evidence from the study shows that instructional coaches have large positive effects on teacher's instructional practices and student achievement across math, reading, and science. The study combined the research from 60 studies on instruction and achievement through coaching as a developmental tool.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Expected Outcomes: 1. positive instructional practices 2. positive student achievement across contents
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.	Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet] 2018; 88 (4): 547- 588. "On average, teacher coaching also has a positive effect on student achievement as shown in Table 2, Columns 2-5."
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet] 2018; 88 (4): 547- 588. The research was grouped into the following: Group Trainings, capturing any workshops or trainings that teachers attended in addition to receiving one-on-one coaching; Instructional Content, capturing resources that teachers received (e.g., curriculum materials) that complemented their work with a coach or where the coach was meant to help the teacher implement these resources in the classroom; and Video Libraries, capturing instances in which teachers were provided with access to video recordings of other teachers' classroom instruction that served a core function in teachers' conversations with their coach.
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?	Newburg will select and train academic coaches intended for modeling and providing professional development on high yield instructional strategies in the short term. In the long term, teacher capacity will be built to model and teach for teachers newly assigned to Newburg.
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 review focused on coaching specific to the U.S. and other developed nations because the vast majority of the theoretical and empirical research comes from these settings. In addition, the study went across the following levels, elementary (Kindergarten – 5th grade), middle (6th – 8th grade), and high school (9th – 12th grade).
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. The report applies to all stakeholders.

Evidence Based Practice #5 (IP 2.5, IP 2.7 Intervention)

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Dietrichson, Bog, Filges, Jorgensen, (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta Analysis. Review of Educational Research (87), 243-282. The research focused on 11 intervention strategies with effect sizes.
What is the strength of the evidence? Under what conditions was the evidence developed?	To increase the knowledge about effective interventions, the study performed a systematic review of academic interventions for elementary and middle school students from low SES backgrounds. The review examines interventions implemented by schools, researchers, and local stakeholders, and includes studies that have used a treatment-control design to examine the effects of interventions on standardized test scores in reading and mathematics.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	The study concluded that small group instruction had a positive effect size. Frost will be incorporating a Math and Reading interventionist for the 2020-201-21 school year. The expected outcome is for identified students in the small group intervention course to show growth in Reading or/and Math.
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Dietrichson, Bog, Filges, Jorgensen, (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta Analysis. Review of Educational Research (87), 243-282. The effect size data showed positive weighted average effect sizes for all the academic interventions that were studied, but the largest effect size came from small group instruction, feedback and progress monitoring and tutoring.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Dietrichson, Bog, Filges, Jorgensen, (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta Analysis. Review of Educational Research (87), 243-282.
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	Newburg will identify students for Reading and Math small group instruction and have a reading and math interventionist in place. The interventionist will provide not only direct instruction to students but also professional development to teachers on data analysis and tier 3 instruction. In the long term, the plan will include continued growth for students with interventionists being coached and given feedback in order to improve teaching practices and for teacher retention.
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Dietrichson, Bog, Filges, Jorgensen, (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta Analysis. Review of Educational Research (87), 243-282. The research focused on academic interventions for elementary and middle school students of low socioeconomic students.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	Dietrichson, Bog, Filges, Jorgensen, (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta Analysis. Review of Educational Research (87), 243-282.Yes, descriptive statistics for study context, design, outcome assessment, participant, and intervention delivery characteristics, was provided.

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