

Turnaround Plan

Rangeland Elementary

[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

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Activities

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Action Plans and Monitoring

- [First Quarter Action Plan](#)
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8 Principles of School Improvement Planning

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

BUILDING AN EFFECTIVE TURNAROUND PLAN

Preparing to Write an Improvement Plan

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

Improvement Priority Deconstruction

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

Key Core Work Processes Needs Assessment

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

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

Circle of Influence and Barrier Identification

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

Activities as Action Steps

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

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



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



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



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



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

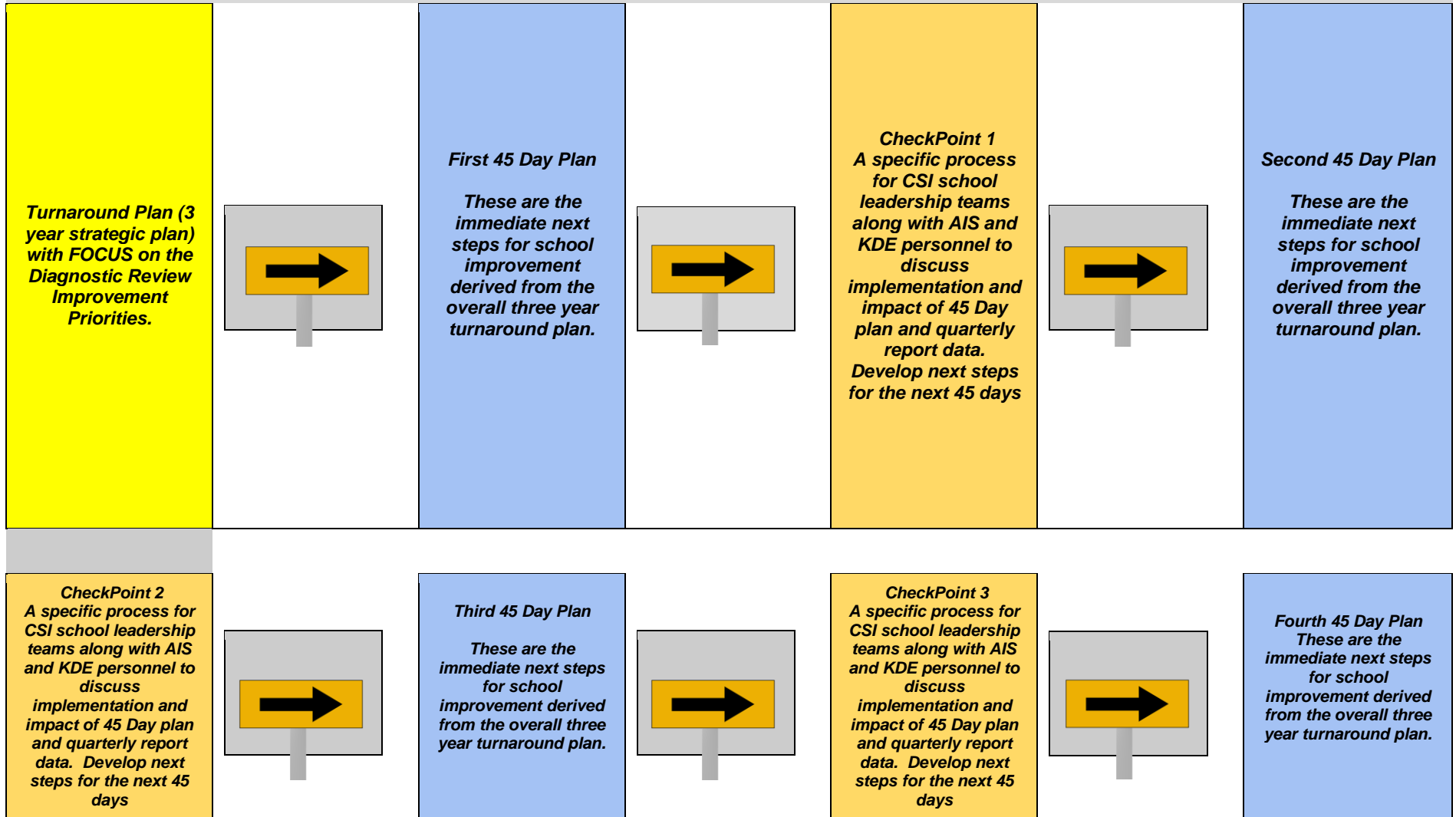
The team decides on strategies to systematically address the process, practice, or condition needing change.

Complete for each I.P.

Evidence-Based Practices (EBP)

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

Turnaround Plan Overview and Implementation Process



Annual Analysis of the CSI School's Turnaround Planning Process

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

School Name

Rangeland Elementary School

Mission

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

We are S.T.A.R.R Scholars!

We are committed to:

- Self-Control
- Teamwork
- Accountability
- Resilience
- Respect

Vision

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

We are a professional learning community where all champions and students are engaged in deeper learning and personal growth, respectful to self and others, and committed to excellence because success is our only option.

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.)

Dr. Mashelle Kiggins, Principal
Mr. Rodney Weiger, Assistant Principal
Dr. Tina Lovelace, Academic Instructional Coach
Mrs. Callie Huntington, Library Media Specialist/Literacy Coach
Ms. Stephanie Schmitt, Teacher
Ms. Tracy James, Teacher
Ms. India Collins, Teacher
Mrs. Haley S. Ralston, ERL

| 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 | Increase P/D from 38.7 to 58% in grades 3-5 by 2023 as measured by KPREP Increase P/D in math from 36.5% to 50% in grades 3-5 by 2023 as measured by KPREP | We will increase our reading index from 38.7 to 45.7 by May 2020 as measured by KPREP We will increase our math index from 36.5 to 40.5 by May 2020 as measured by KPREP |
| Separate Academic Indicator | We will score a 65 Index in SS by May 2023. | We will raise our SS index from 38.7 to 43.7 on 2020 KPREP. |
| Growth | By the end of the 2020 school year, our growth index for math will meet or exceed 54%, and 50% for reading as measured by MAP scores. | By 2023 Math MAP growth for grades 3-5 will meet or exceed 60%. By 2023 Reading MAP growth for grades 3-5 will meet or exceed 56%. |
| Transition Readiness | | |
| Graduation Rate | | |
| GAP | Reduce GAP scores between White and AA (-13.1) on proficiency indicator; and Hispanic and AA (-17.4) on proficiency indicator. These numbers need to be cut by 75% by 2024 as measured by KPREP | The Gap group to focus on will be AA. Students scored lower than any other group the last couple of years in a row. We will increase our reading index for African American students to 35.9 from 32.9 by May 2023. We will increase our math index for African American students from 11.2 to 17.2 by May 2020 |
| Other | | |

| IMPROVEMENT PRIORITY #1 | IMPROVEMENT PRIORITY #2 | IMPROVEMENT PRIORITY #3 |
|---|--|---|
| <p>Use data to design, communicate, implement, monitor and evaluate a continuous improvement process that provides high academic and behavioral expectations for students and clearly defines the roles and responsibilities for all stakeholders. (Standard 1.3)</p> | <p>Design and implement a curriculum that is based on high expectations for every learner that includes (1) a process that integrates grade-level standards-based monitoring, (2) integrates high-yield classroom strategies, (3) provides a level of rigorous instruction and performance expectations that prepares every student for success at the next level, and (4) requires teachers to monitor student learning and provide feedback to students. (Standard 2.5)</p> | <p>Design, implement, and monitor and evaluate a systematic and sustainable processes that do the following: (1) identifies and addresses the foundational behavior expectations for all students (2) is responsive to individual student social, emotional, and academic needs (3) clearly defines and informs student behavior expectations and standards of performance and (4) provides for clear and timely communication to all stakeholders in reference to behavior and consequences that provide a learning environment that promotes success for all.</p> |
| <p>Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)</p> | <p>Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)</p> | <p>Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)</p> |
| <ul style="list-style-type: none"> ● Use data to design and communicate a continuous improvement plan that provides high academic and behavioral expectations for all students. ● Use data to implement a continuous improvement plan that provides high academic and behavioral expectations for all students. ● Use data to monitor a continuous improvement plan that provides high academic and behavioral expectations for all students. ● Use data to evaluate a continuous improvement plan that provides high academic and behavioral expectations for all students. ● Create a continuous improvement plan that clearly defines roles and responsibilities of all stakeholders. | <ul style="list-style-type: none"> ● Design a curriculum that is based on high expectations for every learner. ● Implement a curriculum that is based on high expectations for every learner. ● Integrate grade level standards based monitoring. ● Implement and integrate high yield classroom strategies. ● Provide rigorous instruction and performance expectations. ● Prepare every student for success at the next level. ● Create a tool for monitoring student learning. ● Establish expectations for teachers to provide feedback to students. | <ul style="list-style-type: none"> ● Design, implement, monitor, and evaluate a systematic and sustainable process that <i>clearly defines(identifies) and addresses (informs) the behavior expectations for all students.</i> ● Design, implement, monitor, and evaluate a systematic and sustainable process that <i>is responsive to the social, emotional, and academic needs of individual students.</i> ● Design, implement, monitor, and evaluate a systematic and sustainable process that <i>clearly defines and informs students of standards of academic performance.</i> ● Design, implement, monitor, and evaluate a systematic and sustainable process that <i>provides for clear and timely communication to all stakeholders in reference to behavior, consequences, and learning environment that promotes success for all students.</i> |

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>

| | | |
|---|--|--|
| <input type="checkbox"/> KCWP 1: Design and Deploy Standards | <input checked="" type="checkbox"/> KCWP 1: Design and Deploy Standards | <input type="checkbox"/> KCWP 1: Design and Deploy Standards |
| | RES administrators and teachers will focus on implementing and aligning curriculum to KAS. | |
| <input type="checkbox"/> KCWP 2: Design and Deliver Instruction | <input checked="" type="checkbox"/> KCWP 2: Design and Deliver Instruction | <input type="checkbox"/> KCWP 2: Design and Deliver Instruction |
| | RES staff will focus on high yield instructional strategies. | |
| <input type="checkbox"/> KCWP 3: Design and Deliver Assessment Literacy | <input type="checkbox"/> KCWP 3: Design and Deliver Assessment Literacy | <input type="checkbox"/> KCWP 3: Design and Deliver Assessment Literacy |
| | | |
| <input type="checkbox"/> KCWP 4: Review, Analyze, and Apply Data | <input type="checkbox"/> KCWP 4: Review, Analyze, and Apply Data | <input type="checkbox"/> KCWP 4: Review, Analyze, and Apply Data |
| | | |
| <input checked="" type="checkbox"/> KCWP 5: Design, Align, and Deliver Support | <input type="checkbox"/> KCWP 5: Design, Align, and Deliver Support | <input type="checkbox"/> KCWP 5: Design, Align, and Deliver Support |
| RES administrators will implement a continuous improvement cycle that uses data to drive decisions and will use monitoring tools to engage effectiveness. | | |
| <input type="checkbox"/> KCWP 6: Establish Learning Culture & Environment | <input type="checkbox"/> KCWP 6: Establish Learning Culture & Environment | <input checked="" type="checkbox"/> KCWP 6: Establish Learning Culture & Environment |
| | | |

Year One Activities

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

| Activity Name and Description (Include EBP and I.P. denotation) | Funding | KCWP Connection | Monitoring/ Measurement |
|---|---|--|--|
| <p>High Performance Management & Organization Shiple Training Orientation Rangeland Elementary ALT 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. Participants will gain the skills necessary to improve the school's overall effectiveness.</p> <p>EBP IP 1.3 IP2.5</p> | <p>Training/ Stipends \$25,000</p> <p>Supplemental Books and materials- \$10,000</p> | <p style="text-align: center;">KCWP 5 Design, Align and Delver Supports</p> | <p style="text-align: center;">Admin & ALT Team Meetings, Notes, and Data 45 Day Plans Shiple Systems Checks Surveys</p> |
| <p>High Quality Aligned Instructional Systems KAS Training The Academic Instructional Coach and two teacher leaders will be trained using the KAS reading and math Modules by May 2020. All staff will then be trained by the team by August 2020.</p> <p>IP 2.5</p> | <p style="text-align: center;">\$0</p> | <p style="text-align: center;">KCWP 1 Design & Deploy Standards</p> | <p style="text-align: center;">PLC Work Weekly Instructional Overviews Unit Planning Tools Curriculum Guides Pacing Guides Walkthrough Data</p> |

Year One Activities

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

| Activity Name and Description (Include EBP and I.P. denotation) | Funding | KCWP Connection | Monitoring/ Measurement |
|--|---|--|--|
| <p>High Quality Aligned Instructional Systems DuFour's PLC Design Rangeland Elementary School instructional leaders will create and implement effective monitoring tools to ensure student learning. Lead by the AIC, staff will be trained in DuFour's Professional Learning Program processes and protocols.</p> <p>EBP IP 1.3 IP 2.5</p> | <p>Materials \$10,000</p> <p>Training Presenters Travel \$20,000</p> | <p style="text-align: center;">KCWP 5 Design, Align, and Deliver Support Processes</p> | <p style="text-align: center;">45 Day Plans PLC Protocol Documents PLC Minutes and Notes PLC Data</p> |
| <p>High Performance Management and Organization Coordinated School Health PBIS School leaders will coordinate and implement a system to monitor the academic, behavioral, social, and emotional needs of individual students.</p> <p>EBP IP 2.9</p> | <p>Materials/ Guidance Program \$10,000</p> <p>Training Stipends \$10,000</p> | <p style="text-align: center;">KCWP 5 Design, Align, and Deliver Support Processes</p> | <p style="text-align: center;">Assessment Data Attendance Data Behavior/Office Referral Data Guidance Referrals</p> |

Year One Activities

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

| Activity Name and Description (Include EBP and I.P. denotation) | Funding | KCWP Connection | Monitoring/ Measurement |
|--|--|--|--|
| <p>High Quality Aligned Instructional Systems Guided Reading Rangeland Elementary staff will select and implement a reading program that is aligned to standards and district framework. Jan Richardson implementation with fidelity will be a focus. EBP IP 2.5</p> | <p>Jan Richardson Materials & Supplements \$10,000</p> <p>Training/ Materials \$20,000</p> <p>Literacy Footprints \$65,000</p> | <p style="text-align: center;">KCWP 2 Design and Deliver Instruction</p> | <p style="text-align: center;">KAS Module Work District Curriculum Guides Pacing Guides Walkthrough Data Unit Planning Tools Weekly Instructional Overviews Intervention Data Assessment Data</p> |
| <p>High Quality Aligned Instructional Systems Alignment of Math Interventions Rangeland Elementary will align and implement a math intervention program that is aligned to standards and district framework. IP 2.5</p> | <p style="text-align: center;">%0</p> | <p style="text-align: center;">KCWP 1 Design And Deploy Standards</p> | <p style="text-align: center;">KAS Module Work Envisions Math RTI Online District Unit Planning Tools Weekly Instructional Overviews Intervention Data Assessment Data Walkthrough Data/Observations</p> |
| <p>High Quality Teaching & Learning Interactive Learning Rangeland Elementary will implement instructional strategies that focus and engage students in</p> | <p>Clear Touch Interactive Panels/ Training</p> | <p style="text-align: center;">KCWP 2 Design & Deliver Instruction</p> | <p style="text-align: center;">Walkthrough Data Weekly Instructional Overviews Student Achievement PLC Data/Notes/Discussions</p> |

Year One Activities

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

| Activity Name and Description (Include EBP and I.P. denotation) | Funding | KCWP Connection | Monitoring/ Measurement |
|---|--|---|---|
| high quality tier 1 instruction and will integrate technology to promote student learning. EBP IP 2.5 | \$75,000 | | |
| High Quality Teaching & Learning Instructional Strategies Implement and refine evidenced based instructional strategies that focus on engagement, high order thinking skills and student learning. EBP IP 2.5 | Kagan Training/ Implementation Materials \$10,000 | KCWP 2 Design & Deliver Instruction | Training Logs PLC Notes Weekly Instructional Overviews Student Achievement Walkthrough Data |

Year Two Activities

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

| Activity Name and Description (Include EBP and I.P. denotation) | Funding | KCWP Connection | Monitoring/ Measurement |
|--|----------------|--|---|
| <p>High Performance Management & Organization Shipleigh Training Refinement Rangeland Elementary ALT will refine a system of continuous improvement that monitors high academic and behavioral expectations, including defined roles and responsibilities for all stakeholders. Participants will utilize skills necessary to improve the school's overall effectiveness.</p> <p>EBP IP 1.3 IP2.5</p> | \$0 | <p>KCWP 5 Design, Align, and Deploy Supports</p> | Admin & ALT Team Meetings, Notes, and Data 45 Day Plans Shipleigh Systems Checks Surveys |
| <p>High Quality Aligned Instructional Systems KAS Training The Academic Instructional Coach and ALT will monitor and refine the use of implemented KAS reading and math standards.</p> <p>IP 2.5</p> | \$0 | <p>KCWP 1 Design and Deploy Standards</p> | PLC Work Weekly Instructional Overviews Unit Planning Tools |

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 |
|---|----------------|--|---|
| <p>High Quality Aligned Instructional Systems DuFour's PLC Design Rangeland Elementary School instructional leaders will refine and effectively monitor student learning through PLC's and make decisions based on student learning data.</p> <p>EBP IP 1.3 IP 2.5</p> | \$0 | <p>KCWP 5 Design, Align, and Deploy Supports</p> | 45 Day Plans PLC Protocol Documents PLC Minutes and Notes PLC Data |
| <p>High Performance Management and Organization Coordinated School Health PBIS School leaders will refine monitoring systems to ensure the academic, behavioral, social, and emotional needs of individual students.</p> <p>EBP IP 2.9</p> | \$0 | <p>KCWP 5 Design, Align, and Deploy Supports</p> | Assessment Data Attendance Data Behavior/Office Referral Data Guidance Referrals |

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 |
|--|----------------|--|--|
| <p>High Quality Aligned Instructional Systems Guided Reading Rangeland Elementary staff will continually refine the reading program implementation to ensure alignment to state standards and district framework. EBP IP 2.5</p> | \$0 | KCWP 1 Design and Deploy Standards | KAS Module Work Unit Planning Tools Weekly Instructional Overviews Intervention Data Assessment Data |
| <p>High Quality Aligned Instructional Systems Alignment of Math Interventions Rangeland Elementary will review and monitor math intervention programs to ensure alignment to state standards and district framework. IP 2.5</p> | \$0 | KCWP 1 Design and Deploy Standards | KAS Module Work Unit Planning Tools Weekly Instructional Overviews Intervention Data Assessment Data |

Year Two Activities

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

| Activity Name and Description (Include EBP and I.P. denotation) | Funding | KCWP Connection | Monitoring/ Measurement |
|---|----------------|---|--|
| <p>High Quality Teaching & Learning Interactive Learning Rangeland Elementary will implement instructional strategies that focus and engage students in high quality tier 1 instruction and will integrate technology to promote student learning. EBP IP 2.5</p> | \$0 | KCWP 2 Design and Deliver Instruction | Walkthrough Data Weekly Instructional Overviews Student Achievement Data PLC Data & Discussions/Notes |
| <p>High Quality Teaching & Learning Instructional Strategies Implement and refine evidenced based instructional strategies that focus on engagement, high order thinking skills and student learning. EBP IP 2.5</p> | \$0 | KCWP 2 Design and Deliver Instruction | Training Logs PLC Notes Weekly Instructional Overviews Student Achievement Walkthrough Data |

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 |
|--|----------------|---|---|
| High Performance Management & Organization ShIPLEY Training Review Rangeland Elementary ALT will review and refine the school's process of continuous improvement and continually monitor the high academic and behavioral expectations, including defined roles and responsibilities for all stakeholders. EBP IP 1.3 IP2.5 | \$0 | KCWP 5 Design, Align, and Deploy Supports | Admin & ALT Team Meetings, Notes, and Data 45 Day Plans Shipley Systems Checks Surveys |
| High Quality Aligned Instructional Systems KAS Training The Academic Instructional Coach and ALT will refine the use of KAS reading and math standards by monitoring data and making data driven decisions. IP 2.5 | \$0 | KCWP 5 Design, Align, and Deploy Supports | PLC Work Weekly Instructional Overviews Unit Planning Tools |
| High Quality Aligned Instructional Systems DuFour's PLC Design | \$0 | MCWP 5 Design, Align, and Deploy Supports | 45 Day Plans PLC Protocol Documents PLC Minutes and Notes |

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 |
|---|----------------|---|--|
| Rangeland Elementary School instructional leaders will review and refine PLC processes and make necessary data driven decisions to ensure student learning. EBP IP 1.3 IP 2.5 | | | PLC Data |
| High Performance Management and Organization Coordinated School Health PBIS School leaders will review and refine systems that monitor the academic, behavioral, social, and emotional needs of individual students. EBP IP 2.9 | \$0 | KCWP 5 Design, Align, and Deploy Supports | Assessment Data Attendance Data Behavior/Office Referral Data Guidance Referrals |
| High Quality Aligned Instructional Systems Guided Reading Rangeland Elementary staff will monitor data, review, and refine the reading program that is aligned to standards and district framework. | \$0 | KCWP 1 Design and Deploy Standards | Training Notes KAS Module Work Unit Planning Tools Weekly Instructional Overviews Intervention Data Assessment Data |

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 IP 2.5 | | | |
| High Quality Aligned Instructional Systems Math Intervention Program Rangeland Elementary will refine math intervention programs to ensure alignment to state standards and district framework. IP 2.5 | \$0 | KCWP 1 Design and Deploy Standards | KAS Module Work Unit Planning Tools Weekly Instructional Overviews Intervention Data Assessment Data |
| High Quality Teaching & Learning Interactive Learning Rangeland Elementary will implement instructional strategies that focus and engage students in high quality tier 1 instruction and will integrate technology to promote student learning. EBP IP 2.5 | \$0 | KCWP 2 Design and Deploy Instruction | Walkthrough Data Weekly Instructional Overviews Student Achievement Data PLC Data & Discussions/Notes |
| High Quality Teaching & Learning Instructional Strategies | \$0 | KCWP 2 Design and Deploy Instruction | Training Logs PLC Notes Weekly Instructional Overviews |

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 |
|---|----------------|------------------------|---|
| Implement and refine evidenced based instructional strategies that focus on engagement, high order thinking skills and student learning. EBP IP 2.5 | | | Student Achievement Walkthrough Data |

Evidence Based Practice #1 (Guided Reading)

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|--|--|
| <p>Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.</p> | <p>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.</p> <p>ERIC - EJ1110820 - Guided Reading in First-Fourth Grade: Theory to Practice, Texas Journal of Literacy Education, 2014</p> |
| <p>What is the strength of the evidence? Under what conditions was the evidence developed?</p> | <p>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).</p> |
| <p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p> | |
| <p>If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.</p> | <p>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 demonstrated a positive impact on the reading growth of the elementary students involved in the reading clinic.</p> |
| <p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p> | <p>Yes. https://files.eric.ed.gov/fulltext/EJ1110820.pdf Analysis of qualitative and quantitative revealed positive outcomes.</p> |
| <p>Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?</p> | <p>Yes. https://files.eric.ed.gov/fulltext/EJ1110820.pdf Increased confidence, hands on real life experiences, and differentiation were cited as outcomes.</p> |

Evidence Based Practice #1 (Guided Reading)

| | |
|--|---|
| <p>Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.</p> | <p>Yes. https://files.eric.ed.gov/fulltext/EJ1110820.pdf Elementary aged students were the primary focus of the study.</p> |
| <p>Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?</p> | <p>No, it was primarily focused on all elementary students. · https://files.eric.ed.gov/fulltext/EJ1110820.pdf</p> |

Evidence Based Practice #2 (ShipleY Systems)

| | |
|--|---|
| <p>Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.</p> | <p>Continuous Improvement in Education.pdf</p> <p>Park, Sandra, et al. "Continuous Improvement in Education." Carnegie Foundation for the Advancement of Teaching, 2013, pp. 1-48.</p> |
| <p>What is the strength of the evidence? Under what conditions was the evidence developed?</p> | <p>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.</p> |
| <p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p> | <p>Expected Outcomes:</p> <ul style="list-style-type: none"> ● 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 |
| <p>If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.</p> | |
| <p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p> | <p>There is practiced based evidence that supports effectiveness.</p> <p>Continuous Improvement in Education.pdf</p> |
| <p>Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?</p> | <p>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.</p> <p>Continuous Improvement in Education.pdf</p> |
| <p>Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.</p> | <p>The study was conducted in educational settings using continuous improvement processes and procedures. Research is descriptive in nature.</p> <p>Continuous Improvement in Education.pdf</p> |
| <p>Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?</p> | <p>No, the study applies to all stakeholders.</p> |

Evidence Based Practice #3 (DuFour PLC Design)

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| <p>Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.</p> | <p>A Review of Research on the Impact of Professional Learning Communities on Teaching Practices and Student Learning.pdf</p> |
| <p>What is the strength of the evidence? Under what conditions was the evidence developed?</p> | <p>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.</p> |
| <p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p> | <p>Expected Outcomes:</p> <ul style="list-style-type: none">• Clearly defined PLC process that is continuous, data driven, and monitored with fidelity• Student learning increase• Teacher efficacy |
| <p>If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.</p> | <p>A Review of Research on the Impact of Professional Learning Communities on Teaching Practices and Student Learning.pdf</p> <p>Action research suggests that when implemented with fidelity, PLC processes have a positive effect on student learning, especially when focused on student learning.</p> |
| <p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p> | <p>A Review of Research on the Impact of Professional Learning Communities on Teaching Practices and Student Learning.pdf</p> <p>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.</p> |
| <p>Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?</p> | <p>Short Term Goal Outcome: Implement, with fidelity, a PLC continuous improvement design that focuses on student learning and building teacher efficacy. Long Term Goal: Sustainability and refinement of continuous PLC design.</p> |
| <p>Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.</p> | <p>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</p> |

Evidence Based Practice #3 (DuFour PLC Design)

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 (Interactive Instruction & Learning)

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| <p>Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.</p> | <p>Collaborative research methodology for investigating teaching and learning: the use of interactive whiteboard technology. https://eds.a.ebscohost.com/eds/detail/detail?vid=2&sid=1c3e5eca-c945-4783-bb27-b515c86d8aa8%40sessionmgr4007&bdata=JkF1dGhUeXBIPWlwLGNwaWQsdXJsJmN1c3RpZD1zMTE3NjE5Mg%3d%3d#AN=18945803&db=slh</p> |
| <p>What is the strength of the evidence? Under what conditions was the evidence developed?</p> | <p>3 case studies were conducted over a 2 year period on teaching, learning and the use of interactive technology. During the study, teachers have deepened and enhanced their own reflections on their changing pedagogic practices of working with interactive whiteboard technology, which brings a much needed real- life perspective to understanding and unpacking the complexities of the classroom.</p> |
| <p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p> | <p>Expected Outcomes:</p> <ul style="list-style-type: none"> ● Teacher efficacy ● Increased student engagement ● Increase in student achievement ● Differentiated learning through technology use |
| <p>If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.</p> | |
| <p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p> | <p>Yes. https://eds.a.ebscohost.com/eds/detail/detail?vid=2&sid=1c3e5eca-c945-4783-bb27-b515c86d8aa8%40sessionmgr4007&bdata=JkF1dGhUeXBIPWlwLGNwaWQsdXJsJmN1c3RpZD1zMTE3NjE5Mg%3d%3d#AN=18945803&db=slh</p> |
| <p>Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?</p> | <p>Short term and long term goals are the same, except for the level in which they are established. The listed expected outcomes will be reviewed and refined as long term outcomes.</p> |
| <p>Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.</p> | <p>Collaborative research methodology for investigating teaching and learning: the use of interactive whiteboard technology. "Jones, A. & Moreland, J. (2004). Enhancing Practicing Primary School Teachers' Pedagogical Content Knowledge in Technology. International Journal of Technology and Design Education. 14, 121-140."</p> |

Evidence Based Practice #4 (Interactive Instruction & Learning)

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 evidence that interactive instruction and technology has a positive impact on students with disabilities and diverse learners.

Evidence Based Practice #5 (PBIS)

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| <p>Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.</p> | <p>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</p> |
| <p>What is the strength of the evidence? Under what conditions was the evidence developed?</p> | <p>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.</p> |
| <p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p> | <p>Outcomes:</p> <ul style="list-style-type: none"> ● 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 |
| <p>If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.</p> | <p>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.</p> |
| <p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p> | <p>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</p> |
| <p>Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?</p> | <p>Short Term Outcomes:</p> <ul style="list-style-type: none"> ● Reduction in problem behaviors, increase in attendance, and fewer office referrals ● Improvement in the day to day operations of the school <p>Long Term Outcomes:</p> <ul style="list-style-type: none"> ● Sustainability of implemented plans |
| <p>Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.</p> | <p>Yes, research was conducted at educational institutions.</p> |
| <p>Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?</p> | <p>No.</p> |

Evidence Based Practice #6 (Instructional Strategies That Work)

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| <p>Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.</p> | <p>ED543521 - Classroom Instruction That Works, Second Edition: Research Report, Mid-continent Research for Education and Learning (McREL), 2010-Nov-30</p> <p>Effective Classroom Instructional Strategies</p> <p>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."</p> |
| <p>What is the strength of the evidence? Under what conditions was the evidence developed?</p> | <p>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 were available.</p> |
| <p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p> | <p>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,</p> |

Evidence Based Practice #6 (Instructional Strategies That Work)

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| | <p>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.</p> |
| <p>If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.</p> | <p>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 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.</p> |
| <p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p> | <p>N/A</p> |
| <p>Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?</p> | <p>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</p> |
| <p>Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.</p> | <p>Rural and urban districts were cited in the study.</p> |
| <p>Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?</p> | <p>NA</p> |

| FIRST QUARTER ACTION Plan | | | |
|---|--|------------------------------|--|
| Date Range of Plan | | March 1 - May 30th, 2020 | |
| 45 Day Action Steps | By Whom?/By When? | Funding (Amount/Fund) | Communication / Measurement |
| Research and implement effective master schedule options with built in RTI time | Dr. Kiggins Administrative Leadership Team 4/30/2020 | \$0 | C: Staff meetings & PLC M: New Master Schedule Novice Reduction Increase in proficiency |
| Create 2020-2021 Professional Develop Plan, including embedded PD around new TAP (Kagan, Interactive Panels, KAS, PBIS) | Dr. Kiggins Dr. Lovelace Administrative Leadership Team 5/30/2020 | \$0 | C: Staff Email, staff meetings, individual conferences M: Needs Assessment, PGP's, Evaluations |
| Establish PLC protocols | Dr. Kiggins Dr. Lovelace Instructional Leadership Team Grade Level Chairs 4/1/2020 | \$0 | C: PLC meetings, staff meetings, non-negotiables M: PLC data, student achievement data, PDSA rotation, teacher efficacy |
| Establish Instructional non-negotiables and high quality classroom models | Dr. Kiggins All staff 4/1/2020 | \$0 | C: Staff Meetings, PLC Work, Email, Posters, Parent Newsletter M: Walkthrough data, Student achievement data, Evaluations |
| Design a system to monitor instructional effectiveness (walkthrough documents) and tied to school improvement initiatives (Kagan, KAS, Interactive Instruction) | Dr. Kiggins Mr. Weiger Instructional Leadership Team 5/30/2020 | \$0 | C: PLC meetings M: Walkthrough data, formal observations, student achievement data |

FIRST QUARTER ACTION Plan

| Date Range of Plan | | March 1 - May 30th, 2020 | |
|--|--|--------------------------|---|
| 45 Day Action Steps | By Whom?/By When? | Funding (Amount/Fund) | Communication / Measurement |
| Research Shipley Systems and decide on training | Dr. Kiggins Administrative Leadership Team 4/30/2020 | \$0 | C: Meetings with ALT Team M: Meeting notes on research from ALT meeting |
| Design and develop a plan to address KAS Module work (time frame, participants) | Dr. Kiggins Administrative Leadership Team 3/31/2020 | \$0 | C: ALT meeting, notes, principal communication plan. M: KAS Standards Work Training Document |
| Compile a detailed list of Jan Richardson & Literacy Footprints materials that are still needed in order to fully implement guided reading | Dr. Lovelace Dr. Kiggins Teacher Leaders 4/1/2020 | \$0 | C: PLC Meetings, Email, Needs assessment M: Aenda, notes, meetings and spreadsheet data |
| Develop a systematic process for identifying and addressing classroom behavior issues, common area behavior issues and the communication and follow up procedures for each | Mr. Weiger Dr. Kiggins ALT 4/30/2020 | \$0 | C: staff meetings, PLC discussions and minutes M: Behavior Documents, and agenda notes |
| Establish Coordinated School Health Team with Members | Dr. Kiggins Mr. Weiger ALT 5/1/2020 | \$0 | C: Email, individual meetings M: Meeting notes, ALT Meeting notes |
| Begin initial phase of Literacy Footprints research and implementation. Conduct needs assessment regarding materials and training | Dr. Lovelace Dr. Kiggins Teacher Leaders 4/1/2020 | \$0 | C: ALT meeting discussions, ILT meeting discussions, staff meetings, PLC |

FIRST QUARTER ACTION Plan

Date Range of Plan

March 1 - May 30th, 2020

45 Day Action Steps

By Whom?/By When?

**Funding
(Amount/Fund)**

**Communication /
Measurement**

M: Notes and ALT/ILT agendas,
needs assessment data, PGP's

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

CHECKPOINT #2