Turnaround Plan
Roosevelt-Perry 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

- [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

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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

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

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Activities as Action Steps

Determine activities that will be used to deploy the chosen strategy

Activities - Turnaround Plan Template

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

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

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

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

Complete for each I.P.

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

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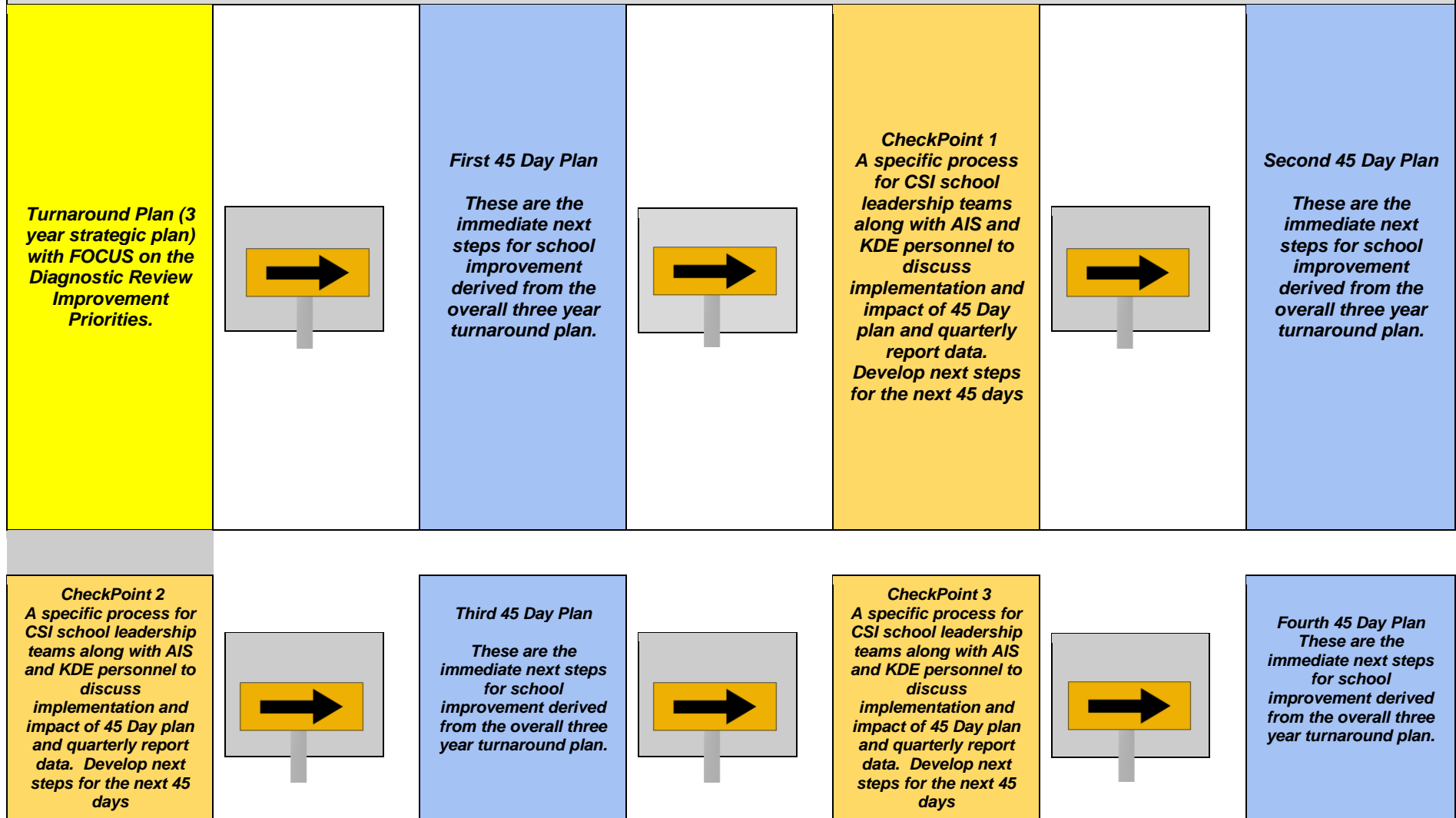What steps are needed to support the process/practice/condition?

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
Roosevelt - Perry Elementary

Mission (Please record the school's mission statement in the box below.)
The mission of Roosevelt-Perry is to be a positive and caring community that fosters independent, high-performing learners who are prepared for middle school.

Vision (Please record the school's vision statement in the box below.)
We strive to be learners today and leaders tomorrow.

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.)
Nichole Marshall- Principal- (Role) Sara Alvey, Assistant Principal- (Role) Stephanie Grant, School Based Literacy Coach- (Role) Amy Crawford, Academic Instructional Coach- (Role) April Garrett- (ECE Implementation Coach) Whitney Cox- (Classroom Teacher) Nick Pannell, Education Recovery Leader- (Role) Shannon Anderson (Classroom Teacher)

Accountability Area	Goals These are the aim statements the school will be reaching 3 years from now.	Objectives These are aim statements the school will be reaching this school year.
Proficiency	Roosevelt-Perry Elementary will increase the reading percentage of proficient/distinguished students from 7.7% to 16.1%, as measured by 2023 KPREP. Roosevelt-Perry Elementary will increase the math percentage of proficient/distinguished students from 4.4% to 13.1% as measured by 2023 KPREP.	Roosevelt-Perry Elementary index score in the area of Reading will increase from an index of 7.7 to 12, as measured by 2020 KPREP. Roosevelt-Perry Elementary index score in the area of Math will increase from an index score of 4.4 to 9, as measured by 2020 KPREP.
Separate Academic Indicator	Roosevelt-Perry Elementary will increase the percentage of proficient/distinguished students in Science from 2.7% to 11.5%,from 0% to 9% in Social Studies, and from 0% to 9% in Writing.	Roosevelt-Perry Elementary index score in the area of Science will increase from an index score of 2.7 to 5.6. Roosevelt-Perry Elementary index score in the area of Social Studies will increase from an index score of 0 to 3. Roosevelt-Perry Elementary index score in the area of Writing will increase from an index score of 0 to 3.
Growth	By 2023, we will increase in the area of growth. All students will show growth towards grade level benchmarks on the MAP assessment in reading and math. 30% of students will reach proficient or advanced benchmarks as measured by the MAP projected proficiency report in reading and math by 2023.	Students assessed on MAP will meet a goal of 20% on growth projection in Spring of 2020, as measured on the MAP Student Growth Summary report.

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.
Transition Readiness	By May of 2020, All 5th grade students will successfully defend their Backpack of success and how they know they are prepared for middle school.	By May 2020 All 5th grade students will defend their preparedness for middle school.
Graduation Rate		
GAP	Gap Students (AA Students) in grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP assessment. (R=14.9, M=9.5)	Overall Gap Group will meet the goal of % Proficient and Distinguished on the 2020 KPREP
Other		

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
Develop, document, and communicate a formal continuous improvement process that includes an authentic and useful school improvement plan. Such a plan will have detailed specific goals, strategies, and measures based on identified needs from intentional data. (Primary Standard 1.3)	Develop, implement, and monitor a systematic curricular and instructional process aligned to and congruent in rigor to the Kentucky Academic Core Standards and school district on-grade-level curriculum framework. Establish, implement, and monitor high expectations to prepare students for success at the next level. (Primary Standard 2.5)	Behavior Plan: Not included in our DR Develop and monitor a systematic behavior plan while using existing PAWS/PATHS. Behavior data suggest that students are missing time in core academic subject areas because of unwanted behaviors.
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.)
A. Develop Document Communicate a formal continuous improvement process that includes an authentic and useful **SCHOOL IMPROVEMENT PLAN.** B. Within the School Improvement Plan: detailed specific goals, different strategies, must use intentional data Roosevelt-Perry must develop an improvement process that includes a well thought out plan. We must document our improvement process based on said plan. We must also communicate this plan and our process, to all stakeholders, including, but not limited to, parents, students, teachers, itinerant personnel, and community. This plan must include detailed and specific goals for academic achievement. It must also include different strategies we will use to improve academically as well as how we intend to use intentional data to drive our instruction.	A.Develop a systematic, rigorous **CURRICULUM AND INSTRUCTIONAL PROCESS** congruent to and aligned with the KACS framework with high expectations for students to be successful at the next level. Roosevelt-Perry must develop a curriculum and instructional process that is aligned with the KACS framework. This process must be rigorous and congruent, having high expectations for students to be successful and prepared for the next level.	Roosevelt-Perry will utilize, and monitor, PATHS as a school-wide Social Emotional Learning program. Design and implement a school-wide Behavior Plan. Collected behavior data will drive a tiered behavior intervention system. This system must include a school-wide written behavior plan that addresses multiple behaviors. Positive reinforcements must be listed in said plan. This behavior plan must be monitored weekly.

Strategies to Address Improvement Priorities

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

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

_X___KCWP 1: Design and Deploy Standards	____KCWP 1: Design and Deploy Standards	____KCWP 1: Design and Deploy Standards
Design, develop and deploy curriculum that is aligned with KAS. Develop instructional processes designed to have high expectations for student academic success.		
____KCWP 2: Design and Deliver Instruction	__X__KCWP 2: Design and Deliver Instruction	____KCWP 2: Design and Deliver Instruction
	Design a process to ensure students have an understanding of learning expectations, such as learning targets, goal setting, and know the criteria for success. (model responses, rubrics)	
____KCWP 3: Design and Deliver Assessment Literacy	____KCWP 3: Design and Deliver Assessment Literacy	____KCWP 3: Design and Deliver Assessment Literacy
_X__ KCWP 4: Review, Analyze, and Apply Data	___ KCWP 4: Review, Analyze, and Apply Data	___ KCWP 4: Review, Analyze, and Apply Data
Create a system for teachers and students to review, analyze and apply data. Data will be used to drive instructional outcomes.		
____KCWP 5: Design, Align, and Deliver Support	____KCWP 5: Design, Align, and Deliver Support	____KCWP 5: Design, Align, and Deliver Support
____KCWP 6:Establish Learning Culture & Environment	____KCWP 6:Establish Learning Culture & Environment	__X__KCWP 6:Establish Learning Culture & Environment
		Design, implement, and monitor a behavior plan to develop their (students) understanding of rules, their awareness of how their behavior affects others, and the character strengths (e.g., self-control, perspective taking, conflict resolution) to help them act responsibly in the academic setting?

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
The turnaround team will create a common school-wide unit planning template for teachers to use. **IP 1, Standard 1.3** **IP 2, Standard 2.5**	No funding needed	● Design and Deploy Standards	● Turnaround Agendas and Minutes ● Linked unit planning template
We will develop and implement unit planning, utilizing the JCPS curriculum framework (modules 1 through 4) and the KACS framework as a guide. This will occur during extended Tuesdays, as well as Gold Days and PD days, beginning in April 2020. We will utilize outside support to work with the staff on this process. Teachers will learn how to effectively use learning targets to introduce, deliver, and close a lesson. EBP #1 Teacher Clarity **IP 1, Standard 1.3** **IP 2, Standard 2.5**	SIF or Title I Hourly rate for teachers $15,000	● Design and Deploy Standards ● Design and Deliver Instruction	● PLCs ● Once monthly extended Tuesdays ● Admin monitoring tool with feedback

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
We will create and implement a monitoring tool (units planned) that will be used during walkthroughs. **IP 1, Standard 1.3** **IP 2, Standard 2.5**	No funding	● Design and Deliver Instruction	● IST agenda and minutes ● Turnaround Team agendas and minutes ● Google form provided to teachers
We will provide training regarding differentiation and scaffolding with on-grade-level curriculum. **IP 2, Standard 2.5**	District Funded AIS week 2020 District trainer Rebecca DeSpain?	● Design and Deploy Standards ● Design and Deliver Instruction	● Walkthroughs ● Lesson plans/Unit plans ● Feedback and Coaching
We will provide training regarding the use of mentor/anchor texts, including how to identify quality texts and how to plan with these texts. **IP 2, Standard 2.5**	No funding	● Design and Deploy Standards ● Design and Deliver Instruction	● Tuesday Learning Opportunities
Teachers will identify and utilize mentor/anchor texts when delivering instruction. **IP 2, Standard 2.5**	No funding	Design and Deploy Standards Design and Deliver Instruction	Tuesday Learning Opportunities Unit plans Walkthroughs
Teachers will utilize the workshop model in literacy and math, utilizing the Jan Richardson model, number sense routines, Four Square	$15,000 to cover Illustrative Math training for K-2, as well as	● Design and Deploy Standards ● Design and Deliver Instruction	● Walkthroughs ● Unit plans

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
Writing, and Illustrative Math (K-2, 3-5) **IP 1, Standard 1.3** **IP 2, Standard 2.5**	to purchase materials for literary texts to support units planned		
Teachers will utilize the MAP assessment data to assign targeted Study Island lessons, as well as to accelerate student learning in focus groups by using the learning continuum. EBP #2- Edmentum **IP 1, Standard 1.3** **IP 2, Standard 2.5**	No funding	• Design and Deploy Standards • Design and Deliver Instruction	• Student data binders • Walkthroughs • PLC agendas and minutes • Intervention data
Teachers will administer the Benchmark Assessment System three times per year and utilize the data to drive small group instruction. **IP 1, Standard 1.3** **IP 2, Standard 2.5**	No funding	• Design and Deploy Standards • Design and Deliver Instruction	• Walkthroughs • PLC agendas and minutes • Student and Teacher data binders
We will implement MTSS to analyze data and provide targeted interventions in order to accelerate student learning **IP 1, Standard 1.3**	No funding	• Design and Deploy Standards • Design and Deliver Instruction	• Teacher and student data binders • Intervention plans and data

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
IP 2, Standard 2.5			
Instructors in the classrooms will provide the Tier 2 interventions that support the core program in reading. (GAP)	Title 1 $100,000	● Design, Align, and Deliver Support Processes	● Intervention data ● Walkthroughs ● PLC agendas and minutes
We will implement student goal setting and data binders school-wide, including ELA, Math and Writing. **IP 2, Standard 2.5**	SIG or Title I @$250 for binders	● Design and Deliver Instruction	● Common expectations of what to include into data binders ● Walkthroughs to include random data binder checks
Teachers will monitor student learning through the use of formative assessments. (CFA, Running Records) **IP 2, Standard 2.5**	No funding	● Design and Deploy Standards ● Design and Deliver Instruction	● Common data collection sheet per assessment ● CASCADE ● PLC minutes and agendas ● Student data binders
We will create a master schedule to reflect specific time blocks for PATHS, reading, writing, math, and integrated science and social studies. **IP 1, Standard 1.3** **IP 2, Standard 2.5**	No funding	● Design and Deploy Standards ● Design and Deliver Instruction	● Master schedule ● Walkthroughs ● Unit Plans

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
We will teach the Social/Emotional Curriculum (PATHS) daily to ensure students are learning strategies to deal and cope with their social emotional needs. **IP 3**	No funding	● Establish Learning Culture and Environment	● Walkthroughs ● Lesson Plans
We will implement the school-wide behavior plan with fidelity. **IP 3**	No funding	● Establish Learning Culture and Environment	● Classroom management plans ● Walkthroughs
We will plan and implement monthly behavior celebrations based on SRT call data. **IP 3**	No funding	● Establish Learning Culture and Environment	● Behavior Team SRT data
We will review the district PLC framework and school PLC expectations with all staff.	No funding	● Review, Analyze and Apply Data Results	● Opening day agenda ● PLC Norms
PLCs will meet weekly to analyze and use assessment results to inform instruction.	No funding	● Review, Analyze and Apply Data Results	● PLC agendas and minutes ● Teacher lesson plans ● Data collection tool ● Student and Teacher data binders
We will utilize our family engagement committee, in conjunction with our FRYSC, to plan family events during and after	FRC Grant $1800	● Establish Learning Culture and Environment	● Family Engagement agendas and minutes ● Sign In sheets

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
the school day to foster relationships with stakeholders.			

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
We will revise and update units that were planned the previous school year.	No funding	● Design and Deploy Standards ● Design and Deliver Instruction	● PLCs ● Once monthly extended Tuesdays ● Admin monitoring tool with feedback
We will increase focus on differentiation and accelerating student achievement.	No Funding	● Design and Deploy Standards ● Design and Deliver Instruction	● Walkthroughs ● Lesson plans/Unit plans ● Feedback and Coaching
We will continue to refine the MTSS process	No Funding	● Design and Deploy Standards ● Design and Deliver Instruction	● Teacher and student data binders ● Intervention plans and data
We will provide training about student goal setting	No Funding	● Design and Deploy Standards ● Design and Deliver Instruction	
We will update the master schedule according to year one implementation.	No Funding		
Teachers will identify and utilize mentor/anchor texts when delivering instruction. **IP 2, Standard 2.5**	No Funding	● Design and Deploy Standards ● Design and Deliver Instruction	● Tuesday Learning Opportunities

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
We will implement the school-wide behavior plan with fidelity. **IP 3**	No funding	● Establish Learning Culture and Environment	● Classroom management plans ● Walkthroughs
We will plan and implement monthly behavior celebrations based on SRT call data. **IP 3**	No funding	● Establish Learning Culture and Environment	● Behavior Team SRT 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

Evidence Based Practice #1 Teacher Clarity

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.	Roosevelt-Elementary will implement and promote Teacher clarity. Teachers will learn how to effectively use learning targets to introduce, deliver, and conclude a lesson. Professional learning for teachers will be used to strengthen their efficacy. According to Donohoo, Hattie, and Eelles (2018), teacher efficacy has a 1.57 effect size. Teacher clarity through professional development has a 0.37 effect size on student achievement. http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/The-Power-of-C ollective-Efficacy.aspx
What is the strength of the evidence? Under what conditions was the evidence developed?	Rachel Eells's (2011) meta-analysis of studies related to collective efficacy and achievement in education demonstrated that the beliefs teachers hold about the ability of the school as a whole are "strongly and positively associated with student achievement across subject areas and in multiple locations" (p. 110). On the basis of Eells's research, John Hattie positioned collective efficacy at the top of the list of factors that influence student achievement (Hattie, 2016). According to his Visible Learning research, based on a synthesis of more than 1,500 meta-analyses, collective teacher efficacy is greater than three times more powerful and predictive of student achievement than socioeconomic status. It is more than double the effect of prior achievement and more than triple the effect of home environment and parental involvement. It is also greater than three times more predictive of student achievement than student motivation and concentration, persistence, and engagement Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Roosevelt-Elementary will implement and promote Teacher clarity. Teachers will learn how to effectively use learning targets to introduce, deliver, and conclude a lesson. Professional learning for teachers will be used to strengthen their efficacy. According to Donohoo, Hattie, and Eelles (2018), teacher efficacy has a 1.57 effect size. Teacher clarity through professional development has a 0.37 effect size on student achievement. http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/The-Power-of-C ollective-Efficacy.aspx
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	N/A
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	John Hattie developed a way of synthesizing various influences in different meta-analyses according to their effect size (Cohen's d). In his ground-breaking study "Visible Learning" he ranked 138 influences that are related to learning outcomes from very positive effects to very negative effects. Hattie found that the average effect size of all the interventions he studied was 0.40. Therefore he decided to judge the success of influences relative to this 'hinge point', in order to find an answer to the question "What works best in education?" https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/

Evidence Based Practice #1 Teacher Clarity

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?	When teachers' sense of efficacy is high, they tend to apply instructional strategies that yield greater student autonomy and better engagement and learning outcomes, even in teaching situations that are difficult for the teacher (e.g., Lin, Gorrell, & Taylor, 2002; Skaalvik & Skaalvik, 2007). A study by Guo, Connor, Yang, Roehrig, and Morrison (2012) revealed that teachers with a higher sense of self-efficacy offered more support and created a more positive classroom atmosphere than those with lower self-efficacy. https://pdfs.semanticscholar.org/bc03/411ce97636ae4b21bbf8a05f28b8cffe535e.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.	According to his Visible Learning research, based on a synthesis of more than 1,500 meta-analyses, collective teacher efficacy is greater than three times more powerful and predictive of student achievement than socioeconomic status. It is more than double the effect of prior achievement and more than triple the effect of home environment and parental involvement. It is also greater than three times more predictive of student achievement than student motivation and concentration, persistence, and engagement. http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/The-Power-of-Collective-Efficacy .aspx
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?	Rachel Eells's (2011) meta-analysis of studies related to collective efficacy and achievement in education demonstrated that the beliefs teachers hold about the ability of the school as a whole are "strongly and positively associated with student achievement across subject areas and in multiple locations" (p. 110).http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/The-Power-of-Collective-Efficacy .aspx https://pdfs.semanticscholar.org/bc03/411ce97636ae4b21bbf8a05f28b8cffe535e.pdf

Evidence Based Practice #2 Study Island

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.	Novice Reduction for Gap Closure programs indicate the importance to design, align, and deliver support processes for our students. Specifically, according to Hattie's meta-analysis, response to intervention has an effect size of 1.29 and interventions for students with learning needs has an effect size of 0.77. In the 2012 publication of Visible Learning for Teachers, Hattie references 13 studies regarding response to intervention programs and determined the mean effect size to be 1.07, making it in the top 10 attributes of schooling that truly make a difference to student learning. The diagnostic review for Roosevelt-Perry Elementary included an improvement priority regarding implementation of school-wide curriculum to provide rigor and high expectations for all students. Roosevelt-Perry is supporting high expectations for all students through response to intervention for students struggling to meet grade-level standards. Specifically, Roosevelt-Perry will utilize the computer-based intervention program Study Island to support core instruction. Study Island is an ESSA level 3 evidence-based practice based on a quasi-experimental correlational study showing the positive impact of this intervention in a multi-site, large sample study. (McLeod, J (2017). ESSA Evidence-Based Intervention: Study Island in Elementary Schools. (Edmentum)
What is the strength of the evidence? Under what conditions was the evidence developed?	Study Island is an ESSA level 3 evidence-based practice based on a quasi-experimental correlational study showing the positive impact of this intervention in a multi-site, large sample study. (McLeod, J (2017). ESSA Evidence-Based Intervention: Study Island in Elementary Schools. (Edmentum)
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Effective use of this intervention will result in improved MAP growth rates and proficiency projections. Classroom assessment data will also demonstrate improved student success. In addition, stakeholder data (teacher, student and parent) regarding the use of this intervention will be collected and monitored regularly to track perceptions of this intervention, with effective use marked by increasing favorable responses.
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	N/A
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Yes. Study Island usage data, as well as individual students' standards-mastery data, will be monitored throughout the 2020-2021 school year. In addition, the linkage between Study Island and NWEA provides specific MAP learning pathways for individual students, which will also be monitored throughout the school year to track progress.
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	The effect of 20-30 minutes of usage per week is about a half of a standard deviation in growth, and as such is considered robust. This effect is in line with previous research by Cheung and Slavin (2012, 2013).

Evidence Based Practice #2 Study Island

	Cheung, A. C. K., & Slavin, R. E. (2012). How features of educational technology applications affect student reading outcomes: A meta-analysis. *Educational Research Review, 7,* 3, 198-215. "McLeod, J (2017). ESSA Evidence-Based Intervention: Study Island in Elementary Schools. Edmentum Ward, B., Gersten, R. (2013). A Randomized Evaluation of the Safe and Civil Schools Model for Positive Behavioral Interventions and Supports at Elementary Schools in a Large Urban School District. School Psychology Review, 42(3)."
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.	Edmentum's research study found consistent, positive effect sizes for the Study Island intervention across all grades 3-6. The graphs below show treatment (blue) compared to control (green) groups. Again, the educational intervention was "*use of Study Island for a period of 12 weeks* by elementary school students in the fall and winter of 2016-17." The outcome variable was *student growth in achievement scores* using Edmentum's highly reliable and valid Exact Path adaptive diagnostic growth scale. "McLeod, J (2017). ESSA Evidence-Based Intervention: Study Island in Elementary Schools. Edmentum Ward, B., Gersten, R. (2013). A Randomized Evaluation of the Safe and Civil Schools Model for Positive Behavioral Interventions and Supports at Elementary Schools in a Large Urban School District. School Psychology Review, 42(3)."
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	The study uses a sample that overlaps with the populations proposed to receive the intervention. Edmentum's 2016-17 study meets all these criteria, the study -- under rigorous ESSA rules – may be used by LEAs and SEAs to justify use of Study Island in elementary classrooms. "McLeod, J (2017). ESSA Evidence-Based Intervention: Study Island in Elementary Schools. Edmentum Ward, B., Gersten, R. (2013). A Randomized Evaluation of the Safe and Civil Schools Model for Positive Behavioral Interventions and Supports at Elementary Schools in a Large Urban School District. School Psychology Review, 42(3)."

FIRST QUARTER ACTION Plan

Date Range of Plan		(March1 through May 12 , 2020)	
45 Day Action Steps	**By Whom?/By When?**	**Funding (Amount/Fund)**	**Communication / Measurement**
Develop Unit Planning tool	Turnaround Team (April 6, 2020)	No funding	Turnaround Agenda/Minutes Tuesday Learning Opportunities Agenda/Minutes PLC Agenda and Minutes IST Agenda and Minutes Checklist to ensure all components are included
Develop a Walkthrough tool	Instructional Support Team (April 6,2020)	No funding	Turnaround Agenda/Minutes Tuesday Learning Opportunities Agenda/Minutes PLC Agenda and Minutes IST Agenda and Minutes Checklist to ensure all components are included
Design and Deliver Mentor Text Training	District Training/IST (Will begin April 21, 2020 and will begin on-going throughout the year)	SIF/General Budget/Title 1	Tuesday Learning Opportunities Agenda/Minutes
What is working? How do you know?	**What is not working? Why? (Where are the barriers?)**	**What are your next steps?**	**Additional Comments/Feedback**
School:	School:	School:	Reviewer:
CHECKPOINT #1			

SECOND QUARTER ACTION Plan			
Date Range of Plan		May 12, 2020 -	
45 Day Action Steps	**By Whom?/By When?**	**Funding (Amount/Fund)**	**Communication / Measurement**
Deliver expectations for teacher/student data binders.	Turnaround Team/IST/(May 29, 2020)	Title 1	PLC Agenda and Minutes Turnaround Agenda/Minutes Checklist to ensure all components are included.
Provide training on differentiation/scaffolding	Outsider training/IST(AIS Week August 3-7, 2020)	SIF/General Budget/Title 1	AIS week agenda
Provide training on workshop model	Alvey and Marshall/IST (AIS Week August 3-7, 2020)	SIF/General Budget/Title 1	AIS week agenda
Teachers will design and submit the first unit of study.	Classroom Teachers/Aug 7, 2020 @ 4:00 p.m.	SIF/General Budget/Title 1	Turnaround Agenda/Minutes Tuesday Learning Opportunities Agenda/Minutes PLC Agenda and Minutes
What is working? How do you know?	**What is not working? Why? (Where are the barriers?)**	**What are your next steps?**	**Additional Comments/Feedback**
School:	School:	School:	Reviewer:
CHECKPOINT #2			