

Turnaround Plan

Watson Lane Elementary

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3 year turnaround plan

Improvement Priority and Strategies to Address the

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8 Principles of School Improvement Planning

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

BUILDING AN EFFECTIVE TURNAROUND PLAN

Preparing to Write an Improvement Plan

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

Improvement Priority Deconstruction

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

Key Core Work Processes Needs Assessment

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

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

Circle of Influence and Barrier Identification

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

Activities as Action Steps

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

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



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



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



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?

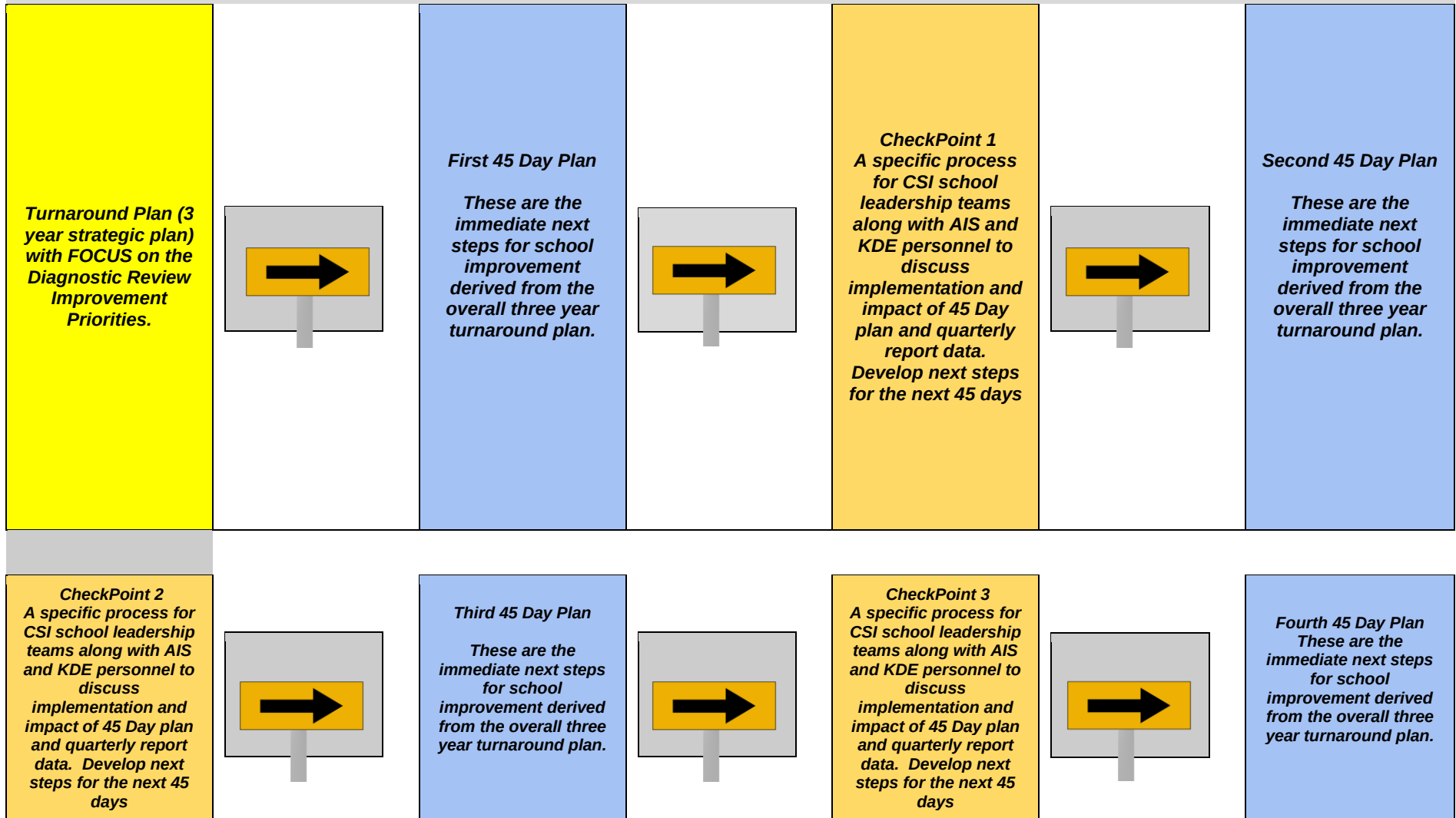
The team decides on strategies to systematically address the process, practice, or condition needing change.

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

Watson Lane Elementary

Mission

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

Growing lifelong learners who are prepared and responsible citizens

Vision

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

Watson Lane students will be confident in working at their own pace to design their instructional path. We promote growth in every child by meeting them at their level of readiness and designing a pathway to success. We prepare students for the future through the use of technology and individualized resources. We encourage students to grow in their gifts, take ownership of their learning, prepare for the future, and develop a mindset for success.

Stakeholder Involvement

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

Sean Russell - Principal
Vanessa Green - Assistant Principal
Amanda Vinova - Academic Instructional Coach
Jacob Kestler - Teacher
Vangie Altman - Education Recovery Specialist

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	Reading - 39.3 P/D Math - 23.3 P/D	Reading - 29.1 P/D Math - 19.6 P/D
Separate Academic Indicator	Writing - 43.4 P/D Social Studies - 28.2 P/D Science - 26.7 P/D	Writing - 33.8 P/D Social Studies - 16.2 P/D Science - 14.4 P/D
Growth	By the end of the 2022-2023 school year, our school will increase the percentage of students at Proficient/Distinguished by 15% in both Reading (25.7% to 40.7%) and Math (19.6% to 34.6%), as measured by KPREP	By the end of the 2019-2020 school year, our school will increase the percentage of students at Proficient/Distinguished by 5% in both Reading (25.7% to 30.7%) and Math (19.6% to 24.6%), as measured by KPREP
GAP	By the end of the 2022 school year, we will increase the percentage of non-duplicated Gap group scoring Proficient/Distinguished by 15% and decrease the percentage of students scoring Novice by 10% in reading and math on the Kentucky State Assessment.	By the end of the 2020 school year, we will increase the percentage of non-duplicated Gap group scoring Proficient/Distinguished by 5% and decrease the percentage of students scoring Novice by 5% in reading and math on the Kentucky State Assessment.
Other		

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
Systematically implement and monitor an evidence-based curriculum across all grades and content areas. Ensure faculty and staff are highly skilled in understanding and delivering rigorous and engaging instruction. Ensure instructional practices are based on high expectations and prepare learners for the next level. (Standard 2.5)	Develop, implement, document, and monitor formal processes to continuously evaluate all academic and organizational programs and services using student performance data and evidence-based criteria. Use findings to ensure programs and services are implemented effectively and with fidelity. Also, formally document and communicate findings used to make data-based decisions (e.g., adjust, add, or eliminate programs, practices, and initiatives). (Standard 2.12)	Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving student learning and professional practice. Implement, monitor and revise systems that support teaching and learning based on the analysis and use of data. (Standard 1.3)
Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)	Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)	Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)
We will implement and monitor an evidence-based curriculum in all content areas, ensure faculty and staff across all grade levels are provided professional learning opportunities to become highly skilled in understanding and delivering the curriculum, and ensure students are provided access to rigorous and engaging instruction based on high expectations.	We will establish formal documentation processes to continuously evaluate all academic and organizational programs, services and initiatives are implemented effectively and with fidelity by using evidence-based criteria and data-based decision making.	We will create systematic processes for all stakeholders to promote and ensure congruence between learning targets, high yield instructional strategies, and assessment outcomes to improve student learning.
Strategies to Address Improvement Priorities Identify the strategy your school will use to address the identified improvement priority. In the blank box under the strategy you select, write a brief description of the context of how this strategy will be deployed. (The link to the KCWP can be found below this box.)		
https://education.ky.gov/school/stratclsgap/Pages/default.aspx		

___ KCWP 1: Design and Deploy Standards	___ KCWP 1: Design and Deploy Standards	___ KCWP 1: Design and Deploy Standards
__X__ KCWP 2: Design and Deliver Instruction	__X__ KCWP 2: Design and Deliver Instruction	__X__ KCWP 2: Design and Deliver Instruction
Purchase curriculum for all content areas. Ensure staff are trained and monitoring systems are in place so that learners can be prepared for the next level.	Develop protocols and monitoring/documentation tools to ensure that all programs are implemented with fidelity, data-driven, and improve student learning outcomes.	Engage all stakeholders in implementing, monitoring, and revising systems that will ensure student learning and professional practices are measurable and evidence based.
___ KCWP 3: Design and Deliver Assessment Literacy	___ KCWP 3: Design and Deliver Assessment Literacy	___ KCWP 3: Design and Deliver Assessment Literacy
___ KCWP 4: Review, Analyze, and Apply Data	___ KCWP 4: Review, Analyze, and Apply Data	___ KCWP 4: Review, Analyze, and Apply Data
___ KCWP 5: Design, Align, and Deliver Support	___ KCWP 5: Design, Align, and Deliver Support	___ KCWP 5: Design, Align, and Deliver Support
___ KCWP 6: Establish Learning Culture & Environment	___ KCWP 6: Establish Learning Culture & Environment	___ KCWP 6: Establish Learning Culture & Environment

Year One Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
Purchase Math Curriculum. Purchase Bridges curriculum for K-5 classrooms. IP 1, Standard 2.5	SIF 30,000	Design and Deliver Instruction: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	The school will create a system to monitor the evidence based curriculum across all grades. The school will design a system that includes measuring tools, timelines for evidence submission, guidelines for implementation at each grade level, and grade-level calibration to ensure congruence throughout the school year. • Monitoring through PLCs agendas and minutes • Weekly Lesson Plan checks • Monitoring Assessments through WLE School-wide Data Sheet • Monitoring through classroom walkthroughs
Begin teacher preparation and training with program trainers from the Bridges Math curriculum. IP3, Standard 1.3 IP1, Standard 2.5	SIF 25,000	Design and Deliver Instruction: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school will create a culture of continuous improvement that results in improved student learning and professional practice. • Create coaching schedule and protocols • Monitor through weekly administrator meetings • Monitor through Instructional Leadership Team meetings • Attendance sheets at trainings • Identify coaching dates • Rutherford trainings for administrators

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
Establish time for trainings and extra service opportunities throughout the school year tied to the Bridges curriculum. IP 2, Standard 2.12	0	Design and Deliver Instruction: Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Develop, implement, document formal processes to consistently evaluate academic programs using student data and evidence to effectively implemented with curriculum with fidelity. • Monthly MTSS Meetings • Weekly Administrator Meetings • Weekly PLC Meetings agendas and minutes • Offer Professional Development calendar with identified trainings and trainers
Purchase Fountas and Pinnell Classroom for K-5. IP 1, Standard 2.5	SIF 70,000	Design and Deliver Instruction: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	The school will create a system to monitor the evidence based curriculum across all grades. The school will design a system that includes measuring tools, timelines for evidence submission, guidelines for implementation at each grade level, and grade-level calibration to ensure congruence throughout the school year. • Monitoring through PLCs agendas and minutes • Weekly Lesson Plan checks • Monitoring Assessments through WLE School-wide Data Sheet • Monitoring through classroom walkthroughs
Begin teacher preparation and training with program trainers for the Fountas and Pinnell curriculum.	SIF 10,000	Design and Deliver Instruction: Ensure ongoing professional development in the area of best practice/high yield instructional strategies	The school will create a culture of continuous improvement that results in improved student learning and professional practice. • Create coaching schedule and protocols

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 3, Standard 1.3 IP 1, Standard 2.5		to aid in curricular adjustments when students fail to meet mastery.	• Monitor through weekly administrator meetings • Monitor through Instructional Leadership Team meetings • Attendance sheets at trainings • Identify coaching dates • Rutherford trainings for administrators
Establish time for trainings and extra service opportunities throughout the school year tied to the Fountas and Pinnell Curriculum. IP 2, Standard 2.12 IP 1, Standard 2.5	0	Design and Deliver Instruction: Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Develop, implement, document formal processes to consistently evaluate academic programs using student data and evidence to effectively implemented with curriculum with fidelity. • Monthly MTSS Meetings • Weekly Administrator Meetings • Weekly PLC Meetings agendas and minutes • Offer Professional Development calendar with identified trainings and trainers
Purchase Guided Reading Curriculum. Purchase Literacy Footprints curriculum for K-5 classrooms. IP 1, Standard 2.5	SIF 30,000	Design and Deliver Instruction: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	The school will create a system to monitor the evidence based curriculum across all grades. The school will design a system that includes measuring tools, timelines for evidence submission, guidelines for implementation at each grade level, and grade-level calibration to ensure congruence throughout the school year. • Monitoring through PLCs agendas and minutes • Weekly Lesson Plan checks

Year One Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
			• Monitoring Assessments through WLE School-wide Data Sheet • Monitoring through classroom walkthroughs
Continue teacher preparation and training with Academic Instructional Coach for the Literacy Footprint curriculum. IP 3, Standard 1.3	SIF 10,000	Design and Deliver Instruction: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school will create a culture of continuous improvement that results in improved student learning and professional practice. • Create coaching schedule and protocols • Monitor through weekly administrator meetings • Monitor through Instructional Leadership Team meetings • Attendance sheets at trainings • Identify coaching dates • Rutherford trainings for administrators
Establish time for trainings and extra service opportunities throughout the school year tied to Literacy Footprints. IP 2, Standard 2.12 IP 1, Standard 2.5	0	Design and Deliver Instruction: Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Develop, implement, document formal processes to consistently evaluate academic programs using student data and evidence to effectively implemented with curriculum with fidelity. • Monthly MTSS Meetings • Weekly Administrator Meetings • Weekly PLC Meetings agendas and minutes • Offer Professional Development calendar with identified trainings and trainers
Renew Purchase of Lexia IP 1, Standard 2.5	SIF 16,000	Design and Deliver Instruction: Ensure that vertical curriculum mapping	The school will create a system to monitor the evidence based curriculum across all grades. The school will design a system that includes measuring

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
		is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	tools, timelines for evidence submission, guidelines for implementation at each grade level, and grade-level calibration to ensure congruence throughout the school year. • Monitoring through PLCs agendas and minutes • Weekly Lesson Plan checks • Monitoring Assessments through WLE School-wide Data Sheet • Monitoring through classroom walkthroughs

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
Continue to refine and train with program trainers from the Bridges Math curriculum. Purchase student workbooks. IP 3, Standard 1.3 IP 1, Standard 2.5	SIF 10,000	Design and Deliver Instruction: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school will create a culture of continuous improvement that results in improved student learning and professional practice. • Use data from walkthroughs to inform training • Monitor through PLC agendas and minutes • Weekly Lesson Plan checks • Monitoring Assessments through WLE School-wide Data Sheet
Establish time for trainings and extra service opportunities throughout the school year tied to the Bridges curriculum. IP 2, Standard 2.12 IP 1, Standard 2.5	SIF 30,000	Design and Deliver Instruction: Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Develop, implement, document formal processes to consistently evaluate academic programs using student data and evidence to effectively implemented with curriculum with fidelity. • Create coaching schedule and protocols • Monitor through weekly administrator meetings • Monitor through Instructional Leadership Team meetings • Attendance sheets at trainings • Identify coaching dates • Rutherford trainings for administrators • Allow teachers to provide input to establish times best for their attendance
Continue to refine and train with program trainers for the Fountas and Pinnell curriculum. IP 3, Standard 1.3	SIF 10,000	Design and Deliver Instruction: Ensure ongoing professional development in the area of best practice/high yield instructional strategies	The school will create a culture of continuous improvement that results in improved student learning and professional practice. • Use data from walkthroughs to inform training • Monthly MTSS Meetings

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
IP 1, Standard 2.5		to aid in curricular adjustments when students fail to meet mastery.	• Weekly Administrator Meetings • Weekly PLC Meetings agendas and minutes • Offer Professional Development calendar with identified trainings and trainers
Establish time for training and extra service opportunities throughout the school year tied to the Fountas and Pinnell Curriculum. IP 2, Standard 2.12 IP 3, Standard 1.3	SIF 10,000	Design and Deliver Instruction: Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Develop, implement, document formal processes to consistently evaluate academic programs using student data and evidence to effectively implemented with curriculum with fidelity. • Monthly MTSS Meetings • Weekly Administrator Meetings • Weekly PLC Meetings agendas and minutes • Offer Professional Development calendar with identified trainings and trainers • Offer on-going trainings monthly after school with stipend option • Allow teachers to provide input to establish times best for their attendance
Continue teacher preparation and training with Academic Instructional Coach for the Literacy Footprint curriculum. IP 3, Standard 1.3	SIF 10,000	Design and Deliver Instruction: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school will create a culture of continuous improvement that results in improved student learning and professional practice. • Use data from walkthroughs to inform training needs • Create coaching schedule and protocols • Monitor through weekly administrator meetings • Monitor through Instructional Leadership Team meetings

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
			• Attendance sheets at trainings • Identify coaching dates • Rutherford trainings for administrators • Offer on-going trainings monthly after school with stipend option
Establish time for training and extra service opportunities throughout the school year tied to Literacy Footprints. IP 2, Standard 2.12 IP 3, Standard 1.3	0	Design and Deliver Instruction: Enure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Develop, implement, document formal processes to consistently evaluate academic programs using student data and evidence to effectively implemented with curriculum with fidelity. • Monthly MTSS Meetings • Weekly Administrator Meetings • Weekly PLC Meetings agendas and minutes • Offer Professional Development calendar with identified trainings and trainers • Gold Day opportunities • Allow teachers to provide input to establish times best for their attendance

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
Evaluate curriculum effectiveness, refine and train with program trainers from the Bridges Math curriculum. Purchase student workbooks. IP 3, Standard 1.3 IP 2, Standard 2.12	SIF 10,000	Design and Deliver Instruction: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school will monitor and evaluate a culture of continuous improvement that results in improved student learning and professional practice. • Monitor through PLC agenda and minutes • Monitor through staff meeting agendas and minutes • Monitor progress through walk-through data and coaching sessions • Evaluate and monitor training opportunities throughout the school year to increase capacity
Evaluate extra service planning opportunities. Establish time for additional training and extra service opportunities throughout the school year tied to the Bridges curriculum. IP 2, Standard 2.12 IP 1, Standard 2.5	0	Design and Deliver Instruction: Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	The school will monitor and evaluate formal processes to consistently evaluate academic programs using student data and evidence to effectively implement with curriculum with fidelity. • Evaluate and monitor training opportunities for the staff throughout the school year • Monitor training on Bridges curriculum • Monitor progress in PLC agenda and minutes • Monitor through in-service work days
Evaluate Fountas and Pinnell curriculum. Provide training based on deficiencies. IP 3, Standard 1.3 IP 2, Standard 2.12	0	Design and Deliver Instruction: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular	The school will evaluate its culture of continuous improvement that results in improved student learning and professional practice. • Monitor through PLC agenda and minutes. • Monitor through staff meeting agendas and minutes

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
		adjustments when students fail to meet mastery.	• Monitor progress through walk-throughs data and coaching sessions • Evaluate and monitor training opportunities throughout the school year to increase capacity
Evaluate extra service planning opportunities. Establish time for additional training and extra service opportunities throughout the school year tied to the Fountas and Pinnell Curriculum. IP 2, Standard 2.12 IP 1, Standard 2.5	SIF 5,000	Design and Deliver Instruction: Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	The school will monitor and evaluate formal processes to consistently evaluate academic programs using student data and evidence to effectively implement curriculum with fidelity. • Evaluate and monitor training opportunities for the staff throughout the school year. • Monitor training on Fountas and Pinnell curriculum. • Monitor through PLC agenda and minutes. • Monitor through in-service work days.
Evaluate Literacy Footprints implementation. Develop additional teacher preparation and training with Academic Instructional Coach for the Literacy Footprint curriculum. IP 3, Standard 1.3 IP 2, Standard 2.12	SIF 5,000	Design and Deliver Instruction: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	The school will evaluate its culture of continuous improvement that results in improved student learning and professional practice. • Monitor implementation through walk through data and coaching sessions. • Monitor data on WLE school wide data sheet. • Create and monitor training opportunities for the staff throughout the school year. • Discussion of implementations of literacy footprints through staff meetings agendas.

Year Three Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
			• Monitor during MTSS meetings monthly using agendas and minutes. • Monitor through PLC agenda and minutes. • Review and monitor logs of the teacher check out system.

Evidence Based Practice #1, 2.5 (Fountas and Pinnell)

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.	http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.pdf
What is the strength of the evidence? Under what conditions was the evidence developed?	The evidence for this strong: “The panel considers the level of evidence supporting this recommendation to be strong, based on 12 small experimental design studies,87 1 well-designed quasi-experimental study,88 and 1 meta-analysis study.”
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	The average rate of student learning increased by 16% over the course of the first implementation year, 28% in the second year, and 32% in the third year—very substantial increases. • Teacher expertise increased substantially, and the rate of improvement was related to the extent of coaching teachers received. • Professional communication among teachers in the schools increased over the course of the implementation, and the literacy coordinator (coach) became more central to the schools’ communication networks.
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.	NA
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Practice-based evidence: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=16
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	Yes, there is a well-developed theory of change that demonstrates how the innovation is expected to contribute to short term and long-term outcomes. Students work through a continuum of instructional resources that scaffold thinking and skill development. http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.pdf
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Yes, the studies provide data specific to the setting in which it will be implemented. https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf The research has been conducted and implemented in a classroom setting. Instructional strategies have been implemented and evaluated in classroom settings with low academic achievement. The research

Evidence Based Practice #1, 2.5 (Fountas and Pinnell)

	provides evidence based practices for implementing guided reading instruction, specifically with regards to intervention for underachieving students.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	Yes, the studies provide data specific to effectiveness for culturally and linguistically specific populations. https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf In the study, underprivileged populations and low-achieving populations were analyzed and research based practices were evaluated. The population being studied and evaluated mirrors the population of Watson Lane Elementary.

Evidence Based Practice #2, 2.5 (Bridges Math Curriculum)

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.	Yes, research data was conducted using a quasi-experimental designs: “The study employed a quasi-experimental design with matched treatment and control groups. All students were assessed both before receiving instruction and at the end of instruction. The mathematics skills of the treatment group were compared with the control group. Students in the treatment group were matched to students in the control group based on pre-test results (2015–2016 PARCC scores), and then compared based on the post-test results (2016–2017 PARCC scores). The study design is depicted in Figure 3. Data Collection The participating school districts provided the de-identified state test performance data for spring 2015–2016 and spring 2016–2017 as well as the gender for each student. In addition, SEG Measurement surveyed participating teachers at the end of the study to gain further insights into the efficacy of Bridges. Treatment group teachers were asked to provide background information as well as their perceptions of the Bridges program and its features, their likelihood of using the program in An Evaluation of the Effectiveness of Bridges in Mathematics for Developing Student Math Skills 7 P a g e the future, and their likelihood of recommending its use to colleagues. Control group teachers provided background information as a basis for comparison with the treatment group” https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf
What is the strength of the evidence? Under what conditions was the evidence developed?	The evidence demonstrates a strong positive correlation between students receiving Bridges Curricular instruction vs. a control group. “The mathematics knowledge and skills of the treatment group was compared to the control group. Separate comparisons were made for each of the two grades. Using Analysis of Covariance (ANCOVA), we examined the difference in the post-test scores (dependent variables) between the treatment and control groups (independent variables), controlling for the initial proficiency of the students (covariate). The spring 2015–2016 score was used as the covariate to place students from both groups on the same baseline. The propensity score matching of the two groups achieved a very close match in ability; the ANCOVA removed the effect of any remaining differences in initial ability”
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	“Students who received Bridges instruction showed significantly greater improvement in mathematics skills—about one-fifth of a standard deviation—than students who did not receive Bridges instruction (fourth grade effect size = .19; fifth grade effect size = .18). Teachers felt that Bridges was an effective tool for developing student math skills. These teachers also report that they are likely to recommend Bridges to their colleagues.” https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf
If research data are not available, are there evaluation data to indicate effectiveness (e.g.	NA

Evidence Based Practice #2, 2.5 (Bridges Math Curriculum)

pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	There is practice based evidence to indicate effectiveness. “Nine schools in two Colorado districts participated in the study. The treatment group consisted of students in 22 fourth and fifth grade classrooms across four schools. The control group consisted of students in 21 fourth and fifth grade classrooms across five schools. The final set of 538 fourth grade and 490 fifth grade students were selected using a statistical matching technique called Propensity Score Matching. For each student who received math instruction with Bridges, a matching student who did not receive math instruction with Bridges was identified. Only these matched students were included in the analyses. The use of Propensity Score Matching increased rigor in the analyses by ensuring that the treatment and control groups shared the same level of ability at the beginning of instruction. By matching the two study groups, we can be confident that any differences in students’ level of ability at the end of instruction are due to whether the math instruction they received was with Bridges or not with Bridges. Student mobility, absences, and other factors meant that some students did not take either a pre- or post-test. Only those students who had both pre- and post-test data were included in the analyses. Teachers were surveyed to determine the amount of time they incorporated Bridges into their math instruction. Only those teachers and their classes who met minimum usage criteria (five or more hours per week) were included within the treatment group.” https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	There is a well-developed theory of change. “Bridges in Mathematics by The Math Learning Center is a comprehensive classroom-based, PK–5 curriculum that equips teachers to implement the Common Core State Standards for Mathematics. It is designed to be rigorous, coherent, engaging, and accessible to all learners. The curriculum focuses on developing students’ understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration, capitalizing on the existing knowledge and intelligence of students. The material presented is rich linguistically, visually, and kinesthetically.” https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.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?)	The research was conducted in the fourth and fifth grades. These grades would implementing the new curriculum in our school setting. “The final set of 538 fourth grade and 490 fifth grade students were selected using a statistical matching technique called Propensity Score Matching. For each student who received math instruction with Bridges, a

Evidence Based Practice #2, 2.5 (Bridges Math Curriculum)

If yes, provide citations or links to evaluation reports.	matching student who did not receive math instruction with Bridges was identified. Only these matched students were included in the analyses. The use of Propensity Score Matching increased rigor in the analyses by ensuring that the treatment and control groups shared the same level of ability at the beginning of instruction. By matching the two study groups, we can be confident that any differences in students' level of ability at the end of instruction are due to whether the math instruction they received was with Bridges or not with Bridges." The participating teachers were also similar to the age demographics of the current school setting. "Participating teachers reported that the number of years spent in the classroom ranged from 1 year to more than 16 years. More than half (60%) of treatment group teachers reported having less than 10 years of teaching experience. Less than half (43%) of control group teachers reported the same. Conversely, control group teachers reported more frequently of having more than 10 years of classroom experience (57% vs 40%). See Table 10." https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	The data demonstrates effectiveness for all populations, showing that all students can make academic gains with adherence to the program. "The treatment group in both fourth and fifth grade showed significantly greater improvement in their math skills than their counterparts in the control group (effect size for fourth grade = 0.19; effect size for fifth grade = 0.18). These effect sizes—about one-fifth of a standard deviation— reflect educationally meaningful gains. These effects exceed the mean effect size of 0.15 reported by Cheung and Slavin (2013) in their review of 84 studies examining the effects of educational technology applications on mathematics achievement in K–12 classrooms." https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf

Evidence Based Practice #3, 1.3 (Professional Learning/Teacher Coaching)

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	PLCs We will use PLCs to create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving student learning. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf Professional Development Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf Teacher Coaching Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf Teacher Coaching Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?_ga=2.92918046.2057072060.1580493694-2106497335.1580493694
What is the strength of the evidence? Under what conditions was the evidence developed?	A correlation exists between efficient professional learning communities and teacher coaching. “The report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies—can boost their students’ achievement by about 21 percentile points.” PLCs influence positive culture amongst teachers. “....in schools with higher levels of collaborative activities [teachers] are more likely than others to have high levels of career satisfaction (68% vs. 54% very satisfied).” “More specific attention to the school’s culture for collaboration and continuous improvement and necessary structures are likely to increase the effects of coaching.” Thus, teacher coaching will impact instruction, student achievement, and at-large the culture of collaboration.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	“Overall finding was that the idea of a PLC is worth pursuing as a means of promoting school and system-wide capacity building for sustainable improvement and pupil learning.”

Evidence Based Practice #3, 1.3 (Professional Learning/Teacher Coaching)

	The cited report “report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies— can boost their students’ achievement by about 21 percentile points.’ Highlights teacher coaching as a “promising alternative” to “traditional” professional development. “Coaching, either alone or in conjunction with other forms of professional learning, has a significant effect on teaching practice and student achievement.” The Professional Learning Community and Teacher Coaching processes will promote and ensure congruence between learning targets, high yield instructional strategies, and assessment outcomes to improve student learning.
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	n/a
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	A correlation exists between efficient professional learning communities and teacher coaching. “The report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies—can boost their students’ achievement by about 21 percentile points.” PLCs influence positive culture amongst teachers. “....in schools with higher levels of collaborative activities [teachers] are more likely than others to have high levels of career satisfaction (68% vs. 54% very satisfied).” “More specific attention to the school’s culture for collaboration and continuous improvement and necessary structures are likely to increase the effects of coaching.” Thus, teacher coaching will impact instruction, student achievement, and at-large the culture of collaboration. “Overall finding was that the idea of a PLC is worth pursuing as a means of promoting school and system-wide capacity building for sustainable improvement and pupil learning.” The cited report “finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies— can boost their students’ achievement by about 21 percentile points.” Another highlights teacher coaching as a “promising alternative” to “traditional” professional development. “Coaching, either alone or in conjunction with other forms of professional learning, has a significant effect on teaching practice and student achievement.” The Professional Learning Community and Teacher Coaching processes will promote and ensure congruence between learning targets, high yield instructional strategies, and assessment outcomes to improve student learning.

Evidence Based Practice #3, 1.3 (Professional Learning/Teacher Coaching)

	We will use PLCs to create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving student learning. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf We will create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf We will create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf We will create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?ga=2.92918046.2057072060.1580493694-2106497335.1580493694
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	Yes, there is a well-developed theory of change that demonstrates how the innovation is expected to contribute to short term and long-term outcomes. A correlation exists between efficient professional learning communities and teacher coaching. “The report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies—can boost their students’ achievement by about 21 percentile points.” PLCs influence positive culture amongst teachers. “...in schools with higher levels of collaborative activities [teachers] are more likely than others to have high levels of career satisfaction (68% vs. 54% very satisfied).” “More specific attention to the school’s culture for collaboration and continuous improvement and necessary structures are likely to increase the effects of coaching.” Thus, teacher coaching will impact instruction, student achievement, and at-large the culture of collaboration. “Overall finding was that the idea of a PLC is worth pursuing as a means of promoting school and system-wide capacity building for sustainable improvement and pupil learning.” The cited report “finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies— can boost their students’ achievement by about 21 percentile points.” Another highlights teacher coaching as a “promising alternative” to “traditional” professional development.

Evidence Based Practice #3, 1.3 (Professional Learning/Teacher Coaching)

	“Coaching, either alone or in conjunction with other forms of professional learning, has a significant effect on teaching practice and student achievement.” The Professional Learning Community and Teacher Coaching processes will promote and ensure congruence between learning targets, high yield instructional strategies, and assessment outcomes to improve student learning.
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Yes, Watson Lane has a small staff of 12 regular education classroom teachers, 2 ECE certified teachers, and 3 certified Special Area teachers. “The authors also examined issues related to scaling coaching. They noted that smaller coaching programs — those involving no more than 50 teachers — improved teacher practice by .78 standard deviation and student achievement by .17 standard deviation, more than the pooled effects for all studies.” https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	Yes, the students provide data specific to effectiveness for culturally and linguistically specific populations. https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf In the study, underprivileged populations and low-achieving populations were analyzed and research based practices were evaluated. The population being studied and evaluated mirrors the population of Watson Lane Elementary.

Evidence Based Practice #4, 2.12 (Professional Learning Communities)

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	https://www.sciencedirect.com/science/article/pii/S0742051X07000066
What is the strength of the evidence? Under what conditions was the evidence developed?	The study reviewed provided strong evidence. It was a review of 10 American studies and one English study on the impact of PLC's on teaching practices and student learning.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Outcomes could include: increase in student achievement, increase in focused students learning, improvement in teaching practice. A correlation exists between efficient professional learning communities and teacher coaching using student performance data. • In relation to professional learning communities and students achievement, all eight studies concluded that "the relationship between teachers' participation in PLCs and students achievement found that students learning improved"(pg 86). • Higher levels of teacher pedagogy. In one of the research articles reviewed suggest that "their model accounts for 36% of the variance in the quality of classroom pedagogy providing robust support to demonstrate the impact of PLC on classroom practice" (p.83). • Of three elementary schools tested over a three year period it showed that "these schools students test scores on state achievement tests rose from 50% proficiency to more than 75%" (pg.86) • Teachers were more focused on students learning through the PLC work. "Teachers collaborating to create innovative curriculum, the goal of the teachers work was to improve learning for low and underachieving students". (pg.85)
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.	https://ies.ed.gov/ncee/edlabs/regions/northeast/Docs/Events/REL-NEI_5.1.2_session2_slides.pdf "PLC members often share the goal of improving student achievement by improving their own teaching practice". https://ies.ed.gov/ncee/edlabs/regions/southeast/plc.asp https://lib.fsu.edu/sites/default/files/scholarship/effects_of_teacher_pl_activities.pdf "The findings have important policy implications for school and district administrators who are striving to improve student achievement through investment in teacher professional development".

Evidence Based Practice #4, 2.12 (Professional Learning Communities)

	https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf “Professional development for teachers is a key mechanism for improving classroom instruction and student achievement”
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	“Based on these findings, the districts and schools are likely to improve student achievement when they focus on promoting teacher-centered collaborative and research-based learning activities”. “Professional development affects student achievement through three steps. First, professional development enhances teacher knowledge and skills. Second, better knowledge and skills improve classroom teaching. Third, improved teaching raises student achievement. If one link is weak or missing, better student learning cannot be expected”.
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Yes, the studies provide data specific to the setting in which it will be implemented. https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf The research has been conducted and implemented in professional learning communities. Instructional strategies have been implemented and evaluated in classroom settings with low academic achievement. The research provides evidence based practices for implementing guided reading instruction, specifically with regards to intervention for underachieving students. https://www.sciencedirect.com/science/article/pii/S0742051X07000066 Professional learning communities have been implemented in school setting, with low academic achievement and students performance data increased based upon monthly data analysis in the PLC setting. The research provides evidence based practices for professional learning communities on teaching practice, students learning, and the analysis of student work.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	Yes, the students provide data specific to effectiveness for culturally and linguistically specific populations. https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf In the study, underprivileged populations and low-achieving populations were analyzed and research based practices were evaluated. The population being studied and evaluated mirrors the population of Watson Lane Elementary.

FIRST QUARTER ACTION Plan			
Date Range of Plan		(Ex. March 1st -May 30th, 2020)	
45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
Commit to Professional Development calendar for the 2020-2021 school year	Sean Russell, Principal Vanessa Green, Assistant Principal Amanda Vinova, Academic Instructional Coach	N/A	Email Staff Newsletter Instructional Leadership Team
Baseline Jan Richardson Guided Reading observation of grades 3-5	Amanda Vinova, Academic Instructional Coach Start Date: 2/18/20	N/A	Email Staff Evaluation of PD PLC Agendas and Minutes Staff Newsletter Baseline data
Coach (model, plan, co-teach, support) individual classroom teachers (3-5) with Literacy Footprints and Jan Richardson Guided Reading	Amanda Vinova, Academic Instructional Coach Start Date: 2/24/20	N/A	Teacher sign-up sheets PLC Minutes and Agendas Guided Reading Walk-throughs Individual Coaching and feedback
Guided Reading Walk-throughs in K-2 classrooms	Sean Russell, Principal Vanessa Green, Assistant Principal Vangie Altman, ER	N/A	Guided Reading Walk-throughs Individual Coaching and feedback
Embedded PD Running Record Recalibration and Expectations	Amanda Vinova, Academic Instructional Coach 2/25/20	Staff Meeting	Running Record Data WLE School-Wide Data Sheet PLC Minutes and Agendas
Embedded PD Running Record Analysis	Amanda Vinova, Academic Instructional Coach 3/3/20	Subs	Running Record Data WLE School-Wide Data Sheet PLC Agenda and Minutes
Embedded PD	Sean Russell, Principal (2-3) Amanda Vinova, AIC (K-1)	After School PD	Email Staff Evaluation of PD

FIRST QUARTER ACTION Plan			
Date Range of Plan		(Ex. March 1st -May 30th, 2020)	
45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
Deconstructing Essential Standards and Planning	Vanessa Green, AP (4-5) Vangie Altman, ER		PLC Agenda and Minutes
Revisit the Assessment Calendar	Sean Russell, Principal (2-3) Amanda Vinova, AIC (K-1) Vanessa Green, AP (4-5) Vangie Altman, ER	Staff Meeting PLC Meetings	Email Staff Evaluation of PD 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: Guided Reading has impacted student achievement. According to Winter MAP, 5 of the 6 grade levels grew at the 90th percentile or higher. Also, PLC protocols are working. Teacher lesson plans are more aligned to the essential standard and activities in the classroom are aligned with the rigor of the standards.	School: Math instruction and learning tasks continue to lack rigor. This is due to unfamiliarity with the standards, and lack of resources necessary for proper lesson design.	School: The school will continue to implement, monitor, and evaluate guided reading. The school will also examine resource allocation for math and develop a program for intentional professional development with the new math resources.	Reviewer:
CHECKPOINT #1			

SECOND QUARTER ACTION Plan

Date Range of Plan		July 1, 2020 - August 15, 2020	
45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
Purchase Fountas and Pinnell Materials	Sean Russell, Principal July 1, 2020	80,000	ILT Agendas and Minutes Staff Meeting Agendas and Minutes ALT Agendas and Minutes
Purchase Bridges Materials	Sean Russell, Principal July 1, 2020	30,000	ILT Agendas and Minutes Staff Meeting Agendas and Minutes ALT Agendas and Minutes
Purchase Literacy Footprints	Sean Russell, Principal July 1, 2020	25,000	ILT Agendas and Minutes Staff Meeting Agendas and Minutes ALT Agendas and Minutes
Preparation of materials	Sean Russell July 20th - 24th, 2020	15,000	Personnel will come and organize materials for teachers with Bridges curriculum.
Academic Instructional Coach Extended Days	Amanda Vinova July-August at AIC discretion	10,000	AIC will prepare institutional management and monitoring systems for new curriculums
Bridges training, 3 days for each K-2, 3 days for 3-5	July 27th-31st, 2020	15,000	Teacher stipends to attend training for 3 days.
Bridges Math Lead extended days	Donna Dunn July - August at Interventionist Discretion	7,000	Intervention Lead will manage and document formal procedures for handling materials and intervention matrix.
Fountas and Pinnell training	August 3rd-4th, 2020	0 (AIS Week, district stipend)	1 day is trainer led, the other day is for teacher planning and preparation
Literacy Footprints training	August 5th, 2020	0 (AIS Week, district stipend)	1 day trainer led

SECOND QUARTER ACTION Plan

Date Range of Plan		July 1, 2020 - August 15, 2020	
45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
Reset PLC protocols and expectations	August 6th, 2020	0 (AIS Week, district stipend)	Using The Teacher Clarity Playbook
Establishing 1st semester Assessment Calendar	August 7th, 2020	0 (AIS Week, district stipend)	Revisiting Assessment calendar and essential standards
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			