

# Turnaround Plan

## Wheatley Elementary School

### Navigation of Document

[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](#)

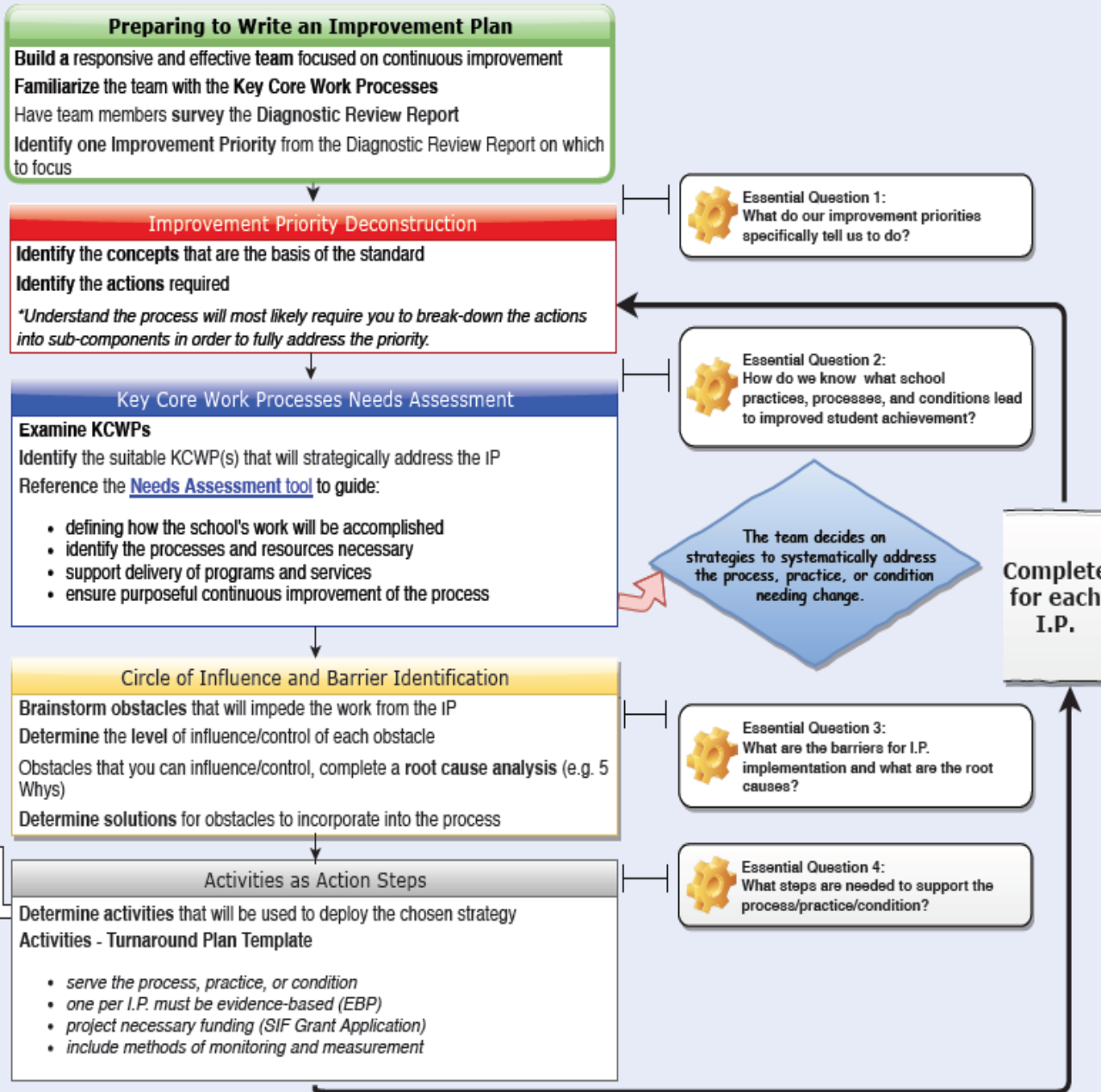
### Action Plans and Monitoring

- [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	<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>

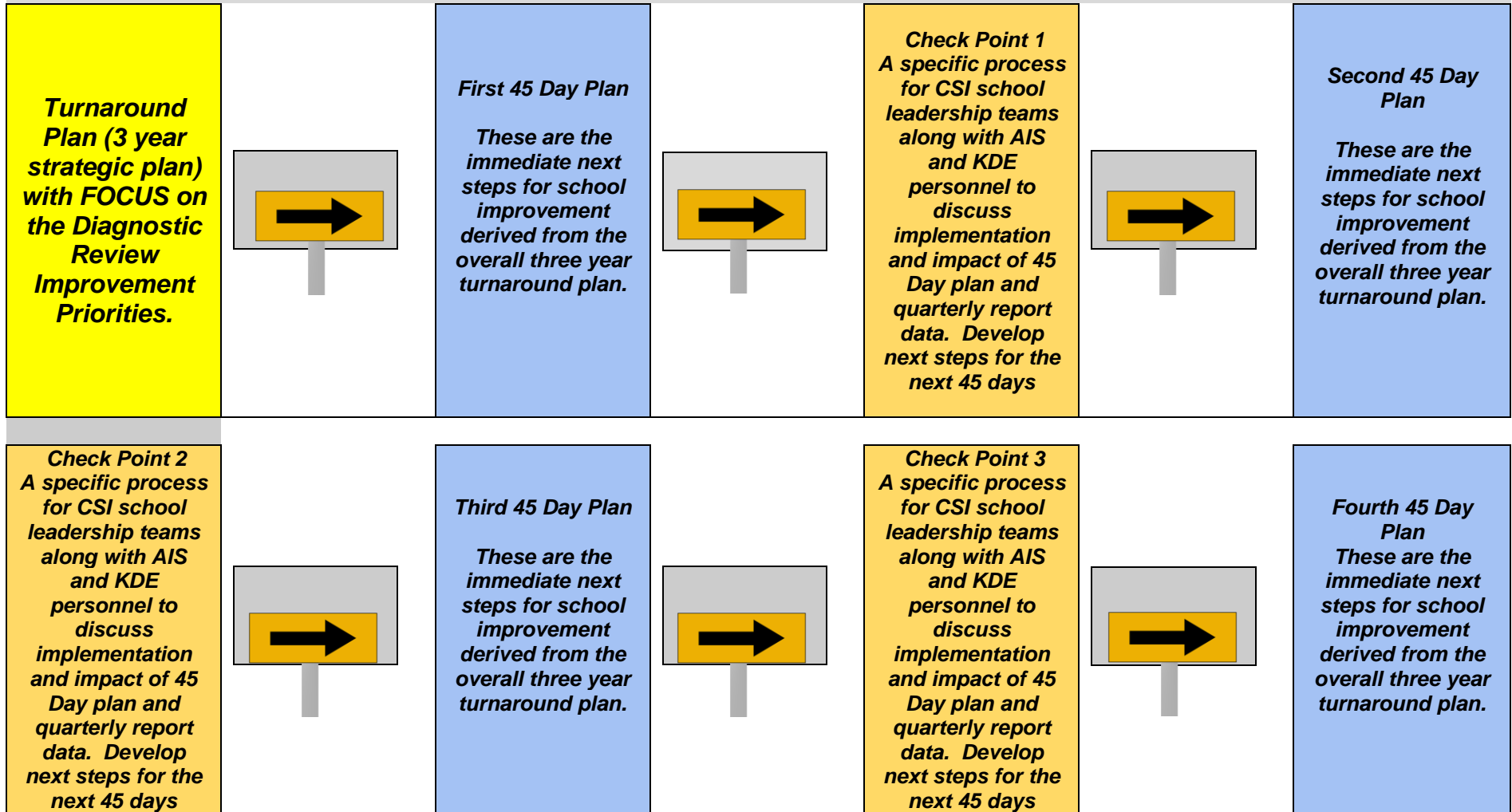
# BUILDING AN EFFECTIVE TURNAROUND PLAN



**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

Wheatley Elementary

## Vision

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

Each student at Phillis Wheatley will be reading on grade level upon the completion of third grade and will be at or above grade level in all core subjects upon entry into middle school

## Mission

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

We pledge to work collaboratively to provide intentional, high-quality instruction in order to educate and prepare our students to compete and contribute to society throughout life.

## 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.)

William Bunton - Principal / Keisha Fulson - Assistant Principal / Tamara Bass - School Counselor / Dr. Shannon Stone - Education Recovery Specialist / Jackie Carter - Resource Teacher / Nyree Clayton-Taylor - Academic Instructional Coach / Hyun Kang-Wilson - Teacher / Dr. Sonya Burton - Teacher

Accountability Area	Goals	Objectives
Proficiency	These are the aim statements the school will be reaching 3 years from now.  Students grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP by 2023. (R=30.4%, M=23.6%)	These are aim statements the school will be reaching this school year.  Proficiency Objective #1: Students will meet the overall 16% of P/D for reading on the 2020 KPREP. Proficiency Objective #2: Students will meet the overall 8% of P/D for math on the 2020 KPREP.
Separate Academic Indicator	Students will meet the goal of % Proficient and Distinguished on the KPREP by 2023 (writing 26.8%, social studies 28.1 %, and science 22.4%) .	Separate Academic Indicator Objective 1: Students will meet the overall 12% of P/D for writing on the 2020 KPREP. Separate Academic Indicator Objective 2: Students will meet the overall 13% of P/D for social studies on the 2020 KPREP. Separate Academic Indicator Objective 3: Students will meet the overall 6% of P/D for science on the 2020 KPREP
Growth	By the end of the 2019-2020 school year, our school will increase the percentage of students meeting their projected growth by 5% in Reading and Math as measured by MAP.	By the end of the 2019-2020 school year, our school will increase the percentage of students meeting their projected growth by 5% in Reading and Math as measured by MAP. KCWP 2: Design and Deliver Instruction
Achievement Gap	Students grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP by 2023. (R=30.4%, M=23.6%)	Achievement Gap Objective #1: Students will meet the overall 16% of P/D for reading on the 2020 KPREP. Students will meet the overall 16% of P/D for reading on the 2020 KPREP. Achievement Gap Objective #2: Students will meet the overall 16% of P/D for reading on the 2020 KPREP. Students will meet the overall 16% of P/D for reading on the 2020 KPREP."

<b>IMPROVEMENT PRIORITY #1</b>	<b>IMPROVEMENT PRIORITY #2</b>
Involve appropriate stakeholders in the collection, analysis, and use all available data to consistently and clearly communicate and implement strategies and activities to achieve measurable academic and behavioral outcomes.	Execute the adopted instructional processes to monitor, adjust, and ensure quality implementation of instructional practices.
<b>Improvement Priority Deconstruction</b> (What does this statement specifically say we must do or change? Use school friendly terms.)	<b>Improvement Priority Deconstruction</b> (What does this statement specifically say we must do or change? Use school friendly terms.)
Consistently use data to change practice for better measurable outcomes.	Execute the adopted instructional process to monitor, adjust, and ensure quality implementation of instructional practices.
<b>Strategies to Address Improvement Priorities</b> 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.)	
<a href="https://education.ky.gov/school/stratclsgap/Pages/default.aspx">https://education.ky.gov/school/stratclsgap/Pages/default.aspx</a>	
<input type="checkbox"/> <b>KCWP 1: Design and Deploy Standards</b>	<input type="checkbox"/> <b>KCWP 1: Design and Deploy Standards</b>
<input type="checkbox"/> <b>KCWP 2: Design and Deliver Instruction</b>	<input checked="" type="checkbox"/> <b>KCWP 2: Design and Deliver Instruction</b>
	We will provide greater (narrower) clarity and coaching on monitored instructional practices.
<input type="checkbox"/> <b>KCWP 3: Design and Deliver Assessment Literacy</b>	<input type="checkbox"/> <b>KCWP 3: Design and Deliver Assessment Literacy</b>
<input checked="" type="checkbox"/> <b>KCWP 4: Review, Analyze, and Apply Data</b>	<input type="checkbox"/> <b>KCWP 4: Review, Analyze, and Apply Data</b>
Teachers don't have the skill to create quality assessments because they don't know the standards. We will provide modeling of identifying and deconstructing essential standards.	
<input type="checkbox"/> <b>KCWP 5: Design, Align, and Deliver Support</b>	<input type="checkbox"/> <b>KCWP 5: Design, Align, and Deliver Support</b>
<input type="checkbox"/> <b>KCWP 6: Establish Learning Culture &amp; Environment</b>	<input type="checkbox"/> <b>KCWP 6: Establish Learning Culture &amp; Environment</b>

## 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.

<b>Activity Name and Description</b> <small>(Include EBP and I.P. denotation)</small>	<b>Improvement Priority</b>	<b>Materials/ Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
<p><b>Behavior Strategies and Support:</b></p> <ul style="list-style-type: none"> <li>• AIS Week: Teachers will undergo one full day social-emotional training including Second Steps core program and basic behavior management strategies.</li> <li>• Additional professional development will be offered throughout the school year.</li> <li>• Wheatley will restructure the behavior management plan and support teachers in writing classroom management plans.</li> <li>• Wheatley will begin a once a month behavior PLC with all stakeholders.</li> <li>• Lead team will support community building by becoming part of the morning meetings in classrooms.</li> </ul>	<p style="text-align: center;">IP# 2 Standard 2.7</p> <p style="text-align: center;"><a href="#">Evidence Based Practice: Teacher Clarity</a></p> <p style="text-align: center;"><a href="#">Evidence Based Practice: Shipley Continuous Improvement</a></p>	<ul style="list-style-type: none"> <li>• Second Steps Kits <b>\$6,000</b></li> <li>• Morning Meeting Books <b>\$500</b></li> <li>• Stipend for after school professional development <b>\$3,000</b></li> </ul>	<p style="text-align: center;">KCWP #2: Design and Deliver Instruction</p>	<p>The school will develop, implement, and document a formal process to consistently use data to change behavioral practice for better measurable outcomes for students. This process will include:</p> <ul style="list-style-type: none"> <li>• Walkthrough tools <ul style="list-style-type: none"> <li>○ Feedback to teachers</li> <li>○ Lead team will monitor walkthrough data to identify themes and needed changes and support throughout the building.</li> </ul> </li> <li>• Drummond screener will be used three times a year to tier behavior students based on need (intrinsic/extrinsic)</li> <li>• Behavior PLC Agenda minutes will be monitored using the PDSA protocol four times a year (every cycle).</li> </ul>
<p><b>Wheatley University for Academic and Behavior</b></p>	<p style="text-align: center;">IP #1 Standard 1.3</p>	<ul style="list-style-type: none"> <li>• Stipend for after school</li> </ul>	<p style="text-align: center;">KCWP #4: Review,</p>	<p>The school will use all available data to consistently and clearly communicate and</p>



## Year One Activities

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

<b>Activity Name and Description</b> <small>(Include EBP and I.P. denotation)</small>	<b>Improvement Priority</b>	<b>Materials/ Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
<p><b>Support:</b> Wheatley University will provide targeted professional development to teachers to enhance their knowledge and skills in behavior and academics. Teachers will be supported based on their highest need.</p>		professional development <b>\$3,000</b>	Analyze, Apply Data Results	implement strategies and activities to achieve measurable academic and behavioral outcomes.  A quarterly action plan will be developed to identify specific strategies, action steps, monitor implementation and effectiveness, and inform next steps that will strengthen teacher capacity using data from: <ul style="list-style-type: none"> <li>● AIS Walkthrough Form</li> <li>● Teacher Coaching Forms</li> <li>● Teacher Reflection/Sign-in sheets</li> </ul>
<p><b>Jim Shipley:</b> Orientation to a Systems Approach to Continuous Improvement and School Improvement Planning for Performance Excellence. The lead team will participate in this training to gain knowledge and skills to implement an aligned CSIP (Turnaround Plan) that uses Performance Excellence Criteria as an approach to continuous improvement using a systems approach.</p>	IP #1 Standard 1.3 IP #2 Standard 2.7  <a href="#">Evidence Based Practice: Shipley Continuous Improvement</a>	\$0	KCWP #4: Review, Analyze, Apply Data Results	A quarterly action plan will be developed to consistently use data to change practice for better measurable outcomes. This action plan will monitor our school systems using: <ul style="list-style-type: none"> <li>● 45 Day Plan</li> <li>● Shipley System – School wide Checks (Levels 1-3)</li> </ul>
<p><b>Professional Learning Communities:</b></p> <ul style="list-style-type: none"> <li>● Teachers will participate with administrators in a</li> </ul>	IP #1 Standard 1.3 IP #2 Standard 2.7	<ul style="list-style-type: none"> <li>● Learning By Doing Books <b>\$1,500</b></li> <li>● Solution Tree</li> </ul>	KCWP#2 Design and Deliver Instruction	A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. This plan will include:

## 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.

<b>Activity Name and Description</b> <small>(Include EBP and I.P. denotation)</small>	<b>Improvement Priority</b>	<b>Materials/ Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
<p>guided, professional development book study throughout the year with <i>Learning By Doing</i></p> <ul style="list-style-type: none"> <li>Teachers will participate with administrators in professional training with Solution Tree prior to the start of the school year.</li> <li>Staff will participate in weekly structured PLC's based on the DuFour's model for PLC.</li> <li>Teachers will complete a plus/delta at the end of the year that will inform support for year 2.</li> </ul>	<p><a href="#">Evidence Based Practice #1: Professional Learning Communities</a></p> <p><a href="#">Evidence Based Practice: Shipley Continuous Improvement</a></p>	<p style="text-align: center;"><b>\$45, 000</b></p>	<p>KCWP #4 Review, Analyze, Apply Data Results</p>	<ul style="list-style-type: none"> <li>Lead team monitoring PLC agendas weekly.</li> <li>Continuous Improvement Cycle using Plan, Do, Study, Act four times during the school year.</li> <li>Teachers will utilize a PLC Implementation Rubric to complete a plus/delta of the PLC process three times (October, December, March) during the school year. Lead team will adjust practices based on this feedback.</li> </ul>
<p><b>Standards Deconstruction &amp; Essential Standards Alignment:</b></p> <ul style="list-style-type: none"> <li>Teachers will receive grade level copies of the KAS standards. Teachers will have after-school professional development on the meaning of ELA and math standards delivered by standards developers.</li> </ul>	<p>IP #2 Standard 2.7</p> <p><a href="#">Evidence Based Practice: Teacher Clarity</a></p>	<ul style="list-style-type: none"> <li>Teacher hourly stipend for Cycle 1 planning July - <b>\$13,200</b></li> <li>Teacher after school hourly stipend for remaining cycle planning- <b>\$11,000</b></li> </ul>	<p>KCWP #2 Design and Deliver Instruction</p>	<p>Wheatley will execute the adopted instructional process to monitor, adjust, and ensure quality implementation of instructional practices. To ensure teachers fully understand the intent of KAS, lead team will:</p> <ul style="list-style-type: none"> <li>Use a protocol to ensure instructional planning templates are meeting the criteria and depth of the standard.</li> <li>Instructional walkthroughs will:                             <ul style="list-style-type: none"> <li>Monitor that lesson Frames are aligned to student work.</li> <li>Identify common instructional themes and needed instructional</li> </ul> </li> </ul>

### 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.

<b>Activity Name and Description</b> (Include EBP and I.P. denotation)	<b>Improvement Priority</b>	<b>Materials/ Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
<ul style="list-style-type: none"> <li>Teachers will visit other model schools to gain an understanding of the work in practice.</li> <li>Teachers will work with Academic Coach and Resource Teacher prior to school starting to identify Wheatley Essential Standards.</li> <li>Teachers will have cycle planning four times during the school year to fully develop units focused on essential standards. During this time, teachers will develop common formative assessments that align to the rigor of the standard.</li> </ul>				changes or support throughout the building.
	IP #2 Standard 2.7	<ul style="list-style-type: none"> <li>Math In Practice <b>\$4,000</b></li> </ul>	KCWP #2 Design and	

## 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.

<b>Activity Name and Description</b> <small>(Include EBP and I.P. denotation)</small>	<b>Improvement Priority</b>	<b>Materials/ Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
<p><b>Reading and Math Instructional Strategies Training:</b></p> <ul style="list-style-type: none"> <li>● Teachers will receive additional/initial training on Fundamental Five Strategies.</li> <li>● Wheatley will use district support/resource teachers to help facilitate training on math strategies/conceptual understanding of the content.</li> <li>● Teachers will receive training on Math in Practice from Quality Teacher Development.</li> <li>● Teachers will receive continued support in Jan Richardson Guided Reading Framework.</li> </ul>	<p><a href="#">Evidence Based Practice: Teacher Clarity</a></p>	<ul style="list-style-type: none"> <li>● Math In Practice Professional Development <b>\$5,000</b></li> <li>● Fundamental Five Books <b>\$500</b></li> </ul>	<p>Deliver Instruction</p>	<p>Lead team will execute the adopted instructional processes to monitor, adjust, and ensure implementation of instructional strategies using:</p> <p>Walkthroughs will identify:</p> <ul style="list-style-type: none"> <li>○ Lesson Frames that are aligned to student work.</li> <li>○ Instructional themes and needed changes for support throughout classrooms.</li> </ul>

## 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.

<b>Activity Name and Description</b> <small>(Include EBP and I.P. denotation)</small>	<b>Improvement Priority</b>	<b>Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
<b>Behavior Strategies and Support:</b> <ul style="list-style-type: none"> <li>● AIS Week: Teachers will undergo one full day social-emotional training including Second Steps core program and basic behavior management strategies.</li> <li>● Additional professional development will be offered throughout the school year.</li> <li>● Wheatley will begin a once a month behavior PLC with all stakeholders.</li> <li>● Lead team will support community building by becoming part of the morning meetings in classrooms.</li> </ul>	<p style="text-align: center;">IP# 2 Standard 2.7</p> <p style="text-align: center;"><a href="#">Evidence Based Practice: Teacher Clarity</a></p> <p style="text-align: center;"><a href="#">Evidence Based Practice: Shipley Continuous Improvement</a></p>	<p style="text-align: center;">AIS Week</p>	<p style="text-align: center;">KCWP#2 Design and Deliver Instruction</p>	<p>The school will implement, and document the process to consistently use data to change behavioral practice for better measurable outcomes for students. This process will include:</p> <ul style="list-style-type: none"> <li>● Walkthrough tools                             <ul style="list-style-type: none"> <li>○ Feedback to teachers</li> <li>○ Lead team will monitor walkthrough data to identify themes and needed changes and support throughout the building.</li> </ul> </li> <li>● Drummond screener will be used three times a year to tier behavior students based on need (intrinsic/extrinsic)</li> <li>● Behavior PLC Agenda minutes will be monitored using the PDSA protocol four times a year (every cycle).</li> </ul>
<b>Wheatley University for Academic and Behavior Support:</b> Wheatley University will provide targeted professional development to teachers to enhance their knowledge and	<p style="text-align: center;">IP #1 Standard 1.3</p>	<ul style="list-style-type: none"> <li>● Stipend for after school professional development <b>\$3,000</b></li> </ul>	<p style="text-align: center;">KCWP #4 Review, Analyze, Apply Data Results</p>	<p>The school will use all available data to consistently and clearly communicate and implement strategies and activities to achieve measurable academic and behavioral outcomes.</p>

## 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.

<b>Activity Name and Description</b> (Include EBP and I.P. denotation)	<b>Improvement Priority</b>	<b>Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
skills in behavior and academics. Teachers will be supported based on their highest need.				A quarterly action plan will be developed to identify specific approaches that will strengthen teacher capacity using data from: <ul style="list-style-type: none"> <li>● AIS Walkthrough Form</li> <li>● Teacher Coaching Forms</li> <li>● Teacher Reflection/Sign-in sheets</li> </ul>
<b>Monitoring of Professional Learning Communities:</b> <ul style="list-style-type: none"> <li>● Teachers will have a one-day review of the established Wheatley PLC process. We will revisit norms, protocols, and scheduling.</li> </ul>	IP #1 Standard 1.3 IP #2 Standard 2.7  <a href="#">Evidence Based Practice #1: Professional Learning Communities</a>  <a href="#">Evidence Based Practice: Shipley Continuous Improvement</a>	AIS Days	KCWP#2 Design and Deliver Instruction  KCWP #4 Review, Analyze, Apply Data Results	A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. This plan will include: <ul style="list-style-type: none"> <li>● Lead team monitoring PLC agendas weekly.</li> <li>● Continuous Improvement Cycle using Plan, Do, Study, Act four times during the school year.</li> <li>● Teachers will utilize a PLC Implementation Rubric to complete a plus/delta of the PLC process three times (October, December, March) during the school year. Lead team will adjust practices based on this feedback.</li> </ul>
<b>Standards Deconstruction &amp; Essential Standards Alignment:</b> <ul style="list-style-type: none"> <li>● Teachers will have cycle planning four times during the school year to fully develop</li> </ul>	IP #2 Standard 2.7  <a href="#">Evidence Based Practice: Teacher Clarity</a>	AIS Days  Hourly Professional Development Stipend- <b>\$10,000</b>	KCWP #2 Design and Deliver Instruction	Wheatley will execute the adopted instructional process to monitor, adjust, and ensure quality implementation of instructional practices. To ensure teachers fully understand the intent of KAS, lead team will:

## 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.

<b>Activity Name and Description</b> <small>(Include EBP and I.P. denotation)</small>	<b>Improvement Priority</b>	<b>Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
<p>units focused on essential standards. During this time, teachers will develop common formative assessments that align to the rigor of the standard.</p>				<ul style="list-style-type: none"> <li>● Use a protocol to ensure instructional planning templates are meeting the criteria and depth of the standard.</li> <li>● Instructional walkthroughs will:                             <ul style="list-style-type: none"> <li>○ Monitor that lesson Frames are aligned to student work.</li> <li>○ Identify common instructional themes and needed instructional changes or support throughout the building.</li> </ul> </li> </ul>
<p><b>Jim Shipley:</b> The lead team will use a Systems Approach to Continuous Improvement and School Improvement Planning for Performance Excellence. The lead team will use Shipley strategies to help monitor the effectiveness of the school turn-around plan.</p>	<p style="text-align: center;">IP #1 Standard 1.3 IP #2 Standard 2.7</p> <p style="text-align: center;"><a href="#">Evidence Based Practice: Shipley Continuous Improvement</a></p>	<p>\$0</p>	<p>KCWP #4: Review, Analyze, Apply Data Results</p>	<p>A quarterly action plan will be developed to consistently use data to change practice for better measurable outcomes. This action plan will monitor our school systems using:</p> <ul style="list-style-type: none"> <li>● 45 Day Plan</li> <li>● Shipley System – School wide Checks (Levels 1-3)</li> </ul>
<p><b>Development of multi-tiered systems of support (interventions) in reading, math, &amp; behavior:</b></p> <ul style="list-style-type: none"> <li>● Lead team will develop a framework for Tier II &amp; Tier III academic and behavior interventions.</li> <li>● School will agree upon criteria for Tier I, Tier II,</li> </ul>	<p style="text-align: center;">IP #2 Standard 2.7</p> <p style="text-align: center;"><a href="#">Evidence Based Practice #1: Professional Learning Communities</a></p>	<p style="text-align: center;">Do the Math <b>\$12,500</b></p> <p style="text-align: center;">Leveled Literacy <b>\$30,000</b></p> <p style="text-align: center;">Professional Development <b>\$10,000</b></p>	<p>KCWP #2 Design and Deliver Instruction</p>	<p>Wheatley will execute the adopted instructional process to monitor, adjust, and ensure quality implementation of intervention practices. To ensure teachers fully understand the intent of KAS, lead team will:</p> <ul style="list-style-type: none"> <li>● Use a protocol to ensure intervention planning templates are meeting criteria to develop student understanding.</li> <li>● Instructional walkthroughs will:                             <ul style="list-style-type: none"> <li>○ Monitor that interventions are occurring with fidelity.</li> </ul> </li> </ul>

## 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.

<b>Activity Name and Description</b> (Include EBP and I.P. denotation)	<b>Improvement Priority</b>	<b>Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
& Tier III academic and behavior interventions. <ul style="list-style-type: none"> <li>● School will create a master schedule to allow for interventions with fidelity.</li> <li>● School will begin a “What I Need” academic intervention time for all students.</li> <li>● School will create a process for documenting and collecting academic and behavior intervention student data.</li> <li>● School will create a process for following up with students who have been identified for academic and behavior interventions.</li> <li>● Professional development will be provided to:                             <ul style="list-style-type: none"> <li>○ demonstrate how to implement and monitor documentation collected for</li> </ul> </li> </ul>	<a href="#">Evidence Based Practice: Teacher Clarity</a>			



### 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.

<b>Activity Name and Description</b> (Include EBP and I.P. denotation)	<b>Improvement Priority</b>	<b>Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
<p>academic and behavior interventions.</p> <ul style="list-style-type: none"><li>○ how to implement intervention programs/frame works</li><li>○ Lead team will be trained via Shipley on monitoring the interventions system.</li></ul>				

## 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.

<b>Activity Name and Description</b> <small>(Include EBP and I.P. denotation)</small>	<b>Improvement Priority</b>	<b>Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
<b>Core Instruction &amp; Teacher Development:</b> <ul style="list-style-type: none"> <li>• Kentucky Reading Project</li> <li>• Louisville Writing Project</li> <li>• National Board Certification</li> <li>• Classroom Teachers Enacting Positive Solutions</li> </ul>	IP #2 Standard 2.7	\$0	KCWP #2 Design and Deliver Instruction	Participating teachers will be monitored through program facilitators. Participating teachers will share projects/ with Wheatley staff to help support quality implementation of instructional practices.
<b>Standards Deconstruction &amp; Essential Standards Alignment:</b> <ul style="list-style-type: none"> <li>• Teachers will have cycle planning four times during the school year to fully develop units focused on essential standards. During this time, teachers will develop common formative assessments that align to the rigor of the standard.</li> </ul>	<a href="#">Evidence Based Practice: Teacher Clarity</a> IP #2 Standard 2.7	Hourly Professional Development Stipend-\$5,000	KCWP #2 Design and Deliver Instruction	Wheatley will execute the adopted instructional process to monitor, adjust, and ensure quality implementation of instructional practices. To ensure teachers fully understand the intent of KAS, lead team will: <ul style="list-style-type: none"> <li>• Use a protocol to ensure instructional planning templates are meeting the criteria and depth of the standard.</li> <li>• Instructional walkthroughs will:                             <ul style="list-style-type: none"> <li>○ Monitor that lesson Frames are aligned to student work.</li> <li>○ Identify common instructional themes and needed instructional changes or support throughout the building.</li> </ul> </li> </ul>
<b>Monitoring of Professional Learning Communities:</b> <ul style="list-style-type: none"> <li>• Teachers will have a one-day review of the established Wheatley PLC process. We will revisit norms, protocols, and scheduling.</li> </ul>	IP #1 Standard 1.3 IP #2 Standard 2.7 <a href="#">Evidence Based Practice #1: Professional</a>	AIS Days	KCWP#2 Design and Deliver Instruction  KCWP #4 Review,	A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. This plan will include: <ul style="list-style-type: none"> <li>• Lead team monitoring PLC agendas weekly.</li> </ul>

### 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.

<b>Activity Name and Description</b> (Include EBP and I.P. denotation)	<b>Improvement Priority</b>	<b>Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
	<a href="#">Learning Communities</a>  <a href="#">Evidence Based Practice: Shipley Continuous Improvement</a>		Analyze, Apply Data Results	<ul style="list-style-type: none"> <li>• Continuous Improvement Cycle using Plan, Do, Study, Act four times during the school year.</li> <li>• Teachers will utilize a PLC Implementation Rubric to complete a plus/delta of the PLC process three times (October, December, March) during the school year. Lead team will adjust practices based on this feedback.</li> </ul>
<p><b>Monitoring of multi-tiered systems of support (interventions) in reading, math, &amp; behavior:</b></p> <ul style="list-style-type: none"> <li>• School will follow a master schedule to allow implementation of interventions with fidelity.</li> <li>• School will engage in a “What I Need” academic intervention time for all students.</li> <li>• School will implement and monitor the process for documenting and collecting academic and behavior intervention student data.</li> <li>• School will implement and monitor a process for following up with students</li> </ul>	<p>IP #2 Standard 2.7</p> <p><a href="#">Evidence Based Practice #1: Professional Learning Communities</a></p>	<p>AIS Week</p> <p>Professional Development- <b>\$5,000</b></p>	<p>KCWP #2 Design and Deliver Instruction</p>	<p>Wheatley will execute the adopted instructional process to monitor, adjust, and ensure quality implementation of intervention practices. To ensure teachers fully understand the intent of KAS, lead team will:</p> <ul style="list-style-type: none"> <li>• Use a protocol to ensure intervention planning templates are meeting criteria to develop student understanding.</li> <li>• Instructional walkthroughs will:                             <ul style="list-style-type: none"> <li>○ Monitor that interventions are occurring with fidelity.</li> </ul> </li> </ul>

### 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.

<b>Activity Name and Description</b> (Include EBP and I.P. denotation)	<b>Improvement Priority</b>	<b>Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
<p>who have been identified for academic and behavior interventions.</p> <ul style="list-style-type: none"><li>● Professional development will be provided to:<ul style="list-style-type: none"><li>○ demonstrate how to implement and monitor documentation collected for academic and behavior interventions.</li><li>○ how to implement intervention programs/ frameworks</li><li>○ Lead team will be trained via Shipley on monitoring the interventions system</li></ul></li></ul>				

## Evidence Based Practice #1:

### Improvement Priority #1: Professional Learning Communities

Wheatley will work with Solution Tree to provide professional development, (Hattie Effect Size of 1.57), on Professional Learning Communities (Collective Teacher Efficacy, Hattie Effect Size of 1.57). Teachers will engage in the professional learning community process to assist in using all available data to consistently and clearly communicate and implement strategies and activities to achieve measurable academic and behavioral outcomes.

<p>Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.</p>	<p>Park, J.-H., Lee, I.H., &amp; Cooc, N. (2019). <i>The Role of School-Level Mechanisms: How Principal Support, Professional Learning COmmunities, Collective Responsibility, and Group-Level Teacher Expectations Affect Student Achievement</i>. Educational Administration Quarterly, 55(5), 742-780.  <a href="https://doi.org/10.1177/0013161X18821355">https://doi.org/10.1177/0013161X18821355</a></p>
<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>Park, Lee, &amp; Cooc (2019) have met at minimum Level II ESSA evidence levels. The study examined the impacts of principal support, professional learning communities, collective responsibility and teacher expectations effects student math achievement. The method for this study was a multilevel structural equation model. The study is quasi-experimental with no random assignment of the independent variable. The study exercised a process that resulted in a sample size that included “4,758 mathematics teachers, within 767 public schools”(p.755). The study includes a conceptual framework that examined the four variables, principal support, professional learning communities, collective responsibility, and teacher expectations impact on teacher self-fulfilling theory. All of these variables were measured on a likert-scale. The study was designed to test the following hypotheses:</p> <ol style="list-style-type: none"> <li>1. Principal support is positively associated with both professional learning community and collective responsibility--two components of positive school climate.</li> <li>2. Principal support has an indirect effect on group-level teacher expectations through its effects on both professional learning community and collective responsibility.</li> <li>3. Group-level teacher expectations are positively related to student achievement as a school outcome.</li> <li>4. Both principal support and professional learning community are positively associated with student achievement through their effect on group-level teacher expectations.</li> <li>5. Both principal support and collective responsibility are positively related to student achievement through their effect on group-level teacher expectations. (pp. 754-755)</li> </ol> <p>All five hypotheses were statistically significant and found to have an impact on student achievement.</p> <p>This study aligns with Wheatley Elementary’s guided work on professional learning communities. Engaging in further development of professional learning communities will help support improvement priority number 1, “involve appropriate stakeholders in the collection, analysis, and use all available data to consistently and clearly communicate and implement strategies and activities to achieve measurable academic and behavioral outcomes”. Addressing professional learning communities, will develop teacher support, collective responsibility, and in turn create a positive school climate and greater student achievement.</p>
<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>This study supports the “conceptual model where professional learning community, collective responsibility, and group-level math teacher expectations function as mediators between principal support and student math</p>

## Evidence Based Practice #1:

### Improvement Priority #1: Professional Learning Communities

Wheatley will work with Solution Tree to provide professional development, (Hattie Effect Size of 1.57), on Professional Learning Communities (Collective Teacher Efficacy, Haattie Effect Size of 1.57). Teachers will engage in the professional learning community process to assist in using all available data to consistently and clearly communicate and implement strategies and activities to achieve measurable academic and behavioral outcomes.

	<p>achievement” (p.766). All five hypotheses were determined to have statistical significance in the work presented in the study. The researchers recognize the limitations in the study design, only mathematics teachers were selected and the statistical analysis of the study may have left out other important factors. However, for the purposes of our school turn-around efforts we see that professional learning communities can have a positive impact on identified school variables, and impact student achievement.</p>
<p>If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.</p>	<p>N/A</p>
<p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p>	<p>Donohoo, Hattie, &amp; Eells (2018) argue that collective teacher efficacy has the greatest impact on student achievement, with an effect size of 1.57. They state that, “Leaders can ...influence collective efficacy by setting expectations for formal, frequent, and productive teacher collaboration and by creating high levels of trust for this collaboration to take place” (Donohoo, Hattie, &amp; Eells, The Role of Evidence section, para. 11). Teacher collaboration is fostered through the professional learning community framework. Teachers are offered the opportunity to meet formally and frequently focused on student growth and achievement. Professional Learning Communities also afford the dedicated time to use” all available data to consistently and clearly communicate and implement strategies and activities to achieve measurable academic and behavioral outcomes, Wheatley Elementary’s Priority #1.</p> <p><a href="http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/The-Power-of-Collective-Efficacy.aspx">http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/The-Power-of-Collective-Efficacy.aspx</a></p>
<p>Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?</p>	<p>Vescio, Ross, &amp; Adams (2008) determined that, “the collective results of these studies suggest that well-developed PLC’s have positive impact on both teaching practice and student achievement.” This article is a small review of the current research on professional learning communities. The authors reviewed “10 American studies and one English study on the impact of PLC’s on teaching practices and student learning.”</p> <p><a href="#">Vescio, V., Ross, D., &amp; Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education (24), 80-91.</a></p>
<p>Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.</p>	<p>All studies included in this evidence based practice review are derived from a variety of settings, including settings that are similar to Wheatley Elementary. These studies examined settings from elementary school to high school, across various content areas. Haattie’s effect size of 1.57 also indicates that the work of professional learning communities has an overall positive strong effect on student learning.</p>
<p>Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide</p>	<p>Vescio, Ross, &amp; Adams (2008) determined that, “the collective results of these studies suggest that well-developed PLC’s have positive impact on both teaching practice and student achievement.” This article is a</p>

## Evidence Based Practice #1:

### Improvement Priority #1: Professional Learning Communities

Wheatley will work with Solution Tree to provide professional development, (Hattie Effect Size of 1.57), on Professional Learning Communities (Collective Teacher Efficacy, Hattie Effect Size of 1.57). Teachers will engage in the professional learning community process to assist in using all available data to consistently and clearly communicate and implement strategies and activities to achieve measurable academic and behavioral outcomes.

citations or links specific to effectiveness for families or communities from diverse cultural groups?

small review of the current research on professional learning communities. The authors reviewed “10 American studies and one English study on the impact of PLC’s on teaching practices and student learning.” The authors reviewed studies that were specific to Wheatley’s population through urban schools in Cincinnati and Philadelphia that supports that the professional learning communities have a positive effect on students that are from similar cultural backgrounds.

[Vescio, V., Ross, D., & Adams, A. \(2008\). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education \(24\), 80-91.](#)

## Evidence Based Practice #2

### Improvement Priority #2: Teacher Clarity

Wheatley will commit professional development time to the work of teacher clarity (Hattie Effect Size of .75). Teachers will align Kentucky Academic Standards (KAS) to pace instruction for the school year. Teachers will deconstruct standards and develop learning targets aligned with KAS. This alignment will provide greater teacher clarity during classroom instruction.

<p>Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.</p>	<p>Kennedy, J. J., Cruickshank, D. R., Bush, A. J., &amp; Myers, B. (1978). Additional Investigations into the Nature of Teacher Clarity. <i>Journal of Educational Research</i>, 72(1), 3–10.  <a href="https://doi.org/10.1080/00220671.1978.10885109">https://doi.org/10.1080/00220671.1978.10885109</a></p> <p>Hattie, John &amp; Donoghue, Greg. (2016). Learning strategies: a synthesis and conceptual model. <i>npj Science of Learning</i>. 1. 16013. 10.1038/npjscilearn.2016.13.  <a href="https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_model">https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_model</a></p>
<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>Kennedy, Cruickshank, Bush, &amp; Meyers (1978) conducted a study with “American ninth grade students attending public junior high schools in Columbus, Ohio (N=425) and suburban Memphis, Tennessee (N=307).” The study also included “Australian...students between 13 and 15 years of age attending suburban secondary schools in Sydney and Perth.” Teachers were measured on clarity using four different instruments that were color coded, each asking students to consider their experiences with clear and unclear teachers and various behaviors associated with these teachers. The samples were then viewed through ANOVA and MANOVA statistical analysis. This study was a Level II, quasi-experimental study that had no random assignment of treatments. The study found strong correlations of at least .80 at all levels of variables indicating that teachers with stronger clarity had a greater impact on student learning.</p> <p>In addition to this study, evidence has been found through a 800-study meta-analysis completed by John Hattie (2012), determining that Teacher Clarity has a .75 effect size on student achievement. Hattie &amp; Donoghue (2016) examined various aspects of this meta-analysis and determined the impact of student success criteria has an effect size of 1.13 on student achievement. Teachers should have a clear understanding of the skills taught to ensure students are meeting the determined success criteria.</p>
<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>Teacher clarity is an important component of Wheatley Elementary’s turn-around work. Teacher clarity supports improvement priority number two, “execute the adopted instructional processes to monitor, adjust, and ensure quality implementation of instructional practices.” With strong correlation evidence and effect size, teacher clarity is expected to increase student achievement.</p>
<p>If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.</p>	<p>NA</p>
<p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p>	<p>Kennedy, J. J., Cruickshank, D. R., Bush, A. J., &amp; Myers, B. (1978). Additional Investigations into the Nature of Teacher Clarity. <i>Journal of Educational Research</i>, 72(1), 3–10.  <a href="https://doi.org/10.1080/00220671.1978.10885109">https://doi.org/10.1080/00220671.1978.10885109</a></p> <p>Hattie, John &amp; Donoghue, Greg. (2016). Learning strategies: a synthesis and conceptual model. <i>npj Science of Learning</i>. 1. 16013. 10.1038/npjscilearn.2016.13.</p>

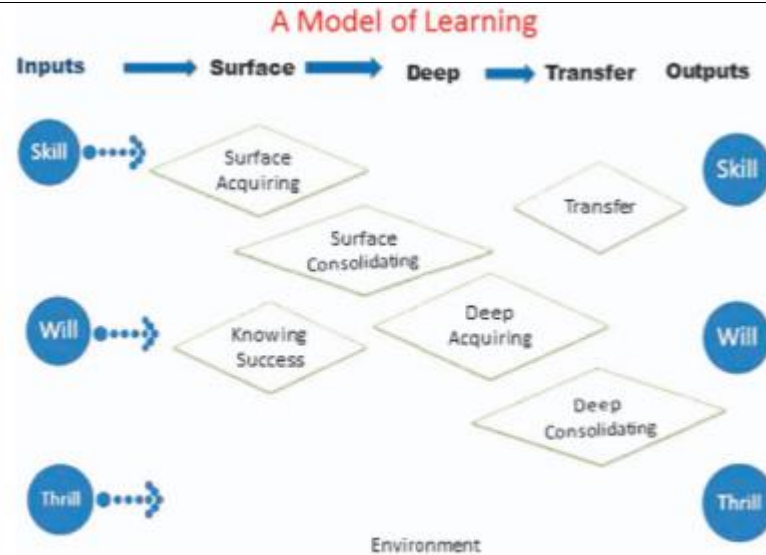


## Evidence Based Practice #2 Improvement Priority #2: Teacher Clarity

Wheatley will commit professional development time to the work of teacher clarity (Hattie Effect Size of .75). Teachers will align Kentucky Academic Standards (KAS) to pace instruction for the school year. Teachers will deconstruct standards and develop learning targets aligned with KAS. This alignment will provide greater teacher clarity during classroom instruction.

[https://www.researchgate.net/publication/306020931\\_Learning\\_strategies\\_a\\_synthesis\\_and\\_conceptual\\_model](https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_model)

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?



**Figure 1.** A model of learning.

Hattie & Donoghue (2016) explain their model of learning in their meta-analysis. In this model, knowing success is aligned to students understanding their success criteria. Hattie & Donoghue (2016) state, “when a student is aware of what it means to be successful before undertaking the task, this awareness leads to more goal-directed behaviours” (p. 2). Teachers should have a clear understanding of KAS standards to better deliver learning targets in Wheatley Elementary classrooms. By delivering clearer instruction with closely KAS aligned learning targets students will have greater success in acquiring new knowledge.

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.

Hattie (2012) examined over 800 studies in his metaanalysis of highly correlated practices that impact student achievement. In this metanalysis, he analyzed studies across all settings.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*.

Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide

Hattie (2012) examined over 800 studies in his metaanalysis of highly correlated practices that impact student achievement. In this metanalysis, he analyzed studies across all populations. .

## Evidence Based Practice #2

### Improvement Priority #2: Teacher Clarity

Wheatley will commit professional development time to the work of teacher clarity (Hattie Effect Size of .75). Teachers will align Kentucky Academic Standards (KAS) to pace instruction for the school year. Teachers will deconstruct standards and develop learning targets aligned with KAS. This alignment will provide greater teacher clarity during classroom instruction.

citations or links specific to effectiveness for families or communities from diverse cultural groups?

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*.

### Evidence Based Practice #3

## Improvement Priority 1 & 2: Shipley Continuous Improvement

Wheatley Elementary will use Shipley Continuous Improvement systems to monitor, adjust, and ensure quality implementation of instructional practices. Shipley Continuous Improvement systems will also help Wheatley Elementary monitor, adjust, and measure the impact of school-turn around activities listed in the plan.

<p>Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.</p>	<p><a href="https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf">https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf</a></p> <p><a href="https://www.air.org/system/files/downloads/report/Beyond-Accountability-Improving-Teaching-Learning-October-2018.pdf">https://www.air.org/system/files/downloads/report/Beyond-Accountability-Improving-Teaching-Learning-October-2018.pdf</a></p> <p><a href="https://education.ky.gov/school/focschls/Documents/Continuous%20Improvement%20Team%20Services%20and%20Supports.pdf">https://education.ky.gov/school/focschls/Documents/Continuous%20Improvement%20Team%20Services%20and%20Supports.pdf</a></p>
<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>The impact of continuous improvement in the field of education is a relatively new research focus. Limited peer-reviewed empirical studies are found on the impacts of continuous improvement on student achievement or overall school success. However, published white papers on the topic imply that the continuous improvement process can lead to valid and important change within an education setting. Currently, The Carnegie Foundation, as well as the Institute for Educational Sciences, see the value in implementing continuous improvement efforts within our schools. The Kentucky Department of Education has also focused on continuous improvement through Novice Reduction for Gap Closure and the Key Core Work Processes documents. These documents are designed to help schools in the process of continuous improvement.</p>
<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>Shipley continuous improvement will monitor system effectiveness at Wheatley Elementary in alignment with the school improvement priorities.</p>
<p>If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.</p>	<p>NA</p>
<p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p>	<p><a href="https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf">https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf</a></p> <p><a href="https://www.air.org/system/files/downloads/report/Beyond-Accountability-Improving-Teaching-Learning-October-2018.pdf">https://www.air.org/system/files/downloads/report/Beyond-Accountability-Improving-Teaching-Learning-October-2018.pdf</a></p> <p><a href="https://education.ky.gov/school/focschls/Documents/Continuous%20Improvement%20Team%20Services%20and%20Supports.pdf">https://education.ky.gov/school/focschls/Documents/Continuous%20Improvement%20Team%20Services%20and%20Supports.pdf</a></p>

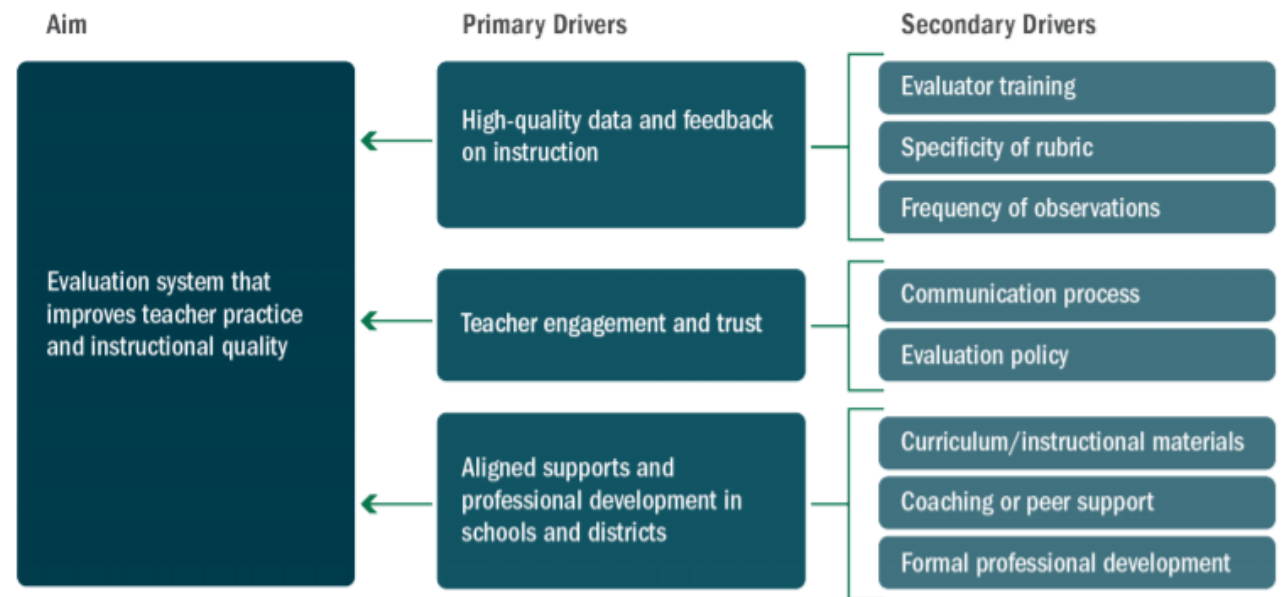
### Evidence Based Practice #3

## Improvement Priority 1 & 2: Shipley Continuous Improvement

Wheatley Elementary will use Shipley Continuous Improvement systems to monitor, adjust, and ensure quality implementation of instructional practices. Shipley Continuous Improvement systems will also help Wheatley Elementary monitor, adjust, and measure the impact of school-turn around activities listed in the plan.

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?

**Figure 2. Beyond Accountability Driver Diagram**



<https://www.air.org/system/files/downloads/report/Beyond-Accountability-Improving-Teaching-Learning-October-2018.pdf>

### Evidence Based Practice #3

## Improvement Priority 1 & 2: Shipley Continuous Improvement

Wheatley Elementary will use Shipley Continuous Improvement systems to monitor, adjust, and ensure quality implementation of instructional practices. Shipley Continuous Improvement systems will also help Wheatley Elementary monitor, adjust, and measure the impact of school-turn around activities listed in the plan.

<p>Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.</p>	<p>The studies support monitoring activities targeting our specific school setting.</p> <p><a href="https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf">https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf</a></p> <p><a href="https://www.air.org/system/files/downloads/report/Beyond-Accountability-Improving-Teaching-Learning-October-2018.pdf">https://www.air.org/system/files/downloads/report/Beyond-Accountability-Improving-Teaching-Learning-October-2018.pdf</a></p> <p><a href="https://education.ky.gov/school/focschls/Documents/Continuous%20Improvement%20Team%20Services%20and%20Supports.pdf">https://education.ky.gov/school/focschls/Documents/Continuous%20Improvement%20Team%20Services%20and%20Supports.pdf</a></p>
<p>Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?</p>	<p>The studies support monitoring activities targeting our specific population.</p> <p><a href="https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf">https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf</a></p> <p><a href="https://www.air.org/system/files/downloads/report/Beyond-Accountability-Improving-Teaching-Learning-October-2018.pdf">https://www.air.org/system/files/downloads/report/Beyond-Accountability-Improving-Teaching-Learning-October-2018.pdf</a></p> <p><a href="https://education.ky.gov/school/focschls/Documents/Continuous%20Improvement%20Team%20Services%20and%20Supports.pdf">https://education.ky.gov/school/focschls/Documents/Continuous%20Improvement%20Team%20Services%20and%20Supports.pdf</a></p>

<b>FIRST QUARTER ACTION Plan</b>			
<b>Date Range of Plan</b>		<b>February 2020 - May 2020</b>	
<b>45 Day Action Steps</b>	<b>By Whom?/By When?</b>	<b>Funding (Amount/Fund)</b>	<b>Communication / Measurement</b>
ShIPLEY Training March 4 & 5th	Bunton, Fulson, Clayton-Taylor, Carter, Stone	\$0	
Hub School Visit-PLC Training	Bunton, Fulson, Clayton-Taylor, Carter, Stone	\$0	
Begin drafting master schedule 2020-2021	Bunton, Fulson, Clayton-Taylor, Carter, Bass	\$0	
Planning with Solution Tree	Bunton, Fulson, Clayton-Taylor, Carter, Bass, Stone	\$0	
Standards Documents delivered from Materials and Productions	Clayton-Taylor, Carter	\$100	
Review of grade level KAS with district or KDE person	Clayton-Taylor, Carter, Stone, District/State	\$0	
Revise and redraft PLC expectations and documentation.	Bunton, Fulson, Clayton-Taylor, Carter, Stone	\$0	
Revise and redraft AIS walkthrough tool to focus on powerzone and lesson frame	Bunton, Fulson, Clayton-Taylor, Carter, Stone	\$0	
Behavior Management Professional Development with staff and Hallway Expectations	Bunton, Fulson, Carter, Stone	\$0	
Powerzone Embedded Professional Development	Clayton-Taylor, Carter, Stone	\$0	
Lesson Frame Professional Development/Lesson Frame Field Trip	Bunton, Fulson, Clayton-Taylor, Carter, Stone	\$0	
Math in Practice 4/5th grade Training	Stone, Higdon, Clayton-Taylor, Carter	\$0	
30 second Feedback for select teachers	Stone, Fulson, Bunton, Carter, Clayton-Taylor	\$0	

Answer Four Questions After 45-Day Cycle

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:
<b>CHECK POINT #1</b>			

**SECOND QUARTER ACTION Plan**

**Date Range of Plan** July 1, 2020-October 1, 2020

<b>45 Day Action Steps</b>	<b>By Whom?/By When?</b>	<b>Funding (Amount/Fund)</b>	<b>Communication / Measurement</b>

<b>What is working? How do you know?</b>	<b>What is not working? Why? (Where are the barriers?)</b>	<b>What are your next steps?</b>	<b>Additional Comments/Feedback</b>
--	--	----------------------------------	-------------------------------------

<b>School:</b>	<b>School:</b>	<b>School:</b>	<b>Reviewer:</b>
----------------	----------------	----------------	------------------

**CHECK POINT #2**

--