

Turnaround Plan

Breckinridge-Franklin Elementary

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3 year turnaround plan

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8 Principles of School Improvement Planning

Principle #1	Elevate school improvement as an urgent priority at every level of the system and	<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>Put students at the center so that every student succeeds</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?

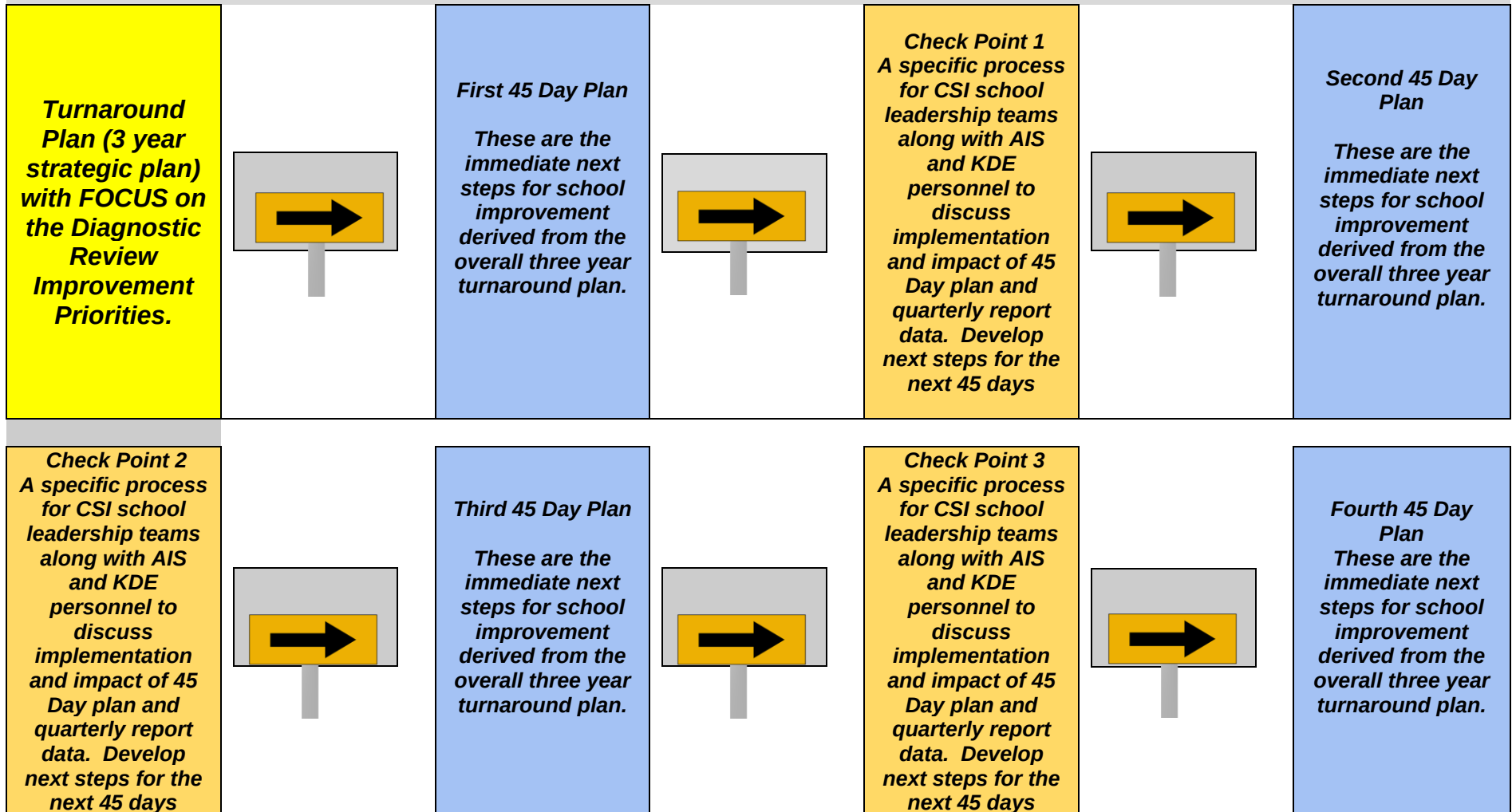
The team decides on strategies to systematically address the process, practice, or condition needing change.

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

Breckinridge-Franklin Elementary School

Vision

All students prepared for success at the next level. (under revision)

Mission

Building a respectful community dedicated to achieving excellence. (under revision)

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.)

Dustin Whitis - Principal
Amy Stevens - Educational Recovery Specialist
Joy Billops - Assistant Principal
Stacey Porter - Academic Instructional Coach
Emily Wilkerson - Teacher
Alison French - Teacher

Accountability Area	Goals These are the aim statements the school will be reaching 3 years from now.	Objectives These are aim statements the school will be reaching this school year.
Proficiency	By May of 2022, total tested students will increase in student achievement in mathematics to 25.6% Proficient/Distinguished. By May of 2022, total tested students will increase in student achievement in reading to 35.1% Proficient/Distinguished.	By May of 2020, total tested students will increase in student achievement in Math from 13.8% to 17.7% Proficient/Distinguished. By May of 2020, total tested students will increase in student achievement in Reading from 24.9% to 28.3% Proficient/Distinguished.
Separate Academic Indicator	By May of 2022, total tested students will increase in student achievement in Science to 20.6% Proficient/Distinguished.	By May of 2020, total tested students will increase in student achievement in Science from 8.1% to 12.3% Proficient/ Distinguished.
Growth	By May 2022, total tested students will increase the growth indicator score for Math and Reading to 60.0 points.	By May 2020, total tested students will increase the growth indicator score for Math and Reading from 43.4 to 49.0 points.
Transition Readiness		
Graduation Rate		
GAP	By 2022 increase the percentage of African American students scoring Proficient/Distinguished in Reading by 15% and in Math by 15%. 2019 KPREP results show that 15.4% of African American students scored Proficient/Distinguished in Reading, and 5.4% of ECE students scored Proficient/Distinguished in Math. Measurable goal for African American students: 15.4% P/D in Reading to 30.4% P/D, 5.4% P/D in Math to 20.4% P/D	By May of 2020, African American students will increase in student achievement in Reading from 15.4% to 20.4% Proficient/Distinguished and in Math from 5.4% to 10.4% Proficient/Distinguished.
Other	By May of 2024, student attendance will increase to 96.5% as measured by end of year attendance percentages.	By May of 2020, student attendance will increase from 93.7% to 94.2% as measured by end of year attendance percentages.

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
Develop, implement, and communicate a plan that formalizes opportunities and builds capacity for shared internal leadership through modeling, coaching, and leadership activities. Monitor the effectiveness of the internal leadership through the collection and analysis of multiple data sources to foster a collaborative culture. (Standard 1.9)	Implement and monitor a schoolwide collaborative instructional process and curriculum that clearly defines high expectations to engage all students in rigorous grade-level work and to prepare them for the next level. (Standard 2.5)	Develop, implement with fidelity, and regularly monitor evidence-based practices to ensure student performance data is consistently analyzed and used to modify instruction to meet the individual learning needs of each student. (Standard 2.7)
Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)	Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)	Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)
- Develop and implement a PDSA cycle for all major systems with a leadership team structure that - identifies roles and responsibilities - frequently reviews effectiveness of systems through multiple PDSA cycles reported on by each member of the leadership team - utilizes a common structure for analyzing data and developing next steps for each system	- Utilize the PLC PDSA process to identify essential standards, deconstruct standards to create learning targets, analyze high yield instructional practices, create common formative assessments, develop and share rubrics, analyze data from common formative assessments, and plan our next steps for instruction - Provide training and ongoing support for for instructional leaders - Implement an ELA and Math curriculum in all K-5 classrooms that is vertically and horizontally aligned to Kentucky Academic Standards.	- Develop a set of BFES Instructional Practices that address common curriculum framework expectations along with specific strategies to support increased student engagement. - Provide coaching and feedback to all teachers based on the BFES Instructional Practices. - Provide tiered professional development to meet needs of teachers and monitor the effectiveness of the professional development through walk-throughs - Develop student self-monitoring measures that allow students know and can describe the characteristics of high quality work.

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
	Increase collaboration in deconstructing standards and developing learning targets; ensure that all users of assessment data use information to benefit student learning.	
☒ KCWP 2: Design and Deliver Instruction	☐ KCWP 2: Design and Deliver Instruction	☒ KCWP 2: Design and Deliver Instruction
Engage all stakeholders in implementing, monitoring, and revising systems that will ensure student learning and professional practices are measurable and evidence-based.		Plan strategically in the selection of high yield instructional strategy usage within lessons; utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.
☐ 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
Plan-Do-Study-Act Leadership Team Structure (EBP 1) Develop, implement, and monitor a PDSA cycle for all major systems with a leadership team structure that - identifies roles and responsibilities - frequently reviews effectiveness of systems through multiple PDSA cycles reported on by each member of the leadership team - utilizes a common structure for analyzing data and developing next steps for each system IP1, Standard 1.9	Extended Day(s) for AIC/IC (SIF - \$4000) Solution Tree conference (SIF - \$2000)	KCWP 2: Engage all stakeholders in implementing, monitoring, and revising systems that will ensure student learning and professional practices are measurable and evidence-based.	- Leadership Team meeting schedule developed - agendas from Leadership Team - PDSA plans from leadership team members - roles and responsibilities list - common data protocol and updated data for each cycle
Instructional Coaching and Feedback (EBP 2) Develop a set of BFES Instructional Practices that address common curriculum framework expectations along with specific strategies to support increased student engagement. Provide coaching and feedback to all teachers based on the BFES Instructional Practices, using defined protocols to support various teacher needs Participate in Rutherford Feedback Lab IP3 Standard 2.7	Instructional Coach (SIF - \$85,000) Part time instructional coach (Title 1 - \$10,000)	KCWP 2: Plan strategically in the selection of high yield instructional strategy usage within lessons; utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	- BFES Instructional Practices - coaching plan with roles and responsibilities - Instructional Coaching Team agendas - coaching and feedback PDSA cycles - teacher goal-setting plans and updates - coach-specific lesson plan and walk-through monitoring documents - walk-through data

Year One Activities

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

KCWP Connection	KCWP Connection	KCWP Connection	Monitoring/ Measurement
Professional Learning (EBP 4) Provide tiered professional development on BFES Instructional Practices to meet needs of teachers Monitor the effectiveness of the professional development through walk-throughs Adjust professional learning to meet current needs IP3, Standard 2.7	Teacher Stipends (SIF - \$2500) 1 hour per month x 4 teachers	KCWP 2: 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.	- Professional Development calendar - Cohort agendas and plans - Teacher-led PD and sections of faculty - PD PDSA cycle - BFES Instructional Practices walk-through tool - walk-through data
PLCs (EBP 3) Utilize the PLC PDSA process to identify essential standards, deconstruct standards to create learning targets, analyze high yield instructional practices, create common formative assessments, develop and share rubrics, analyze data from common formative assessments, and plan next steps for instruction Provide training and ongoing support for for instructional leaders IP2, Standard 2.5	Teacher Stipends (SIF - \$4,900) 2 half days x 6 teachers, 1 hour per month x 6 teachers	KCWP 1: Increase collaboration in deconstructing standards and developing learning targets; ensure that all users of assessment data use information to benefit student learning.	- ILT training plan - ILT agenda format - ILT PDSA - PLC Lead roles and responsibilities - School-wide PLC expectations (how) - PLC PDSA and processes (what) - PLC minutes - PLC documents - Assessment Calendar - CFA data and student progress on common drive
Illustrative Math (K-5) and EL Curriculum (4-5) Provide professional development to support curriculum implementation Develop common lesson expectations and monitor through lesson plan analysis	Supplemental materials (general fund - \$10,000)	KCWP 1: Ensure monitoring measures are in place to support high fidelity teaching to the standards, by way of formal and informal observation, classroom data/running records, and standards mastery checks.	- IM PD plan (school and district) - EL support plan - EL crosswalk - Lesson and pacing expectations - CFA data and student progress on common drive

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
Guided Reading Differentiated word work with push-in intervention support (K-3) Differentiated independent work	Instructional assistants (general and Title 1 - \$50,960.65)	KCWP 1: Ensure monitoring measures are in place to support high fidelity teaching to the standards, by way of formal and informal observation, classroom data/running records, and standards mastery checks.	- word work PDSA based on data - push-in intervention schedule - independent work PDSA based on data - GR instructional monitoring and feedback
Behavioral Interventions Implement BFES school-wide behavior plan Implement Global Game Changers	Behavior coach (add-on - \$77,000) Teacher (general - \$66,500)	KCWP 5: Create school-wide behavioral support system	- Behavior PDSA plan - referral and suspension data - walk-through data - teacher feedback and meeting notes - Global Game Changers PDSA
Academic Interventions Gifted cluster classrooms and district support Reading Recovery Literacy Lab (K-3) Pull-out interventions (reading and math)	N/A	KCWP 5: Develop an RtI process with intervention programs/strategies, and progress monitoring checks	- Intervention PDSA plans - CFA data - MAP data

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
Plan-Do-Study-Act Leadership Team Structure (EBP 1) Develop, implement, and monitor a PDSA cycle for all major systems with a leadership team structure that - identifies roles and responsibilities - frequently reviews effectiveness of systems through multiple PDSA cycles reported on by each member of the leadership team - utilizes a common structure for analyzing data and developing next steps for each system Pilot classroom PDSA IP1, Standard 1.9	PDSA training for classroom teachers (SIF - \$5,000)	KCWP 2: Engage all stakeholders in implementing, monitoring, and revising systems that will ensure student learning and professional practices are measurable and evidence-based.	- agendas from Leadership Team - PDSA plans from leadership team members - updated data for each cycle
Instructional Coaching and Feedback (EBP 2) Refine BFES Instructional Practices that address common curriculum framework expectations along with specific strategies to support increased student engagement. Provide coaching and feedback to all teachers based on the BFES Instructional Practices, using defined protocols to support various teacher needs Implement Rutherford Feedback Lab tools IP3, Standard 2.7	Instructional coach (SIF - \$85,000) Part time instructional coach (SIF - \$10,000)	KCWP 2: Plan strategically in the selection of high yield instructional strategy usage within lessons; utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	- Instructional Coaching Team agendas - coaching and feedback PDSA cycles - teacher goal-setting plans and updates - coach-specific lesson plan and walk-through monitoring documents - walk-through data

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
PLCs (EBP 3) Utilize the PLC PDSA process to identify essential standards, deconstruct standards to create learning targets, analyze high yield instructional practices, create common formative assessments, develop and share rubrics, analyze data from common formative assessments, and plan next steps for instruction Provide training and ongoing support for for instructional leaders IP2, Standard 2.5	Teacher Stipends (SIF - \$2,500) 1 half days x 6 teachers, 1 hour per month x 6 teachers Solution Tree Conference fees, travel, materials (\$5,000)	KCWP 1: Increase collaboration in deconstructing standards and developing learning targets; ensure that all users of assessment data use information to benefit student learning.	- ILT agendas - PLC minutes - PLC documents - updated Assessment Calendar - CFA data and student progress on common drive
Illustrative Math (K-5) and EL Curriculum (4-5) Provide professional development to support curriculum implementation Develop common lesson expectations and monitor through lesson plan analysis IP2, Standard 2.5		KCWP 1: Ensure monitoring measures are in place to support high fidelity teaching to the standards, by way of formal and informal observation, classroom data/running records, and standards mastery checks.	To be determined
Guided Reading Differentiated word work with push-in intervention support (K-3) Differentiated independent work IP3, Standard 2.7		KCWP 1: Ensure monitoring measures are in place to support high fidelity teaching to the standards, by way of formal and informal observation, classroom data/running records, and standards mastery checks.	To be determined

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
Plan-Do-Study-Act Leadership Team Structure (EBP 1) Develop, implement, and monitor a PDSA cycle for all major systems with a leadership team structure that - identifies roles and responsibilities - frequently reviews effectiveness of systems through multiple PDSA cycles reported on by each member of the leadership team - utilizes a common structure for analyzing data and developing next steps for each system Continue classroom PDSA IP1, Standard 1.9		KCWP 2: Engage all stakeholders in implementing, monitoring, and revising systems that will ensure student learning and professional practices are measurable and evidence-based.	
Instructional Coaching and Feedback (EBP 2) Refine BFES Instructional Practices that address common curriculum framework expectations along with specific strategies to support increased student engagement. Provide coaching and feedback to all teachers based on the BFES Instructional Practices, using defined protocols to support various teacher needs Implement Rutherford Feedback Lab tools IP3, Standard 2.7		KCWP 2: Plan strategically in the selection of high yield instructional strategy usage within lessons; utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	

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
PLCs (EBP 3) Utilize the PLC PDSA process to identify essential standards, deconstruct standards to create learning targets, analyze high yield instructional practices, create common formative assessments, develop and share rubrics, analyze data from common formative assessments, and plan next steps for instruction Provide training and ongoing support for for instructional leaders IP2, Standard 2.5		KCWP 1: Increase collaboration in deconstructing standards and developing learning targets; ensure that all users of assessment data use information to benefit student learning.	
Illustrative Math (K-5) and EL Curriculum (4-5) Provide professional development to support curriculum implementation Develop common lesson expectations and monitor through lesson plan analysis IP2, Standard 2.5		KCWP 1: Ensure monitoring measures are in place to support high fidelity teaching to the standards, by way of formal and informal observation, classroom data/running records, and standards mastery checks.	
Guided Reading Differentiated word work with push-in intervention support (K-3) Differentiated independent work IP3, Standard 2.7		KCWP 1: Ensure monitoring measures are in place to support high fidelity teaching to the standards, by way of formal and informal observation, classroom data/running records, and standards mastery checks.	

Evidence Based Practice #1 - Plan Do Study Act Protocol

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.	Although the use of continuous improvement models is a relatively new focus in the field of education, there is research data to demonstrate the effectiveness across a range of disciplines as well as the following research to support implementation of this practice to improve low- and moderate-performing schools. Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., & Darwin, M. (2008). Turning Around Chronically Low-Performing Schools. IES Practice Guide. NCEE 2008-4020. <i>National Center for Education Evaluation and Regional Assistance</i>. Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). Continuous Improvement in Education. Advancing Teaching--Improving Learning. White Paper. <i>Carnegie Foundation for the Advancement of Teaching</i>. Rowland, C., Feygin, A., Lee, F., Gomez, S., & Rasmussen, C. (2018). Improving the Use of Information to Support Teaching and Learning through Continuous Improvement Cycles. American Institutes for Research.
What is the strength of the evidence? Under what conditions was the evidence developed?	ESSA Level III - The strength of the evidence is promising.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	There are three levels of expected outcomes when the innovation is implemented: classroom-level instructional improvement, system-wide improvement, and collective impact. Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). Continuous Improvement in Education. Advancing Teaching--Improving Learning. White Paper. <i>Carnegie Foundation for the Advancement of Teaching</i>.
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	n/a
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Yes, the following provides evidence of the effectiveness of continuous improvement and cycles of inquiry within a community of practice setting. Rowland, C., Feygin, A., Lee, F., Gomez, S., & Rasmussen, C. (2018). Improving the Use of Information to Support Teaching and Learning through Continuous Improvement Cycles. <i>American Institutes for Research</i>. Additionally, this book includes case studies for a systems approach to continuous improvement across a range of disciplines, including education. Langley, G.J., Moen, R.D., Nolan, K.M., Nolan, T.W., Norman, C.L., & Provost, L.P. (2009). The Improvement Guide: A Practical Approach to Enhancing Organizational Performance. San Francisco, CA: Jossey-Bass.

Evidence Based Practice #1 - Plan Do Study Act Protocol

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 including research providing evidence that continuous improvement work provides opportunity to improve both content and process.

“Supported continuous improvement has two chief benefits: the opportunity to learn about what kinds of strategies or interventions work in which contexts and at which levels (school, district, state) and the opportunity to grow the capacity of participants to apply disciplined inquiry cycles to a myriad of challenges or PoPs [problems of practice] that emerge in their work” (p. 31).

Rowland, C., Feygin, A., Lee, F., Gomez, S., & Rasmussen, C. (2018). Improving the Use of Information to Support Teaching and Learning through Continuous Improvement Cycles. *American Institutes for Research*.

Additionally, this practice is grounded in school improvement research (Marzano 2000; Marzano, Waters, and McNulty 2005) and targets five main school capacity-building areas:

1. Data-based decisionmaking—collecting, analyzing, interpreting, and using data to inform decisions and to establish and monitor goals for improvement at the individual student and school levels.
2. Purposeful community—forming and sustaining a community that identifies with and works collectively toward important outcomes, uses all available resources effectively, operates from a set of agreed-upon processes that guide actions and decisions in the school, and shares a collective belief that the community can accomplish its goals (collective efficacy).
3. Shared leadership—participating in a process of mutual influence, responsibility, and accountability for achieving collective, organizational goals for school improvement.
4. Research-based practices—adopting practices that directly address factors shown to be associated with improved student achievement and that are based on scientific evidence of effectiveness.
5. Continuous improvement process—employing a five-stage process to improve student performance by taking stock of the current situation, focusing on the right solution, taking collective action, monitoring progress and adjusting efforts, and maintaining momentum for improvement efforts.

Wilkerson, S. B., Shannon, L. C., Styers, M. K., and Grant, B. (2012). A study of the effectiveness of a school improvement intervention (Success in Sight). (NCEE 2012-4014). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Marzano, R. J. (2000). A quantitative synthesis of research on school-level, teacher-level, and student-level variables related to academic achievement (REL Deliverable 2000-05). *Aurora, CO: Mid-continent Research for Education and Learning*.

Marzano, R. J., Waters, T., and McNulty, B. A. (2005). School leadership that works: from research to results. Alexandria, VA: Association for Supervision and Curriculum Development.

Evidence Based Practice #1 - Plan Do Study Act Protocol

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.	There is research to provide guidance on the implementation of this practice in chronically low performing schools. Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., & Darwin, M. (2008). Turning Around Chronically Low-Performing Schools. IES Practice Guide. NCEE 2008-4020. <i>National Center for Education Evaluation and Regional Assistance</i>.
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, there is research to provide data specific to effectiveness of addressing problems of practice in districts with culturally and linguistically diverse populations. Rowland, C., Feygin, A., Lee, F., Gomez, S., & Rasmussen, C. (2018). Improving the Use of Information to Support Teaching and Learning through Continuous Improvement Cycles. American Institutes for Research.

Evidence Based Practice #2 - Professional Learning Communities (PLCs)

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, there is research data available to demonstrate the effectiveness of PLCs. The following citation is for a 5-year quasi-experimental investigation comparing achievement gains in nine Title 1 schools relative to six matched schools. Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools.
What is the strength of the evidence? Under what conditions was the evidence developed?	ESSA Level II - In this study, PLCs demonstrated a statistically significant effect on improving student outcomes based on moderate evidence from a quasi-experimental study.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	By the last year, the effect size on student achievement as measured by the mandated state assessment quadrupled, increasing from 0.22 to 0.88. The state assessment was a standardized, norm-referenced achievement test with subtests in reading, language, spelling, and mathematics. Comparatively, an increasing effect size from 0.18 to 0.98 was observed on the state academic performance index (API). The API was devised by the state department of education which provides a single, numeric, composite index of school-level achievement. Analyses of student achievement and API showed that experimental schools had significantly greater gains than comparison schools in the last 3 years of the study. Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools.
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

Evidence Based Practice #2 - Professional Learning Communities (PLCs)

Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Yes, there is practice-based evidence to indicate effectiveness. The original study design specified implementation based on training the principals of the nine experimental schools to stand up and facilitate ILTs and job-alike grade-level teams at each of their respective schools. After 2 years, this plan produced limited improvements in student outcomes and a revised implementation plan was introduced for the final 3 years of the project that included training and on-going support for the principals and teacher leaders on the school-based instructional leadership team. On the basis of practice-based evidence from the first 2 years, explicit protocols for each were established: analyzing standardized and periodic assessments, unit and instructional planning, and focusing on and addressing common student needs. The protocols were compiled in a manual for used by the principals, teacher leaders, and grade-level teams to focus their meeting time and included these steps: 1. Identify and clarify specific and common students needs to work on together. 2. Formulate a clear objective for each common need and analyze related student work. 3. Identify and adopt a promising instructional focus to address each common need. 4. Plan and complete necessary preparation to try the instructional focus in the classroom. 5. Try the team's instructional focus in the classroom. 6. Analyze student work to see if the objective is being met and evaluate the instruction. 7. Reassess: Continue and repeat the cycle or move on to another area of need. Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools.
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 research data available to demonstrate the effectiveness of PLCs. The following citation is for a 5-year quasi-experimental investigation comparing achievement gains in nine Title 1 schools relative to six matched schools. Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools.
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.	ESSA Level II - In this study, PLCs demonstrated a statistically significant effect on improving student outcomes based on moderate evidence from a quasi-experimental study.

Evidence Based Practice #2 - Professional Learning Communities (PLCs)

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?

By the last year, the effect size on student achievement as measured by the mandated state assessment quadrupled, increasing from 0.22 to 0.88. The state assessment was a standardized, norm-referenced achievement test with subtests in reading, language, spelling, and mathematics.

Comparatively, an increasing effect size from 0.18 to 0.98 was observed on the state academic performance index (API). The API was devised by the state department of education which provides a single, numeric, composite index of school-level achievement.

Analyses of student achievement and API showed that experimental schools had significantly greater gains than comparison schools in the last 3 years of the study.

Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools.

Evidence Based Practice #3 - Instructional Coaching and Feedback

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, there is research data available to demonstrate the effectiveness of feedback and instructional coaching. Garet, M. S., Wayne, A. J., Brown, S., Rickles, J., Song, M., & Manzeske, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals. NCEE 2018-4001. <i>National Center for Education Evaluation and Regional Assistance</i>. Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. <i>Review of educational research</i>, 88(4), 547-588. Killion, J. (2017). Research review. <i>The Learning Professional</i>, 38(2), 20.
What is the strength of the evidence? Under what conditions was the evidence developed?	The evidence provided is “Strong Evidence” as outlined by the Every Student Succeeds Act’s tiered evidenced intervention system. The study conducted by the American Institute for Research included eight school districts that had at least 20 elementary and middle schools and included urban districts and schools that mirrored Title 1 school demographics. They used the Classroom Assessment and Scoring System (CLASS) and the Charlotte Danielson’s Framework for Teaching to measure teacher effectiveness pre- and post-coaching and feedback. 63 treatment schools and 64 control schools participated in the study. Garet, M. S., Wayne, A. J., Brown, S., Rickles, J., Song, M., & Manzeske, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals. NCEE 2018-4001. <i>National Center for Education Evaluation and Regional Assistance</i>.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Accordinging to Meta-analysis Reveals Coaching’s Positive Impact on Instruction and Achievement, the expected outcome is as follows: “The effect size distribution of coaching on teaching practice and student achievement is normal with an interquartile range for effect on teaching from .14 standard deviation to .92 standard deviation and between .01 standard deviation and .21 standard deviation for student achievement. The pooled effect size of coaching on teacher practice is .57 standard deviation ($p < .001$) across the 25 studies with a measure of instructional practice. The effects are larger (.71 standard deviation, $p < .001$) in coaching programs focused on general practices than on content-specific coaching programs (.51 standard deviation, $p < .001$) (Killion, 2017). Killion, J. (2017). Research review. <i>The Learning Professional</i>, 38(2), 20.

Evidence Based Practice #3 - Instructional Coaching and Feedback

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.	Community-defined evidence is structured by outlined tiered coaching, support and feedback for all classroom teachers. The coaching is led by “administrators, master teachers, external experts, and others” (Killion, 2017). Teachers were identified based on data supported, teachers’ level of needs and support. The teachers’ diverse coaching experiences included the following: “Individualized: Coaching sessions are one-on-one; Intensive: Coaches and teachers interact at least every couple of weeks; Sustained: Teachers receive coaching over an extended period of time; Context-specific: Teachers are coaches on their practices within the context of their own classroom; and Focused: Coaches work with teachers to engage in deliberate practice of specific skills” (Killion, 2017; Kraft, Blazar & Hogan, 2018). Killion, J. (2017). Research review. <i>The Learning Professional</i>, 38(2), 20. Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. <i>Review of educational research</i>, 88(4), 547-588.
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?	“Individualized: Coaching sessions are one-on-one; Intensive: Coaches and teachers interact at least every couple of weeks; Sustained: Teachers receive coaching over an extended period of time; Context-specific: Teachers are coaches on their practices within the context of their own classroom; and Focused: Coaches work with teachers to engage in deliberate practice of specific skills” (Killion, 2017; Kraft, Blazar & Hogan, 2018). Short term outcomes include strengthening teacher efficacy. The long term effects are student achievement and efficacy as a result of strengthened teacher efficacy. Killion, J. (2017). Research review. <i>The Learning Professional</i>, 38(2), 20.
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 study conducted by the American Institute for Research included eight school districts that had at least 20 elementary and middle schools and included urban districts and schools that mirrored the demographics of Title 1 schools. Garet, M. S., Wayne, A. J., Brown, S., Rickles, J., Song, M., & Manzeske, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals. NCEE 2018-4001. <i>National Center for Education Evaluation and Regional Assistance</i>.

Evidence Based Practice #3 - Instructional Coaching and Feedback

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 Impact of Providing Feedback to Teachers and Principals provides data specific to effectiveness for culturally and linguistically diverse populations.

Garet, M. S., Wayne, A. J., Brown, S., Rickles, J., Song, M., & Manzeske, D. (2017). The Impact of Providing Performance Feedback to Teachers and Principals. NCEE 2018-4001. *National Center for Education Evaluation and Regional Assistance*.

Evidence Based Practice #4 - Professional Learning

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf
What is the strength of the evidence? Under what conditions was the evidence developed?	The evidence for this practice is strong. The evidence is based on nine studies meeting What Works Clearinghouse evidence standards, attesting to the paucity of rigorous studies that directly examine this link. Five studies were randomized controlled trials that meet evidence standards without reservations. Four studies meet evidence standards with reservations (one randomized controlled trial with group equivalence problems and three quasi-experimental designs).
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	“This report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies— can boost their students’ achievement by about 21 percentile points.” “Studies that had more than 14 hours of professional development showed a positive and significant effect on student achievement from professional development.”
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/edlabs/regions/southwest/pdf/rel_2007033.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?	”In the first step, professional development must be of high quality in its theory of action, planning, design, and implementation. • It should be intensive, sustained, content-focused, coherent, well defined and strongly implemented (Garet et al., 2001; Guskey, 2003; Loucks-Horsley, Hewson, Love, & Stiles, 1998; Supovitz, 2001; Wilson & Berne, 1999). • It should be based on a carefully constructed and empirically validated theory of teacher learning and change (Ball & Cohen, 1999; Richardson & Placier, 2001; Sprinthall, Reiman, & Thies-Sprinthall, 1996). • It should promote and extend effective curricula and instructional models—or materials based on a well defined and valid theory of action (Cohen, Raudenbush, & Ball, 2002; Hiebert & Grouws, 2007; Rossi, Lipsey, & Freeman, 2004). In the second step, teachers must have the motivation, belief, and skills to apply the professional development to classroom teaching (Borko, 2004; Showers, Joyce, & Bennett, 1987), supported by ongoing school collaboration and follow-up consultations with experts. Doing so could require overcoming such barriers to new practices as lack of time for preparation and instruction, limited materials and human resources, and lack of follow-up support from professional development providers. In the third step, teaching—improved by professional development—raises student achievement.

Evidence Based Practice #4 - Professional 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.	"All nine studies focused on elementary school teachers and their students. About half focused on lower elementary grades (kindergarten and first grade), and about half on upper elementary grades (fourth and fifth grades)." Multiple studies included in the research provide data specific to the setting in which it will be implemented. <i>Saxe, G.B., Gearhart, M. & Nasir, N.S. Enhancing Students' Understanding of Mathematics: A Study of Three Contrasting Approaches to Professional Support. Journal of Mathematics Teacher Education 4, 55–79 (2001). https://doi.org/10.1023/A:1009935100676</i> <i>McGill-Franzen, A., Allington, R.L., Yokoi, L., & Brooks, G.W. (1999). Putting Books in the Classroom Seems Necessary But Not Sufficient.</i> These studies were implemented and evaluated in district settings that are urban, high-poverty, and ethnically diverse.
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?	This research does not provide data specific to effectiveness for culturally and linguistically specific populations, though multiple studies included were randomized trials in diverse, urban school districts. "Target populations for this review include the students of K–12 teachers of English/language arts/reading, mathematics, and science. Although we would like to be able to examine how the effect of teacher professional development on student achievement varies by student characteristics (for example, English language learners, economically disadvantaged students, students with disabilities), we do not expect to find many studies that directly address student outcomes, which are distal effects of professional development given to teachers. If our final review pool contains studies that allow for this disaggregation, we will include those findings in the final report."

FIRST QUARTER ACTION Plan			
Date Range of Plan		(April 15th - May 30th, 2020)	
45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
Develop Leadership Team meeting schedule developed	Whitis		
Develop agenda template for the Leadership Team	Whitis		
Continue Math cohort and district	Porter		
Crosswalk EL Curriculum 4th/5th	Stevens		
Develop PLC Protocols	Administrative Team Instructional Leadership Team 5/30/20		C: PLC's Faculty Meeting ILT/ALT agendas/minutes M: PLC data, student achievement data, PDSA rotation, teacher efficacy
Develop initial HYIP cohort plan	Billops		
Global game changers initial planning	Billops		
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:
CHECK POINT #1			

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