

Turnaround Plan

Coleridge-Taylor Montessori

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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?

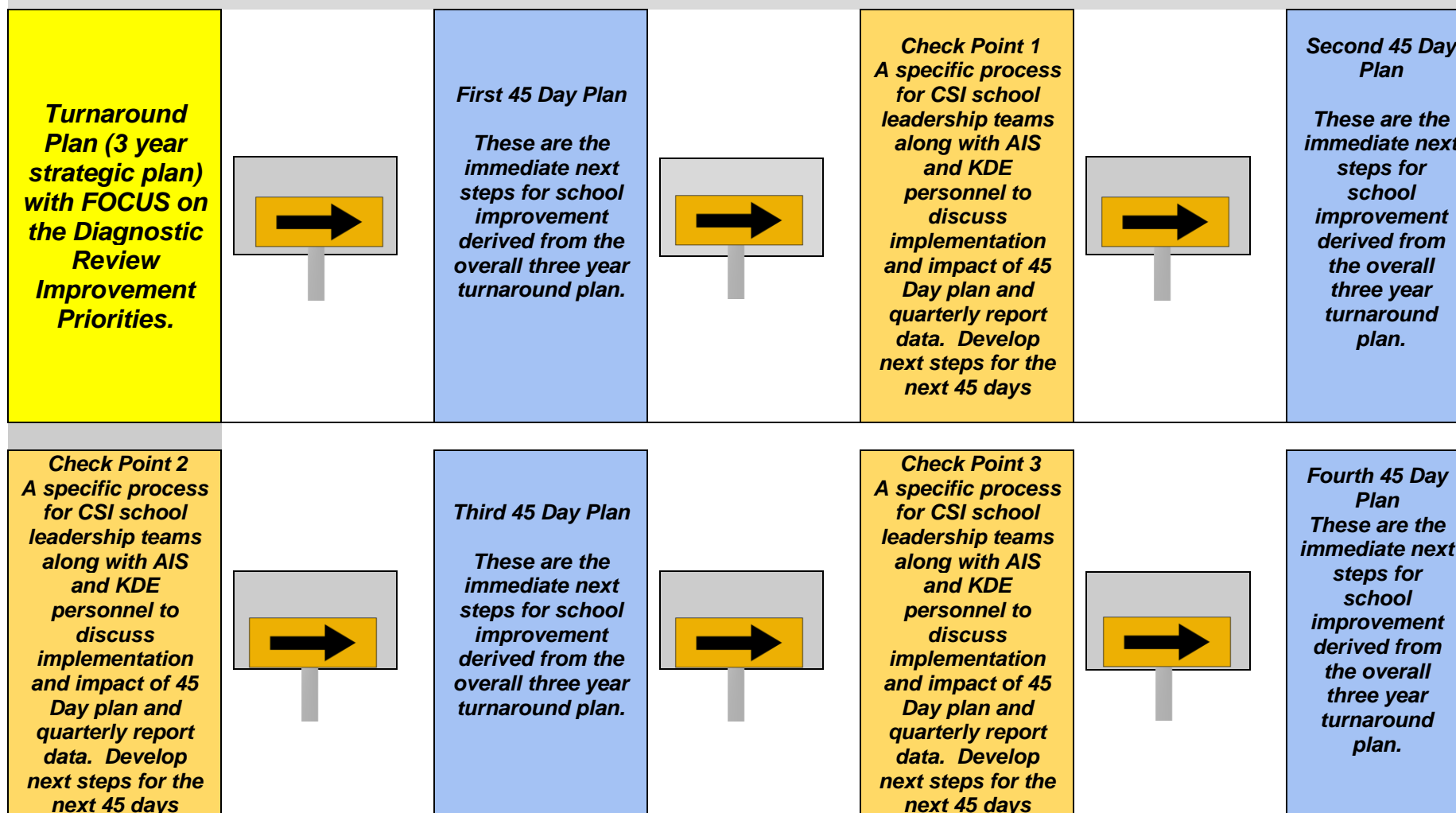
The team decides on strategies to systematically address the process, practice, or condition needing change.

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

Coleridge-Taylor Montessori

Vision

Coleridge-Taylor is dedicated to providing **ALL** children with authentic hands-on education based on the scientific research of Dr. Maria Montessori.

Mission

Scholars leave prepared with self-knowledge and skills that empower their thoughts and actions as global citizens.

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.)

Marcia F. Carmichael-Murphy, Ed.D. - Principal
Sarah Reed - Academic Instructional Coach
Angela Pleasant, Ed.D. - Behavior Coach
Katelyn Meng - Classroom Teacher
Latonia Arthur - Reading Recovery Teacher/Coach
Irina McGrath, Ph.D. - Education Recovery Specialist

Accountability Area	Goals These are the aim statements the school will be reaching 3 years from now.	Objectives These are aim statements the school will be reaching this school year.
Proficiency	By the end of the 2022-2023 school year, Coleridge-Taylor Montessori will increase in student achievement in Reading to 41.5% Proficient/Distinguished. By the end of 2023 school year, Coleridge-Taylor Montessori will increase in student achievement in Mathematics to 31% Proficient/Distinguished.	By the end of the 2019-2020 school year, Coleridge-Taylor Montessori will increase the percentage of all proficient/distinguished 3rd, 4th, and 5th grade students in Reading from 28.4% to 32% as measured by the State assessment. By the end of the 2019-2020 school year, Coleridge-Taylor Montessori will increase the percentage of all proficient/distinguished 3rd, 4th, and 5th grade students in Mathematics from 14.7% to 19% as measured by the State assessment.
Separate Academic Indicator	By the end of the 2022-2023 school year, Coleridge-Taylor Montessori will reach a Proficient/Distinguished rate of 29% in Writing, 23.3% in Science, and 34.5% of Social Studies.	By May of 2020, CTM will increase the percentage of all proficient/distinguished 5th grade students in Writing from 12.9% to 17% in Science from 6.6% to 11%, and in Social Studies from 20% to 24% as measured by the State assessment.
Growth	By the end of the 2022-2023 school year, Coleridge-Taylor Montessori will increase the percentage of students above the national norm to 46.2% in Reading and 45% in Mathematics as measured by Spring MAP.	By May 2020, CTM will increase the percentage of students meeting grade level benchmarks in Reading to 35% and in Mathematics to 30% as measured by Spring MAP 2020.
Transition Readiness		
Graduation Rate		

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.
GAP	By the end of the 2022-2023 school year, Coleridge-Taylor Montessori will increase the percentage of African American students scoring Proficient/Distinguished in Reading by 30.8% and in Math by 23.6%. By the end of the 2022-2023 school year, Coleridge-Taylor Montessori will increase the percentage of economically disadvantaged students scoring Proficient/Distinguished in Reading by 32.4% and in Math by 25%.	By 2020, CTM will increase the percentage proficient/distinguished Black or African American 3rd, 4th, and 5th grade students Economically Disadvantaged, students in Reading, respectively to 20% and 21% and in Mathematics, respectively to 11% and 13% as measured by the state assessment.
Other	By the end of the 2022-2023 school year, Coleridge-Taylor Montessori will increase student attendance to 97% as measured by end of year attendance percentages.	By May 2020, CTM will increase student attendance to 95.7%.

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
<p>Review, revise, and commit to a mission, vision, and set of shared values and beliefs about instructional pedagogy, high expectations, and rigor that will ensure all students receive equitable, challenging, and engaging learning experiences. Embed these principles into all school-wide systems and processes, including continuous improvement, instruction, and professional development plans to promote a positive learning culture and engage all stakeholders. (Standard 1.8)</p>	<p>Review, revise, implement, and monitor the school's behavior management system to ensure all students are held to high expectations by all school personnel, thereby promoting a safe learning environment and positive school culture for all staff and students. (Standard 2.1)</p>	<p>Create, implement, and evaluate a professional development plan by creating a calendar of purposeful professional learning aligned with the school's continuous improvement plan. Ensure professional learning results in documented improved learner achievement and professional practice. The calendar should include, but not be limited to, mentoring, coaching, and induction programs that support instructional improvement consistent with the school's values and beliefs about teaching and learning; the use and interpretation of data to support student achievement; and integrate culturally responsive pedagogy through high-yield instructional strategies and evidence-based assessment practices. (Standard 3.1)</p>
<p>Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)</p>	<p>Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)</p>	<p>Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)</p>
<ul style="list-style-type: none"> • Empower and engage all stakeholders in the review and revision process of CTM's vision and mission; • Decide on shared values and beliefs about instructional pedagogy, high expectations, and rigor; • Embed these principles into all CTM's systems and processes. 	<ul style="list-style-type: none"> • Review and revise CTM's' behavior management system to ensure that it reflects school's culture and climate of high expectations for all students and staff; • Implement and monitor its effectiveness weekly; • Utilizes a common structure for analyzing data and developing next steps. 	<ul style="list-style-type: none"> • Create a professional development plan consistent with CTM's values and beliefs about teaching and learning; • Ensure the plan focuses on culturally responsive pedagogy through high-yield instructional strategies and evidence-based assessment practices; • Monitor its effectiveness and impact on teaching and learning;

Strategies to Address Improvement Priorities

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

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

___ KCWP 1: Design and Deploy Standards	___ KCWP 1: Design and Deploy Standards	___ KCWP 1: Design and Deploy Standards
___ KCWP 2: Design and Deliver Instruction	___ KCWP 2: Design and Deliver Instruction	_X_ KCWP 2: Design and Deliver Instruction
		Create and implement purposeful professional learning that supports instructional improvement consistent with the school's values and beliefs about teaching and learning; utilize knowledge of high-yield instructional strategies and evidence-based assessment practices to ensure professional learning results in improved learner achievement and professional practice.
___ 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	_X_ KCWP 5: Design, Align, and Deliver Support	___ KCWP 5: Design, Align, and Deliver Support
	Review and revise CTM's behavior management system and make sure it meets the identified needs of the students. Create a system to monitor data regularly and to ensure continuous improvement.	
X KCWP 6: Establish Learning Culture & Environment	___ KCWP 6: Establish Learning Culture & Environment	___ KCWP 6: Establish Learning Culture & Environment
Engage all stakeholders in the review and revision process of CTM's vision and mission to promote a positive learning culture and ensure that all students have optimal opportunities for academic success		

Year One Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p>Plan Do Study Act (EBP 1)</p> <p>Implement and monitor the Plan Do Study Act framework for all leadership collaborative meetings.</p> <ul style="list-style-type: none"> • Collaboratively plan for continuous improvement • Enact the plan, engaging all stakeholder groups • Progress monitor the plan • Revise the plan for continuous improvement <p>IP1 Standard1.8</p>	<p>Extended day for AIC and Behavior Coach, trainings \$15,000</p>	<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>The following measures will be used to monitor/measure the implementation of EBP 1:</p> <ul style="list-style-type: none"> • Leadership Team meeting agendas • Leadership Team meeting minutes • Leadership Meeting documents (e.g., schedules, protocols, etc.)
<p>Behavior Plan (EPB 1)</p> <p>CTM will refine its behavior plan. Plan Do Study Act framework will be used to ensure successful implementation of the plan.</p> <p>CTM will implement PATHS SEL Curriculum and use PBIS as a multi-tiered framework (MTSS) with fidelity.</p> <p>IP 2 Standard 2.1</p>	<p>Materials and Professional Learning opportunities \$10,000</p>	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>The following measures will be used to monitor/measure the implementation of EBP 1:</p> <ul style="list-style-type: none"> • Referral and suspension data • Walk-through data • Teacher feedback and meeting notes

Year One Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p>PLCs (EBP 2)</p> <p>Refine and implement a Professional Learning Community (PLC) protocol to ensure collaboration on essential standards and Montessori principles, instructional planning, common formative assessments, development of rubrics, analysis of data, and planning next steps for instruction.</p> <p>CTM will hire a PLC/Data Coach to monitor PLC framework with fidelity.</p> <p>IP1 Standard1.8</p>	<p>Professional Development \$65,000 (3 hours a month for Certified staff; 1 additional hour for Instructional Classified)</p> <p>Substitutes and Teacher Stipends \$35,000</p> <p>PLC grant</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>The following measures will be used to monitor/measure the implementation of EBP 2:</p> <ul style="list-style-type: none"> • PLC minutes • PLC documents (e.g., instructional planning documents, curriculum documents, etc.)
<p>Instructional Coaching and Feedback (EBP 3)</p> <p>CTM will hire a Literacy Coach/Interventionist. This school-based individual will provide support to teachers with Guided Reading, collection and analysis of data to meet individual student needs; plan and implement reading interventions.</p> <p>IP 3 Standard 3.1</p>	<p>Literacy Coach Salary \$66,500</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>The following measures will be used to monitor/measure the implementation of EBP 3:</p> <ul style="list-style-type: none"> • Lesson plans • Intervention plan • MAP data

Year One Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
Montessori Teaching (EPB 4) CTM teachers will participate in Montessori professional learning opportunities, using Montessori materials. CTM teachers will implement Montessori materials with fidelity in instruction. IP1 and IP3 Standards 1.8 and 3.1	Professional Learning (Consultant) \$10,000 Montessori materials \$20,000	KCWP 2: Design and Deliver Instruction	The following measures will be used to monitor/measure the implementation of EBP 4: <ul style="list-style-type: none">• Lesson plans• Pacing Guides• Results of formative and summative assessments• 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.

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p>Professional Development Plan (EBP 5)</p> <p>CTM will design and implement a coherent professional development plan. This plan will focus on</p> <ol style="list-style-type: none"> 1. Kentucky Academic Standards (KAS): Reading/Composition, Math, Science, and Social Studies; 2. Montessori teaching; 3. Guided Reading; 4. Behavior <p>CTM will have mandatory professional development for all certified staff.</p> <p>CTM will also develop and institute a New and Beginning Teacher Induction Program designed to improve the quality of teaching and ensure that beginning teachers have school-based support and differentiated professional development based on individual need. AIC, ILT, and administration will implement.</p> <p>IP 3 Standard 3.1</p>	<p>Professional Learning Opportunities \$10,000</p>	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>The following measures will be used to monitor/measure the implementation of EBP 5::</p> <ul style="list-style-type: none"> • School calendar • PD agendas, presentations, handouts, sign-in sheets and other artifacts that show teacher participation in professional learning opportunities • Teacher and facilitator reflections • Observation and coaching notes

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p>Plan Do Study Act (EBP 1)</p> <p>CTM will continue to implement and monitor the Plan Do Study Act framework for all leadership collaborative meetings</p> <ul style="list-style-type: none">• Collaboratively plan for continuous improvement• Enact the plan, engaging all stakeholder groups• Progress monitor the plan• Revise the plan for continuous improvement <p>IP1 Standard1.8</p>	<p>Extended day for AIC & Behavior Coach, trainings \$15,000</p>	<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>The following measures will be used to monitor/measure the implementation of EBP 1:</p> <ul style="list-style-type: none">• Leadership Team meeting agendas• Leadership Team meeting minutes• Leadership Meeting documents (e.g., schedules, protocols, etc.)

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p>Behavior Plan (EPB 1)</p> <p>CTM will use qualitative and quantitative data to refine its behavior plan. Plan Do Study Act framework will be used to ensure successful implementation of the plan.</p> <p>CTM will continue to implement PATHS SEL and use PBIS as a multi-tiered framework (MTSS) with fidelity. Tier 2 focus will be using trauma informed, collaborative and proactive solutions. Tier 3 focus will be creating individualized plans and integrating district behavioral and mental health supports.</p> <p>IP 2 Standard 2.1</p>	<p>Materials and Professional Learning opportunities \$10,000</p>	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>The following measures will be used to monitor/measure the implementation of EBP 1:</p> <ul style="list-style-type: none"> • Referral and suspension data • Walk-through data • Teacher feedback and meeting notes
<p>PLCs (EBP 2)</p> <p>CTM will continue to refine and implement a Professional Learning Community (PLC) protocol to ensure collaboration on essential standards and Montessori principles, instructional planning, common formative assessments, development of rubrics, analysis of data, and planning next steps for instruction.</p> <p>IP1 Standard1.8</p>	<p>Professional Development \$65,000 (3 hours a month for Certified staff; 1 additional hour for Instructional Classified)</p> <p>Substitutes and Teacher Stipends \$35,000</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>The following measures will be used to monitor/measure the implementation of EBP 2:</p> <ul style="list-style-type: none"> • PLC minutes • PLC documents (e.g., instructional planning documents, curriculum documents, etc.)

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 <small>(Include EBP and I.P. denotation)</small>	Funding	KCWP Connection	Monitoring/ Measurement
<p>Instructional Coaching and Feedback (EBP 3)</p> <p>CTM will continue to utilize the expertise of its Literacy Coach. This school-based individual will continue to provide support to teachers with Guided Reading, collection and analysis of data to meet individual student needs; plan and implement reading interventions.</p> <p>IP 3 Standard 3.1</p>	<p>Literacy Coach Salary \$66,500</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>The following measures will be used to monitor/measure the implementation of EBP 3:</p> <ul style="list-style-type: none"> • Lesson plans • Intervention plan • MAP data
<p>Montessori Teaching (EPB 4)</p> <p>CTM teachers will continue to participate in Montessori professional learning opportunities, using Montessori materials.</p> <p>CTM teachers will continue to implement Montessori materials with fidelity in instruction.</p> <p>IP1 and IP3 Standards 1.8 and 3.1</p>	<p>Professional Learning (Consultant) \$10,000</p> <p>Montessori materials \$20,000</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>The following measures will be used to monitor/measure the implementation of EBP 4:</p> <ul style="list-style-type: none"> • Lesson plans • Pacing Guides • Results of formative and summative assessments • 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
<p>Professional Development Plan (EBP 5)</p> <p>Based on student and teacher needs, CTM will adjust its professional development plan and continue to implement it with fidelity. This plan will focus on</p> <ol style="list-style-type: none"> 1. Kentucky Academic Standards (KAS): Reading/Composition, Math, Science, and Social Studies; 2. Montessori teaching; 3. Guided Reading; 4. Behavior <p>CTM will have mandatory professional development for all certified staff.</p> <p>CTM will also develop and institute a New and Beginning Teacher Induction Program designed to improve the quality of teaching and ensure that beginning teachers have school-based support and differentiated professional development based on individual need. AIC, ILT, and administration will implement.</p> <p>IP 3 Standard 3.1</p>	<p>Professional Learning Opportunities \$10,000</p>	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>The following measures will be used to monitor/measure the implementation of EBP 5::</p> <ul style="list-style-type: none"> • School calendar • PD agendas, presentations, handouts, sign-in sheets and other artifacts that show teacher participation in professional learning opportunities • Teacher and facilitator reflections • Observation and coaching notes

Year Three Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p>Plan Do Study Act (EBP 1)</p> <p>CTM will continue to implement and monitor the Plan Do Study Act framework for all leadership collaborative meetings</p> <ul style="list-style-type: none"> • Collaboratively plan for continuous improvement • Enact the plan, engaging all stakeholder groups • Progress monitor the plan • Revise the plan for continuous improvement <p>IP1 Standard1.8</p>	<p>Extended day for AIC & Behavior Coach, trainings \$10,000</p>	<p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>The following measures will be used to monitor/measure the implementation of EBP 1:</p> <ul style="list-style-type: none"> • Leadership Team meeting agendas • Leadership Team meeting minutes • Leadership Meeting documents (e.g., schedules, protocols, etc.)
<p>Behavior Plan (EPB 1)</p> <p>CTM will use qualitative and quantitative data to refine its behavior plan. Plan Do Study Act framework will be used to ensure successful implementation of the plan.</p> <p>CTM will continue to implement PATHS SEL and use PBIS as a multi-tiered framework (MTSS) with fidelity. Tier 2 focus will be using trauma informed, collaborative and proactive solutions. Tier 3 focus will be creating individualized plans and integrating district behavioral and mental health supports.</p> <p>IP 2 Standard 2.1</p>	<p>Materials and Professional Learning opportunities \$10,000</p>	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>The following measures will be used to monitor/measure the implementation of EBP 1:</p> <ul style="list-style-type: none"> • Referral and suspension data • Walk-through data • Teacher feedback and meeting notes

Year Three Activities

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

<p>PLCs (EBP 2)</p> <p>CTM will continue to refine and implement a Professional Learning Community (PLC) protocol to ensure collaboration on essential standards and Montessori principles, instructional planning, common formative assessments, development of rubrics, analysis of data, and planning next steps for instruction.</p> <p>IP1 Standard1.8</p>	<p>Professional Development \$65,000 (3 hours a month for Certified staff; 1 additional hour for Instructional Classified)</p> <p>Substitutes and Teacher Stipends \$35,000</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>The following measures will be used to monitor/measure the implementation of EBP 2:</p> <ul style="list-style-type: none"> • PLC minutes • PLC documents (e.g., instructional planning documents, curriculum documents, etc.)
<p>Instructional Coaching and Feedback (EBP 3)</p> <p>CTM will continue to utilize the expertise of its Literacy Coach. This school-based individual will continue to provide support to teachers with Guided Reading, collection and analysis of data to meet individual student needs; plan and implement reading interventions.</p> <p>IP 3 Standard 3.1</p>	<p>Literacy Coach Salary \$66,500</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>The following measures will be used to monitor/measure the implementation of EBP 3:</p> <ul style="list-style-type: none"> • Lesson plans • Intervention plan • MAP data

Year Three Activities

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

<p>Montessori Teaching (EPB 4)</p> <p>CTM teachers will continue to participate in Montessori professional learning opportunities, using Montessori materials.</p> <p>CTM teachers will continue to implement Montessori materials with fidelity in instruction.</p> <p>IP1 and IP3 Standards 1.8 and 3.1</p>	<p>Professional Learning (Consultant) \$10,000</p> <p>Montessori materials \$20,000</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>The following measures will be used to monitor/measure the implementation of EBP 4:</p> <ul style="list-style-type: none"> • Lesson plans • Pacing Guides • Results of formative and summative assessments • Walk through data
<p>Professional Development Plan (EBP 5)</p> <p>Based on student and teacher needs, CTM will adjust its professional development plan and continue to implement it with fidelity. This plan will focus on</p> <ol style="list-style-type: none"> 1. Kentucky Academic Standards (KAS): Reading/Composition, Math, Science, and Social Studies; 2. Montessori teaching; 3. Guided Reading; 4. Behavior <p>CTM will continue to have mandatory professional development for all certified staff.</p> <p>CTM will also develop and institute a New and Beginning Teacher Induction Program designed to improve the quality of teaching and ensure that beginning teachers have school-based support and differentiated professional development based on individual need. AIC, ILT, and administration will implement.</p> <p>IP 3 Standard 3.1</p>	<p>Professional Learning Opportunities \$10,000</p>	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>The following measures will be used to monitor/measure the implementation of EBP 5::</p> <ul style="list-style-type: none"> • School calendar • PD agendas, presentations, handouts, sign-in sheets and other artifacts that show teacher participation in professional learning opportunities • Teacher and facilitator reflections • Observation and coaching notes

Evidence Based Practice #1: Plan Do Study Act Framework

<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>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.</p> <p>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. National Center for Education Evaluation and Regional Assistance.</p> <p>Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). Continuous Improvement in Education. Advancing Teaching--Improving Learning. White Paper. Carnegie Foundation for the Advancement of Teaching.</p> <p>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.</p>
<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>ESSA Level III - The strength of the evidence is promising.</p>
<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>There are three levels of expected outcomes when the innovation is implemented: classroom-level instructional improvement, system-wide improvement, and collective impact.</p> <p>Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). Continuous Improvement in Education. Advancing Teaching--Improving Learning. White Paper. Carnegie Foundation for the Advancement of Teaching.</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>

Evidence Based Practice #1: Plan Do Study Act Framework

<p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p>	<p>Yes, the following provides evidence of the effectiveness of continuous improvement and cycles of inquiry within a community of practice setting.</p> <p>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.</p> <p>Additionally, this book includes case studies for a systems approach to continuous improvement across a range of disciplines, including education.</p> <p>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.</p>
<p>Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?</p>	<p>Yes, there is a well-developed theory of change including research providing evidence that continuous improvement work provides opportunity to improve both content and process.</p> <p>“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).</p> <p>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.</p> <p>Additionally, this practice is grounded in school improvement research (Marzano 2000; Marzano, Waters, and McNulty 2005) and targets five main school capacity-building areas:</p> <ol style="list-style-type: none">1. Data-based decision making—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

Evidence Based Practice #1: Plan Do Study Act Framework

	<p>school, and shares a collective belief that the community can accomplish its goals (collective efficacy).</p> <ol style="list-style-type: none"> 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. <p>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.</p> <p>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.</p> <p>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.</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>There is research to provide guidance on the implementation of this practice in chronically low performing schools.</p> <p>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. National Center for Education Evaluation and Regional Assistance.</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>Yes, there is research to provide data specific to effectiveness of addressing problems of practice in districts with culturally and linguistically diverse populations.</p> <p>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.</p>

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.	<p>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.</p> <p>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.</p>
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?	<p>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.</p> <p>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.</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.	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.](#)

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

<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>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.</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>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.</p> <p>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.</p>

Evidence Based Practice #3: Instructional Coaching and Feedback

<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>Yes, there is research data available to demonstrate the effectiveness of feedback and instructional coaching.</p> <p>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.</p> <p>Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. Review of educational research, 88(4), 547-588.</p> <p>Killion, J. (2017). Research review. The Learning Professional, 38(2), 20.</p>
<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>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.</p> <p>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.</p>
<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>According 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).</p> <p>Killion, J. (2017). Research review. The Learning Professional, 38(2), 20.</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>

Evidence Based Practice #3: Instructional Coaching and Feedback

<p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p>	<p>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).</p> <p>Killion, J. (2017). Research review. <i>The Learning Professional</i>, 38(2), 20.</p> <p>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.</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>“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).</p> <p>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.</p> <p>Killion, J. (2017). Research review. <i>The Learning Professional</i>, 38(2), 20.</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>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.</p> <p>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>.</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>Yes, The Impact of Providing Feedback to Teachers and Principals provides data specific to effectiveness for culturally and linguistically diverse populations.</p> <p>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>.</p>

Evidence Based Practice #4: Montessori Teaching

<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>Yes, there is research data available to demonstrate the effectiveness of Montessori curriculum.</p> <p>Lillard, A. S., & Else-Quest, N. (2006). The early years: Evaluating Montessori education. Science, 313, 1893–1894.</p> <p>Katie Brown and Chance W. Lewis The Journal of Negro Education, Vol. 86, No. 4, Special Focus: Ethnic Differences, Experiences, and Connections for All Students in Education (Fall 2017), pp. 439-448.</p>
<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>The evidence provided is “Strong Evidence” as outlined by Every Student Succeeds Act’s tiered evidenced intervention system. Researchers evaluated the social and academic impact of Montessori education on primary (3- to 6-year-olds) and elementary (6- to 12-year-olds). “Both the experimental and the control group had entered the Montessori school lottery; those who were accepted were assigned to the experimental (Montessori) group, and those who were not accepted were assigned to the control (other education systems) group.”</p> <p>Lillard, A. S., & Else-Quest, N. (2006). The early years: Evaluating Montessori education. Science, 313, 1893–1894.</p> <p>The evidence provided in the second study is “Moderate Evidence” as outlined by Every Student Succeeds Act’s tiered evidenced intervention system. Brown & Lewis used a quasi-experimental design for the study that compares reading and math achievement for African American third grade students in public Montessori and other magnet schools in a large, urban district in North Carolina.</p> <p>Katie Brown and Chance W. Lewis The Journal of Negro Education, Vol. 86, No. 4, Special Focus: Ethnic Differences, Experiences, and Connections for All Students in Education (Fall 2017), pp. 439-448.</p>
<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>According to the study, “children at a public inner-city Montessori school had superior outcomes relative to a sample of Montessori applicants who, because of a random lottery, attended other schools. By the end of kindergarten, the Montessori children performed better on standardized tests of reading and math, engaged in more positive interaction on the playground, and showed more advanced social cognition and executive control. They also showed more concern for fairness and justice. At the end of elementary school, Montessori children wrote more creative essays with more complex sentence structures, selected more positive responses to social dilemmas, and reported feeling more of a sense of community at their school.”</p> <p>Lillard, A. S., & Else-Quest, N. (2006). The early years: Evaluating Montessori education. Science, 313, 1893–1894.</p>

Evidence Based Practice #4: Montessori Teaching

	<p>According to the study, African American, third-grade students in public Montessori schools scored significantly higher in reading than their counterparts in magnet schools but fare the same in math. "Reading scores were found to be significantly different between Montessori and magnet school settings ($p=.038$), with Montessori students scoring higher."</p> <p>Katie Brown and Chance W. Lewis <i>The Journal of Negro Education</i>, Vol. 86, No. 4, Special Focus: Ethnic Differences, Experiences, and Connections for All Students in Education (Fall 2017), pp. 439-448.</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>	n/a
<p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p>	<p>The school involved in the study "was affiliated with AMI/USA, which has a traditional and relatively strict implementation" of the Montessori methods.</p> <p>Lillard, A. S., & Else-Quest, N. (2006). <i>The early years: Evaluating Montessori education</i>. <i>Science</i>, 313, 1893–1894.</p> <p>The findings of the study suggest that "Montessori lower elementary instruction may be beneficial for African American students".</p> <p>Katie Brown and Chance W. Lewis <i>The Journal of Negro Education</i>, Vol. 86, No. 4, Special Focus: Ethnic Differences, Experiences, and Connections for All Students in Education (Fall 2017), pp. 439-448.</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>"When strictly implemented, Montessori education fosters social and academic skills that are equal or superior to those fostered by a pool of other types of schools." Short term outcomes include strengthening of higher levels of reasoning, having a greater sense of community. The long-term effects are student achievement and efficacy as a result of the implementation of the Montessori curriculum with fidelity.</p> <p>Lillard, A. S., & Else-Quest, N. (2006). <i>The early years: Evaluating Montessori education</i>. <i>Science</i>, 313, 1893–1894.</p>

Evidence Based Practice #4: Montessori Teaching

<p>Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.</p>	<p>Yes, the study was conducted at the Montessori school located in Milwaukee, Wisconsin. Researchers evaluated the social and academic impact of Montessori education on primary (3- to 6-year-old) and elementary (6- to 12-year-old) students.</p> <p>Lillard, A. S., & Else-Quest, N. (2006). The early years: Evaluating Montessori education. Science, 313, 1893–1894.</p> <p>Yes, the study evaluated “the effectiveness of Montessori public school programs in urban settings for African American elementary school students”, specifically, third grade African American students in public Montessori programs in a large, urban district in North Carolina from 2007 to 2014.</p> <p>Katie Brown and Chance W. Lewis The Journal of Negro Education, Vol. 86, No. 4, Special Focus: Ethnic Differences, Experiences, and Connections for All Students in Education (Fall 2017), pp. 439-448.</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>Yes, the Lillard & Else-Quest study provides data specific to effectiveness for culturally and linguistically diverse populations. The Montessori school they studied (located in Milwaukee, Wisconsin) served mainly urban minority children.</p> <p>Lillard, A. S., & Else-Quest, N. (2006). The early years: Evaluating Montessori education. Science, 313, 1893–1894.</p> <p>Yes, the Brown & Lewis study provides data specific to effectiveness for culturally and linguistically diverse populations. The study compares reading and math achievement for African American third grade students in public Montessori and other magnet schools in a large, urban district in North Carolina.</p> <p>Katie Brown and Chance W. Lewis The Journal of Negro Education, Vol. 86, No. 4, Special Focus: Ethnic Differences, Experiences, and Connections for All Students in Education (Fall 2017), pp. 439-448.</p>

Evidence Based Practice #5: A Strategic Professional Development Plan

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>Yes, there is research data available to demonstrate the effectiveness of professional development. Nine studies were specific in the effect of teacher professional development.</p> <p>Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007-No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest.</p>
What is the strength of the evidence? Under what conditions was the evidence developed?	<p>The report states that “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).</p>
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	<p>The cited report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies— can boost their students’ achievement by about 21 percentile points.’ At Frost, there is time during the day, three days a week, for professional learning as well as after school (with a stipend). We expect teachers to receive the professional learning and take what they have learned and implement in the classroom with the final outcome being increased student achievement and sustainability of the process.</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>There were nine studies that concluded 49 hours can increase students’ achievement.</p> <p>Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007-No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest.</p>
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	<p>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.</p> <p>Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007-No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest.</p>

Evidence Based Practice #5: A Strategic Professional Development 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?	"The average effect size across the nine studies of professional development on student achievement was 0.54, ranging from -0.53 to 2.39." Short term outcomes include strengthening teacher efficacy. The long term effects are student achievement and efficacy as a result of strengthened teacher efficacy.
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)".
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>The studies mentioned in the report took place in large urban districts and provide data specific to effectiveness for culturally and linguistically diverse populations.</p> <p>Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007-No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest.</p>

FIRST QUARTER ACTION Plan			
Date Range of Plan		May 1, 2020 - August 1, 2020	
45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
Plan Do Study Act Framework Training for Leadership Team	Dr. Marcia Carmichael-Murphy, Principal Sarah Reed, Academic Instructional Coach Dr. Angela Pleasant, Behavior Coach Dr. Irina McGrath, KDE ER	\$0	Key Facilitator/Instructional Leadership Team (ILT) agenda/minutes, E-mail, Newsletter, Schoolwide Living Calendar, Notifications/Alerts/Mobile App
Vision & Mission review & revision using Plan Do, Study, Act Framework with staff & stakeholders	Dr. Marcia Carmichael-Murphy, Principal, Instructional Leadership Team, Dr. Irina McGrath, KDE-ER	\$0	Email, Newsletter, Hub, Living Calendar, Key Facilitator/Instructional Leadership Team (ILT) agenda/minutes, Google Drive, Notifications/Alerts/Mobile App
Develop and provide staff PD for during class intervention/enrichment and personalized acceleration plans RTI instructional cycle based on formative & summative data focused on the standards.	Dr. Marcia Carmichael-Murphy, Principal Sarah Reed, Academic Instructional Coach Dr. Angela Pleasant, Behavior Coach LaTonia Arthur, Literacy Coach, Dr. Irina McGrath, KDE ER	\$0	Email, Newsletter, Hub, Living Calendar, Key Facilitator/Instructional Leadership Team (ILT) agenda/minutes, Google Drive, Notifications/Alerts/Mobile App
Review and Refine Master Schedule 2020-21	Dr. Marcia Carmichael-Murphy, Principal Dalton Holt, Assistant Principal	\$0	E-mail, Newsletter, Key Facilitator/Instructional Leadership Team (ILT) agenda/minutes, Staff Manual, Google Drive
Develop & commit to a Professional Development Calendar 2020-21 school year	Dr. Marcia Carmichael-Murphy, Principal Sarah Reed, Academic Instructional Coach Dr. Angela Pleasant, Behavior Coach LaTonia Arthur, Literacy Coach, Dr. Irina McGrath, KDE ER	\$0	Email, Newsletter, Hub, Living Calendar, Key Facilitator/Instructional Leadership Team (ILT) agenda/minutes, Google Drive, Staff Manual
Review and revise Behavior Plan using Plan Do Study Act Framework	Dr. Marcia Carmichael-Murphy, Principal Dalton Holt, Assistant Principal Dr. Angela Pleasant, Behavior Coach Sarah Reed, Academic Instructional Coach Dr. Irina McGrath, KDE ER	\$0	Key Facilitator/Instructional Leadership Team (ILT) agenda/minutes, E-mail, Newsletter, Schoolwide Living Calendar, Notifications/Alerts/Mobile App
Behavior Management Plan PD with staff for class and school-wide systems understanding and implementation for schoolwide fidelity	Dr. Marcia Carmichael-Murphy, Principal, Dalton Holt, Assistant Principal Dr. Angela Pleasant, Behavior Coach, L'Tanya White, Counselor, PBIS Team, Elizabeth Lockhart, ECE Implementation Coach, Dr. Irina McGrath, KDE/ER	\$0	Email, Newsletter, Hub, Living Calendar, Key Facilitator/Instructional Leadership Team (ILT) agenda/minutes, Google Drive, Notifications/Alerts/Mobile App
Review and provide PATHS SEL Curriculum PD with all staff for class and school-wide systems understanding and implementation for schoolwide fidelity	Dr. Marcia Carmichael-Murphy, Principal, Dalton Holt, Assistant Principal Dr. Angela Pleasant, Behavior Coach, L'Tanya White, Counselor, PBIS Team, Elizabeth Lockhart, ECE Implementation Coach, Dr. Irina McGrath, KDE/ER	\$0	Email, Newsletter, SchoolwideHub, Living Calendar, Google Drive, Key Facilitator/Instructional Leadership Team (ILT) agenda/minutes, Google Drive, Notifications/Alerts/Mobile App
Review and revise school-wide PBIS and MTSS plan	Dr. Marcia Carmichael-Murphy, Principal, Dalton Holt, Assistant Principal Dr. Angela Pleasant, Behavior Coach, L'Tanya White, Counselor, PBIS Team, Elizabeth Lockhart, ECE Implementation Coach, Dr. Irina McGrath, KDE/ER	\$0	Email, Newsletter, SchoolwideHub, Living Calendar, Google Drive

FIRST QUARTER ACTION Plan			
Date Range of Plan		May 1, 2020 - August 1, 2020	
45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
Provide PBIS and MTSS Plan school-wide PD with all staff for class and school-wide systems understanding and implementation for school-wide fidelity	Dr. Marcia Carmichael-Murphy, Principal, Dalton Holt, Assistant Principal Dr. Angela Pleasant, Behavior Coach, L'Tanya White, Counselor, PBIS Team, Elizabeth Lockhart, ECE Implementation Coach, Dr. Irina McGrath, KDE/ER	\$0	Email, Newsletter, Hub, Living Calendar, Key Facilitator/Instructional Leadership Team (ILT) agenda/minutes, Google Drive, Notifications/Alerts/Mobile App
Refine and provide staff PD PLC Training	Dr. Marcia Carmichael-Murphy, Principal, Dalton Holt, Assistant Principal, Sarah Reed, Academic Instructional Coach, PLC Coach, Instructional Leadership Team	\$0	Key Facilitator/Instructional Leadership Team (ILT) agenda/minutes, E-mail, Newsletter, Schoolwide Living Calendar, Notifications/Alerts/Mobile App
Revise and refine PLC protocols and systems.	Dr. Marcia Carmichael-Murphy, Principal, Dalton Holt, Assistant Principal, Sarah Reed, Academic Instructional Coach, PLC Coach, Instructional Leadership Team Dr. Irina McGrath, KDE ER	\$0	Email, Newsletter, SchoolwideHub, Living Calendar, Google Drive, Key Facilitator/Instructional Leadership Team (ILT) agenda/minutes, Google Drive, Notifications/Alerts/Mobile App
Devise and provide Montessori integration with KAS standards training	Dr. Marcia Carmichael-Murphy, Principal, Sarah Reed, Academic Instructional Coach, Instructional Leadership Team	\$0	Email, Newsletter, SchoolwideHub, Living Calendar, Google Drive, Key Facilitator/Instructional Leadership Team (ILT) agenda/minutes, Google Drive, Notifications/Alerts/Mobile App
Provide KAS KDE standards & general/content area standard resources from KDE standards website through paper documents to all certified staff	Sarah Reed, Academic Instructional Coach, JCPS District Content Area, Specialists/Resource Teachers, Dr. Irina McGrath, KDE ER	\$0	Email, Newsletter, SchoolwideHub, Living Calendar, Google Drive, Key Facilitator/Instructional Leadership Team (ILT) agenda/minutes, Google Drive
Review grade level KAS standards with district content area specialist(s)/resource teachers and AIC.	Sarah Reed, Academic Instructional Coach, JCPS District Content Area, Specialists/Resource Teachers, Dr. Irina McGrath, KDE ER	\$0	Email, Newsletter, SchoolwideHub, Living Calendar, Google Drive, Key Facilitator/Instructional Leadership Team (ILT) agenda/minutes, Google Drive
Provide Guided Reading training to all certified staff	Latonia Arthur - Reading Recovery, Teacher/Coach, Sarah Reed, Academic, Instructional Coach, Additional Literacy Coach, JCPS District Literacy/Guided Reading AIS Resource Teachers	\$0	Email, Newsletter, SchoolwideHub, Living Calendar, Google Drive, Key Facilitator/Instructional Leadership Team (ILT) agenda/minutes, Google Drive
Create and refine new and beginning teacher induction plan	Sarah Reed, Academic Instructional Coach JCPS District PD Office Resource Teacher(s) Dr. Angela Pleasant, Behavior Coach Dr. Irina McGrath, KDE ER	\$0	Email, Newsletter, SchoolwideHub, Living Calendar, Google Drive, Key Facilitator/Instructional Leadership Team (ILT) agenda/minutes, Google Drive, Staff Manual
Design and implement new and beginning teacher induction program and PD	Sarah Reed, Academic Instructional Coach JCPS District PD Office Resource Teacher(s) Dr. Angela Pleasant, Behavior Coach Dr. Irina McGrath, KDE ER	\$0	Email, Newsletter, SchoolwideHub, Living Calendar, Google Drive, Key Facilitator/Instructional Leadership Team (ILT) agenda/minutes, Google Drive

FIRST QUARTER ACTION Plan			
Date Range of Plan		May 1, 2020 - August 1, 2020	
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