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Turnaround Plan

Engelhard Elementary School

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Principles of School Improvement Planning

Building an Effective Turnaround Plan

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

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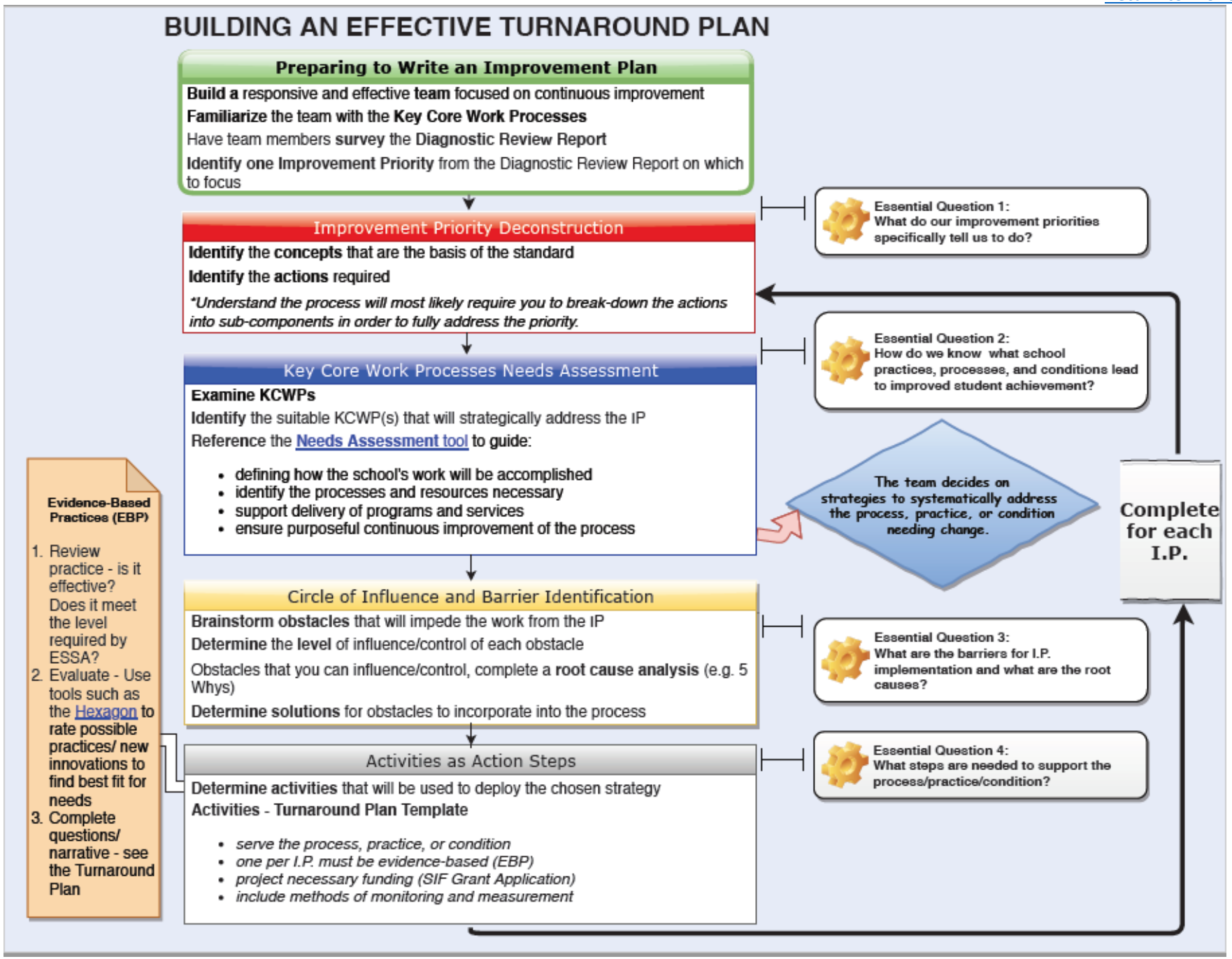
BUILDING AN EFFECTIVE TURNAROUND PLAN



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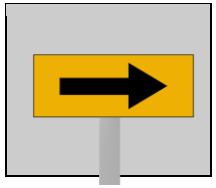
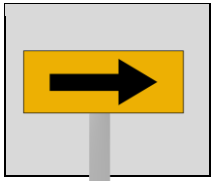
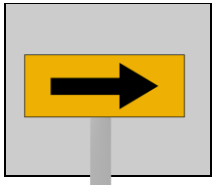
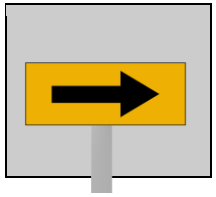
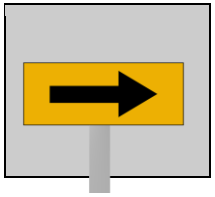
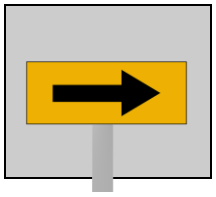
Turnaround Plan Overview and Implementation Process

Turnaround Plan (3 year strategic plan) with FOCUS on the Diagnostic Review Improvement Priorities.		***First 45 Day Plan*** ***These are the immediate next steps for school improvement derived from the overall three year turnaround plan.***		***Check Point 1 A specific process for CSI school leadership teams along with AIS and KDE personnel to discuss implementation and impact of 45 Day plan and quarterly report data. Develop next steps for the next 45 days***		***Second 45 Day Plan*** ***These are the immediate next steps for school improvement derived from the overall three year turnaround plan.***
Check Point 2 A specific process for CSI school leadership teams along with AIS and KDE personnel to discuss implementation and impact of 45 Day plan and quarterly report data. Develop next steps for the next 45 days		***Third 45 Day Plan*** ***These are the immediate next steps for school improvement derived from the overall three year turnaround plan.***		***Check Point 3 A specific process for CSI school leadership teams along with AIS and KDE personnel to discuss implementation and impact of 45 Day plan and quarterly report data. Develop next steps for the next 45 days***		***Fourth 45 Day Plan These are the immediate next steps for school improvement derived from the overall three year turnaround plan.***

Annual Analysis of the CSI School's Turnaround Planning Process

A self-assessment of the CSI school's ability to develop, implement, monitor, and evaluate the turnaround plan.

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School Name

Engelhard Elementary School

Vision

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

To Empower Students through Education to Reach Their Highest Potential

Mission

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

To Academically, Socially, and Emotionally prepare Students for Middle School and Beyond

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.)

Ryan McCoy, Principal
Nick Drexler, Assistant Principal
Melanie Benitez, Academic Instructional Coach
Vicky Layne, Literacy Coach
Charity Garnett, Media Specialist
Casey Hernadez, ECE teacher
Tracy Smith, First grade teacher
Debra Reed, Educational Recovery Leader

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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	Goal 1: The proficiency score at Engelhard Elementary will increase from to 55.0 by 2023 measured by the KPREP assessment. The proficiency score at Engelhard Elementary will increase from to 55.0 by 2023 measured by the KPREP assessment.	Objective 1: Students at Engelhard Elementary will reach 26% proficiency in reading as measured by the 2020 KPREP assessment. Objective 2: Students at Engelhard Elementary will reach 19.5% proficiency in math as measured by the 2020 KPREP assessment.
Separate Academic Indicator	Goal 2: The separate academic indicator at Engelhard Elementary will increase to 69.3 in 2023 as measured by the KPREP assessment.	Objective 1: Students at Engelhard Elementary will reach 23.9% proficiency/distinguished in writing as measured by the 2019 KPREP assessment. Objective 2: Students at Engelhard Elementary will reach 12.7% proficiency/distinguished in Social Studies as measured by the 2019 KPREP assessment.
Growth	Goal 5: *By 2020, all students will show growth towards grade level benchmarks on the MAP assessment in reading and math. We will see an increase of 5% of students will reach proficient or distinguished benchmarks as measured by the MAP projected proficiency report in reading and math.*	Objective 1 Students assessed on MAP will meet a goal of % (R=%, M= %) on growth projection in Spring of 2020, as measured on the MAP Student Growth Summary report.

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Accountability Area	Goals These are the aim statements the school will be reaching 3 years from now.	Objectives These are aim statements the school will be reaching this school year.
Transition Readiness	Goal 6: *To increase the number of students who are socially/emotionally ready for middle school in 2020 by increasing student voice by 5% and student collaboration by %5 according to the district's CSS data.*	Objective 1 To increase student collaboration from 78% to 83% according to the district CSS. Objective 2 To increase student voice from 69% to 84% according to the district CSS.
Equity	Goal 4 African American students at Engelhard will meet the KPREP reading proficiency goal of 52.5 and math proficiency goal of in 2023.	Objective 1 African American students at Engelhard will meet 22% proficiency/distinguished in reading as measured on KPREP in 2020. Objective 2 African American students at Engelhard will meet 16.7% proficiency/distinguished in math as measured on KPREP in 2020.
GAP	Goal 3: By the end of the 2023 school year, our school will increase the percentage of students meeting proficiency/distinguished on KPREP (**R**: 46.5%, **M**: 41.5%, **)**	Objective 1 African American students at Engelhard will meet 22% proficiency/distinguished in reading as measured on KPREP in 2020. Objective 2 African American students at Engelhard will meet 16.7% proficiency/distinguished in math as measured on KPREP in 2020.

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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.
Other	Goal 7: To reduce the number of students who are chronically absent (10% or more total days out of school) from 25.93% 2018/2019 to 23% in 2019/2020.	Objective 1 Students in Tier 3 of chronic absence at Engelhard will improve attendance by at least 10% as indicated in IC. Students in Tier 2 of chronic absence at Engelhard will improve attendance by at least 5% as indicated in IC.

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IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
Develop standard operating procedures to implement, monitor, and adjust programs with consistency and fidelity in support of teaching and learning. (Standard 1.7)	Utilize a formalized process of analyzing data to monitor, evaluate, and revise programs to improve student learning and organizational conditions. (Standard 2.12)	
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 - Standard operating procedures implement, monitor, adjust - programs in support of teaching and learning	Utilize - formalized data analysis process monitor, evaluate, revise - programs to improve learning and organizational conditions	

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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	**_X___KCWP 1: Design and Deploy Standards**	**____KCWP 1: Design and Deploy Standards**
	Deconstruct KAS (all subject areas) to understand the intent of each standard, create student friendly learning targets, and develop success criteria organized by a progression of learning to mastery of the standard.	
____KCWP 2: Design and Deliver Instruction	**____KCWP 2: Design and Deliver Instruction**	**____KCWP 2: Design and Deliver Instruction**
____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	**_x__ KCWP 4: Review, Analyze, and Apply Data**	**___ KCWP 4: Review, Analyze, and Apply Data**
	Develop and implement systems for examining and interpreting school -wide and classroom data to identify areas of need for teaching and learning and organizational conditions.	
__x__KCWP 5: Design, Align, and Deliver Support	**____KCWP 5: Design, Align, and Deliver Support**	**____KCWP 5: Design, Align, and Deliver Support**
Ensure procedures are in place to support teaching and learning. Develop monitoring protocols that use the analysis of data to determine effectiveness of programs and tiered interventions.		
____KCWP 6:Establish Learning Culture & Environment	**____KCWP 6:Establish Learning Culture & Environment**	**____KCWP 6:Establish Learning Culture & Environment**

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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
Engelhard Elementary administration and ILT will develop and implement standard operating systems and protocols for instructional and non-instructional areas (i.e., MTSS for academics and behavior, PLC, Grading, Attendance, Communication, Teacher Feedback and Coaching). The school will monitor and adjust these systems based on a Plan, Do, Study, Act approach to school improvement planning utilizing the **Jim Shipley and Associates School Improvement Planning for Performance Excellence model.** **EBP #1** **IP 1 1.7** **IP 2 2.12**	$0 training provided by KDE	**KCWP #5 – Design, Align, Deliver Support Processes**	Admin and ILT agendas and minutes 45 Day Turnaround plans Attendance data Behavior data Student assessment data Shipley System Checks Plus/Deltas Surveys

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Year One Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	**Funding**	**KCWP Connection**	**Monitoring/ Measurement**
The Instructional Leadership Team structure will be redesigned to better serve as a collaborative, influential leadership team involved in shared decision making through the analysis of school and classroom data focused on achieving school goals. The team will follow the **Jim Shipley and Associates School Improvement Planning for Performance Excellence.** **EBP #1** **IP 1 1.7** **IP 2 2.12**	$0	**KCWP #5 – Design, Align, Deliver Support Processes**	ILT agendas and minutes Data analysis protocol Shipley System Checks Plus/Deltas
Professional Learning Communities Engelhard Elementary will contract with Solution Tree to train teachers in the DuFour model of professional learning communities and create a system to monitor the implementation of PLCs across all grade levels and content areas. **EBP #2** **EBP #4** **IP 2 2.12**	$ 60,000 SIF	**KCWP #4 - Review, Analyze and Apply Data**	Professional Learning records Administration/coaches attendance at PLCs PLC agenda/minutes Data analysis protocol Student and teacher progress monitoring records

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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
Teacher Clarity Engelhard Elementary will commit to the work of teacher clarity through extensive professional learning utilizing the KAS resources and training modules from KYStandards.org. Teachers will participate in a book study on teacher clarity. Teachers will deconstruct KAS standards for all subject areas into learning targets and success criteria. Teachers will utilize these targets and success criteria to develop formative/summative assessments, differentiate learning based on student need, and establish a progress monitoring system for students and teachers. **EBP #3** **EBP #4** **IP 2 2.12**	Book Study: Clarity for Learning - Five Essential Practices That Empower Students and Teachers (John Almarode, Kara Vandas) 26@ 32.12 = $835.12 SIF 30 hours required professional learning per teacher - $50,000 SIF	**KCWP #1 - Design and Deploy Standards**	Professional Learning sign-in sheets/agendas/minutes PLC agendas/minutes Documented deconstructed standards with learning targets and success criteria Lesson plans Documented formative and summative assessments Teacher and student progress monitoring records Classroom observations

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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
Curriculum Engelhard Elementary will begin designing and/or revising a guaranteed, viable curriculum for each grade level/content area complete with deconstructed standards, assessments, classroom practices, and instructional resources to support student achievement. Administrators and teachers will ensure the curriculum and any supporting programs/resources are aligned to KAS. Administration will provide teachers with necessary professional learning to ensure the curriculum and any supporting programs are implemented with fidelity. Administration and teachers will monitor the implementation and the impact of the curriculum and supporting programs on student learning and make adjustments as necessary. **EBP #4** **EBP #5** **IP 2 2.12**	Eureka training - $7.000 SIF Guided Reading Libraries: Trade Books $100,000 SIF	**KCWP #1 - Design and Deploy Standards** **KCWP #4 - Review, Analyze and Apply Data**	Curriculum and pacing guides Unit/Lesson plans Classroom observations Student assessment data PLC agendas and minutes Professional learning records

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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
Engelhard Elementary administration and ILT will review and refine standard operating systems and procedures for instructional and non-instructional areas (i.e., MTSS for academics and behavior, PLC, Grading, Attendance, Communication, Teacher Feedback and Coaching). The school will continuously monitor and adjust these systems based on a Plan, Do, Study, Act approach to school improvement planning utilizing the **Jim Shipley and Associates School Improvement Planning for Performance Excellence model.** **EBP #1** **IP 1 1.7** **IP 2 2.12**	$0	**KCWP #5 – Design, Align, Deliver Support Processes**	Admin and ILT agendas and minutes 45 Day Turnaround plans Attendance data Behavior data Student assessment data Shipley System Checks Plus/Deltas Surveys

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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
The Instructional Leadership Team will serve as a collaborative, influential leadership team involved in shared decision making through the analysis of school and classroom data focused on achieving school goals. The team will follow the **Jim Shipley and Associates School Improvement Planning for Performance Excellence.** **EBP #1** **IP 1 1.7** **IP 2 2.12**	$0	**KCWP #5 – Design, Align, Deliver Support Processes**	ILT agendas and minutes Data analysis protocol Shipley System Checks Plus/Deltas
Professional Learning Communities Engelhard Elementary will train new staff and review with returning staff the DuFour model of professional learning communities. The PLC structure will be reviewed and refined to ensure student needs are being met. **EBP #2** **IP 2 2.12**	$0	**KCWP #4 - Review, Analyze and Apply Data**	Professional Learning records Administration/coaches attendance at PLCs PLC agenda/minutes Data analysis protocol Student and teacher progress monitoring records

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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
Teacher Clarity Engelhard Elementary will continue the work of teacher clarity through resources and modules offered by KYStandards.org and professional learning communities. Teachers will review and revise learning targets, success criteria, and assessments to ensure students are successful in the mastery of standards. Instructional coaches will support teachers in the implementation of high yield instructional strategies. **EBP #3** **EBP #4** **IP 2 2.12**	Required Professional Learning $25,000 SiF	**KCWP #1 - Design and Deploy Standards**	PLC agendas/minutes Documented deconstructed standards with learning targets and success criteria Lesson plans Documented formative and summative assessments Teacher and student progress monitoring records Classroom observations
Curriculum Engelhard Elementary will continue the work of curriculum design to ensure a guaranteed, viable curriculum for each grade level/subject area. Math in Practice will be used as a professional learning resource to support the math curriculum. It identifies the big ideas of both math content and math teaching, unpacking key instructional strategies and detailing why those strategies are so powerful. Administration and teachers will monitor the implementation and the impact of the curriculum and supporting programs on student learning and make adjustments as necessary. Administration will provide professional learning on the curriculum according to teacher need. **EBP #4** **EBP #6** **IP 2 2.12**	Math in Practice $1950.00	**KCWP #1 - Design and Deploy Standards** **KCWP #4 - Review, Analyze and Apply Data**	Curriculum and pacing guides Unit/Lesson plans Classroom observations Student assessment data PLC agendas and minutes Professional learning records

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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
Engelhard Elementary administration and ILT will continuously monitor, review, and refine standard operating systems and procedures for instructional and non-instructional areas for effectiveness and impact on student learning. **Jim Shipley and Associates School Improvement Planning for Performance Excellence model.** **EBP #1** **IP 1 1.7** **IP 2 2.12**	$0	**KCWP #5 – Design, Align, Deliver Support Processes**	Admin and ILT agendas and minutes 45 Day Turnaround plans Attendance data Behavior data Student assessment data Shipley System Checks Plus/Deltas Surveys
Professional Learning Communities Engelhard Elementary will train new staff and review with returning staff the DuFour model of professional learning communities. The PLC structure will be reviewed and refined to ensure student needs are being met. **EBP #2** **IP 2 2.12**	$0	**KCWP #4 - Review, Analyze and Apply Data**	Professional Learning records Administration/coaches attendance at PLCs PLC agenda/minutes Data analysis protocol Student and teacher progress monitoring records

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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
Professional Learning Communities Administrators and instructional leaders will review and refine PLC processes and make necessary data driven decisions to ensure student learning. **EBP #2** **IP 2 2.12**	$0	**KCWP #4 - Review, Analyze and Apply Data**	Administration/coaches attendance at PLCs PLC agenda/minutes Data analysis protocol Student and teacher progress monitoring records
Teacher Clarity Instructional leaders will continue to provide teachers support in providing clarity in teaching and learning through the PLC process. Students will be able to answer the three questions: What are you learning? Why are you learning it? How will you know when you've learned it? **EBP #3** **EBP #4** **IP 2 2.12**	$0	**KCWP #1 Design and Deploy Standards**	PLC agendas/minutes Lesson plans Documented formative and summative assessments Teacher and student progress monitoring records Classroom observations
Curriculum Administrators and ILT will ensure a guaranteed, viable curriculum for each grade level/subject area. Administration and teachers will monitor the impact of the curriculum and supporting programs on student learning and make adjustments as necessary. **EBP #4** **IP 2 2.12**	$0	**KCWP #1 - Design and Deploy Standards** **KCWP #4 - Review, Analyze and Apply Data**	Curriculum and pacing guides Unit/Lesson plans Classroom observations Student assessment data PLC agendas and minutes Professional learning records

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Evidence Based Practice #1

IP #1 & IP #2- Jim Shipley School Improvement Planning for Performance Excellence

Engelhard Elementary will use Shipley Continuous Improvement systems to develop standard operating procedures to support teaching and learning. Engelhard Elementary will use the continuous improvement model to implement, monitor, and adjust programs with consistency and fidelity in support of teaching and 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.	Continuous Improvement in Education.pdf Park, Sandra, et al. “Continuous Improvement in Education.” Carnegie Foundation for the Advancement of Teaching, 2013, pp. 1-48.
What is the strength of the evidence? Under what conditions was the evidence developed?	Efforts were made to use a sampling of organizations, including school districts, individual schools, and community partners. The case examples focused on 3 specific school districts and one community partnership.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Expected Outcomes: ● A school culture driven by the desire to accomplish the vision and mission of the school ● A redesigned instructional leadership team working collaboratively on school improvement through shared decision making ● Clear communication of school goals and the strategies and activities intentionally chosen to achieve these goals with all stakeholders ● Formalized operating procedures to support and enhance school improvement ● A formalized process for monitoring, evaluating, and revising academic and behavioral programs being implemented to support student learning
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	NA
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	There is practiced based evidence that supports effectiveness. Continuous Improvement in Education.pdf

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Evidence Based Practice #1
IP #1 & IP #2- Jim Shipley School Improvement Planning for Performance Excellence

Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	There is a three phase system that schools work through to implement the Shipley Systems Check. Phase One of the framework consists of organization, phase two of implementation, and phase three of improvement. Continuous Improvement in Education.pdf
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	The study was conducted in educational settings using continuous improvement processes and procedures. Research is descriptive in nature. Continuous Improvement in Education.pd
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?	No, the study applies to all stakeholders.

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Evidence Based Practice #2
IP # 2 - Professional Learning Communities

Engelhard Elementary will work with Solution Tree to provide professional development, (Hattie Effect Size of 1.57), on Professional Learning Communities (Collective Teacher Efficacy, Hattie Effect Size of 1.57). Teachers will engage in the professional learning community process to analyze diagnostic and formative classroom data to monitor, evaluate, and revise tiered instruction for academics and behavior.

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.	A Review of Research on the Impact of Professional Learning Communities on Teaching Practices and Student Learning.pdf
What is the strength of the evidence? Under what conditions was the evidence developed?	Evidence of the study indicates that well developed and defined PLC processes have a positive effect on student learning. The evidence was based on 11 studies conducted on teaching and learning through the PLC process.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Expected Outcomes: • Clearly defined PLC process that is continuous, data driven, and monitored with fidelity • Teacher collaboration to improve teaching and learning • Teacher growth through feedback and coaching from administration and coaches • Increase in student growth and achievement
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.	A Review of Research on the Impact of Professional Learning Communities on Teaching Practices and Student Learning.pdf Action research suggests that when implemented with fidelity, PLC processes have a positive effect on student learning, especially when focused on student learning.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	A Review of Research on the Impact of Professional Learning Communities on Teaching Practices and Student Learning.pdf Practiced based research around the PLC design, evidence that PLC's are effective when there is a focus on professional learning and teaching practices, school culture, and student achievement.
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	Short Term Goal Outcome: Implement, with fidelity, a PLC continuous improvement design that focuses on student learning and building teacher efficacy. Long Term Goal: Sustainability and refinement of continuous PLC design.

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Evidence Based Practice #2
IP # 2 - Professional Learning Communities

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.	The evidence was based on 11 studies, including 10 American studies and 1 English study. All studies were conducted in schools across America and England. The meta-analyses examined studies within the context of five essential characteristics of PLCs: 1) shared values and norms must be developed with regard to such issues as the group's collective ''views about children and children's ability to learn, school priorities for the use of time and space, and the proper roles of parents, teachers, and administrators," 2) a clear and consistent focus on student learning, 3) reflective dialogue that leads to ''extensive and continuing conversations among teachers about curriculum, instruction, and student development'' 4) de-privatizing practice to make teaching public and collaboration
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	The authors deconstructed each of the 11 studies that met the criteria for their research. They coded each study to examine the degree to which the PLCs met the characteristics of highly effective PLCs in order to qualitatively analyze where impact was found with student outcomes. Most studies utilized an interview, observation, and field notes approach, but 2 out of the 11 studies provided more robust quantitative analysis of survey and achievement data.

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Evidence Based Practice #3
IP #2 - Teacher Clarity

Engelhard Elementary will provide extensive professional learning to all teachers in the work of Teacher Clarity (Hattie effect size .75). Teachers will deconstruct the Kentucky Academic Standards to identify the most critical aspects of instruction: learning intentions, success criteria, and learning progressions.

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.	Kennedy, J. J., Cruickshank, D. R., Bush, A. J., & Myers, B. (1978). Additional Investigations into the Nature of Teacher Clarity. *Journal of Educational Research*, *72*(1), 3–10. https://doi.org/10.1080/00220671.1978.10885109 Hattie, John & Donoghue, Greg. (2016). Learning strategies: a synthesis and conceptual model. npj Science of Learning. 1. 16013. 10.1038/npjscilearn.2016.13. https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_model
What is the strength of the evidence? Under what conditions was the evidence developed?	Kennedy, Cruickshank, Bush, & Meyers (1978) conducted a study with "American ninth grade students attending public junior high schools in Columbus, Ohio (N=425) and suburban Memphis, Tennessee (N=307)." The study also included "Australian...students between 13 and 15 years of age attending suburban secondary schools in Sydney and Perth." Teachers were measured on clarity using four different instruments that were color coded, each asking students to consider their experiences with clear and unclear teachers and various behaviors associated with these teachers. The samples were then viewed through ANOVA and MANOVA statistical analysis. This study was a Level II, quasi-experimental study that had no random assignment of treatments. The study found strong correlations of at least .80 at all levels of variables indicating that teachers with stronger clarity had a greater impact on student learning. In addition to this study, evidence has been found through a 800-study meta-analysis completed by John Hattie (2012), determining that Teacher Clarity has a .75 effect size on student achievement. Hattie & Donoghue (2016) examined various aspects of this meta-analysis and determined the impact of student success criteria has an effect size of 1.13 on student achievement. Teachers should have a clear understanding of the skills taught to ensure students are meeting the determined success criteria.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Expected Outcomes: ● Teacher clarity of the intent of the standards ● Clear communication of learning targets and success criteria to students ● A monitoring protocol used by both teachers and students to record progress towards mastery of standards ● Clear identification of what each student needs to master standards ● Aligned formative and summative assessments

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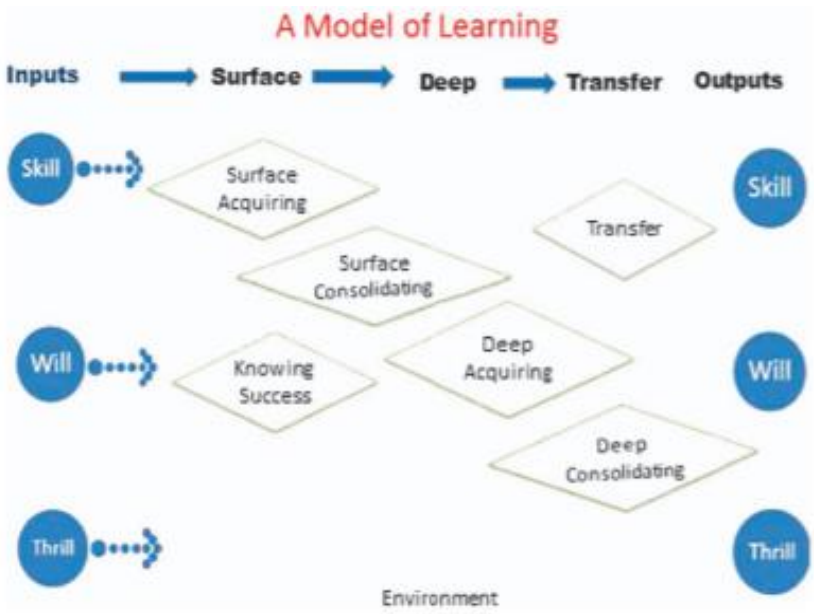
Evidence Based Practice #3
IP #2 - Teacher Clarity

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.	Kennedy, J. J., Cruickshank, D. R., Bush, A. J., & Myers, B. (1978). Additional Investigations into the Nature of Teacher Clarity. *Journal of Educational Research*, *72*(1), 3–10. https://doi.org/10.1080/00220671.1978.10885109 Hattie, John & Donoghue, Greg. (2016). Learning strategies: a synthesis and conceptual model. npj Science of Learning. 1. 16013. 10.1038/npjscilearn.2016.13. https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_model
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	 **Figure 1.** A model of learning. Hattie & Donoghue (2016) explain their model of learning in their meta-analysis. In this model, knowing success is aligned to students understanding their success criteria. Hattie & Donoghue (2016) state, "when a student is aware of what it means to be successful before undertaking the task, this awareness leads to more goal-directed behaviours" (p. 2). Teachers should have a clear understanding of KAS standards to better deliver learning targets in Wheatley Elementary classrooms. By delivering clearer instruction with closely KAS aligned learning targets students will have greater success in acquiring new knowledge.

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Evidence Based Practice #3
IP #2 - Teacher Clarity

Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Hattie (2012) examined over 800 studies in his meta-analysis of highly correlated practices that impact student achievement. In this meta-analysis, he analyzed studies across all settings. Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	Hattie (2012) examined over 800 studies in his meta-analysis of highly correlated practices that impact student achievement. In this meta-analysis, he analyzed studies across all populations. . Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*.

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Evidence Based Practice #4
IP #2 - 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 The research is about the effectiveness of professional development. Nine studies were specific in the effect of teacher professional development.
What is the strength of the evidence? Under what conditions was the evidence developed?	Of the more than 1,300 studies identified as potentially addressing the effect of teacher professional development on student achievement in three key content areas, nine meet What Works Clearinghouse evidence standards. 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.
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.	There were nine studies that concluded 49 hours can increase students' achievement. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf The report cited that out of the nine studies 4 were randomized controlled trials and the other 5 were quasi-experimental design studies.

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Evidence Based Practice #4
IP #2 - Professional Learning

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 short term, Engelhard Elementary School will limit the scope of its professional learning to include ● Teacher Clarity on Kentucky Academic Standards (KAS) ● Professional Learning Communities ● Training and embedded professional learning to ensure the fidelity and implementation of curriculum/ programs (i.e., Eureka, Jan Richardson guided reading and writing). In the long term, Engelhard Elementary School will provide differentiated professional learning based on the needs of each teacher to improve the teachers’ craft and to improve student achievement.
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. 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 McGill-Franzen, A., Allington, R.L., Yokoi, L., & Brooks, G.W. (1999). Putting Books in the Classroom Seems Necessary But Not Sufficient. These studies were implemented and evaluated in district settings that are urban, high-poverty, and ethnically diverse.

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Evidence Based Practice #4
IP #2 - Professional Learning

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."

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Evidence Based Practice #5
Guided Reading

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.	Gaffner, J., Johnson, K., Torres-Elias, A., Dryden, L., (2014). Guided reading in first – fourth grade: theory to practice. Texas Journal of Literacy Education, 2(2), 117-126. ERIC - EJ1110820 - Guided Reading in First-Fourth Grade: Theory to Practice, Texas Journal of Literacy Education, 2014
What is the strength of the evidence? Under what conditions was the evidence developed?	This quantitative study provided small group guided reading to two treatment groups: 16 students for one year treatment and 21 students to one semester treatment in an urban Texas setting. The quantitative data was obtained from two measures. Aggregate treatment response of the sixteen (43.3%) students afforded yearlong treatment was compared to the treatment response of the twenty-one students (56.7%) afforded treatment for only one semester. Students who received the yearlong treatment (n = 16) improved more substantially (p = .005) than those who received the semester-only treatment (n = 21), with treatment duration accounting for 21% of the variance between groups (in terms of FP-BAS reading levels and ISIP-ERA scores). In fact, the average semester-only participant grew only one month in FP-BAS reading level, while a typical year-long student grew approximately 6 months in FP-BAS reading level (in accordance with Denton, 2012; Gersten et al., 2008; Ramey & Ramey, 2005).
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	
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.	Based on our review of the evidence and the data for our school we believe this would be level 2 evidence because of the quantitative study. Quantitative assessment results generally demonstrated a positive impact on the reading growth of the elementary students involved in the reading clinic.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Yes. https://files.eric.ed.gov/fulltext/EJ1110820.pdf Analysis of qualitative and quantitative revealed positive outcomes.
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. https://files.eric.ed.gov/fulltext/EJ1110820.pdf Increased confidence, hands on real life experiences, and differentiation were cited as outcomes.

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Evidence Based Practice #5
Guided Reading

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. https://files.eric.ed.gov/fulltext/EJ1110820.pdf Elementary aged students were the primary focus of the study.
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?	No, it was primarily focused on all elementary students. https://files.eric.ed.gov/fulltext/EJ1110820.pdf

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Evidence Based Practice #6
Mathematical Problem Solving

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.	The evidence used to create and support the recommendations in this practice guide ranges from rigorous experimental studies to expert reviews of practices and strategies in mathematics education; however, the evidence ratings are based solely on high-quality group-design studies (randomized controlled trials and rigorous quasi-experimental designs) that meet What Works Clearinghouse (WWC) standards. Single-case design studies that meet WWC pilot standards for well-designed single-case design research are also described, but do not affect the level of evidence rating. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/MPS_PG_043012.pd
What is the strength of the evidence? Under what conditions was the evidence developed?	The evidence used to create and support the recommendations in this practice guide ranges from rigorous experimental studies to expert reviews of practices and strategies in mathematics education; however, the evidence ratings are based solely on high-quality group-design studies (randomized controlled trials and rigorous quasi-experimental designs) that meet What Works Clearinghouse (WWC) standards. Single-case design studies that meet WWC pilot standards for well-designed single-case design research are also described, but do not affect the level of evidence rating.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	First, students can learn mathematical problem solving; it is neither an innate talent nor happenstance that creates skilled problem solvers. •Second, mathematical problem solving is relative to the individual. What is challenging or non-routine for one student may be comparatively straightforward for a more advanced student. •Third, mathematical problem solving need not be treated like just another topic in the pacing guide; instead, it can serve to support and enrich the learning of mathematics concepts and notation. •Fourth, often more than one strategy can be used to solve a problem. Learning multiple strategies may help students see different ideas and approaches for solving problems and may enable students to think more flexibly when presented with a problem that does not have an obvious solution.
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.	Supplemental evidence comes from three single-case design studies. The first study, involving 3rd- and 4th-grade students, found that teacher modeling of a self-questioning approach improved achievement for students with learning disabilities or mild intellectual disabilities.195 In this study, students were first taught a nine-step problem-solving strategy, and the instructor and student discussed the importance of self-questioning. After the students generated statements applying the strategy, the instructor and student then modeled the self-questioning process. The two other single-case design studies found no evidence of positive effects.196 However, in one study, students were already achieving near the maximum score during baseline, and thus the outcome could not measure any improvement.197 In the other study, middle-school students with learning disabilities were taught a seven-step self-questioning process. Based on the findings reported, there is no evidence that this intervention had a positive impact on student achievement.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	N/A

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Evidence Based Practice #6
Mathematical Problem Solving

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?	Recommendation 1 explains how teachers should incorporate problem-solving activities into daily instruction, instead of saving them for independent seatwork or homework. The panel stresses that teachers must consider their unit goals and their students' background and interests when preparing problem-solving lessons. Recommendation 2 underscores the importance of thinking through or reflecting on the problem-solving process. Thinking through the answers to questions such as "What is the question asking me to do?" and "Why did these steps in solving the problem work or not work?" will help students master multi-step or complex problems. Recommendations 3, 4, and 5 focus on specific ways to teach problem solving. Recommendation 3 covers instruction in visual representations, such as tables, graphs, and diagrams. Well-chosen visual representations help students focus on what is central to many mathematical problems: the relation-ship between quantities. Recommendation 4 encourages teachers to teach multiple strategies that can be used to solve a problem. Sharing, comparing, and discussing strategies afford students the opportunity to communicate their thinking and, by listening to others, become increasingly flexible in the way they approach and solve problems. Too often students become wedded to just one approach and then flounder when it does not work on a different or more challenging problem. Recommendation 5 encourages teachers to help students recognize and articulate mathematical concepts and notation during problem-solving activities. The key here is for teachers to remember that students' problem solving will improve when students understand the formal mathematics at the heart of each problem.

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Evidence Based Practice #6
Mathematical Problem Solving

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.	Study Comparison Duration Students Math Content Outcomes Effect Size, Cardelle-Elawar (1990) Randomized controlled trial Instruction in monitoring and reflecting using questions vs. traditional instruction, six hours. A total of 80 low-achieving 6th-grade students from bilingual classes in the United States completed word problems involving general math achievement; posttest 2.54**, Cardelle-Elawar (1995). Randomized controlled trial instruction in monitoring and reflecting using questions vs. traditional instruction was used one school year. A total of 463 students in grades 4–8 in the United States completed word problems involving general math achievement posttest (average of a posttest and two retention tests given over seven months) 2.18** Hohn and Frey (2002). Randomized controlled trial Instruction in monitoring and reflecting using a task list vs. no instruction in monitoring and reflecting. A total of four sessions presented every two days. A total of 72 students in the 4th and 5th grades (location not reported) completed word problems involving general math achievementPosttest0.79, ns, Jitendra et al. (2009) Randomized controlled trial instruction in monitoring and reflecting using questions and a task list vs. traditional instruction. A total of 10 sessions, each lasting 40 minutes. A total of 148 students in the 7th grade in the United States completed word problems involving numbers and operations posttest 0.33, ns; maintenance (four months after posttest) 0.38, ns; state assessment transfer 0.08, ns, Jitendra et al. (2010). Randomized controlled trial instruction in monitoring and reflecting using questions and a task list vs. traditional instruction. A total of 29 sessions, each lasting 50 minutes. A total of 472 students in the 7th grade in the United States completed word problems involving numbers and operations posttest 0.21**; maintenance (one month after posttest) 0.09, ns; transfer – 0.01, ns, King (1991). Randomized controlled trial with high attrition and baseline equivalence instruction in monitoring and reflecting using questions vs. no instruction in monitoring or reflecting. A total of six sessions, each lasting 45 minutes, across three weeks. A total of 30 students in the 5th grade in the United States completed word problems and problem solving involving geometry, posttest 0.98*, Kramarski and Mevarech (2003). Randomized controlled trial with unknown attrition and baseline equivalence instruction in monitoring and reflecting using questions vs. no instruction in monitoring and reflecting. A total of 10 sessions, each lasting 45 minutes. A total of 384 students in the 8th grade in Israel multiple-choice problems and word problems involving data analysis posttest 0.48.
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?	

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FIRST QUARTER ACTION Plan			
Date Range of Plan		April 1 - June 2, 2020	
45 Day Action Steps	**By Whom?/By When?**	**Funding (Amount/ Fund)**	**Communication / Measurement**
Standard Operating Systems & Procedures: Determine which systems are currently documented and in place. Begin writing systems/protocols for areas that do not have them.	Nick Drexler Administrative Team	$0	
Standard Operating Systems & Procedures: Create a master schedule with built-in MTSS academic time and restorative practices times.	Mel Benitez Vicky Layne	$0	
Standard Operating Systems & Procedures, IILT: Redesign membership, roles and responsibilities of the instructional leadership team. Choose members for the 2020-2021 school year.	Dr. McCoy Administrative Team	$0	
Standard Operating Systems & Procedures, ILT: Establish a mission statement and set team norms for the instructional leadership team. Establish meeting schedules and means of communication.	2020-2021 ILT members	$0	
Standard Operating Systems & Procedures: Develop a professional learning plan for the 2020-2021 school year focused on professional learning communities, teacher clarity, and curriculum design and implementation. The plan shall include 30 hours of mandatory after school professional learning. Share plan with stakeholders.	Dr. McCoy Administrative team	$0	
Curriculum: Establish a team to begin research of an English Language Arts curriculum. Provide the team with	Vicky Layne	$0	

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KDE's training webinar "Curriculum Design and Implementation Guidance."			
Curriculum: Contact Eureka and schedule training for all staff.	Mel Benitez	$0	
Professional Learning Community: Contact Solution Tree to schedule training for all faculty.	Dr. McCoy	$0	
Standard Operating Systems & Procedures: Establish and communicate schoolwide classroom non-negotiables and OTRs.	2020-2021 ILT members	$0	
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

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SECOND QUARTER ACTION Plan

Date Range of Plan	June 3 - August 4, 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

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