Turnaround Plan
Greenwood Elementary

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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*

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

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

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.

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

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

> 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

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

> **Essential Question 3:**
> What are the barriers for I.P. implementation and what are the root causes?

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 4:**
> What steps are needed to support the process/practice/condition?

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
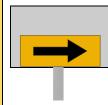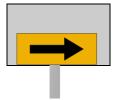
Fourth 45 Day Plan
These are the immediate next steps for school improvement derived from the overall three year turnaround plan.

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.

School Name

Greenwood Elementary

Vision

Greenwood Elementary will provide a safe, equitable learning environment, promoting high expectations and high-quality instruction for all students in every classroom. Greenwood will be recognized as a model school for high levels of teaching, learning and a positive school culture. Greenwood students will be collaborative, innovative, global, and resilient ambassadors, positively impacting the school and community.

Mission

Our mission at Greenwood Elementary is to prepare students to be academically and socially ready for middle school and beyond.

Stakeholder Involvement

Jamiera Johnson- Principal
Jeremy Sharfe- Assistant Principal
Jeoff Lynch- Academic Instructional Coach
Rebecca Meffert- Teacher
Lisa Holloway- ECE Teacher
Tammy Stephens- KDE

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	Students in grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP by 2023. (R=46.3%, M=43.3%)	Students will meet the overall % of P/D for each content area on the 2020 KPREP. {Reading (32.3%), Math (23%}
Separate Academic Indicator	Students in grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP by 2023. (Sc=30.1%, SS=43.9%, W=36.6%**)**	Students will meet the overall % of P/D for each content area on the 2020 KPREP. {Science (10.6%), Social Studies (19.8%), Writing (19.8%)}
Growth	By 2022-23, All students will show growth towards grade level benchmarks on the MAP assessment in reading and math. We will see an increase each year of 5% of students will reach proficient or advanced benchmarks as measured by the MAP projected proficiency report in reading and math.	Students assessed on MAP will meet a goal of 36.2% (R=40.0%, M=32.4%) on growth projection in Spring of 2020 as measured on the MAP Student Growth Summary Report.
Grad Rate/Transition Readiness	N/A	N/A
GAP	The identified demographic groups of African American students and students with disabilities in grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP by 2023. African-American students will meet the goal of 40.1% P/D in Reading and 31.8% P/D in Math by 2023. Student with a disability will increase to 33.7% P/D in Reading and 35.9% P/D in Math by 2023.	African-American students will meet the goal of % Proficient and Distinguished on the 2020 KPREP in Reading and Math. {Reading (21.6%), Math (13.6%)} Students with disabilities will meet the goal of % Proficient and Distinguished on the 2020 KPREP in Reading and Math. {Reading (12.9%), Math (7.3%)}

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
Develop, implement, and monitor a curriculum and instructional process that (1) is based on high expectations for student performance, (2) emphasizes student higher-order thinking skill development, (3) is aligned to Kentucky Academic Standards, and (4) is aligned horizontally (within grade levels) and vertically (Grades K-5). (Standard 2.5)	Develop and implement data-informed instructional monitoring and adjustment processes to ensure quality and fidelity of classroom instructional practices in order to address individual student learning needs. (Standard 2.7)	
Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)	**Improvement Priority Deconstruction** (What does this statement specifically say we must do or change? Use school friendly terms.)	**Improvement Priority Deconstruction** (What does this statement specifically say we must do or change? Use school friendly terms.)
Design a curriculum based on high expectations for student performance. Design a curriculum that emphasizes higher order thinking development. Design a curriculum that is aligned to Kentucky Academic Standards. Design a curriculum that is horizontally aligned. Design a curriculum that is vertically aligned. Implement an instructional process based on high expectations for student performance. Implement an instructional process that emphasizes higher order thinking development. Implement an instructional process that is aligned to Kentucky Academic Standards. Implement an instructional process that is horizontally aligned. Implement an instructional process that is vertically aligned. Monitor a curriculum based on high expectations for student performance. Monitor a curriculum that emphasizes higher order thinking development. Monitor a curriculum that is aligned to Kentucky Academic Standards. Monitor a curriculum that is horizontally aligned. Monitor a curriculum that is vertically aligned.	Develop a data-informed instructional monitoring and **adjustment** process. Develop a data-informed instructional monitoring process that ensures **quality** of classroom instructional practices. Develop a data-informed instructional monitoring process that ensures **fidelity** of classroom instructional practices. Develop a data-informed instructional monitoring and adjustment process that addresses **individual** student learning needs. Implement a data-informed instructional monitoring and **adjustment** process. Implement a data-informed instructional monitoring and adjustment process that ensures **quality** of classroom instructional practices. Implement a data-informed instructional monitoring and adjustment process that ensures **fidelity** of classroom instructional practices. Implement a data-informed instructional monitoring process that addresses **individual** student learning needs.	

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
N/A	• Monitoring system to ensure curriculum is taught at high level of fidelity • Vertical alignment process to include Introduction, Development and Mastery of Standards	N/A
_X__KCWP 2: Design and Deliver Instruction	___KCWP 2: Design and Deliver Instruction	____KCWP 2: Design and Deliver Instruction
• Process to ensure Tier I instruction and assessments meet the intent of the standards • Protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement identified • Process to ensure students have an understanding of learning expectations and criteria for success • Process to ensure teacher's instruction is effective based on data • Process to identify and implement appropriate and high yield strategies to ensure congruency to learning target • Process to ensure student cognitive engagement	N/A	N/A
_X__KCWP 3: Design and Deliver Assessment Literacy	___KCWP 3: Design and Deliver Assessment Literacy	____KCWP 3: Design and Deliver Assessment Literacy
• Processes to balance the design and implementation of formative, summative, and interim assessments • Process to design and deliver high-quality assessments aligned to standards • Process to employ effective inquiry processes for analyzing data • Processes to ensure teachers use data to determine student needs	N/A	N/A
___ KCWP 4: Review, Analyze, and Apply Data	___ KCWP 4: Review, Analyze, and Apply Data	___ KCWP 4: Review, Analyze, and Apply Data
N/A	N/A	N/A
____KCWP 5: Design, Align, and Deliver Support	____KCWP 5: Design, Align, and Deliver Support	____KCWP 5: Design, Align, and Deliver Support
N/A	N/A	N/A
____KCWP 6:Establish Learning Culture & Environment	____KCWP 6:Establish Learning Culture & Environment	____KCWP 6:Establish Learning Culture & Environment
N/A	N/A	N/A

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 (EBP 1 & 2; IP 2.5 and 2.7	Funding	KCWP Connection	Monitoring/ Measurement
Implement the following: ● **Plan, Do, Study, Act (PDSA)** ● **Shipley School Improvement Planning**	**No Funding**	● **KCWP 1: Design and Deploy Standards** ● **KCWP 2: Design and Deliver Instruction** ● **KCWP 4: Review, Analyze, Apply Data Results**	**Monitor utilizing the following:** ● **Plan, Do, Study, Act (PDSA)** **Measuring utilizing the following:** ● **Learning Ladders** ● **Units** ● **Lesson Plans** ● **Instructional Observations**
Instructional Resource Teacher	**SIF Grant-$77, 922**	● **KCWP 1: Design and Deploy Standards** ● **KCWP 2: Design and Deliver Instruction** ● **KCWP 4: Review, Analyze, Apply Data Results**	**Monitor utilizing the following:** ● **Instructional Resource Teacher** ● **Plan, Do, Study, Act (PDSA)** **Measuring utilizing the following:** ● **Learning Ladders** ● **Units** ● **Lesson Plans** ● **Instructional Observations**
Teacher Professional Development	**SIF Grant-$5,411.33**	● **KCWP 1: Design and Deploy Standards** ● **KCWP 2: Design and Deliver Instruction** ● **KCWP 4: Review, Analyze, Apply Data Results**	**Monitor utilizing the following:** **Plan, Do, Study, Act (PDSA)** **Measuring utilizing the following:** ● **Learning Ladders** ● **Units** ● **Lesson Plans** ● **Instructional Observations**

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 (EBP 1 & 2; IP 2.5 and 2.7	Funding	KCWP Connection	Monitoring/ Measurement
Instructional Resource Teacher	**SIF Grant- $77, 922**	**KCWP 1: Design and Deploy Standards** **KCWP 2: Design and Deliver Instruction** **KCWP 4: Review, Analyze, Apply Data Results**	Monitor utilizing the following: **Instructional Resource Teacher** **Plan, Do, Study, Act (PDSA)** Measuring utilizing the following: **Learning Ladders** **Units** **Lesson Plans** **Instructional Observations**
Teacher Professional Development	**SIF Grant- $5,411.33**	**KCWP 1: Design and Deploy Standards** **KCWP 2: Design and Deliver Instruction** **KCWP 4: Review, Analyze, Apply Data Results**	Monitor utilizing the following: **Plan, Do, Study, Act (PDSA)** Measuring utilizing the following: **Learning Ladders** **Units** **Lesson Plans** **Instructional Observations**
Refine the Implementation of the following: **Plan, Do, Study, Act (PDSA)** **Shipley School Improvement Planning**	**No Funding**	**KCWP 1: Design and Deploy Standards** **KCWP 2: Design and Deliver Instruction** **KCWP 4: Review, Analyze, Apply Data Results**	Monitor utilizing the following: **Plan, Do, Study, Act (PDSA)** Measuring utilizing the following: **Learning Ladders** **Units** **Lesson Plans** **Instructional Observations**

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 EBP 1 & 2 IP 2.5 and 2.7	Funding	KCWP Connection	Monitoring/ Measurement
Instructional Resource Teacher	**SIF Grant- $77, 922**	● **KCWP 1: Design and Deploy Standards** ● **KCWP 2: Design and Deliver Instruction** ● **KCWP 4: Review, Analyze, Apply Data Results**	Monitor utilizing the following: ● **Instructional Resource Teacher** ● **Plan, Do, Study, Act (PDSA)** Measuring utilizing the following: ● **Learning Ladders** ● **Units** ● **Lesson Plans** ● **Instructional Observations**
Teacher Professional Development	**SIF Grant- $5,411.33**	● **KCWP 1: Design and Deploy Standards** ● **KCWP 2: Design and Deliver Instruction** ● **KCWP 4: Review, Analyze, Apply Data Results**	Monitor utilizing the following: ● **Plan, Do, Study, Act (PDSA)** Measuring utilizing the following: ● **Learning Ladders** ● **Units** ● **Lesson Plans** ● **Instructional Observations**
Refine the Implementation of the following: ● **Plan, Do, Study, Act (PDSA)** ● **Shipley School Improvement Planning**	**No Funding**	● **KCWP 1: Design and Deploy Standards** ● **KCWP 2: Design and Deliver Instruction** ● **KCWP 4: Review, Analyze, Apply Data Results**	Monitor utilizing the following: ● **Plan, Do, Study, Act (PDSA)** Measuring utilizing the following: ● **Learning Ladders** ● **Units** ● **Lesson Plans** ● **Instructional Observations**

Evidence Based Practice #1 - Instructional Resource Teacher (IP #1 and 2)

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.	Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet] 2018; 88 (4): 547- 588.
What is the strength of the evidence? Under what conditions was the evidence developed?	Evidence from the study shows that instructional coaches have large positive effects on teacher's instructional practices and student achievement across math, reading, and science. The study combined the research from 60 studies on instruction and achievement through coaching as a developmental tool.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Expected Outcomes: 1. positive instructional practices 2. positive student achievement across contents
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.	Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet] 2018; 88 (4): 547- 588. "On average, teacher coaching also has a positive effect on student achievement as shown in Table 2, Columns 2-5."
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet] 2018; 88 (4): 547- 588. The research was grouped into the following: Group Trainings, capturing any workshops or trainings that teachers attended in addition to receiving one-on-one coaching; Instructional Content, capturing resources that teachers received (e.g., curriculum materials) that complemented their work with a coach or where the coach was meant to help the teacher implement these resources in the classroom; and Video Libraries, capturing instances in which teachers were provided with access to video recordings of other teachers' classroom instruction that served a core function in teachers' conversations with their coach.
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short-term/long-term outcomes?	Greenwood Elementary will select and train an academic coach intended for modeling and providing professional development on high yield instructional strategies in the short term. In the long term, teacher capacity will be built to model and teach for teachers newly assigned to Greenwood.
Do the studies (research 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 review focused on coaching specific to the U.S. and other developed nations because the vast majority of the theoretical and empirical research comes from these settings. In addition, the study went across the following levels, elementary (Kindergarten – 5th grade), middle (6th – 8th grade), and high school (9th – 12th grade).
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations?	No. The report applies to all stakeholders.

Evidence Based Practice #2 – Teacher PD - (IP #1 and 2)

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: ● Sustainable systems that support and enhance continuous school improvement ● Defined roles and responsibilities for all stakeholders ● Clearly defined communication Organization, implementation, and monitoring of resources
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	N/A
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	There is practiced based evidence that supports effectiveness. Continuous Improvement in Education.pdf
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	There is a 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.pdf
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	No, the study applies to all stakeholders.

FIRST QUARTER ACTION Plan

Date Range of Plan	June 1, 2020-August 1, 2020

45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
Design a PDSA Protocol for PLCs	Instructional Leadership Team/ June 1, 2020	No Funding	Communication: ● Faculty Meeting ● PLCs ● ILT Meeting Measurement: ● Agenda Minutes ● Completed PDSA Protocols
Implement a PDSA Protocol for Key Instructional Components	Instructional Leadership Team/ June 1, 2020	No Funding	Communication: ● ILT Agenda Minutes ● Completed PDSA Protocol for Key Instructional Components
Advertise and Hire Instructional Resource Teacher	Principal/June 15, 2020	SIF Grant- $77,922	Communication: ● Personnel Request Form Measurement: ● Personnel Recommendation Form
Design Teacher Professional Development Plan	Instructional Leadership Team/ June 1, 2020	SIF Grant- $5,411.33	Communication and Measurement: ● Post and inform on Google Class ● ILT agenda minutes Measurement: ● Design exit slips ● Plan approval
Secure Professional Development presenter(s)	Principal/ July 1st 2020	SIF Grant- $5,411.33	Communicate: ● Share information on the Google class Measurement: ● Develop exit slips

FIRST QUARTER ACTION Plan			
Date Range of Plan		June 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: Greenwood Elementary	**School: Greenwood Elementary**	**School: Greenwood Elementary**	**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