Return to Front Page

Turnaround Plan
Jacob Elementary

Navigation of Document

3 year turnaround plan

Improvement Priority and Strategies to Address the Improvement Priorities

Activities

Evidence Based Strategies

Action Plans and Monitoring

Return to Front Page

Return to Front Page

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***

Return to Front Page

Return to Front Page

BUILDING AN EFFECTIVE TURNAROUND PLAN

Preparing to Write an Improvement Plan

Build a responsive and effective **team** focused on continuous improvement

Familiarize the team with the **Key Core Work Processes**

Have team members **survey** the **Diagnostic Review Report**

Identify one Improvement Priority from the Diagnostic Review Report on which to focus

Improvement Priority Deconstruction

Identify the **concepts** that are the basis of the standard

Identify the **actions** required

**Understand the process will most likely require you to break-down the actions into sub-components in order to fully address the priority.*

Key Core Work Processes Needs Assessment

Examine KCWPs

Identify the suitable KCWP(s) that will strategically address the IP

Reference the Needs Assessment tool to guide:

- defining how the school's work will be accomplished
- identify the processes and resources necessary
- support delivery of programs and services
- ensure purposeful continuous improvement of the process

Circle of Influence and Barrier Identification

Brainstorm obstacles that will impede the work from the IP

Determine the **level** of influence/control of each obstacle

Obstacles that you can influence/control, complete a **root cause analysis** (e.g. 5 Whys)

Determine solutions for obstacles to incorporate into the process

Activities as Action Steps

Determine activities that will be used to deploy the chosen strategy

Activities - Turnaround Plan Template

- *serve the process, practice, or condition*
- *one per I.P. must be evidence-based (EBP)*
- *project necessary funding (SIF Grant Application)*
- *include methods of monitoring and measurement*

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

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

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

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

Essential Question 4: What steps are needed to support the process/practice/condition?

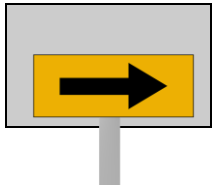
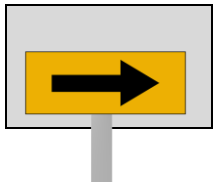
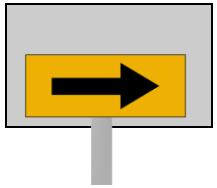
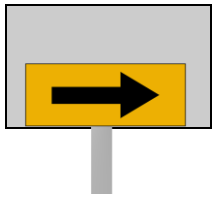
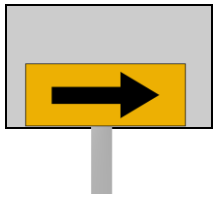
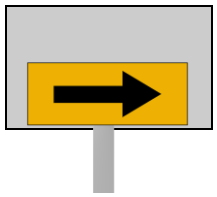
The team decides on strategies to systematically address the process, practice, or condition needing change.

Complete for each I.P.

Return to Front Page

Return to Front Page

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.

Return to Front Page

Return to Front Page

School Name

Jacob Elementary

Vision

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

To be a community where students, families, & teachers thrive.

Mission

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

As a school we will work to:
Inspire personal success for each student
Invest in relationships with all stakeholders
Ignite a passion for learning

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.)

Karen Waggoner, Principal
Britney Orme, AIC
Heidi Zimmerman, ECE Coach
Megan Abdol, Counselor
Carrie Donovan, Teacher
Matt Spitler, Teacher
Shannon Gullett, ERL

Return to Front Page

Return to Front Page

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 scoring P/D on 2023 KPREP will increase to 39.9% in reading & 32.7% in math.	Students scoring P/D on 2020 KPREP will increase to 29.9% in reading & 21.4% in math.
Separate Academic Indicator	Students scoring P/D on 2023 KPREP will increase to 26% in science, 39.5% in social studies, & 29.6% in writing.	Students scoring P/D on 2020 KPREP will increase to 13.6% in science, 29.4% in social studies, & 17.9% in writing.
Growth	According to the 2023 KPREP, 60% of students will demonstrate growth in both reading and math.	According to the 2020 KPREP, 60% of students will demonstrate growth in reading (up from 53.9) and 55% will demonstrate growth in math (up from 44.5).
Transition Readiness	N/A	N/A
Graduation Rate	N/A	N/A
GAP	By 2023 KPREP, the P/D percentage for African-American students will increase to 32.7%, 39.8% for Free/Reduced Lunch students, & 18.2% for students with an IEP, in reading.	By 2020 KPREP, the P/D percentage for African-American students will increase to 21.5%, 29.7% for Free/Reduced Lunch students, & 4.5% for students with an IEP, in reading.
Other		

Return to Front Page

Return to Front Page

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
2.5 Systematically implement and monitor an evidence-based curriculum across all grade levels and content areas. Collect and analyze student performance data and use findings to adjust and align instruction with learning expectations, improve instructional practices, and ensure the implementation of a rigorous, aligned curriculum for all students. Ensure instructional practices are based on high expectations and prepare learners for the next level.	2.7 Develop, implement, and monitor processes to adjust instruction to meet individual student needs. Ensure these processes produce high quality instruction. Collect and analyze data and use findings to identify needed improvements in student learning and adjust instructional practices to meet student academic needs.	
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.)
We will implement and monitor an evidence-based curriculum in all grade levels/content areas using KAS, ensure faculty and staff across all grade levels are provided professional learning opportunities to become highly skilled in understanding and delivering the curriculum, and ensure students are provided access to rigorous and engaging instruction based on high expectations. We will use a variety of assessment data to determine necessary adjustments to instruction to prepare students for the next level.	We will implement and monitor the adjustment of instruction to meet individual student needs through collaborative planning and observations. We will provide all grade levels/content professional learning opportunities to become highly skilled in creating and delivering high-yield quality instruction that includes differentiation and rigor.	

Return to Front Page

Return to Front Page

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

__x__KCWP 1: Design and Deploy Standards	**____KCWP 1: Design and Deploy Standards**	**____KCWP 1: Design and Deploy Standards**
Develop a systematic process to teach and assess standards mastery and ensure that all students are being taught at appropriate levels of rigor and high expectations using high yield instruction through an evidence based curriculum.		
____KCWP 2: Design and Deliver Instruction	**_x___KCWP 2: Design and Deliver Instruction**	**____KCWP 2: Design and Deliver Instruction**
	Ensure our Tier 1 instructional program is intentionally implemented with high quality, culturally responsive, and evidence based practices for academic and behavioral needs.	
____KCWP 3: Design and Deliver Assessment Literacy	**____KCWP 3: Design and Deliver Assessment Literacy**	**____KCWP 3: Design and Deliver Assessment Literacy**
_x__ KCWP 4: Review, Analyze, and Apply Data	**_x__ KCWP 4: Review, Analyze, and Apply Data**	**___ KCWP 4: Review, Analyze, and Apply Data**
Develop a systematic process that utilizes data to ensure alignment of curriculum and use of rigorous instructional practices are preparing learners for the next level.	Develop a systematic process to examine, interpret, and utilize data to identify student levels of mastery to implement necessary instructional strategies for individual student success.	
____KCWP 5: Design, Align, and Deliver Support	**____KCWP 5: Design, Align, and Deliver Support**	**____KCWP 5: Design, Align, and Deliver Support**
____KCWP 6:Establish Learning Culture & Environment	**____KCWP 6:Establish Learning Culture & Environment**	**____KCWP 6:Establish Learning Culture & Environment**

Return to Front Page

Return to Front Page

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
Standards Alignment **Curriculum mapping (by grade level content and vertically) to identify targets, progressions, success criteria, assessments, and instructional gaps including planning for the introduction of the standard, development and gradual release phases to arrival at standards mastery.** **IP 2.5** **EBP 1,3**	**$50,000**	**KCWP 1: Design and Deploy Standards**	**The school will create a culture of continuous improvement that results in explicit learning targets, progressions, success criteria, common assessments, and interventions for instructional gaps.** ● **PLC's** ● **Collaborative Planning Sessions** ● **Vertical Visits** ● **Walkthroughs** ● **Observations** ● **Classroom data** ● **Cyclical checkpoints (1/9 weeks)** ● **Teacher Clarity/Standards Deconstruction documents** ● **Unit planning**
Professional Learning **Ongoing professional learning will be provided in the areas of curriculum implementation with fidelity and the regular use of engaging, best practice/high yield instructional strategies with differentiation and appropriate formative/summative assessment to aid in adjustments to meet needs of all students for mastery of standards.** **IP 2.5 and 2.7** **EBP 1,2,3**	**$80,000**	**KCWP 1: Design and Deploy Standards** **KCWP 2: Design and Deliver Instruction**	**The school administration team will create a system to monitor the evidence-based curriculum across all grades. Teachers will engage in a regular Plan, Do, Study, Act, specifically in regards to meeting the learning needs of teachers. Curriculum planning will be monitored using the following artifacts/data points:** ● **Student-level data including KPREP, MAP, and CFA** ● **45 Day Plan** ● **Curriculum Planning doc** ● **Professional Development** ● **Agendas** ● **45 Day Plan** ● **PLC's** ● **Collaborative Planning Sessions** ● **Vertical Visits**

Return to Front Page

Return to Front Page

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
Data Analysis and Application **Use a variety of formative and summative evidences to inform where students are, where they are going, and how to close the gap. Staff will design adjusted lessons and implement plans for individual or groups of students to reach mastery of standards.** **IP 2.7, 2.5** **EBP 1,2,3**		**KCWP 1: Design and Deploy Standards** **KCWP 4: Review, Analyze and Apply Data**	**The school will create a system to monitor the use of a variety of data for adjusting instruction to meet all needs of students to prepare them for the next level.** ● **PLC's** ● **Collaborative Planning Sessions** ● **Evidence of Tracking Standards per student** ● **Data-wise questions monthly** ● **Student Data Notebooks** ● **Walkthroughs**
Progress Monitoring **Staff will design rigorous instruction and implement a variety of formative assessments that allow students to monitor, communicate and understand where they are in their learning for mastery of standards.** **IP 2.7** **EBP 2,3**		**KCWP 1: Design and Deploy Standards**	**The school administration will create a system to monitor the Levels of Engagement across all grades and in all content areas, using ELEOT data and walk-through data. The leadership team will continue weekly walk-throughs to provide feedback and coaching to teachers.** ● **Monitoring through walk-through data** ● **Walk-through schedule** ● **Monitor through weekly administrative meetings** ● **Cognitive Coaching for admin team** ● **Calibration of walk-throughs quarterly** ● **School Wide Assessment Calendar** ● **Standards Mastery Spreadsheet** ● **Goal Setting Tracking by Students** ● **Lesson plans** ● **Student Data Notebooks**

Return to Front Page

Return to Front Page

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
MTSS **An MTSS for Tier 1, 2 and 3 will be implemented to monitor interventions for Reading, Math, Writing and Behavior to maximize learning for all students. Staff will analyze and evaluate instructional effectiveness to determine adjustments needed.** **IP 2.5 and 2.7** **EBP 1,2,3,6**		**KCWP 2: Design and Deliver Instruction**	**The leadership team will conduct weekly walk-throughs to provide feedback and coaching to teachers.** ● **CFA Analysis Tier 1 every 3 weeks** ● **MTSS plan** ● **Acceleration plans for Tier 2 each 6 weeks** ● **Bi-monthly Tier 3 meeting** ● **Assessment Calendar**
Math Curriculum **Teachers will train, implement and monitor a math curriculum that is aligned to KAS.** **IP 2.5** **EBP 1,2,3,5**	**$60,000**	**KCWP 1: Design and Deploy Standards** **KCWP 2: Design and Deliver Instruction**	**The leadership team will conduct weekly walk-throughs to provide feedback and coaching to teachers.** ● **PLC's** ● **Collaborative Planning Sessions** ● **Vertical Visits** ● **Walkthroughs** ● **Observations** ● **Classroom data** ● **Cyclical checkpoints (1/9 weeks)** ● **Teacher Clarity/Standards Deconstruction documents**

Return to Front Page

Return to Front Page

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
ELA Curriculum **Teachers will train, implement and monitor an ELA curriculum that is aligned to KAS.** **IP 2.5** **EBP 1,2,3,4**	**$130,000**	**KCWP 1: Design and Deploy Standards** **KCWP 2: Design and Deliver Instruction**	**The leadership team will conduct weekly walk-throughs to provide feedback and coaching to teachers.** ● **PLC's** ● **Collaborative Planning Sessions** ● **Vertical Visits** ● **Walkthroughs** ● **Observations** ● **Classroom data** ● **Cyclical checkpoints (1/9 weeks)** ● **Teacher Clarity/Standards Deconstruction documents**

Return to Front Page

Return to Front Page

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
Standards Alignment **Refine Curriculum mapping (by grade level content and vertically) to identify targets, progressions, success criteria, assessments, and instructional gaps including planning for the introduction of the standard, development and gradual release phases to arrival at standards mastery.** **IP 2.5** **EBP 1,3**		**KCWP 1: Design and Deploy Standards**	**The school will refine a culture of continuous improvement that results in explicit learning targets, progressions, success criteria, common assessments, and interventions for instructional gaps.** ● **PLC's** ● **Collaborative Planning Sessions** ● **Vertical Visits** ● **Walkthroughs** ● **Observations** ● **Classroom data** ● **Cyclical checkpoints (1/9 weeks)** ● **Teacher Clarity/Standards Deconstruction documents** ● **Unit planning**
Professional Learning **Continue and refine professional learning in the areas of curriculum implementation with fidelity and the regular use of engaging, best practice/high yield instructional strategies with differentiation and appropriate formative/summative assessment to aid in adjustments to meet needs of all students for mastery of standards.** **IP 2.5 and 2.7; EBP 1,2,3**		**KCWP 1: Design and Deploy Standards** **KCWP 2: Design and Deliver Instruction**	**The school administration team will refine their system to monitor the evidence-based curriculum across all grades. Teachers will engage in a regular Plan, Do, Study, Act, specifically in regards to meeting the learning needs of teachers. Curriculum planning will be monitored using the following artifacts/data points:** ● **Student-level data including KPREP, MAP, and CFA** ● **45 Day Plan** ● **Curriculum Planning doc** ● **Professional Development** ● **Agendas** ● **45 Day Plan** ● **PLC's** ● **Collaborative Planning Sessions** ● **Vertical Visits**

Return to Front Page

Return to Front Page

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
Data Analysis and Application **Continue using a variety of formative and summative evidences to inform where students are, where they are going, and how to close the gap. Staff will design adjusted lessons and implement plans for individual or groups of students to reach mastery of standards.** **IP 2.7, 2.5** **EBP 1,2,3**		**KCWP 1: Design and Deploy Standards** **KCWP 4: Review, Analyze and Apply Data**	**The school will refine a system to monitor the use of a variety of data for adjusting instruction to meet all needs of students to prepare them for the next level.** ● **PLC's** ● **Collaborative Planning Sessions** ● **Evidence of Tracking Standards per student** ● **Data-wise questions monthly** ● **Student Data Notebooks** ● **Walkthroughs**
Progress Monitoring **Staff will refine a variety of formative assessments that allow students to monitor, communicate and understand where they are in their learning for mastery of standards.** **IP 2.7** **EBP 2,3**		**KCWP 1: Design and Deploy Standards**	**The school administration will refine their system to monitor the Levels of Engagement across all grades and in all content areas, using ELEOT data and walk-through data. The leadership team will continue weekly walk-throughs to provide feedback and coaching to teachers.** ● **Monitoring through walk-through data** ● **Walk-through schedule** ● **Monitor through weekly administrative meetings** ● **Cognitive Coaching for admin team** ● **Calibration of walk-throughs quarterly** ● **School Wide Assessment Calendar** ● **Standards Mastery Spreadsheet** ● **Goal Setting Tracking by Students** ● **Lesson plans** ● **Student Data Notebooks**

Return to Front Page

Return to Front Page

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
MTSS **Refine MTSS plan for Tier 1, 2 and 3 will be implemented to monitor Reading, Math, Writing and Behavior to maximize learning for all students. Staff will analyze and evaluate instructional effectiveness to determine adjustments needed.** **IP 2.5 and 2.7** **EBP 1,2,3,6**		**KCWP 2: Design and Deliver Instruction**	**The leadership team will continue weekly walk-throughs to provide feedback and coaching to teachers.** ● **CFA Analysis Tier 1 every 3 weeks** ● **MTSS plan** ● **Acceleration plans for Tier 2 each 6 weeks** ● **Bi-monthly Tier 3 meeting** ● **Assessment Calendar**
Math Curriculum **Teachers will refine and monitor a math curriculum that is aligned to KAS.** **IP 2.5** **EBP 1,2,3,5**		**KCWP 1: Design and Deploy Standards** **KCWP 2: Design and Deliver Instruction**	**The leadership team will continue weekly walk-throughs to provide feedback and coaching to teachers.** ● **PLC's** ● **Collaborative Planning Sessions** ● **Vertical Visits** ● **Walkthroughs** ● **Observations** ● **Classroom data** ● **Cyclical checkpoints (1/9 weeks)** ● **Teacher Clarity/Standards Deconstruction documents**

Return to Front Page

Return to Front Page

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
ELA Curriculum **Teachers will refine and monitor an ELA curriculum that is aligned to KAS.** **IP 2.5** **EBP 1,2,3,4**		**KCWP 1: Design and Deploy Standards** **KCWP 2: Design and Deliver Instruction**	**The leadership team will continue weekly walk-throughs to provide feedback and coaching to teachers.** ● **PLC's** ● **Collaborative Planning Sessions** ● **Vertical Visits** ● **Walkthroughs** ● **Observations** ● **Classroom data** ● **Cyclical checkpoints (1/9 weeks)** ● **Teacher Clarity/Standards Deconstruction documents**
Science Curriculum **Teachers will train, implement and monitor a Science curriculum that is aligned to KAS.** **IP 2.5** **EBP 1,2,3,4**			**The leadership team will conduct weekly walk-throughs to provide feedback and coaching to teachers.** ● **PLC's** ● **Collaborative Planning Sessions** ● **Vertical Visits** ● **Walkthroughs** ● **Observations** ● **Classroom data** ● **Cyclical checkpoints (1/9 weeks)** ● **Teacher Clarity/Standards Deconstruction documents**
Social Studies Curriculum **Teachers will train, implement and monitor a Social Studies curriculum that is aligned to KAS.** **IP 2.5** **EBP 1,2,3,4**			**The leadership team will conduct weekly walk-throughs to provide feedback and coaching to teachers.** ● **PLC's** ● **Collaborative Planning Sessions** ● **Vertical Visits** ● **Walkthroughs** ● **Observations** ● **Classroom data** ● **Cyclical checkpoints (1/9 weeks)** ● **Teacher Clarity/Standards Deconstruction documents**

Return to Front Page

Return to Front Page

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
Standards Alignment **Review curriculum mapping (by grade level content and vertically) to identify targets, progressions, success criteria, assessments, and instructional gaps including planning for the introduction of the standard, development and gradual release phases to arrival at standards mastery.** **IP 2.5** **EBP 1,3**		**KCWP 1: Design and Deploy Standards**	**The school will review and evaluate their system of continuous improvement that results in explicit learning targets, progressions, success criteria, common assessments, and interventions for instructional gaps.** ● **PLC's** ● **Collaborative Planning Sessions** ● **Vertical Visits** ● **Walkthroughs** ● **Observations** ● **Classroom data** ● **Cyclical checkpoints (1/9 weeks)** ● **Teacher Clarity/Standards Deconstruction documents** ● **Unit planning**
Professional Learning **Continue and evaluate professional learning in the areas of curriculum implementation with fidelity and the regular use of engaging, best practice/high yield instructional strategies with differentiation and appropriate formative/summative assessment to aid in adjustments to meet needs of all students for mastery of standards.** **IP 2.5 and 2.7** **EBP 1,2,3**		**KCWP 1: Design and Deploy Standards** **KCWP 2: Design and Deliver Instruction**	**The school administration team will review their system to monitor the evidence-based curriculum across all grades. Teachers will engage in a regular Plan, Do, Study, Act, specifically in regards to meeting the learning needs of teachers. Curriculum planning will be monitored using the following artifacts/data points:** ● **Student-level data including KPREP, MAP, and CFA** ● **45 Day Plan** ● **Curriculum Planning doc** ● **Professional Development** ● **Agendas** ● **45 Day Plan** ● **PLC's** ● **Collaborative Planning Sessions** ● **Vertical Visits**

Return to Front Page

Return to Front Page

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
Data Analysis and Application **Continue and evaluate using a variety of formative and summative evidences to inform where students are, where they are going, and how to close the gap. Staff will design adjusted lessons and implement plans for individual or groups of students to reach mastery of standards.** **IP 2.7, 2.5** **EBP 1,2,3**		**KCWP 1: Design and Deploy Standards** **KCWP 4: Review, Analyze and Apply Data**	**The school will review and evaluate their system to monitor the use of a variety of data for adjusting instruction to meet all needs of students to prepare them for the next level.** • **PLC's** • **Collaborative Planning Sessions** • **Evidence of Tracking Standards per student** • **Data-wise questions monthly** • **Student Data Notebooks** • **Walkthroughs**
Progress Monitoring **Staff will review and evaluate a variety of formative assessments that allow students to monitor, communicate and understand where they are in their learning for mastery of standards.** **IP 2.7** **EBP 2,3**		**KCWP 1: Design and Deploy Standards**	**The school administration will review and evaluate their system to monitor the Levels of Engagement across all grades and in all content areas, using ELEOT data and walk-through data. The leadership team will continue weekly walk-throughs to provide feedback and coaching to teachers.** • **Monitoring through walk-through data** • **Walk-through schedule** • **Monitor through weekly administrative meetings** • **Cognitive Coaching for admin team** • **Calibration of walk-throughs quarterly** • **School Wide Assessment Calendar** • **Standards Mastery Spreadsheet** • **Goal Setting Tracking by Students** • **Lesson plans** • **Student Data Notebooks**

Return to Front Page

Return to Front Page

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
MTSS **Review and Evaluate MTSS plan for Tier 1, 2 and 3 will be implemented to monitor Reading, Math, Writing and Behavior to maximize learning for all students. Staff will analyze and evaluate instructional effectiveness to determine adjustments needed.** **IP 2.5 and 2.7** **EBP 1,2,3,6**		**KCWP 2: Design and Deliver Instruction**	**The leadership team will continue weekly walk-throughs to provide feedback and coaching to teachers.** ● **CFA Analysis Tier 1 every 3 weeks** ● **MTSS plan** ● **Acceleration plans for Tier 2 each 6 weeks** ● **Bi-monthly Tier 3 meeting** ● **Assessment Calendar**
Math Curriculum **Teachers will evaluate and monitor a math curriculum that is aligned to KAS.** **IP 2.5** **EBP 1,2,3,5**		**KCWP 1: Design and Deploy Standards** **KCWP 2: Design and Deliver Instruction**	**The school administration team will review their system to monitor the evidence-based curriculum across all grades. The administrative leadership team will continue weekly walk-throughs to provide feedback and coaching to teachers.** ● **PLC's** ● **Collaborative Planning Sessions** ● **Vertical Visits** ● **Walkthroughs** ● **Observations** ● **Classroom data** ● **Cyclical checkpoints (1/9 weeks)** ● **Teacher Clarity/Standards Deconstruction documents**

Return to Front Page

Return to Front Page

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
ELA Curriculum **Teachers will evaluate and monitor an ELA curriculum that is aligned to KAS.** **IP 2.5** **EBP 1,2,3,4**		**KCWP 1: Design and Deploy Standards** **KCWP 2: Design and Deliver Instruction**	**The school administration team will review their system to monitor the evidence-based curriculum across all grades. The administrative leadership team will continue weekly walk-throughs to provide feedback and coaching to teachers.** ● **PLC's** ● **Collaborative Planning Sessions** ● **Vertical Visits** ● **Walkthroughs** ● **Observations** ● **Classroom data** ● **Cyclical checkpoints (1/9 weeks)** ● **Teacher Clarity/Standards Deconstruction documents**
Science Curriculum **Teachers will refine and monitor a Science curriculum that is aligned to KAS.** **IP 2.5** **EBP 1,2,3,4**			**The school administration team will review their system to monitor the evidence-based curriculum across all grades. The administrative leadership team will continue weekly walk-throughs to provide feedback and coaching to teachers.** ● **PLC's** ● **Collaborative Planning Sessions** ● **Vertical Visits** ● **Walkthroughs** ● **Observations** ● **Classroom data** ● **Cyclical checkpoints (1/9 weeks)** ● **Teacher Clarity/Standards Deconstruction documents**

Return to Front Page

Return to Front Page

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
Social Studies Curriculum **Teachers will refine and monitor a Social Studies curriculum that is aligned to KAS.** **IP 2.5** **EBP 1,2,3,4**			**The school administration team will review their system to monitor the evidence-based curriculum across all grades. The administrative leadership team will continue weekly walk-throughs to provide feedback and coaching to teachers.** ● **PLC's** ● **Collaborative Planning Sessions** ● **Vertical Visits** ● **Walkthroughs** ● **Observations** ● **Classroom data** ● **Cyclical checkpoints (1/9 weeks)** ● **Teacher Clarity/Standards Deconstruction documents**

Return to Front Page

Return to Front Page

Evidence Based Practice #1
Teacher Clarity

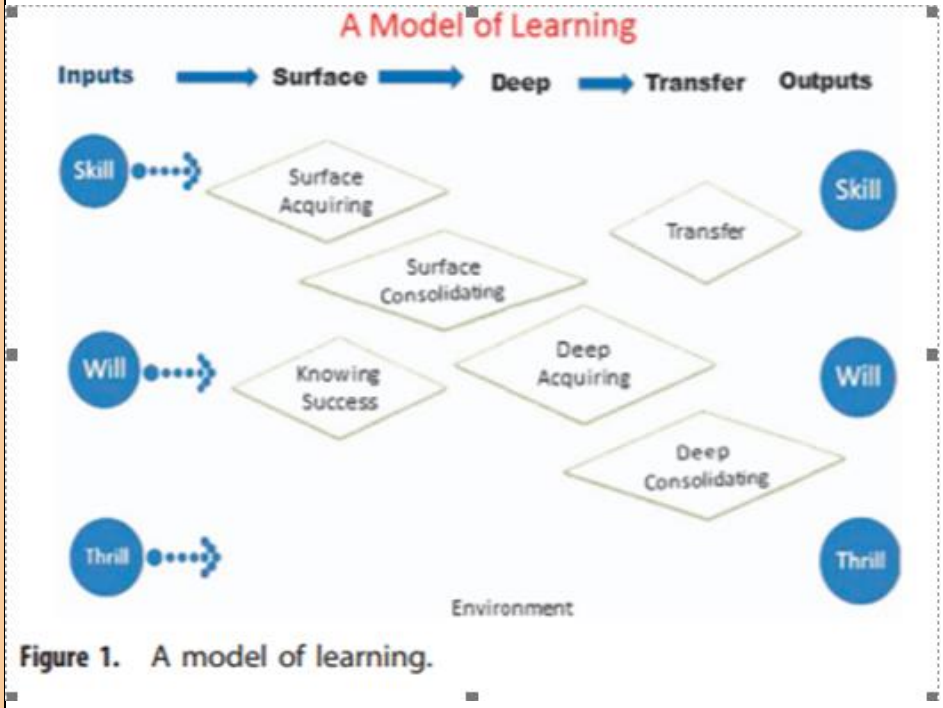
Jacob Elementary will commit professional development time to the work of teacher clarity (Hattie Effect Size of .75). Teachers will align Kentucky Academic Standards (KAS) to pace instruction for the school year. Teachers will deconstruct standards and develop learning targets as well as success criteria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

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?	Teacher clarity is an important component of Jacob Elementary's turn-around work. Teacher clarity supports improvement priority 2.5, "Systematically implement and monitor an evidence-based curriculum across all grade levels and content areas. Collect and analyze student performance data and use findings to adjust and align instruction with learning expectations, improve instructional practices, and ensure the implementation of a rigorous, aligned curriculum for all students. Ensure instructional practices are based on high expectations and prepare learners for the next level." With strong correlation evidence and effect size, teacher clarity is expected to increase student achievement.

Return to Front Page

Return to Front Page

Evidence Based Practice #1
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.	N/A
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 Jacob Elementary classrooms. By delivering clearer instruction with closely KAS aligned learning targets students will have greater success in acquiring new knowledge.

Return to Front Page

Return to Front Page

Evidence Based Practice #1
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*.

Return to Front Page

Return to Front Page

Evidence Based Practice #2
Collective Teacher Efficacy

Jacob Elementary will provide professional learning for teachers to strengthen their efficacy. Jacob Elementary administration and teacher leaders are committed to building a culture that will increase collective teacher efficacy which will have a direct impact on increasing student achievement.

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.	**http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/The-Power-of-Collective-Efficacy.aspx** According to Donohoo, Hattie, and Eells (2018), teacher efficacy has a 1.57 effect size.
What is the strength of the evidence? Under what conditions was the evidence developed?	Rachel Eells' (2011) meta-analysis of studies related to collective efficacy and achievement in education demonstrated that the beliefs teachers hold about the ability of the school as a whole are "strongly and positively associated with student achievement across subject areas and in multiple locations" (p. 110). On the basis of Eells' research, John Hattie positioned collective efficacy at the top of the list of factors that influence student achievement (Hattie, 2016). According to his Visible Learning research, based on a synthesis of more than 1,500 meta-analyses, collective teacher efficacy is greater than three times more powerful and predictive of student achievement than socioeconomic status. It is more than double the effect of prior achievement and more than triple the effect of home environment and parental involvement. It is also greater than three times more predictive of student achievement than student motivation and concentration, persistence, and engagement.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	While there is not a specific time-table, the research shows how the outcomes are improved when teacher efficacy is increased as evidenced below: Since collective efficacy influences how educators feel, think, motivate themselves, and behave (Bandura, 1993), it is a major contributor to the tenor of a school's culture. When educators share a sense of collective efficacy, school cultures tend to be characterized by beliefs that reflect high expectations for student success. A shared language that represents a focus on student *learning* as opposed to *instructional compliance* often emerges. The perceptions that influence the actions of educators include "We are evaluators," "We are change agents," and "We collaborate." Teachers and leaders believe that it is their fundamental task to evaluate the effect of their practice on students' progress and achievement. They also believe that success and failure in student learning is more about what they did or did not do, and they place value in solving problems of practice together (Hattie & Zierer, 2018) Teacher efficacy is an important component of Jacob Elementary's turnaround work. Teacher efficacy supports both of our improvement priorities. With strong correlation evidence and effect size, teacher efficacy is expected to develop high expectations for teachers and students which will result in improved student achievement.

Return to Front Page

Return to Front Page

Evidence Based Practice #2
Collective Teacher Efficacy

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.	Building teacher efficacy is the main construct that we are working on, however, you have to have teacher clarity to build teacher efficacy. The research below is for teacher clarity. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ According to John Hattie (2008), Teacher Clarity has an effect size of 0.75 (Cohen's d) which represents more than a year's worth of growth. Teacher Clarity is defined as the ability for teachers to communicate the learning intentions and success criteria for the learning intention. A common curriculum aligned to the standards will ensure all teachers at Jacob have appropriate learning targets and progressions along with success criteria and tasks that support student understanding to achieve the results indicated by the effect size research. Teacher clarity through professional development has a 0.37 effect size on 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?	Yes, there is a logic model that demonstrates how the innovation is expected to contribute to the short term and long term outcomes. https://pdfs.semanticscholar.org/bc03/411ce97636ae4b21bbf8a05f28b8cffe535e.pdf When teachers' sense of efficacy is high, they tend to apply instructional strategies that yield greater student autonomy and better engagement and learning outcomes, even in teaching situations that are difficult for the teacher (e.g., Lin, Gorrell, & Taylor, 2002; Skaalvik & Skaalvik, 2007). A study by Guo, Connor, Yang, Roehrig, and Morrison (2012) revealed that teachers with a higher sense of self-efficacy offered more support and created a more positive classroom atmosphere than those with lower self-efficacy.

Return to Front Page

Return to Front Page

Evidence Based Practice #2
Collective Teacher Efficacy

Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Yes, the research was conducted in schools across the United States. http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/The-Power-of-Collective-Efficacy.aspx
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	Yes. The research was conducted in schools across the nation in various locations. http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/The-Power-of-Collective-Efficacy.aspx https://pdfs.semanticscholar.org/bc03/411ce97636ae4b21bbf8a05f28b8cffe535e.pdf

Return to Front Page

Return to Front Page

Evidence Based Practice #3
Professional Learning Communities and Teacher Coaching

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.	PLCs We will use PLCs to create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving student learning. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf Professional Development Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf Teacher Coaching Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf Teacher Coaching Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?_ga=2.92918046.2057072060.1580493694-2106497335.1580493694
What is the strength of the evidence? Under what conditions was the evidence developed?	A correlation exists between efficient professional learning communities and teacher coaching. “The 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.” PLCs influence positive culture amongst teachers. “....in schools with higher levels of collaborative activities [teachers] are more likely than others to have high levels of career satisfaction (68% vs. 54% very satisfied).” “More specific attention to the school’s culture for collaboration and continuous improvement and necessary structures are likely to increase the effects of coaching.” Thus, teacher coaching will impact instruction, student achievement, and at-large the culture of collaboration. This study aligns with Jacob Elementary’s guided work on professional learning communities. Further development of professional learning communities will help support both of our improvement priorities.

Return to Front Page

Return to Front Page

Evidence Based Practice #3
Professional Learning Communities and Teacher Coaching

What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	"Overall finding was that the idea of a PLC is worth pursuing as a means of promoting school and system-wide capacity building for sustainable improvement and pupil learning." The cited report "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.' Highlights teacher coaching as a "promising alternative" to "traditional" professional development. "Coaching, either alone or in conjunction with other forms of professional learning, has a significant effect on teaching practice and student achievement." The Professional Learning Community and Teacher Coaching processes will promote and ensure congruence between learning targets, learning progressions, success criteria, high yield instructional strategies, rigor, personalized learning needs and assessment outcomes to improve 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.	N/A
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	A correlation exists between efficient professional learning communities and teacher coaching. "The 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." PLCs influence positive culture amongst teachers. "....in schools with higher levels of collaborative activities [teachers] are more likely than others to have high levels of career satisfaction (68% vs. 54% very satisfied)." "More specific attention to the school's culture for collaboration and continuous improvement and necessary structures are likely to increase the effects of coaching." Thus, teacher coaching will impact instruction, student achievement, and at-large the culture of collaboration. "Overall finding was that the idea of a PLC is worth pursuing as a means of promoting school and system-wide capacity building for sustainable improvement and pupil learning." The cited report "finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies— can boost their students' achievement by about 21 percentile points." Another highlights teacher coaching as a "promising alternative" to "traditional" professional development.

Return to Front Page

Return to Front Page

Evidence Based Practice #3
Professional Learning Communities and Teacher Coaching

"Coaching, either alone or in conjunction with other forms of professional learning, has a significant effect on teaching practice and student achievement." The Professional Learning Community and Teacher Coaching processes will promote and ensure congruence between learning targets, high yield instructional strategies, and assessment outcomes to improve student learning.

We will use PLCs to create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving student learning.
https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf

We will create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice.
https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf

We will create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice.
https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf

We will create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice.
https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?_ga=2.92918046.2057072060.1580493694-2106497335.1580493694

Donohoo, Hattie, & Eells (2018) argue that collective teacher efficacy has the greatest impact on student achievement, with an effect size of 1.57. They state that, "Leaders can ...influence collective efficacy by setting expectations for formal, frequent, and productive teacher collaboration and by creating high levels of trust for this collaboration to take place" (Donohoo, Hattie, & Eells, The Role of Evidence section, para. 11). Teacher collaboration is fostered through the professional learning community framework. Teachers are offered the opportunity to meet formally and frequently focused on student growth and achievement. Professional Learning Communities also afford the dedicated time to "ensure faculty and staff across all grade levels are provided professional learning opportunities to become highly skilled in understanding and delivering the curriculum, and ensure students are provided access to rigorous and engaging instruction based on high expectations as well as use a variety of assessment data to determine necessary adjustments to instruction to prepare students for the next level," Jacob Elementary's first improvement priority.

http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/The-Power-of-Collective-Efficacy.aspx

Return to Front Page

Return to Front Page

Evidence Based Practice #3
Professional Learning Communities and Teacher Coaching

Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	Yes, there is a well-developed theory of change that demonstrates how the innovation is expected to contribute to short term and long-term outcomes. A correlation exists between efficient professional learning communities and teacher coaching. "The 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." PLCs influence positive culture amongst teachers. "....in schools with higher levels of collaborative activities [teachers] are more likely than others to have high levels of career satisfaction (68% vs. 54% very satisfied)." "More specific attention to the school's culture for collaboration and continuous improvement and necessary structures are likely to increase the effects of coaching." Thus, teacher coaching will impact instruction, student achievement, and at-large the culture of collaboration. "Overall finding was that the idea of a PLC is worth pursuing as a means of promoting school and system-wide capacity building for sustainable improvement and pupil learning." The cited report "finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies— can boost their students' achievement by about 21 percentile points." Another highlights teacher coaching as a "promising alternative" to "traditional" professional development. "Coaching, either alone or in conjunction with other forms of professional learning, has a significant effect on teaching practice and student achievement." The Professional Learning Community and Teacher Coaching processes will promote and ensure congruence between learning targets, high yield instructional strategies, and assessment outcomes to improve student learning.
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Yes, "The authors also examined issues related to scaling coaching. They noted that smaller coaching programs — those involving no more than 50 teachers — improved teacher practice by .78 standard deviation and student achievement by .17 standard deviation, more than the pooled effects for all studies." https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf Hattie's effect size of 1.57 also indicates that the work of professional learning communities has an overall positive strong effect on student 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?	Yes, the students provide data specific to effectiveness for culturally and linguistically specific populations. https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf In the study, underprivileged populations and low-achieving populations were analyzed and research based practices were evaluated. The groups studied are similar to Jacob Elementary demographics.

Return to Front Page

Return to Front Page

Evidence Based Practice #4
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. https://eric.ed.gov/?id=EJ1110820
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?	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.
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.	
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
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?	For struggling readers, SGGR is critical and supplemental SGGR outside of the general classroom is often indicated as intervention or treatment for elementary reading struggles (NICHD, 2000; National Early Literacy Panel & National Center for Family Literacy, 2008).In particular, young children who do not progress in reading at the same rate as their peers will likely continue to have difficulty in school (Pianta, Belsky, Vandergrift, Houts, & Morrison, 2008; Torgesen, 2004), with meta-analyses showing 5-17% individuals later manifest indicators of a reading disorder (Bishop, 2010; Shaywitz, Morris, & Shaywitz, 2008). Therefore, early literacy intervention in the form of supplemental SGGR is necessary for young children who initially struggle in reading (Iaquinta, 2006; Pinnell & Fountas, 2008).

Return to Front Page

Return to Front Page

Evidence Based Practice #4
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.	The study was based entirely on elementary age students
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?	There is no mention in the study of sub groups but the study was based entirely on elementary age students.

Return to Front Page

Return to Front Page

Evidence Based Practice #5
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 sup-port 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. 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. However, in one study, students were already achieving near the maximum score during baseline, and thus the outcome could not measure any improvement. 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

Return to Front Page

Return to Front Page

Evidence Based Practice #5
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.
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

Return to Front Page

Return to Front Page

Evidence Based Practice #5 Mathematical Problem Solving	
	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?	N/A

Return to Front Page

Return to Front Page

Evidence Based Practice #6
PBIS

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.	Examining the Evidence Base for School-Wide Positive Behavior Support Focus on Exceptional Children.pdf Horner, R. H., Sugai G., & Anderson, C.M. (2017). Examining the Evidence Base for School Wide Positive Behavioral Support. Focus on Exceptional Children, 42(8). doi:10.17161/fec.v42i8.69
What is the strength of the evidence? Under what conditions was the evidence developed?	Evidence focused on a sampling of current research results that directly addressed PBIS implementation and effectiveness. 46 articles were reviewed, with a variety focusing on leveled tiers of intervention and the five criteria for the PBIS framework.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Outcomes: ● Clearly defined expectations for all stakeholders ● Clearly defined and monitored interventions based on student responsiveness ● Decrease in student behavior, academic, social and emotional problems ● Sustainability
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.	Examining the Evidence Base for School-Wide Positive Behavior Support Focus on Exceptional Children.pdf Action research indicates that PBIS is effective when implemented with fidelity based on the 5 criteria framework.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Practiced based evidence indicates effectiveness when PBIS is implemented using the framework. Examining the Evidence Base for School-Wide Positive Behavior Support Focus on Exceptional Children.pdf

Return to Front Page

Return to Front Page

Evidence Based Practice #6
PBIS

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 Outcomes: ● Reduction in problemed behaviors, increase in attendance, and fewer office referrals ● Improvement in the day to day operations of the school Long Term Outcomes: ● Sustainability of implemented plans
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, research was conducted at educational institutions.
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?	N/A

Return to Front Page

Return to Front Page

FIRST QUARTER ACTION Plan			
Date Range of Plan	March 1 - May 30, 2020		
45 Day Action Steps	**By Whom?/By When?**	**Funding (Amount/Fund)**	**Communication / Measurement**
Create and monitor a “watch list” for students performing below proficiency	Teachers/AIC	N/A	Email Newsletter Faculty Meeting ILT/ALT agendas/minutes
Revise master schedule for 2020-2021	Administrative Leadership Team	N/A	Email Newsletter Faculty Meeting ILT/ALT agendas/minutes
Develop & commit to a Professional Development calendar 2020-2021 school year with emphasis on new program adoption and instructional best practices	Principal, AIC	N/A	Email Newsletter Faculty Meeting ILT/ALT agendas/minutes
Develop & commit to a School Assessment calendar 2020-2021	Administrative Leadership Team	N/A	Email Newsletter Faculty Meeting ILT/ALT agendas/minutes
Create embedded PD schedule for the remainder of the 2019-20 school year including standards deconstruction, guided reading,	Principal, AIC	N/A	Email Newsletter Faculty Meeting ILT/ALT agendas/minutes
Begin exploring reading and math programs	Instructional Leadership Team and Grade level PLC’s	N/A	PLC’s Faculty Meeting ILT/ALT agendas/minutes
Develop PLC protocols to reflect PDSA and IP’s	Administrative Leadership Team	N/A	PLC’s Faculty Meeting ILT/ALT agendas/minutes
Design systems for monitoring instructional effectiveness….Walk-through, eleot, vertical visits	Principal/AIC	N/A	Faculty Meeting ILT/ALT agendas/minutes
Determine and design other necessary systems aligned to improvement priorities	Principal/AIC	N/A	Faculty Meeting ILT/ALT agendas/minutes

Return to Front Page

Return to Front Page

FIRST QUARTER ACTION Plan

Date Range of Plan	June 1, 2020-August 1, 2020		
Running records expectations	Instructional Leadership Team	N/A	Faculty Meeting ILT/ALT agendas/minutes
Begin establishing non-negotiables for instruction	Administrative Leadership Team	N/A	Faculty Meeting ILT/ALT agendas/minutes

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

Return to Front Page

Return to Front Page

SECOND QUARTER ACTION Plan			
Date Range of Plan		June 1-September 30, 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			

Return to Front Page