

Turnaround Plan

Kennedy Montessori Elementary

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3 year turnaround plan

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8 Principles of School Improvement Planning

Principle #1	Elevate school improvement as an urgent priority at every level of the system and	<i>If everything's a priority, nothing is.</i>
Principle #2	Make decisions based on what will best serve each and every student with the expectation that all students can and will master the knowledge and skills necessary for success in college, career, and civic life. Challenge and change existing structures or norms that perpetuate low performance or stymie improvement.	<i>Put students at the center so that every student succeeds</i>
Principle #3	Engage early, regularly, and authentically with stakeholders and partners so improvement is done with and not to the school, families, and the community.	<i>If you want to go far, go together.</i>
Principle #4	Select at each level the strategy that best matches the context at hand—from LEAs and schools designing evidence-based improvement plans to SEAs exercising the most appropriate state-level authority to intervene in non-exiting schools.	<i>One size does not fit all.</i>
Principle #5	Establish clear expectations and report progress on a sequence of ambitious yet achievable short- and long-term school improvement benchmarks that focus on both equity and excellence.	<i>What gets measured gets done.</i>
Principle #6	Implement improvement plans rigorously and with fidelity, and, since everything will not go perfectly, gather actionable data and information during implementation; evaluate efforts and monitor evidence to learn what is working, for whom, and under what circumstances; and continuously improve over time.	<i>Ideas are only as good as they are implemented.</i>
Principle #7	Dedicate sufficient resources (time, staff, funding); align them to advance the system's goals; use them efficiently by establishing clear roles and responsibilities at all levels of the system; and hold partners accountable for results.	<i>Put your money where your mouth is.</i>
Principle #8	<i>Plan from the beginning how to sustain successful school improvement efforts financially, politically, and by ensuring the school and LEA are prepared to continue making progress.</i>	<i>Don't be a flash in the pan</i>

BUILDING AN EFFECTIVE TURNAROUND PLAN

Preparing to Write an Improvement Plan

Build a responsive and effective team focused on continuous improvement
Familiarize the team with the Key Core Work Processes
 Have team members **survey the Diagnostic Review Report**
Identify one Improvement Priority from the Diagnostic Review Report on which to focus

Improvement Priority Deconstruction

Identify the concepts that are the basis of the standard
Identify the actions required
**Understand the process will most likely require you to break-down the actions into sub-components in order to fully address the priority.*

Key Core Work Processes Needs Assessment

Examine KCWPs
 Identify the suitable KCWP(s) that will strategically address the IP
 Reference the [Needs Assessment tool](#) to guide:

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

Circle of Influence and Barrier Identification

Brainstorm obstacles that will impede the work from the IP
Determine the level of influence/control of each obstacle
 Obstacles that you can influence/control, complete a **root cause analysis** (e.g. 5 Whys)
Determine solutions for obstacles to incorporate into the process

Activities as Action Steps

Determine activities that will be used to deploy the chosen strategy
Activities - Turnaround Plan Template

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



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



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



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



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

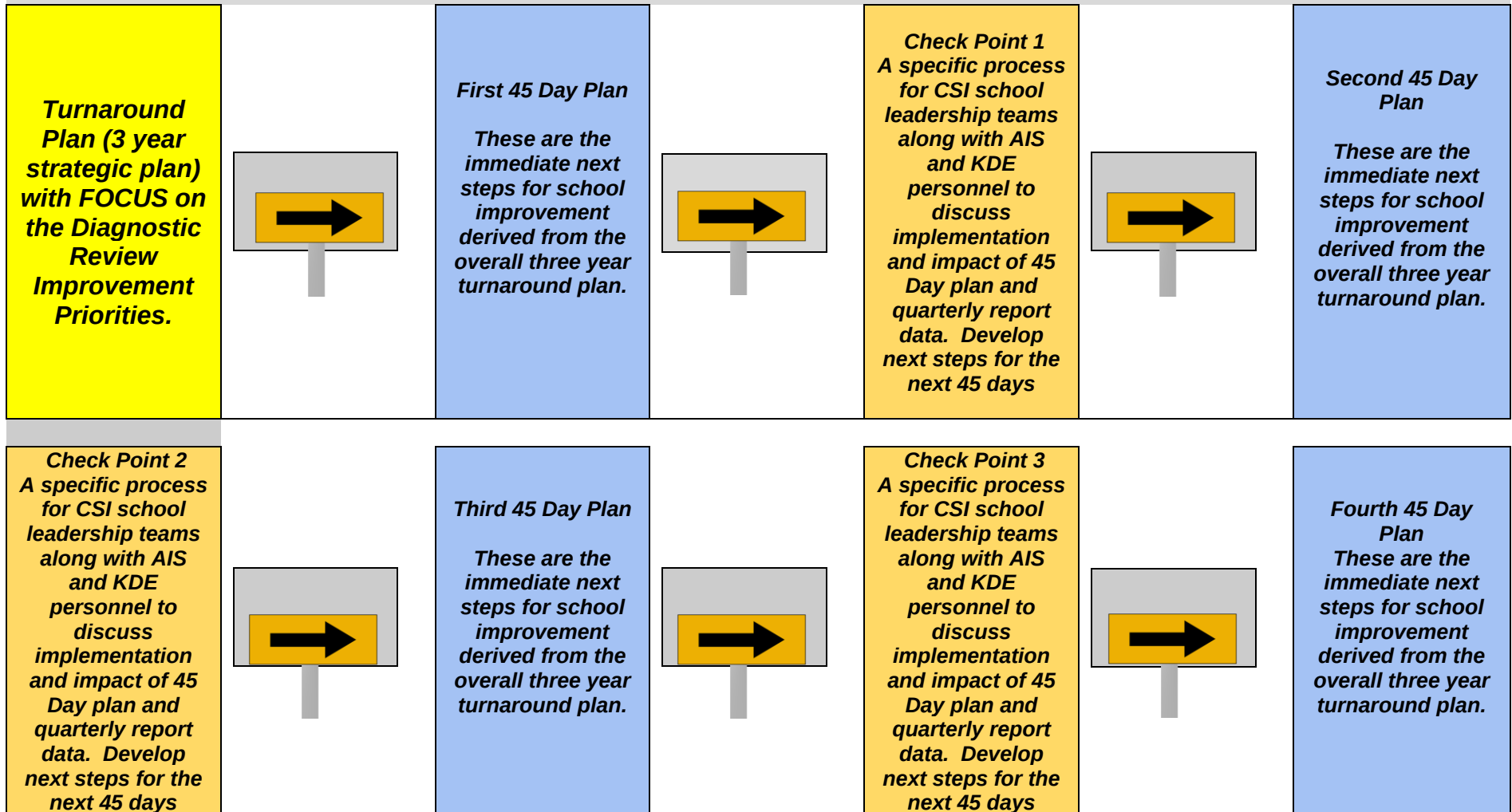
The team decides on strategies to systematically address the process, practice, or condition needing change.

Complete for each I.P.

Evidence-Based Practices (EBP)

1. Review practice - is it effective? Does it meet the level required by ESSA?
2. Evaluate - Use tools such as the [Hexagon](#) to rate possible practices/ new innovations to find best fit for needs
3. Complete questions/ narrative - see the Turnaround Plan

Turnaround Plan Overview and Implementation Process



Annual Analysis of the CSI School's Turnaround Planning Process

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

School Name

Kennedy Montessori Elementary School

Vision

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

The vision of Kennedy Montessori Elementary School is to empower our students in a nurturing and safe environment through authentic and rigorous learning opportunities.

Mission

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

Educate the whole child by providing authentic learning opportunities to prepare our students to be global citizens.

Stakeholder Involvement

(Who is responsible for the development, implementation, monitoring, and evaluation of this plan? Please include job role(s). This should be the school's turnaround team.)

Ms. Diyana Jones, Principal
Dr. Angel Jackson, Assistant Principal
Ms. Shasta Hoback, Guidance Counselor
Ms. Amy Nelson, AIC
Ms. Isabella Snodgrass, ECE Teacher
Ms. Reneecka Steed, ELA Resource Teacher
Dr. Tom Stewart, Educational Recovery Leader
Ms. Lakeesha Turner, First Grade Teacher
Ms. Anna Tussey, ESL Teacher
Ms. Ashley Winn, Math Resource Teacher

Accountability Area	Goals These are the aim statements the school will be reaching 3 years from now.	Objectives These are aim statements the school will be reaching this school year.
Proficiency	Kennedy Montessori Elementary will increase the combined reading & math percentage of proficient/distinguished students to 39.9% as measured by 2023 KPREP.	Kennedy Montessori Elementary's index score in the area of Reading will increase from 28.5% to 31.8% as measured by 2020 KPREP. Kennedy Montessori Elementary's index score in the area of Math will increase from 24.4% to 27.9% as measured by 2020 KPREP.
Separate Academic Indicator	Writing: Kennedy Montessori Elementary will increase the percentage of proficient /distinguished students in writing to 27.9% as measured by 2023 KPREP.	Writing: Kennedy Montessori Elementary will increase the percentage of students scoring proficient or distinguished in the area of Writing from 10.8% to 14.9% as measured by 2020 KPREP.
Growth	By the end of the 2023 school year, 5% of Kennedy Montessori Elementary will increase the percentage of students demonstrating growth in Reading and Math as measured by K-PREP.	Kennedy Montessori Elementary will increase its Growth score from 37.3% to 39.1% as measured by 2020 KPREP.
Transition Readiness	N/A	
Graduation Rate	N/A	
GAP	Kennedy Montessori Elementary will increase the percentage of proficient/distinguished students with Disabilities Gap in Reading and Math from 24.7% by 2023 as measured by KPREP.	Kennedy Montessori Elementary will increase the percentage of proficient/distinguished students with Disabilities from 10.5% to 14.6% in reading as measured by the 2020 KPREP. Kennedy Montessori Elementary will increase the percentage of proficient/distinguished students with Disabilities from 5.3 % 9.6 % in math as measured by the 2020 KPREP.
Other		

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
Standard 1.3 Develop, implement, and monitor an improvement process focused on improving student learning and professional practice through a professional learning community (PLC) framework that (1) begins with the deconstruction of grade-level standards to produce a skill progression for each standard; (2) provides common formative assessments for each deconstructed standard that assess student learning at a level of rigor to achieve standard mastery; (3) requires every classroom teacher to develop and implement daily standards-based lessons that address core instructional expectations for all students and provide tiered instruction to address intervention, acceleration, and remedial needs of students; (4) includes opportunities for teachers to analyze common formative assessment and discipline referral data to increase student engagement and reduce behavior referrals; and (5) requires leaders to monitor each classroom to ensure fidelity of instructional and learning expectations and provide feedback to faculty and staff.	Standard 2.5 Develop and implement a curriculum that focuses on high expectations and promotes success for students at their next levels. Include a process that integrates grade-level standards-based monitoring and high-yield classroom strategies. Provide a level of rigorous instruction and performance expectations that prepares every student for success and requires teachers to monitor learning and provide feedback to students.	Standard 2.7 Plan and provide instructional lessons that meet individual students' needs and the school's grade-level learning expectations. Deconstruct state standards to provide a tiered level of skills needed to reach standard mastery and develop a uniform process for planning daily lessons that address core lesson expectations, instructional adjustments for Tier II intervention lessons, and Tier III remedial lessons that lead to standard mastery for every student. Include a process to monitor implementation and make adjustments as needed.

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.)
Skills: develop, implement, monitor, deconstruction, produce, provides, assess, achieve, requires (develop and implement), address (provide and address), includes, analyze, increase, reduce, requires, monitor, ensure, provide Concepts: improvement process, student learning, professional practice, PLC framework, grade-level standards, skill progress, CFAs, rigor, mastery, standards-based lessons, core instructional expectations, tiered instruction, intervention, acceleration, remedial needs, discipline referral data, engagement, expectations, feedback We need to develop, implement, and monitor a continuous improvement process supported by an authentic PLC framework in which we deconstruct standards, align rigorous assessments to standards, design standards-based instruction (core and tiered), and engage in data analysis (CFAs and discipline data) to determine our next instructional steps. Then we need to monitor this work for fidelity and provide ongoing feedback for encouragement and support.	Skills: develop, implement, promotes, includes integrates, provide, prepares, requires, monitor Concepts: curriculum, high expectations, success for students, grade-level standards-based monitoring, high-yield classroom strategies, rigorous instruction, performance expectations, learning, feedback to students. Teachers need training on the Kentucky Academic Standards (KAS) and the formative assessment process. Then we need to develop, implement, and monitor a rigorous and grade-appropriate curriculum.	Skills: plan, provide, meet, deconstruct, provide, reach, develop, address, lead, include, monitor, make adjustments Concepts: instructional lessons, students' needs, learning expectations, state standards, tiered level of skills, standard mastery, uniform process for planning daily lessons, lesson expectations, instructional adjustments, intervention lessons, remedial lessons, standard mastery, process to monitor implementation Use deconstructed standards from PLCs to plan, monitor, and provide core instruction and tiered interventions, and make adjustments as needed.

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>

<u> </u> KCWP 1: Design and Deploy Standards	<u> X </u> KCWP 1: Design and Deploy Standards	<u> </u> KCWP 1: Design and Deploy Standards
	Ongoing professional development will occur to build teacher knowledge of grade level and content standards in order to plan effectively and meet the varying needs of all students.	
<u> </u> KCWP 2: Design and Deliver Instruction	<u> X </u> KCWP 2: Design and Deliver Instruction	<u> </u> KCWP 2: Design and Deliver Instruction
	Ensure ongoing professional development in the area of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	
<u> </u> KCWP 3: Design and Deliver Assessment Literacy	<u> </u> KCWP 3: Design and Deliver Assessment Literacy	<u> </u> KCWP 3: Design and Deliver Assessment Literacy
<u> </u> KCWP 4: Review, Analyze, and Apply Data	<u> </u> KCWP 4: Review, Analyze, and Apply Data	<u> X </u> KCWP 4: Review, Analyze, and Apply Data
		Establish a formalized cycle/timeline within PLCs to regularly monitor, review, analyze, and apply student data to meet students' needs (e.g., movement through the tiers of intervention, grouping/regrouping).
<u> X </u> KCWP 5: Design, Align, and Deliver Support	<u> </u> KCWP 5: Design, Align, and Deliver Support	<u> X </u> KCWP 5: Design, Align, and Deliver Support
Hire a PLC coach and redesign the PLC framework to implement a Plan-Do-Study-Act (PDSA) model that will foster a continuous improvement process.		Hire a PLC coach and redesign the PLC framework to implement a Plan-Do-Study-Act (PDSA) model that will foster a continuous improvement process. Establish a non-negotiable lesson plan monitoring system to ensure instructional lessons address student needs.
<u> </u> KCWP 6: Establish Learning Culture & Environment	<u> </u> KCWP 6: Establish Learning Culture & Environment	<u> </u> KCWP 6: Establish Learning Culture & Environment

Year One Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
Systematically reorganize the PLC process utilizing a PDSA cycle framework. Continuous Improvement Coaches will provide PDSA training during AIS week to begin to build whole faculty capacity surrounding all stages of the PDSA PLC cycles. IP 1, Standard 1.3 EBP 2 EBP 5	\$0	KCWP 5: Ensure a continuous improvement process with clearly defined protocols for all systems and instructional practices are implemented and monitored schoolwide.	• First and Second Quarter Action Plans • Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • ALT Meeting Agendas and Minutes
Hire a PLC coach who will lead PLC teams through the PDSA cycles, including data analysis guidance and assistance with designing Tier 1, 2 and 3 intervention for students not meeting proficiency during core instruction. IP 1, Standard 1.3 IP 2, Standard 2.5 IP 3, Standard 2.7 EBP 2 EBP 5	SIF \$77,400	KCWP 1: Ensure vertical and horizontal alignment to KAS with reading and math curriculum; Design and Deploy standards utilizing the PDSA PLC framework. KCWP 3: Design and deliver assessment literacy and ensure assessments are measuring student knowledge with validity KCWP 4: Ensure that assessments are of high quality and aligned to the rigor of standards	• First and Second Quarter Action Plans • Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • ALT Meeting Agendas and Minutes • Completed walkthrough forms

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
Create, implement, and monitor a schoolwide assessment plan to include a calendar of monthly benchmark assessments aligned with grade-level curriculum/lesson plans. IP 1, Standard 1.3 IP 2, Standard 2.5 IP 3, Standard 2.7	\$0	KCWP 4: Ensure systems are in place to collect and analyze student data, and use it to drive instruction. Ensure systems are in place to monitor student progress.	• First and Second Quarter Action Plans • Kennedy Living Calendar • Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • ALT Meeting Agendas and Minutes
Create and implement a monitoring tool tied to improvement priorities and elect environments that will be used during walkthroughs. IP 1, Standard 1.3 IP 2, Standard 2.5 IP 3, Standard 2.7	\$0	KCWP 1: Put monitoring systems in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved).	• First and Second Quarter Action Plans • Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • ALT Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document
Create and implement a tool that will be used to monitor lesson plan submission and quality. IP 1, Standard 1.3 IP 2, Standard 2.5 IP 3, Standard 2.7	\$0	KCWP 2: Ensure teachers design lessons with students' cultural, social, and developmental needs in mind, and include appropriate and effective high-yield strategies.	• First and Second Quarter Action Plans • Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • Lesson plan monitoring tool updated weekly

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
Establish a new teacher academy/PLC to meet 8 times a year. Topics will center on new teacher supports (e.g., management in the Montessori classroom, classroom organization, establishing appropriate relationships, classroom culture, formative assessment, differentiation, KAS standards deconstruction, writing learning targets, crafting effective instruction, monitoring student learning) IP 1, Standard 1.3 IP 2, Standard 2.5 IP 3, Standard 2.7 EBP 5	New teacher fund (district) \$1,625	KCWP 6: Ensure prioritization and commitment to vision/mission as the premise for how people interact and perform their best work at school.	• First and Second Quarter Action Plans • Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • New Teacher Academy/PLC Meeting Agendas and Minutes • ALT Meeting Agendas and Minutes • Completed walkthrough forms • Lesson plan monitoring tool updated weekly • Discipline referral data • Pacing guides
Purchase, implement and monitor a core math curriculum. Purchase Bridges curriculum for K-5 classrooms. Begin teacher preparation and training with program trainers from the Bridges Math curriculum. IP 2, Standard 2.5 IP 3, Standard 2.7 EBP 3	SIF \$49,000	KCWP 2: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	• First and Second Quarter Action Plans • Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document • Lesson plan monitoring tool updated weekly

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
Purchase and monitor implementation of Fountas and Pinnell additional classroom resources for K-5. IP 2, Standard 2.5 IP 3, Standard 2.7 EBP 4	SIF \$24,490 Title I Mini-grant \$6,768	KCWP 2: Ensure appropriate interventions are in place to meet the needs of all students.	• First and Second Quarter Action Plans • Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document • Lesson plan monitoring tool updated weekly
Begin teacher preparation and training with program trainers from Fountas and Pinnell. IP 1, Standard 1.3 IP 2, Standard 2.5 EBP 4	SIF \$3,600	KCWP 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	• First and Second Quarter Action Plans • Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document • Lesson plan monitoring tool updated weekly
Purchase and monitor implementation of supplemental Jan Richardson universal screeners for K-5. IP 2, Standard 2.5 IP 3, Standard 2.7 EBP 1	Title I Mini-grant \$6,353.75	KCWP 2: Ensure appropriate interventions are in place to meet the needs of all students.	• First and Second Quarter Action Plans • Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document • Lesson plan monitoring tool updated weekly

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
Purchase and monitor implementation of supplemental Jan Richardson guided reading materials for K-5. IP2, Standard 2.5 IP 3, Standard 5.7 EBP 1	SIF \$933.57	KCWP 2: Ensure appropriate interventions are in place to meet the needs of all students.	• First and Second Quarter Action Plans • Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document • Lesson plan monitoring tool updated weekly
Purchase and monitor implementation of Lexia Core5 Reading. IP2, Standard 2.5 IP 3, Standard 5.7 EBP 6	\$9,500	KCWP 2: Ensure appropriate interventions are in place to meet the needs of all students.	• PLC Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document • Lesson plan monitoring tool updated weekly
Professional Learning: Reading and Math Curriculum/Standards Training. Mandatory, monthly (two-hour professional development sessions) for all certified staff. Participate in vertical/horizontal curriculum training days during the 2020 – 2021 school year focusing primarily on KAS reading and math standards deconstruction and learning target/progression-writing. Teachers will complete curriculum mapping and pacing guides, which will also include alignment of core and tiered curriculum math and reading resources. IP 1, Standard 1.3 IP 2, Standard 2.5 IP 3, Standard 2.7 EBP 5	\$10,000 PD/Stipend SIF	KCWP 1: Ensure vertical and horizontal alignment to KAS with reading and math curriculum	• First and Second Quarter Action Plans • Standards Alignment/Curriculum Map • Pacing Guides • ILT Meeting Agendas and Minutes • Completed walkthrough forms • Lesson plan monitoring tool updated weekly • PLC Meeting Agendas and Minutes • Professional Learning Agendas and Minutes • Teacher PGPs • Learning Check Data

Year Two Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
PLC coach will continue to lead PLC teams through the PDSA cycles, including data analysis guidance and assistance with designing Tier 1, 2 and 3 intervention for students not meeting proficiency during core instruction. IP 1, Standard 1.3 IP 2, Standard 2.5 IP 3, Standard 2.7 EBP 2 EBP 5	SIF \$77,400	KCWP 1: Ensure vertical and horizontal alignment to KAS with reading and math curriculum; Design and Deploy standards utilizing the PDSA PLC framework. KCWP 3: Design and deliver assessment literacy and ensure assessments are measuring student knowledge with validity KCWP 4: Ensure that assessments are of high quality and aligned to the rigor of standards	• Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • ALT Meeting Agendas and Minutes • Completed walkthrough forms
Continue to monitor a schoolwide assessment plan to include a calendar of monthly benchmark assessments aligned with grade-level curriculum/lesson plans. IP 1, Standard 1.3 IP 2, Standard 2.5 IP 3, Standard 2.7	\$0	KCWP 4: Ensure systems are in place to collect and analyze student data, and use it to drive instruction. Ensure systems are in place to monitor student progress.	• Kennedy Living Calendar • Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • ALT Meeting Agendas and Minutes

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
Continue to utilize monitoring tool tied to improvement priorities and elect environments that will be used during walkthroughs. IP 1, Standard 1.3 IP 2, Standard 2.5 IP 3, Standard 2.7	\$0	KCWP 1: Put monitoring systems in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved).	• Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • ALT Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document
Continue to implement a tool that will be used to monitor lesson plan submission and quality. IP 1, Standard 1.3 IP 2, Standard 2.5 IP 3, Standard 2.7	\$0	KCWP 2: Ensure teachers design lessons with students' cultural, social, and developmental needs in mind, and include appropriate and effective high-yield strategies.	• Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • Lesson plan monitoring tool updated weekly
Monitor implementation of the Bridges core math curriculum. IP 2, Standard 2.5 IP 3, Standard 2.7 EBP 3	\$0	KCWP 2: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	• Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document • Lesson plan monitoring tool updated weekly

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
Monitor implementation of Fountas and Pinnell additional classroom resources for K-5. IP 2, Standard 2.5 IP 3, Standard 2.7 EBP 4	\$0	KCWP 2: Ensure appropriate interventions are in place to meet the needs of all students.	• Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document • Lesson plan monitoring tool updated weekly
Monitor implementation of supplemental Jan Richardson universal screeners for K-5. IP 2, Standard 2.5 IP 3, Standard 2.7 EBP 1	\$0	KCWP 2: Ensure appropriate interventions are in place to meet the needs of all students.	• Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document • Lesson plan monitoring tool updated weekly
Monitor implementation of supplemental Jan Richardson guided reading materials for K-5. IP2, Standard 2.5 IP 3, Standard 5.7 EBP 1	\$0	KCWP 2: Ensure appropriate interventions are in place to meet the needs of all students.	• Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document • Lesson plan monitoring tool updated weekly
Renew and monitor implementation of Lexia Core5 Reading. IP2, Standard 2.5 IP 3, Standard 5.7 EBP 6	\$9,500	KCWP 2: Ensure appropriate interventions are in place to meet the needs of all students.	• PLC Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document • Lesson plan monitoring tool updated weekly

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
PLC coach will continue to lead PLC teams through the PDSA cycles, including data analysis guidance and assistance with designing Tier 1, 2 and 3 intervention for students not meeting proficiency during core instruction. PLC coach will gradually release PLC duties to teacher teams by the end of 2022-2023 school year. IP 1, Standard 1.3 IP 2, Standard 2.5 IP 3, Standard 2.7 EBP 2 EBP 5	SIF \$77,400	KCWP 1: Ensure vertical and horizontal alignment to KAS with reading and math curriculum; Design and Deploy standards utilizing the PDSA PLC framework. KCWP 3: Design and deliver assessment literacy and ensure assessments are measuring student knowledge with validity KCWP 4: Ensure that assessments are of high quality and aligned to the rigor of standards	• Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • ALT Meeting Agendas and Minutes • Completed walkthrough forms
Continue to monitor a schoolwide assessment plan to include a calendar of monthly benchmark assessments aligned with grade-level curriculum/lesson plans. IP 1, Standard 1.3 IP 2, Standard 2.5 IP 3, Standard 2.7	\$0	KCWP 4: Ensure systems are in place to collect and analyze student data, and use it to drive instruction. Ensure systems are in place to monitor student progress.	• Kennedy Living Calendar • Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • ALT Meeting Agendas and Minutes

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
Continue to utilize monitoring tool tied to improvement priorities and elect environments that will be used during walkthroughs. IP 1, Standard 1.3 IP 2, Standard 2.5 IP 3, Standard 2.7	\$0	KCWP 1: Put monitoring systems in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved).	• Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • ALT Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document
Continue to implement a tool that will be used to monitor lesson plan submission and quality. IP 1, Standard 1.3 IP 2, Standard 2.5 IP 3, Standard 2.7	\$0	KCWP 2: Ensure teachers design lessons with students' cultural, social, and developmental needs in mind, and include appropriate and effective high-yield strategies.	• Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • Lesson plan monitoring tool updated weekly
Monitor effectiveness of the Bridges core math curriculum. IP 2, Standard 2.5 IP 3, Standard 2.7 EBP 3	\$0	KCWP 2: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	• Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document • Lesson plan monitoring tool updated weekly

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
Monitor effectiveness of Fountas and Pinnell additional classroom resources for K-5. IP 2, Standard 2.5 IP 3, Standard 2.7 EBP 4	\$0	KCWP 2: Ensure appropriate interventions are in place to meet the needs of all students.	• Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document • Lesson plan monitoring tool updated weekly
Monitor effectiveness of supplemental Jan Richardson universal screeners for K-5. IP 2, Standard 2.5 IP 3, Standard 2.7 EBP 1	\$0	KCWP 2: Ensure appropriate interventions are in place to meet the needs of all students.	• Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document • Lesson plan monitoring tool updated weekly
Monitor effectiveness of supplemental Jan Richardson guided reading materials for K-5. IP2, Standard 2.5 IP 3, Standard 5.7 EBP 1	\$0	KCWP 2: Ensure appropriate interventions are in place to meet the needs of all students.	• Admin Meeting Agendas and Minutes • ILT Meeting Agendas and Minutes • PLC Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document • Lesson plan monitoring tool updated weekly
Renew and monitor implementation of Lexia Core5 Reading. IP2, Standard 2.5 IP 3, Standard 5.7 EBP 6	\$9,500	KCWP 2: Ensure appropriate interventions are in place to meet the needs of all students.	• PLC Meeting Agendas and Minutes • Walkthrough schedule • Completed walkthrough forms • Walkthrough analysis document • Lesson plan monitoring tool updated weekly

Evidence Based Practice #1 (Guided Reading)

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Gaffner, J., Johnson, K., Torres-Elias, A., & Dryden, L. (2014). Guided reading in first - fourth grade: Theory to practice. Texas Journal of Literacy Education, 2(2), 117-126. ERIC - EJ1110820 - Guided Reading in First-Fourth Grade: Theory to Practice, Texas Journal of Literacy Education, 2014
What is the strength of the evidence? Under what conditions was the evidence developed?	This quantitative study provided small group guided reading to two treatment groups: 16 students for one year treatment and 21 students to one semester treatment in an urban Texas setting. The quantitative data was obtained from two measures. Aggregate treatment response of the sixteen (43.3%) students afforded yearlong treatment was compared to the treatment response of the twenty-one students (56.7%) afforded treatment for only one semester. Students who received the yearlong treatment (n = 16) improved more substantially (p = .005) than those who received the semester-only treatment (n = 21), with treatment duration accounting for 21% of the variance between groups (in terms of FP-BAS reading levels and ISIP-ERA scores). In fact, the average semester-only participant grew only one month in FP-BAS reading level, while a typical year-long student grew approximately 6 months in FP-BAS reading level (in accordance with Denton, 2012; Gersten et al., 2008; Ramey & Ramey, 2005).
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	n/a
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Based on our review of the evidence and the data for our school we believe this would be level 2 evidence by nature of it resulting from a quantitative study. Quantitative assessment results generally demonstrated a positive impact on the reading growth of the elementary students involved in the reading clinic.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Yes. https://files.eric.ed.gov/fulltext/EJ1110820.pdf Analysis of qualitative and quantitative revealed positive outcomes.
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	Yes. https://files.eric.ed.gov/fulltext/EJ1110820.pdf Increased confidence, hands on real life experiences, and differentiation were cited as outcomes.
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Yes. https://files.eric.ed.gov/fulltext/EJ1110820.pdf Elementary aged students were the primary focus of the study.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	No, it was primarily focused on all elementary students. https://files.eric.ed.gov/fulltext/EJ1110820.pdf

Evidence Based Practice #2 (Shipley Systems)

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 practice-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.

Evidence Based Practice #3 (Bridges Math)

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Yes, research data was conducted using a quasi-experimental designs: “The study employed a quasi-experimental design with matched treatment and control groups. All students were assessed both before receiving instruction and at the end of instruction. The mathematics skills of the treatment group were compared with the control group. Students in the treatment group were matched to students in the control group based on pre-test results (2015–2016 PARCC scores), and then compared based on the post-test results (2016–2017 PARCC scores). The study design is depicted in Figure 3. Data Collection The participating school districts provided the de-identified state test performance data for spring 2015–2016 and spring 2016–2017 as well as the gender for each student. In addition, SEG Measurement surveyed participating teachers at the end of the study to gain further insights into the efficacy of Bridges. Treatment group teachers were asked to provide background information as well as their perceptions of the Bridges program and its features, their likelihood of using the program in An Evaluation of the Effectiveness of Bridges in Mathematics for Developing Student Math Skills in the future, and their likelihood of recommending its use to colleagues. Control group teachers provided background information as a basis for comparison with the treatment group” https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf
What is the strength of the evidence? Under what conditions was the evidence developed?	The evidence demonstrates a strong positive correlation between students receiving Bridges Curricular instruction vs. a control group. “The mathematics knowledge and skills of the treatment group was compared to the control group. Separate comparisons were made for each of the two grades. Using Analysis of Covariance (ANCOVA), we examined the difference in the post-test scores (dependent variables) between the treatment and control groups (independent variables), controlling for the initial proficiency of the students (covariate). The spring 2015–2016 score was used as the covariate to place students from both groups on the same baseline. The propensity score matching of the two groups achieved a very close match in ability; the ANCOVA removed the effect of any remaining differences in initial ability”
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	“Students who received Bridges instruction showed significantly greater improvement in mathematics skills—about one-fifth of a standard deviation—than students who did not receive Bridges instruction (fourth grade effect size = .19; fifth grade effect size = .18). Teachers felt that Bridges was an effective tool for developing student math skills. These teachers also report that they are likely to recommend Bridges to their colleagues.” https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf

Evidence Based Practice #3 (Bridges Math)

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 practice-based evidence to indicate effectiveness. “Nine schools in two Colorado districts participated in the study. The treatment group consisted of students in 22 fourth and fifth grade classrooms across four schools. The control group consisted of students in 21 fourth and fifth grade classrooms across five schools. The final set of 538 fourth grade and 490 fifth grade students were selected using a statistical matching technique called Propensity Score Matching. For each student who received math instruction with Bridges, a matching student who did not receive math instruction with Bridges was identified. Only these matched students were included in the analyses. The use of Propensity Score Matching increased rigor in the analyses by ensuring that the treatment and control groups shared the same level of ability at the beginning of instruction. By matching the two study groups, we can be confident that any differences in students’ level of ability at the end of instruction are due to whether the math instruction they received was with Bridges or not with Bridges. Student mobility, absences, and other factors meant that some students did not take either a pre- or post-test. Only those students who had both pre- and post-test data were included in the analyses. Teachers were surveyed to determine the amount of time they incorporated Bridges into their math instruction. Only those teachers and their classes who met minimum usage criteria (five or more hours per week) were included within the treatment group.” https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.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?	Yes, there is a well-developed theory of change. “Bridges in Mathematics by The Math Learning Center is a comprehensive classroom-based, PK–5 curriculum that equips teachers to implement the Common Core State Standards for Mathematics. It is designed to be rigorous, coherent, engaging, and accessible to all learners. The curriculum focuses on developing students’ understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration, capitalizing on the existing knowledge and intelligence of students. The material presented is rich linguistically, visually, and kinesthetically.” https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf

Evidence Based Practice #3 (Bridges Math)

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 research was conducted in the fourth and fifth grades. These grades would be among those implementing the new curriculum in our school setting. “The final set of 538 fourth grade and 490 fifth grade students were selected using a statistical matching technique called Propensity Score Matching. For each student who received math instruction with Bridges, a matching student who did not receive math instruction with Bridges was identified. Only these matched students were included in the analyses. The use of Propensity Score Matching increased rigor in the analyses by ensuring that the treatment and control groups shared the same level of ability at the beginning of instruction. By matching the two study groups, we can be confident that any differences in students’ level of ability at the end of instruction are due to whether the math instruction they received was with Bridges or not with Bridges.” The participating teachers were also similar to the age demographics of the current school setting. “Participating teachers reported that the number of years spent in the classroom ranged from 1 year to more than 16 years. More than half (60%) of treatment group teachers reported having less than 10 years of teaching experience. Less than half (43%) of control group teachers reported the same. Conversely, control group teachers reported more frequently of having more than 10 years of classroom experience (57% vs 40%). See Table 10.” https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.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?	The data demonstrates effectiveness for all populations, showing that all students can make academic gains with adherence to the program. “The treatment group in both fourth and fifth grade showed significantly greater improvement in their math skills than their counterparts in the control group (effect size for fourth grade = 0.19; effect size for fifth grade = 0.18). These effect sizes—about one-fifth of a standard deviation— reflect educationally meaningful gains. These effects exceed the mean effect size of 0.15 reported by Cheung and Slavin (2013) in their review of 84 studies examining the effects of educational technology applications on mathematics achievement in K–12 classrooms.” https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf

Evidence Based Practice #4 (Fountas and Pinnell)

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://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.pdf
What is the strength of the evidence? Under what conditions was the evidence developed?	The evidence is strong: "The panel considers the level of evidence supporting this recommendation to be strong, based on 12 small experimental design studies, ⁸⁷ 1 well-designed quasi-experimental study, ⁸⁸ and 1 meta-analysis study."
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	The average rate of student learning increased by 16% over the course of the first implementation year, 28% in the second year, and 32% in the third year – substantial increases. • Teacher expertise increased substantially, and the rate of improvement was related to the extent of coaching teachers received. • Professional communication among teachers in the schools increased over the course of the implementation, and the literacy coordinator (coach) became more central to the schools' communication networks.
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.	Practice-based evidence: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=16
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. Students work through a continuum of instructional resources that scaffold thinking and skill development. http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.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.	Yes, the studies provide data specific to the setting in which it will be implemented. https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf The research has been conducted and implemented in a classroom setting. Instructional strategies have been implemented and evaluated in classroom settings with low academic achievement. The research provides evidence-based practices for implementing guided reading instruction, specifically with regards to intervention for underachieving students.

Evidence Based Practice #4 (Fountas and Pinnell)

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 population being studied and evaluated mirrors the population of Kennedy Montessori Elementary.

Evidence Based Practice #5 (Professional Learning/Teacher and PLC 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 https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf Professional Development https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf Teacher Coaching https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf Teacher Coaching 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.
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, high yield instructional strategies, and assessment outcomes to improve student learning.

Evidence Based Practice #5 (Professional Learning/Teacher and PLC Coaching)

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. “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. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?_ga=2.92918046.2057072060.1580493694-2106497335.1580493694

Evidence Based Practice #5 (Professional Learning/Teacher and PLC 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, Kennedy Montessori Elementary has a staff of 21 regular education classroom teachers, 3 ECE certified teachers, and 5 certified Special Area teachers. “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
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 population being studied and evaluated mirrors the population of Kennedy Montessori Elementary.

Evidence Based Practice #6 (Lexia Core5 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.	Yes: https://www.evidenceforessa.org/programs/reading/lexiar-core5r-reading
What is the strength of the evidence? Under what conditions was the evidence developed?	“Three studies evaluated Lexia Core5 Reading, all of which had positive outcomes but were not significant at the school level. There were significant effects at the student level, however, qualifying Core5 for the ESSA ‘promising’ category.” Grades studied: K-5. Groups studied: African American, Free and Reduced Price Meals, Hispanic, White. Communities studied: Urban.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Three studies, 3971 students, average effect size +0.28. The ESSA rating is “Promising.” “Two studies (Gale, 2006; Macaruso, Hook, & McCabe, 2006) are randomized controlled trials that meet WWC evidence standards. One study (Macaruso & Walker, 2008) uses a quasi-experimental design that meets WWC evidence standards with reservations.” https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_lexia_063009.pdf
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	n/a
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Yes, there is practice-based evidence to indicate effectiveness. https://www.evidenceforessa.org/programs/reading/lexiar-core5r-reading
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. https://www.evidenceforessa.org/programs/reading/lexiar-core5r-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.	“Our findings indicate that first graders who participated in the programs made significant reading gains over the school year. Their post-test scores were slightly (but not significantly) greater than the post-test scores of control children who received regular reading instruction without the programs. When analyses were restricted to low-performing children eligible for Title I services, significantly higher post-test scores were obtained by the treatment group compared to the control group. At post-test Title I children in the treatment group performed at levels similar to non-Title I students.”

Evidence Based Practice #6 (Lexia Core5 Reading)

<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-9817.2006.00282.x>

“This study investigated the potential benefits of a blended learning approach on the reading skills of low socioeconomic status students in Grades 1 and 2. Treatment students received English language arts instruction that was both teacher-led and technology-based. Comparisons were made with control students who received the same English language arts instruction without the blended learning component. Results showed significantly greater pretest/posttest gains on a standardized reading assessment for the treatment students compared to the control students. The greatest discrepancy occurred in reading comprehension. A sub-analysis of low-performing English language learner students in the treatment group revealed the largest reading gains. At posttest, these students performed at the level of non-English language learner students in the control group. Results indicated a blended learning approach can be effective in enhancing the reading skills of low socioeconomic students.”

<https://www.tandfonline.com/doi/full/10.1080/07380569.2015.1100652>

“This study explores a blended learning approach, utilizing both online and offline materials, for reading instruction within general education second grade classes in a California elementary school receiving Title 1 funds. The blended learning program was implemented in two classes, with an additional class in the same school serving as a control. The study was carried out during the second half of the school year from February through May 2015. There were no significant differences between groups on the DIBELS® Next reading assessment at the start of the study, however, the intervention group significantly outperformed the control group on DIBELS Next at the end of the school year. These results support the use of a blended learning approach to reading instruction in general education, Title I second grade classes.”

https://www.lexialearning.com/sites/default/files/resources/EdMediaPresentation_Title1.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?

Yes:

<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-9817.2006.00282.x>

<https://www.tandfonline.com/doi/full/10.1080/07380569.2015.1100652>

https://www.lexialearning.com/sites/default/files/resources/EdMediaPresentation_Title1.pdf

<https://www.evidenceforessa.org/programs/reading/lexiar-core5r-reading>

FIRST 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
Research reading and math programs.	Amy Nelson, AIC Admin team members April 1, 2020	\$0	Email Admin Team meeting notes
Plan days and contact and secure trainers for AIS week and opening week.	Diyana Jones, Principal Amy Nelson, AIC Tom Stewart, ERL April 1, 2020	\$0	Email Staff Newsletter Admin Team meeting notes Instructional Leadership Team meeting notes
Research costs and budget for curriculum, programs, and stipends.	Diyana Jones, Principal Amy Nelson, AIC April 1, 2020	\$0	Email Admin Team meeting notes Instructional Leadership Team meeting notes
Create embedded PD schedule for the 2020-2021 school year.	ILT and Turnaround Team May 30, 2020	\$0	Email Staff Newsletter Admin Team meeting notes Instructional Leadership Team meeting notes
Create assessment plan and learning check/benchmark assessment calendar for 2020-2021 school year.	ILT, Admin Team, and Turnaround Team May 20, 2020	\$0	Email Staff Newsletter Admin Team meeting notes Instructional Leadership Team meeting notes PLC meeting notes
Create new teacher PLC schedule and begin planning topics.	Diyana Jones, Principal Amy Nelson, AIC Tom Stewart, ERL May 1, 2020	\$0	Email Staff Newsletter Admin Team meeting notes Instructional Leadership Team meeting notes
Embed Lexia and other blended learning tools in NTI plan.	Amy Nelson, AIC Diyana Jones, Principal Admin team members April 1, 2020	\$0	Email Staff Newsletter Faculty meeting notes Admin Team meeting notes Instructional Leadership Team meeting notes
Develop walkthrough and lesson plan monitoring tools.	Diyana Jones, Principal Tom Stewart, ERL April 1, 2020	\$0	Email Staff Newsletter Faculty meeting notes PLC meeting notes Admin Team meeting notes Instructional Leadership Team meeting notes

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:

School:

School:

Reviewer:

CHECK POINT #1

SECOND QUARTER ACTION Plan			
Date Range of Plan		(Ex. March 1st -May 30th, 2020)	
45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
Hire PLC coach	Diyana Jones, Principal July 1, 2020	\$77,400	ILT Agendas and Minutes ALT Agendas and Minutes
Purchase Bridges Math curriculum and conduct training on August 4-5, 2020	Diyana Jones, Principal Bridges grade-level trainers July 1, 2020	\$49,000	ILT Agendas and Minutes Staff Meeting Agendas and Minutes ALT Agendas and Minutes
Purchase Fountas and Pinnell resources	Diyana Jones, Principal July 1, 2020	\$31,258	ILT Agendas and Minutes Staff Meeting Agendas and Minutes ALT Agendas and Minutes
Fountas and Pinnell training	F&P Trainers August 7, 2020	43,600	ILT Agendas and Minutes Staff Meeting Agendas and Minutes ALT Agendas and Minutes
Purchase Jan Richardson universal screener	Diyana Jones, Principal July 1, 2020	\$6,353.75	ILT Agendas and Minutes Staff Meeting Agendas and Minutes ALT Agendas and Minutes
Purchase Jan Richardson supplemental guided reading materials	Diyana Jones, Principal July 1, 2020	\$933.57	ILT Agendas and Minutes Staff Meeting Agendas and Minutes ALT Agendas and Minutes
Purchase Lexia Core5 reading	Diyana Jones, Principal July 1, 2020	\$9,500	ILT Agendas and Minutes Staff Meeting Agendas and Minutes ALT Agendas and 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 #2			