

# Turnaround Plan

## Trunnell 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?

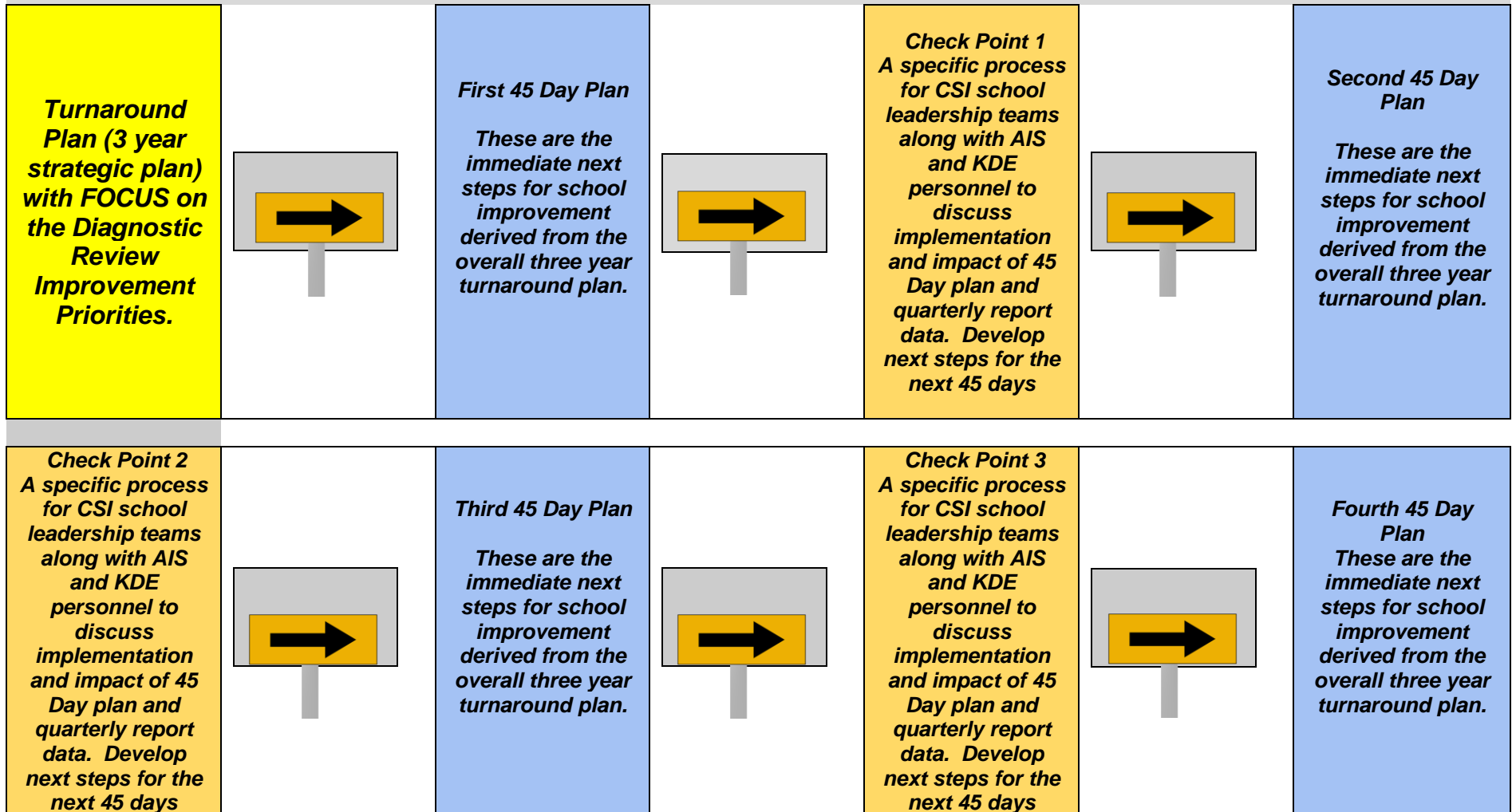
The team decides on strategies to systematically address the process, practice, or condition needing change.

**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

Trunnell Elementary School

## Vision

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

### VISION

The Trunnell learning community strives for excellence every day. We create confident and responsible lifelong learners for the twenty-first century by promoting critical thinkers and problem-solvers in a nurturing, loving environment.

## Mission

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

### MISSION

"Expect Excellence: Reach... Teach... Succeed!"

## 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.)

Stephanie Smith, Principal  
Kevin Heckler, Assistant Principal  
Matt Willoughby, Education Recovery Leader  
Michelle Tomlinson, Academic Instructional Coach  
Deborah Bohn, Counselor  
Anthony Adams, Family Resource Coordinator  
Amanda Wilcoxson, Library Media Specialist  
Rosa Arnold, Teacher  
Carly Barrett, Teacher  
Mechelle Hamblin, Teacher  
Rebecca Hickey, Teacher  
Van Hoagland, Teacher- ECE

<b>Accountability Area</b>	<b>Goals</b> These are the aim statements the school will be reaching 3 years from now.	<b>Objectives</b> These are aim statements the school will be reaching this school year.
Proficiency	By year 2024 Reading proficiency scores will increase to 44%. Mathematics proficiency scores will increase to 38%.	By the end of the 2020-2021 school year, 34% of students will score Proficient/Distinguished in Reading and 27% in Mathematics as measured by K-PREP.
Separate Academic Indicator	By 2024 Writing proficiency will increase to 33.2%.	By the end of the 2020-2021 school year, 21.5% of students will score Proficient/Distinguished in Writing as measured by K-PREP.
Growth	By the end of the 2024 school year, the percentage of students scoring Proficient/Distinguished will increase by 10% in Reading and 11% in Mathematics as measured by K-PREP.	By the end of the 2020-2021 school year, the number of students scoring Proficient/Distinguished will increase by 5% in Reading and Mathematics as measured by K-PREP.
Transition Readiness	N/A	N/A
Graduation Rate	N/A	N/A
GAP	By the end of the 2024 school year, the percentage of students in the Free/Reduced Lunch category scoring Proficient/ Distinguished will be 43% in Reading and 36% in Mathematics as measured by K-PREP.  The percentage of students in the Free/Reduced Lunch category scoring Novice in Reading and Math will decrease by 15% as measured by K-PREP.	By the end of the 2020-2021 school year, the percentage of students in the Free/Reduced Lunch category scoring Proficient/ Distinguished will increase to 32.5 % in Reading and 24.5% in Mathematics as measured by K-PREP.  By the end of the 2020-2021 school year, the number of students in the Free/Reduced Lunch category scoring Novice will decrease by 10% in both Reading and Mathematics as measured by K-PREP.
Other	N/A	N/A

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2	IMPROVEMENT PRIORITY #3
Develop, implement, and monitor a systemic curricular and instructional process based on high expectations for students, aligned to and congruent in rigor with Revised Kentucky Academic Standards and school district on-grade-level curriculum framework. (Standard 2.5)	Monitor and adjust instruction to meet individual learners' needs and the school's learning expectations. (Standard 2.7)	
Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)	Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)	Improvement Priority Deconstruction (What does this statement specifically say we must do or change? Use school friendly terms.)
Develop, Implement, Monitor <ul style="list-style-type: none"> <li>• Systemic curricular and instructional process</li> </ul> Align, Congruent, Rigor <ul style="list-style-type: none"> <li>• Revised Kentucky Academic Standards &amp; District on-grade-level curriculum and framework</li> </ul>	Monitor, Adjust, Meet <ul style="list-style-type: none"> <li>• Instruction</li> <li>• Individual learners needs</li> <li>• School learning expectations</li> </ul>	

### 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>

<input checked="" type="checkbox"/> KCWP 1: Design and Deploy Standards	<input type="checkbox"/> KCWP 1: Design and Deploy Standards	<input type="checkbox"/> KCWP 1: Design and Deploy Standards
We will focus on standards based instruction that is rigorous and deconstructed at each grade level. This will occur through the PLC process.		
<input type="checkbox"/> KCWP 2: Design and Deliver Instruction	<input checked="" type="checkbox"/> KCWP 2: Design and Deliver Instruction	<input type="checkbox"/> KCWP 2: Design and Deliver Instruction
	We will purchase a Reading and Mathematics program and ensure Staff is trained on the new instructional programs. We will monitor its effectiveness at each grade level by subject using the PDSA (Plan-Do-Study-Act) framework and feedback to teachers during instructional rounds.	
<input type="checkbox"/> KCWP 3: Design and Deliver Assessment Literacy	<input type="checkbox"/> KCWP 3: Design and Deliver Assessment Literacy	<input type="checkbox"/> KCWP 3: Design and Deliver Assessment Literacy
<input type="checkbox"/> KCWP 4: Review, Analyze, and Apply Data	<input type="checkbox"/> KCWP 4: Review, Analyze, and Apply Data	<input type="checkbox"/> KCWP 4: Review, Analyze, and Apply Data
<input type="checkbox"/> KCWP 5: Design, Align, and Deliver Support	<input type="checkbox"/> KCWP 5: Design, Align, and Deliver Support	<input type="checkbox"/> KCWP 5: Design, Align, and Deliver Support
<input type="checkbox"/> KCWP 6: Establish Learning Culture & Environment	<input type="checkbox"/> KCWP 6: Establish Learning Culture & Environment	<input type="checkbox"/> 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.

<b>Activity Name and Description</b> (Include EBP and I.P. denotation)	<b>Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
<b>Purchase Math Curriculum.</b> <b>Purchase Bridges curriculum for K-5 classrooms.</b>  <b>IP 1, Standard 2.5</b>	<b>SIF</b> <b>\$38,000</b>	<b>Design and Deliver Instruction: 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.</b>	<b>The school will create a system to monitor the evidence based curriculum across all grades. The school will design a system that includes measuring tools, timelines for evidence submission, guidelines for implementation at each grade level, and grade-level calibration to ensure congruence throughout the school year.</b> <ul style="list-style-type: none"> <li>• Monitoring through PLCs agendas and minutes</li> <li>• Weekly Lesson Plan checks</li> <li>• Monitoring through classroom walkthroughs</li> </ul>
<b>Begin teacher preparation and training with program trainers from the Bridges Math curriculum.</b>  <b>IP2, Standard 2.7</b> <b>IP1, Standard 2.5</b>	<b>SIF</b> <b>\$25,000</b>	<b>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.</b>	<b>The school will create a culture of continuous improvement that results in improved student learning and professional practice.</b> <ul style="list-style-type: none"> <li>• Create coaching schedule and protocols</li> <li>• Monitor through weekly administrator meetings</li> <li>• Monitor through Instructional Leadership Team meetings</li> <li>• Attendance sheets at trainings</li> <li>• Identify coaching dates</li> <li>• Rutherford trainings for administrators</li> </ul>
<b>Establish a standard time for KAS deconstruction and alignment.</b>  <b>I.P. 1, Standard 2.5</b> <b>I.P. 2, Standard 2.7</b>  <b>Teacher Clarity</b>	<b>SIF</b> <b>\$10,000</b>	<b>Design and deploy standards aligned to newly purchased programs by ensuring professional development opportunities including high yield instructional strategies and gradual release with a focus on standards mastery.</b>	<ul style="list-style-type: none"> <li>• Monitored in PLCs through assessment data collection and disaggregation</li> <li>• Schoolwide utilization of a standardized scope and sequence, pacing guides</li> <li>• Regular review of assessments and lesson plan materials in Instructional Leadership Team</li> </ul>

## 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.

<b>Activity Name and Description</b> (Include EBP and I.P. denotation)	<b>Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
<b>Purchase Fountas and Pinnell Classroom for K-5.</b>  <b>IP 1, Standard 2.5</b>	<b>SIF \$70,000</b>	<b>Design and Deliver Instruction: 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.</b>	<b>The school will create a system to monitor the evidence-based curriculum across all grades. The school will design a system that includes measuring tools, timelines for evidence submission, guidelines for implementation at each grade level, and grade-level calibration to ensure congruence throughout the school year.</b> <ul style="list-style-type: none"> <li>• Monitoring through PLCs agendas and minutes</li> <li>• Weekly lesson plan checks</li> <li>• Monitoring through classroom walkthroughs</li> </ul>
<b>Purchase and implement individual technology devices to access online material with Reading and Math programs</b>  <b>I.P. 2, Standard 2.5</b> <b>Chromebooks</b>	<b>SIF \$35,000</b>	<b>Design and Deliver Instruction through a variety of instructional practices that ensure student learning needs are being met.</b>	<b>The school will create a system to monitor the evidence-based curriculum across all grades. The school will design a system that includes measuring tools, timelines for evidence submission, guidelines for implementation at each grade level, and grade-level calibration to ensure congruence throughout the school year.</b> <ul style="list-style-type: none"> <li>• Monitoring through PLCs agendas and minutes</li> <li>• Weekly lesson plan checks</li> <li>• Monitoring through classroom walkthroughs</li> </ul>
<b>Begin teacher preparation and training with program trainers for the Fountas and Pinnell curriculum.</b>  <b>IP 2, Standard 2.7</b> <b>IP 1, Standard 2.5</b>	<b>SIF \$10,000</b>	<b>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.</b>	<b>The school will create a culture of continuous improvement that results in improved student learning and professional practice.</b> <ul style="list-style-type: none"> <li>• Create coaching schedule and protocols</li> <li>• Monitor through weekly administrator meetings</li> <li>• Monitor through Instructional Leadership Team meetings</li> <li>• Attendance sheets at trainings</li> <li>• Identify coaching dates</li> <li>• Rutherford trainings for administrators</li> </ul>

## Year One Activities

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<b>Activity Name and Description</b> (Include EBP and I.P. denotation)	<b>Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
<b>Develop opportunities for students to enhance social skills in order to prepare them for the next level.</b>  <b>I.P. 1 Standard 2.5</b> <b>PBIS</b>	<b>SIF</b> <b>\$20,000</b>	<b>Establish a learning culture and environment that promotes a well-rounded child. This program will ensure the physical, academic, social and emotional needs are equitably met.</b>	<ul style="list-style-type: none"> <li>• <b>Monitoring will occur in ILT/ALT meetings</b></li> <li>• <b>PLC's through data collection (attendance, behavior, communication, surveys, etc.)</b></li> </ul>
<b>Implement school wide PLC processes with additional training.</b>  <b>I.P. 2, Standard 2.7</b> <b>PLC</b>	<b>SIF</b> <b>\$10,000</b>	<b>Design and deploy standards through a consistent, schoolwide PLC protocol</b>	<ul style="list-style-type: none"> <li>• <b>Establish a standardized PLC protocol</b></li> <li>• <b>Faculty trained in standardized PLC protocol</b></li> <li>• <b>Team leads will report to Instructional Leadership Team</b></li> <li>• <b>Walk through protocols will be designed to collect data based upon PLC objectives</b></li> <li>• <b>Instructional Leadership Team will quarterly discuss whether PLC protocol is meeting teachers' needs</b></li> </ul>

## 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.

<b>Activity Name and Description</b> (Include EBP and I.P. denotation)	<b>Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
<b>Continue to refine and train with program trainers from the Bridges Math curriculum. Purchase student workbooks.</b>  <b>IP 1, Standard 2.5</b>	<b>SIF \$10,000</b>	<b>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.</b>	<b>The school will create a culture of continuous improvement that results in improved student learning and professional practice.</b> <ul style="list-style-type: none"> <li>• Use data from walkthroughs to inform training</li> <li>• Monitor through PLC agendas and minutes</li> <li>• Weekly lesson plan checks</li> </ul>
<b>Establish time for trainings and extra service opportunities throughout the school year tied to the Bridges curriculum</b>  <b>IP 1, Standard 2.5</b>	<b>SIF \$10,000</b>	<b>Design and Deliver Instruction: Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.</b>	<b>Develop, implement, and document formal processes to consistently evaluate academic programs using student data and evidence to effectively implement the curriculum with fidelity.</b> <ul style="list-style-type: none"> <li>• Create coaching schedule and protocols</li> <li>• Monitor through weekly administrator meetings</li> <li>• Monitor through Instructional Leadership Team meetings</li> <li>• Attendance sheets at trainings</li> <li>• Identify coaching dates</li> <li>• Rutherford trainings for administrators</li> <li>• Allow teachers to provide input to establish times best for their attendance</li> </ul>
<b>Continue to refine and train with program trainers for the Fountas and Pinnell curriculum.</b>  <b>IP 1, Standard 2.5</b>	<b>SIF \$10,000</b>	<b>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.</b>	<b>The school will create a culture of continuous improvement that results in improved student learning and professional practice.</b> <ul style="list-style-type: none"> <li>• Use data from walkthroughs to inform training</li> <li>• Monthly MTSS Meetings</li> <li>• Weekly Administrator Meetings</li> <li>• Weekly PLC Meetings agendas and minutes</li> <li>• Professional Development calendar with identified trainings and trainers</li> </ul>

## 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.

<b>Activity Name and Description</b> (Include EBP and I.P. denotation)	<b>Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
<p>Establish time for training and extra service opportunities throughout the school year tied to the Fountas and Pinnell Curriculum.</p> <p>IP 1, Standard 2.5</p>	<p>SIF \$10,000</p>	<p>Design and Deliver Instruction: Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.</p>	<p>Develop, implement, and document formal processes to consistently evaluate academic programs using student data and evidence to effectively implement the curriculum with fidelity.</p> <ul style="list-style-type: none"> <li>• Monthly MTSS Meetings</li> <li>• Weekly Administrator Meetings</li> <li>• Weekly PLC Meetings agendas and minutes</li> <li>• Professional Development calendar with identified trainings and trainers</li> <li>• On-going trainings monthly after school with stipend option</li> <li>• Allow teachers to provide input to establish times best for their attendance</li> </ul>
<p>Refine PLC protocols and adjust accordingly.</p> <p>I.P. 2, Standard 2.7</p>	<p>\$0</p>	<p>Design and deploy standards through a consistent, schoolwide PLC protocol</p>	<ul style="list-style-type: none"> <li>• Review standardized PLC protocol</li> <li>• Team leads will continue to report to Instructional Leadership Team</li> <li>• Walk through protocols will be designed to collect data based upon PLC objectives</li> <li>• Instructional Leadership Team will quarterly discuss whether PLC protocol is meeting teachers' needs</li> </ul>
<p>Review for effectiveness and adjust KAS standard deconstruction.</p> <p>I.P. 2, Standard 2.7</p>	<p>SIF \$10,000</p>	<p>Design and deploy standards aligned to newly purchased programs by ensuring professional development opportunities including high yield instructional strategies and gradual release with a focus on standards mastery</p>	<ul style="list-style-type: none"> <li>• Continued monitoring in PLCs through assessment data</li> <li>• Continue schoolwide utilization of a standardized scope and sequence, pacing guides</li> <li>• Review of assessments and lesson plan materials in Instructional Leadership Team</li> </ul>

## 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.

<b>Activity Name and Description</b> (Include EBP and I.P. denotation)	<b>Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
<b>Develop opportunities for students to enhance social skills in order to prepare them for the next level.</b>  <b>I.P. 2, Standard 2.7</b>	<b>\$0</b>	<b>Establish a learning culture and environment that promotes a well-rounded child. This program will ensure the physical, academic, social and emotional needs are equitably met.</b>	<ul style="list-style-type: none"><li>• <b>Monitoring will occur in ILT/ALT meetings</b></li><li>• <b>PLC's through data collection (attendance, behavior, communication, surveys, etc.)</b></li></ul>

## Year Three Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Funding	KCWP Connection	Monitoring/ Measurement
<p>Evaluate curriculum effectiveness, refine and train with program trainers from the Bridges Math curriculum. Purchase student workbooks.</p> <p>IP 1, Standard 2.5</p>	\$0	<p>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.</p>	<p>The school will monitor and evaluate a culture of continuous improvement that results in improved student learning and professional practice.</p> <ul style="list-style-type: none"> <li>• Monitor through PLC agenda and minutes</li> <li>• Monitor through staff meeting agendas and minutes</li> <li>• Monitor progress through walk-through data and coaching sessions</li> <li>• Evaluate and monitor training opportunities throughout the school year to increase capacity</li> </ul>
<p>Evaluate extra service planning opportunities. Establish time for additional training and extra service opportunities throughout the school year tied to the Bridges curriculum.</p> <p>IP 1, Standard 2.5</p>	\$0	<p>Design and Deliver Instruction: Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.</p>	<p>The school will monitor and evaluate formal processes to consistently evaluate academic programs using student data and evidence to effectively implement the curriculum with fidelity.</p> <ul style="list-style-type: none"> <li>• Evaluate and monitor training opportunities for the staff throughout the school year</li> <li>• Monitor training on Bridges curriculum</li> <li>• Monitor progress in PLC agenda and minutes</li> <li>• Monitor through in-service work days</li> </ul>
<p>Evaluate Fountas and Pinnell curriculum. Provide training based on deficiencies.</p> <p>IP 1, Standard 2.5</p>	\$0	<p>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.</p>	<p>The school will evaluate its culture of continuous improvement that results in improved student learning and professional practice.</p> <ul style="list-style-type: none"> <li>• Monitor through PLC agenda and minutes.</li> <li>• Monitor through staff meeting agendas and minutes</li> <li>• Monitor progress through walk-throughs data and coaching sessions</li> <li>• Evaluate and monitor training opportunities throughout the school year to increase capacity</li> </ul>

## 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.

<b>Activity Name and Description</b> (Include EBP and I.P. denotation)	<b>Funding</b>	<b>KCWP Connection</b>	<b>Monitoring/ Measurement</b>
<b>Evaluate extra service planning opportunities. Establish time for additional training and extra service opportunities throughout the school year tied to the Fountas and Pinnell Curriculum.</b>  IP 1, Standard 2.5	<b>SIF \$5,000</b>	<b>Design and Deliver Instruction: Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.</b>	<b>The school will monitor and evaluate formal processes to consistently evaluate academic programs using student data and evidence to effectively implement curriculum with fidelity.</b> <ul style="list-style-type: none"><li>• Evaluate and monitor training opportunities for the staff throughout the school year.</li><li>• Monitor training on Fountas and Pinnell curriculum.</li><li>• Monitor through PLC agenda and minutes.</li><li>• Monitor through in-service workdays.</li></ul>
<b>Review for effectiveness and adjust KAS standard deconstruction.</b>  I.P. 2, Standard 2.7	<b>SIF \$10,000</b>	<b>Design and deploy standards aligned to newly purchased programs by ensuring professional development opportunities including high yield instructional strategies and gradual release with a focus on standards mastery</b>	<ul style="list-style-type: none"><li>• Continued monitoring in PLCs through assessment data</li><li>• Continue schoolwide utilization of a standardized scope and sequence, pacing guides</li><li>• Review of assessments and lesson plan materials in Instructional Leadership Team</li></ul>



## Evidence Based Practice #1, 2.5 Bridges Math Curriculum

<p>Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.</p>	<p>Yes, research data was conducted using a quasi-experimental designs:</p> <p>“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 7   Page 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”</p> <p><a href="https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf">https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf</a></p>
<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>The evidence demonstrates a strong positive correlation between students receiving Bridges Curricular instruction vs. a control group.</p> <p>“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”</p>
<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>“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.”</p> <p><a href="https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf">https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf</a></p>

## Evidence Based Practice #1, 2.5 Bridges Math Curriculum

<p>If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.</p>	<p>NA</p>
<p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p>	<p>There is practice-based evidence to indicate effectiveness.</p> <p>“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.”</p> <p><a href="https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf">https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf</a></p>
<p>Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?</p>	<p>There is a well-developed theory of change.</p> <p>“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.”</p> <p><a href="https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf">https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf</a></p>

## Evidence Based Practice #1, 2.5 Bridges Math Curriculum

<p>Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.</p>	<p>The research was conducted in the fourth and fifth grades. These grades would implementing the new curriculum in our school setting.</p> <p>“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.”</p> <p>The participating teachers were also similar to the age demographics of the current school setting.</p> <p>“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.”</p> <p><a href="https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf">https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf</a></p>
<p>Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?</p>	<p>The data demonstrates effectiveness for all populations, showing that all students can make academic gains with adherence to the program.</p> <p>“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.”</p> <p><a href="https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf">https://www.mathlearningcenter.org/sites/default/files/documents/Bridges%20in%20Mathematics%20Effectiveness%20Study.pdf</a></p>

## Evidence Based Practice #2, 2.5 Fountas and Pinnell Classroom

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	<a href="http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.pdf">http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.pdf</a>
What is the strength of the evidence? Under what conditions was the evidence developed?	The evidence for this 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?	<p>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—very substantial increases.</p> <ul style="list-style-type: none"> <li>• Teacher expertise increased substantially, and the rate of improvement was related to the extent of coaching teachers received.</li> <li>• 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.</li> </ul>
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	NA
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	<p>Practice-based evidence:</p> <p><a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=16">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=16</a></p>
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	<p>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.</p> <p><a href="http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.pdf">http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.pdf</a></p>

## Evidence Based Practice #2, 2.5 Fountas and Pinnell Classroom

<p>Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.</p>	<p>Yes, the studies provide data specific to the setting in which it will be implemented. <a href="https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf</a> 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.</p>
<p>Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?</p>	<p>Yes, the studies provide data specific to effectiveness for culturally and linguistically specific populations. <a href="https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf</a> 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 Watson Lane Elementary.</p>

## Evidence Based Practice #3, IP 2.7 PLCs

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.

### 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](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](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](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](https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?_ga=2.92918046.2057072060.1580493694-2106497335.1580493694)

## Evidence Based Practice #3, IP 2.7 PLCs

<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>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.”</p> <p>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).”</p> <p>“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.</p>
<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>“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.”</p> <p>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.’</p> <p>Highlights teacher coaching as a “promising alternative” to “traditional” professional development.</p> <p>“Coaching, either alone or in conjunction with other forms of professional learning, has a significant effect on teaching practice and student achievement.”</p> <p>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.</p>
<p>If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.</p>	<p>N/A</p>

## Evidence Based Practice #3, IP 2.7 PLCs

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.

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](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](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](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](https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?_ga=2.92918046.2057072060.1580493694-2106497335.1580493694)



## Evidence Based Practice #3, IP 2.7 PLCs

<p>Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?</p>	<p>PLCs</p> <p>We will use PLCs to create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving student learning. <a href="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/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf</a></p> <p>Professional Development Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. <a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf">https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf</a></p> <p>Teacher Coaching</p> <p>Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice.</p> <p><a href="https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf">https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf</a></p> <p>Teacher Coaching</p> <p>Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice.</p> <p><a href="https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?_ga=2.92918046.2057072060.1580493694-2106497335.1580493694">https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?_ga=2.92918046.2057072060.1580493694-2106497335.1580493694</a></p>
<p>Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.</p>	<p>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.”</p> <p>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).”</p> <p>“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.</p>

## Evidence Based Practice #3, IP 2.7 PLCs

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?

“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 #4, I.P. 2.5 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.	<a href="#">Examining the Evidence Base for School-Wide Positive Behavior Support Focus on Exceptional Children.pdf</a>  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: <ul style="list-style-type: none"><li>• Clearly defined expectations for all stakeholders</li><li>• Clearly defined and monitored interventions based on student responsiveness</li><li>• Decrease in student behavior, academic, social and emotional problems</li><li>• Sustainability</li></ul>
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	<a href="#">Examining the Evidence Base for School-Wide Positive Behavior Support Focus on Exceptional Children.pdf</a>  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.  <a href="#">Examining the Evidence Base for School-Wide Positive Behavior Support Focus on Exceptional Children.pdf</a>

## Evidence Based Practice #4, I.P. 2.5 PBIS

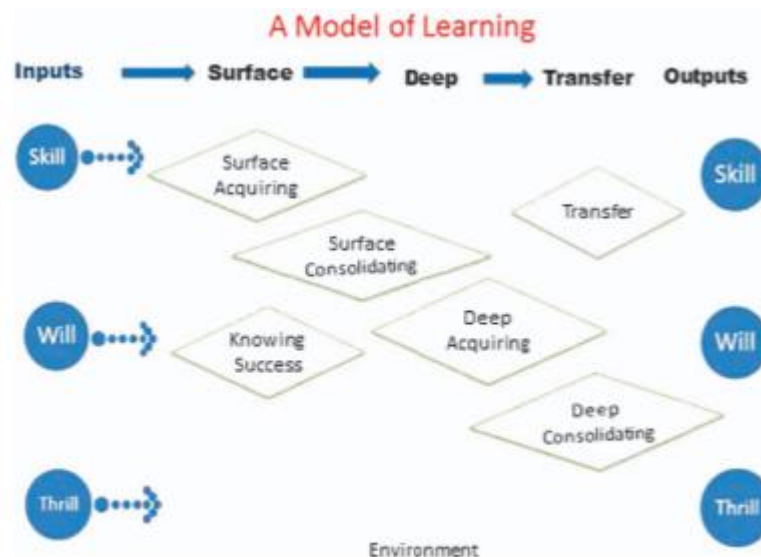
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	<p>Short Term Outcomes:</p> <ul style="list-style-type: none"><li>• Reduction in problem behaviors, increase in attendance, and fewer office referrals</li><li>• Improvement in the day to day operations of the school</li></ul> <p>Long Term Outcomes:</p> <ul style="list-style-type: none"><li>• Sustainability of implemented plans</li></ul>
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?	NA

## Evidence Based Practice #5, I.P. 2.7 Teacher Clarity

<p>Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.</p>	<p>Kennedy, J. J., Cruickshank, D. R., Bush, A. J., &amp; Myers, B. (1978). Additional Investigations into the Nature of Teacher Clarity. <i>Journal of Educational Research</i>, 72(1), 3–10.  <a href="https://doi.org/10.1080/00220671.1978.10885109">https://doi.org/10.1080/00220671.1978.10885109</a></p> <p>Hattie, John &amp; Donoghue, Greg. (2016). Learning strategies: a synthesis and conceptual model. <i>Science of Learning</i>. 1. 16013. 10.1038/npscilearn.2016.13.  <a href="https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_model">https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_model</a></p>
<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>Kennedy, Cruickshank, Bush, &amp; 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.</p> <p>In addition to this study, evidence has been found through an 800-study meta-analysis completed by John Hattie (2012), determining that Teacher Clarity has a .75 effect size on student achievement. Hattie &amp; 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.</p>
<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>Teacher clarity is an important component of Wheatley Elementary’s turn-around work. Teacher clarity supports improvement priority number two, “execute the adopted instructional processes to monitor, adjust, and ensure quality implementation of instructional practices.” With strong correlation evidence and effect size, teacher clarity is expected to increase student achievement.</p>
<p>If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.</p>	<p>NA</p>
<p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p>	<p>Kennedy, J. J., Cruickshank, D. R., Bush, A. J., &amp; Myers, B. (1978). Additional Investigations into the Nature of Teacher Clarity. <i>Journal of Educational Research</i>, 72(1), 3–10.  <a href="https://doi.org/10.1080/00220671.1978.10885109">https://doi.org/10.1080/00220671.1978.10885109</a></p> <p>Hattie, John &amp; Donoghue, Greg. (2016). Learning strategies: a synthesis and conceptual model. <i>npj Science of Learning</i>. 1. 16013. 10.1038/npscilearn.2016.13.  <a href="https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_model">https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_model</a></p>

## Evidence Based Practice #5, I.P. 2.7 Teacher Clarity

Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?



**Figure 1.** A model of learning.

Hattie & Donoghue (2016) explain their model of learning in their meta-analysis. In this model, knowing success is aligned to students understanding their success criteria. Hattie & Donoghue (2016) state, “when a student is aware of what it means to be successful before undertaking the task, this awareness leads to more goal-directed behaviours” (p. 2). Teachers should have a clear understanding of KAS standards to better deliver learning targets in Wheatley Elementary classrooms. By delivering clearer instruction with closely KAS aligned learning targets students will have greater success in acquiring new knowledge.

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*.

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
What is working? How do you know?	What is not working? Why? (Where are the barriers?)	What are your next steps?	Additional Comments/Feedback
School:	School:	School:	Reviewer:
CHECK POINT #1			

SECOND QUARTER ACTION Plan			
Date Range of Plan		(Ex. March 1st -May 30th, 2020)	
45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
What is working? How do you know?	What is not working? Why? (Where are the barriers?)	What are your next steps?	Additional Comments/Feedback
School:	School:	School:	Reviewer:
CHECK POINT #2			