

# Byck Elementary Turnaround Plan with Addendum for 26-27

## **Rationale**

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of this planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act, as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

## Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level goals. Long-term targets should be informed by the Needs Assessment for Schools.
- **Yearly Target:** Short-term target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.
- **Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement, and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

## Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. Identify which areas will be priorities that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below.

Indicator	Priority Indicator?
State Assessment Results in reading and mathematics	Required
State Assessment Results in science, social studies and writing	Choose an item.
English Learner Progress	Choose an item.
Quality of School Climate and Safety	Choose an item.
Postsecondary Readiness (high schools and districts only)	Choose an item.
Graduation Rate (high schools and districts only)	Choose an item.

**IP 1:** Strengthen the schoolwide culture and collective efficacy by establishing coherent, collaborative systems and reflective leadership practices that promote a growth mindset, support effective change management and ensure clear expectations and consistent behavior responses. (standard 5 - Professional staff members embrace effective collegiality and collaboration in support of learners)

**IP 2:** Establish a coherent, schoolwide system that ensures instruction consistently reflects high expectations and learner-centered practices that result in rigorous learning experiences and increased mastery of grade-level standards. (standard 21 - Instruction is characterized by high expectations and learner-centered practices)

## **Achievement Gap:**

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.

### **Yearly Target(s):**

**AG1: By May 2027, students with disabilities will increase their KSA scores in reading from 3% proficiency to 20% proficient or distinguished.**

**AG2: By May 2027, students with disabilities will increase their KSA scores in math from 0% proficiency to 15% proficient or distinguished.**

### **Strategy:**

**AGa. Redesign the weekly PLC Protocol to intentionally address the Intellectual Preparation Cycle (IP #2)**

KCWP 4: Schools must communicate and implement a sustainable system for reviewing, analyzing, and applying data results. Leadership must ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning to determine priorities for student growth and achievement.

**AGb. Utilize a data analysis protocol to evaluate student work and student assessments. (IP #2)**

KCWP 4: Schools must communicate and implement a sustainable system for reviewing, analyzing, and applying data results. Leadership must ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning to determine priorities for student growth and achievement.

**AGc. Plan professional learning for staff in the areas of high yield instructional strategies, co-teaching, data protocols and student work analysis. (IP #1 & #2)**

KCWP 6: A learning environment is intentionally designed to be inclusive and accessible for all students. The environment must include highly qualified teachers and the necessary materials and resources to ensure a safe space that is conducive to learning. Therefore, culture is a product of the learning environment. Leadership and

an empowered workforce must collaborate to establish a culture where learning and continued growth is the primary focus and foundation for all actions. School culture must be carefully maintained and monitored to ensure that governance systems (e.g., vision, mission, core values, shared goals and objectives) remain the driving force of the organization.

**Activities:**

AGa. Utilize the PLC protocol to include planning that specifically focuses on the identification of high yield instructional strategies for every lesson.

- Collaborative Teams will meet weekly to engage in PLC discussions. PLC discussions will be recorded on a PLC agenda that includes the identification of high yield instructional strategies.
- Over the course of the school year, the staff will build a high yield instructional strategies bank.
- High yield instructional strategies that are included in the HQIR will be highlighted and discussed during the PLC.
- When needed, lesson rehearsal will be used to practice the implementation of high yield instructional strategies.
- High yield instructional strategies may be used as a part of the coaching cycle they engage in during the school year.

AGb. During the PLC, teachers will utilize student work and assessment analysis protocols.

- Student work protocol will be developed and teachers will be trained to utilize the protocol.
- Formative and Summative assessment analysis protocol will be developed and teachers will be trained to utilize the protocol. (EBP: professional learning)
- Teachers will be trained on analyzing iReady data. (EBP: professional learning)
- Teachers will calibrate scoring student work and assessments in PLCs and common planning.
- Teachers will create scoring rubrics and determine proficiency of teacher-created assessments.
- Teachers will collaborate to create or revise formative assessments.

AGc. Provide job-embedded professional learning experiences to address individual teacher needs in the areas of instructional strategies, co-teaching, and use of student data.

- Utilize faculty team meetings, PLCs, and JCPS Gold Days to provide professional learning opportunities.
- Plan quarterly professional learning release days for homeroom teachers to engage in unit and lesson internationalization for reading and math units. (EBP: professional learning)
- Create mini professional learning sessions throughout the year in instructional strategies, co-teaching, and use of student data. (EBP: professional learning)
- Create follow up activities and opportunities for teachers to implement their professional learning in their classrooms. (walkthrough docs, classroom observations, modeling, coaching, etc.)

**Progress Monitoring:**

AG1a. The Leadership team will monitor the use of PLC norms and expectations weekly during leadership team meetings. The turnaround team will review the PLC agenda reviews quarterly. The leadership team will review classroom walk-throughs biweekly during the leadership team meetings. Each grade level PLC will track student progress over an instructional unit via meeting minutes at the end of each instructional unit.

AG1b. The turnaround team will review the PLC agendas quarterly. The Leadership team will analyze school wide assessments throughout the year and will be noted in the leadership team meeting agendas. The PLC meeting agendas will be evidence of teacher-created formative assessments and include student performance data and will be reviewed by the turnaround team quarterly.

AG1c. The leadership team will review professional learning teacher reflections after every JCPS Gold Day. The leadership team will review faculty and JCPS gold day agendas at weekly leadership team meetings. The leadership team will review the walk through data monthly. The walk through data will be shared with the ALT monthly. The leadership team will have monthly coaching round up meetings to review and discuss the coaching logs. All professional learning presentations will be discussed and reviewed in the weekly Coach/Principal meetings.

**Funding:**

AGc. SIF funding for professional learning release days for unit and lesson internalization.

AGa. SIF funding to provide collaborative planning experiences for grade level teachers before school, after school, and throughout the summer.

AGc. SIF funding to provide professional learning sessions throughout the year before school, after school, and throughout the summer.

AGc. SIF funding for quarterly professional learning release days for teachers to collaboratively plan and engage in unit/lesson internalization.

AGb. Title 1 funding for training on the iReady assessment and how to use the assessment reports for instructional next steps.

## Priority Indicators:

Through the Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. This goal building template will assist your improvement team in addressing those priorities and outlining your goals, targets and activities intended to produce the desired changes. Complete the fields below for the required indicator, as well as each indicator that was chosen as a priority on page 2 of this template.

### Required Indicator: State Assessment Results in Reading and Math

#### Three- to Five-Year Goal:

By May 2029, students will increase their KSA scores in reading from 16% to 45.1% proficient/distinguished.

By May 2029, students will increase their KSA scores in math from 22.5% to 39.7% proficient/distinguished.

#### Yearly Target(s):

By May 2027, students will increase their KSA scores in reading from 16% to 37.2% proficient/distinguished.

By May 2027, students will increase their KSA scores in math from 22.5% to 31.1% proficient/distinguished.

#### Strategy:

##### **RM1a. Redesign the school's MTSS system. (IP #1 and IP #2)**

KCWP 2: All schools are to ensure their instructional program is intentional and aligned to Kentucky Academic Standards and current research. Tier 1 instruction should be universal, high-quality, equitable, responsive, and provided to all students. Consistent implementation of evidence-based instructional practices is essential for academic, behavioral, and social-emotional competencies.

##### **RM1b. Review the HQIR assessments for reading and math and making necessary modifications. (IP #1 and IP #2)**

KCWP 4: Schools must communicate and implement a sustainable system for reviewing, analyzing, and applying data results. Leadership must ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning to determine priorities for student growth and achievement.

##### **RM1c. Use a backwards design protocol to plan engaging, rigorous instructional lessons. (IP #2)**

KCWP 4: Schools must communicate and implement a sustainable system for reviewing, analyzing, and applying data results. Leadership must ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning to determine priorities for student growth and achievement.

##### **RM1d. Develop a common planning protocol. (IP #1 and IP #2)**

KCWP 2: All schools are to ensure their instructional program is intentional and aligned to Kentucky Academic Standards and current research. Tier 1 instruction should be universal, high-quality, equitable, responsive, and

provided to all students. Consistent implementation of evidence-based instructional practices is essential for academic, behavioral, and social-emotional competencies.

**Activities:**

RMa. The leadership team in collaboration with the Turnaround Team will create an MTSS System manual.

- Tier 1 and beyond expectations will be determined for academics and behavior
- Cut Scores/Levels of performance will be determined by reading, math and behavior at each tier of support.
- Cadence of intervention meetings will be determined, along with determination of staff membership.
- Intervention meeting agenda templates will be created.
- Tier 1 and beyond interventions will be determined with cadence and varying levels of intensity for each tier.
- Guardian communication cadence and notification will be determined.
- Data tracking sheets will be created and progress monitoring frequency will be determined.
- Progress monitoring probes/assessments will be determined.

RMb. The PLC protocol will be used to review and/or create reading and math assessments.

- Warm Ups and Cool Downs that are included in the HQIR will be reviewed and adjusted, as needed, as a part of the PLC and/or unit or lesson internalization.
- The PLC will review the reading and math checkpoints and end of unit/module assessments.
- The PLC will take each end of unit/module assessment noting potential student misconceptions or struggles. Adjustments will be made as needed.
- The PLC will create standards based assessments and/or assessments items when needed.
- The PLC will ensure all assessments are directly aligned to the Kentucky Academic Standards.
- The PLC protocol will include data analysis after students take the assessments.
- Throughout the data analysis process the PLC will reflect on the student's performance and the teacher's instruction.

RMc. The PLC will use anticipated student misconceptions to intentionally plan lessons

- Plan lessons, instructional activities, and/or instructional strategies
- Adjust pacing of the instructional unit/module
- Adjust instruction based on anticipated student misconceptions
- Plan quarterly professional learning release days for homeroom teachers to engage in unit and lesson internationalization for reading and math units. (EBP: professional learning)
- Create follow up activities and opportunities for teachers to implement their professional learning in their classrooms. (walkthrough docs, classroom observations, modeling, coaching, etc.)

RMd. Create a common planning protocol for teachers

- Collaborate with teachers to create the planning protocol
- Provide professional learning to teachers to fully understand the common planning protocol as well as provide instructional strategies to use during instruction. (EBP: professional learning)
- Research various planning protocols

- Test a planning protocol
- Determine cadence and location of common planning
- Create a feedback/observation tool (Team Alignment Protocol)

**Progress Monitoring:**

RMa. The Principal and Coach will review the MTSS System at least quarterly via agenda meeting minutes. Student data will be tracked on a data hub and reviewed monthly during leadership team meetings. The Principal and Assistant Principal will review the behavioral interventions at least quarterly via agenda meeting minutes. Cadence of intervention meetings will be determined as the MTSS system is created. However, it will occur at least quarterly throughout the year. At that time, it will be determined the staff membership at the intervention meetings.

RMb. The Principal and Coach will plan and debrief PLC agendas weekly. The PLC meeting agendas will be evidence of teacher-created formative assessments and include student performance data and will be reviewed by the turnaround team quarterly.

RMc. The Principal and Coach will plan and debrief PLC agendas weekly. The Turnaround Team will review PLC agendas quarterly.

RMd. The Coach will attend at least 1 common planning session each month and provide feedback on their common planning via the observation/feedback tool (Team Alignment Tool).

**Funding:**

RMb. SIF Funding for release time for teachers to engage in creating student assessments.

RMd. SIF Funding for release time for teachers to engage in common planning.

RMd. SIF Funding for the purchase of IM Teacher Manuals so the manuals match the student workbooks that are purchased by the district.

RMa. Title 1 Funding for release time for teachers to plan progress monitoring probes and assessments.

RMc. Title 1 Funding for quarterly release of teachers to engage in unit and lesson internalization.

## Addendum for Schools Identified for Comprehensive Support and Improvement

A turnaround plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) must be embedded in the comprehensive school improvement plan (CSIP) required by 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for schools identified for CSI. These requirements include targeted strategies and activities to support improvement in the identified areas of need addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

### Special Considerations for CSI Schools

Schools identified for CSI must complete the CSIP process and meet all applicable deadlines while identified for CSI. Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a turnaround plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the local education agency (LEA) for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

<b>Turnaround Team:</b>	
<b>Consider:</b> Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process	
<b>Response:</b>	
<b>Tiffany Duncan, Kindergarten Teacher</b>	<b>Cecoiya Johnson, 1st Grade Teacher</b>
<b>Shannon Bender, 2nd Grade Teacher</b>	<b>Sara Gatewood, 3rd Grade Teacher</b>
<b>Ryan Montgomery, 4th Grade Teacher</b>	<b>Nathan Pitts, 5th Grade Teacher</b>
<b>Dathan Utz, Special Education Teacher</b>	<b>Marissa Spurlock, Related Arts Teacher</b>
<b>Kim Coleman, Principal</b>	<b>MaryBeth Funk, Assistant Principal</b>

**Letisha Broadus, Guidance Counselor**  
**Amanda Capehart, Academic Instructional Coach**  
**Jennifer Wilt, Education Recovery Leader**

**Kalisha Brinkman, Guidance Counselor**  
**Liz Ruff, ECE Implementation Coach**  
**Ro Johnson, Executive Administrator**

**Identification of Critical Resources Inequities:**

**Consider:** Describe the process used to review the allocation and use of resources (people, time and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

**Response:**

All school budgets were analyzed (title 1, SBDM allocations, general fund, equity fund, E3 fund, etc.). The needs of the school were identified based on a review of the KSA data, MAP data, and Improvement Priorities identified in the 2026 Diagnostic Review. The school staffing for the 26-27 school year were evaluated to identify the needs of the students and the overall experience of the teaching staff. The HQIR inventory was reviewed with the Academic Instructional Coach to determine our needs moving forward.

Most of the school budget amounts were similar to the last school year except for our Equity Funding. Byck Elementary received \$175,920 less in Equity Funding from the 25-26 school year to the 26-27 school year. This deficit has resulted in the reduction of 2.5 positions. These positions include (2nd permanent auxiliary teacher, special area teacher, and 0.5 multilingual teacher). This reduction not only affects our financial budget, but it also reduces the number of staff that would provide direct services to students. Our ML student number has been reduced and that does not create a barrier for us to reduce 0.5 multilingual teacher. The special area teacher reduction has resulted in a change in our master schedule and eliminates special area teachers from providing additional support and interventions to our students. While we also lost a 2nd auxiliary teacher we were able to sell some positions (Library clerk, cafe and office assistant, instructional assistant) to maintain a 2nd guidance counselor and two of our interventionists.

Furthermore, Byck Elementary does not charge school fees due to the high number of free/reduced lunch students that attend and we must pay for chromebook repairs, field trips, etc. We currently have to use funds from our general account to cover these costs.

Currently, our teachers are using an older teacher manual for our current Math HQIR. At this time, we are unable to purchase new teacher manuals. Our student workbooks are purchased by JCPS district and they are the newer version. This causes slight changes in page numbers and activities between the varying versions. Teachers currently make adjustments in PLCs and common planning discussions to address these differences.

**CSI Evidence-based Practices**

CSI improvement/turnround plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of “evidence-based” under ESEA section 8101(21). The definition of “evidence-based” in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#).

**Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.**

<b>Evidence-based Activity</b>	<b>Evidence Citation</b>
Example: Train staff to implement inductive teaching strategies.	Example: Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.
Provide ongoing, job-embedded professional learning to certified teachers for co-teaching, instructional strategies, HQIR internalization and use of student data and student work samples.	Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). <i>Reviewing the evidence on how teacher professional development affects student achievement</i> (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest