

Turnaround Plan

Wheatley Elementary School

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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>If everything's a priority, nothing is.</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?

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

Complete for each I.P.

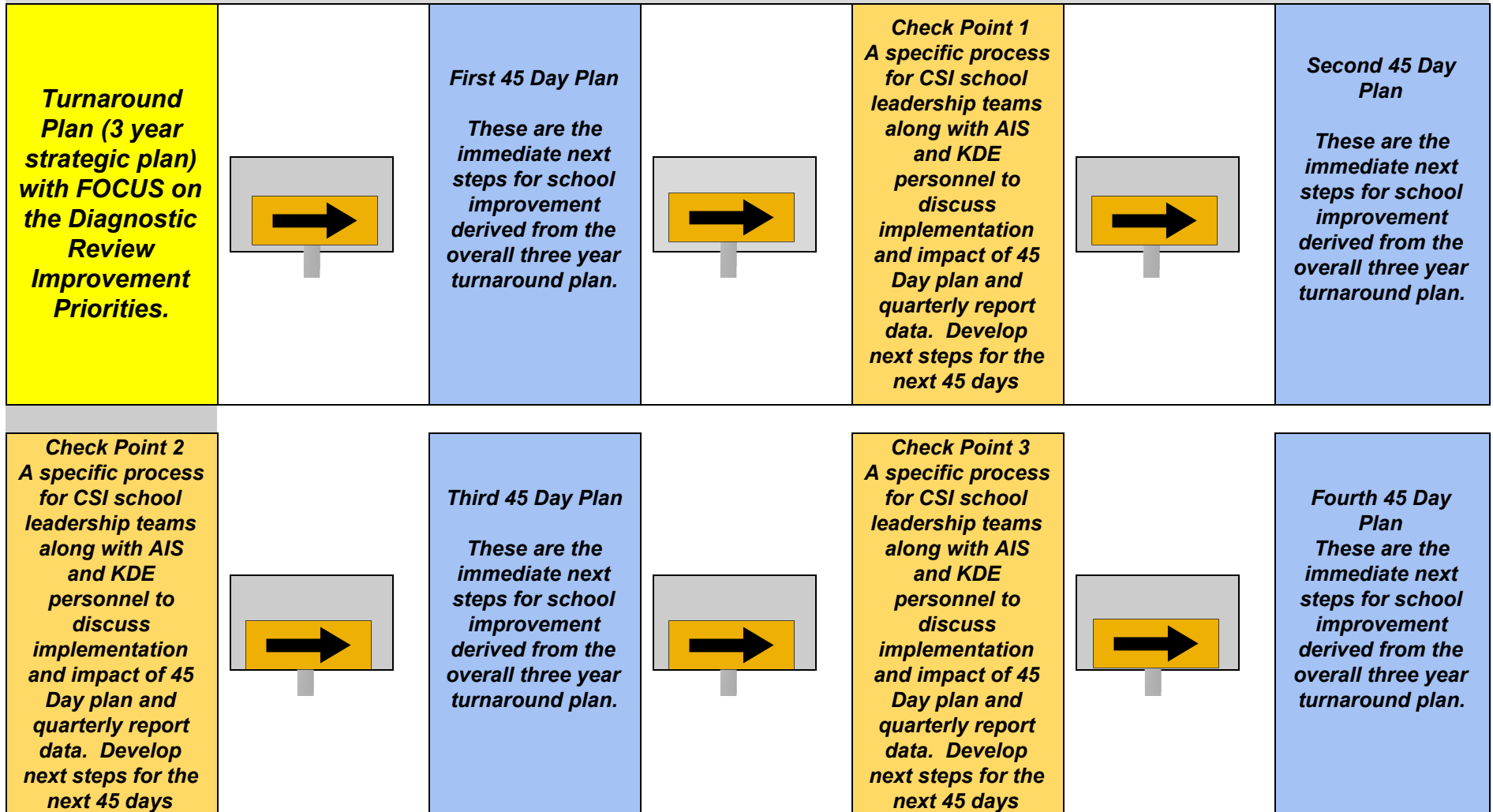
 **Essential Question 3:**
 What are the barriers for I.P. implementation and what are the root causes?

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

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.

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School Name

Wheatley Elementary

Vision

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

Each student at Phillis Wheatley will be reading on grade level upon the completion of third grade and will be at or above grade level in all core subjects upon entry into middle school

Mission

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

We pledge to work collaboratively to provide intentional, high-quality instruction in order to educate and prepare our students to compete and contribute to society throughout life.

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.)

William Bunton - Principal / Keisha Fulson - Assistant Principal / Tamara Bass - School Counselor / Dr. Shannon Stone - Education Recovery Specialist / Jackie Carter - Resource Teacher / Nyree Clayton-Taylor - Academic Instructional Coach / Hyun Kang-Wilson - Teacher / Dr. Sonya Burton - Teacher

Accountability Area	Goals	Objectives
Proficiency	These are the aim statements the school will be reaching 3 years from now. Students grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP by 2023. (R=30.4%, M=23.6%)	These are aim statements the school will be reaching this school year. Proficiency Objective #1: Students will meet the overall 16% of P/D for reading on the 2020 KPREP. Proficiency Objective #2: Students will meet the overall 8% of P/D for math on the 2020 KPREP.
Separate Academic Indicator	Students will meet the goal of % Proficient and Distinguished on the KPREP by 2023 (writing 26.8%, social studies 28.1 %, and science 22.4%) .	Separate Academic Indicator Objective 1: Students will meet the overall 12% of P/D for writing on the 2020 KPREP. Separate Academic Indicator Objective 2: Students will meet the overall 13% of P/D for social studies on the 2020 KPREP. Separate Academic Indicator Objective 3: Students will meet the overall 6% of P/D for science on the 2020 KPREP
Growth	By the end of the 2019-2020 school year, our school will increase the percentage of students meeting their projected growth by 5% in Reading and Math as measured by MAP.	By the end of the 2019-2020 school year, our school will increase the percentage of students meeting their projected growth by 5% in Reading and Math as measured by MAP. KCWP 2: Design and Deliver Instruction
Achievement Gap	Students grades 3-5 will meet the goal of % Proficient and Distinguished on the KPREP by 2023. (R=30.4%, M=23.6%)	Achievement Gap Objective #1: Students will meet the overall 16% of P/D for reading on the 2020 KPREP. Students will meet the overall 16% of P/D for reading on the 2020 KPREP. Achievement Gap Objective #2: Students will meet the overall 16% of P/D for reading on the 2020 KPREP. Students will meet the overall 16% of P/D for reading on the 2020 KPREP."

IMPROVEMENT PRIORITY #1	IMPROVEMENT PRIORITY #2
Involve appropriate stakeholders in the collection, analysis, and use all available data to consistently and clearly communicate and implement strategies and activities to achieve measurable academic and behavioral outcomes.	Execute the adopted instructional processes to monitor, adjust, and ensure quality implementation of instructional practices.
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.)
Consistently use data to change practice for better measurable outcomes.	Execute the adopted instructional process to monitor, adjust, and ensure quality implementation of instructional practices.
Strategies to Address Improvement Priorities Identify the strategy your school will use to address the identified improvement priority. In the blank box under the strategy you select, write a brief description of the context of how this strategy will be deployed. (The link to the KCWP can be found below this box.)	
https://education.ky.gov/school/stratclsgap/Pages/default.aspx	
<u> </u> KCWP 1: Design and Deploy Standards	<u> </u> KCWP 1: Design and Deploy Standards
<u> </u> KCWP 2: Design and Deliver Instruction	X KCWP 2: Design and Deliver Instruction We will provide greater (narrower) clarity and coaching on monitored instructional practices.
<u> </u> KCWP 3: Design and Deliver Assessment Literacy	<u> </u> KCWP 3: Design and Deliver Assessment Literacy
X KCWP 4: Review, Analyze, and Apply Data Teachers don't have the skill to create quality assessments because they don't know the standards. We will provide modeling of identifying and deconstructing essential standards.	<u> </u> KCWP 4: Review, Analyze, and Apply Data
<u> </u> KCWP 5: Design, Align, and Deliver Support	<u> </u> KCWP 5: Design, Align, and Deliver Support
<u> </u> KCWP 6: Establish Learning Culture & Environment	<u> </u> KCWP 6: Establish Learning Culture & Environment

Year One Activities

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

Activity Name and Description (Include EBP and I.P. denotation)	Improvement Priority	Materials/ Funding	KCWP Connection	Monitoring/ Measurement
<p>Move to Year 2-COVID 19 Crisis</p> <p>Behavior Strategies and Support:</p> <ul style="list-style-type: none"> ● AIS Week: Teachers will undergo one full day social-emotional training including Second Steps core program and basic behavior management strategies. ● Additional professional development will be offered throughout the school year. ● Wheatley will restructure the behavior management plan and support teachers in writing classroom management plans. ● Wheatley will begin a once-a-month behavior PLC with all stakeholders. ● Lead team will support community building by becoming part of the 	<p style="text-align: center;">IP# 2 Standard 2.7</p> <p style="text-align: center;">Evidence Based Practice: Social Emotional Learning</p> <p style="text-align: center;">Evidence Based Practice: Shipley Continuous Improvement</p>	<p>Second Steps Kits \$4,529</p> <p>Morning Meeting Books \$389</p>	<p style="text-align: center;">KCWP #2: Design and Deliver Instruction</p>	<p>The school will develop, implement, and document a formal process to consistently use data to change behavioral practice for better measurable outcomes for students. This process will include:</p> <ul style="list-style-type: none"> ● Walkthrough tools <ul style="list-style-type: none"> ○ Feedback to teachers ○ Lead team will monitor walkthrough data to identify themes and needed changes and support throughout the building. ● Drummond screener will be used three times a year to tier behavior students based on need (intrinsic/extrinsic) ● Behavior PLC Agenda minutes will be monitored using the PDSA protocol four times a year (every cycle).

<p>morning meetings in classrooms:</p>				
<p>Wheatley University for Academic and Behavior Support: Wheatley University will provide targeted professional development to teachers to enhance their knowledge and skills in behavior and academics to provide greater clarity in instruction. Teachers will be supported based on their highest need- determined through walkthroughs and teacher feedback forms.</p>	<p>IP #1 Standard 1.3</p> <p>Evidence Based Practice: Teacher Clarity</p> <p>Evidence Based Practice: Social Emotional Learning</p>	<p>Certified Hourly Rate Stipend for after school professional development \$11, 920</p>	<p>KCWP #4: Review, Analyze, Apply Data Results</p>	<p>The school will use all available data to consistently and clearly communicate and implement strategies and activities to achieve measurable academic and behavioral outcomes.</p> <p>A quarterly action plan will be developed to identify specific strategies, action steps, monitor implementation and effectiveness, and inform next steps that will strengthen teacher capacity using data from:</p> <ul style="list-style-type: none"> • AIS Walkthrough Form • Teacher Coaching Forms • Teacher Reflection/Sign-in sheets
<p>Jim Shipley: Orientation to a Systems Approach to Continuous Improvement and School Improvement Planning for Performance Excellence. The lead team will participate in this training to gain knowledge and skills to implement an aligned CSIP (Turnaround Plan) that uses Performance Excellence Criteria as an approach to continuous improvement using a systems approach.</p>	<p>IP #1 Standard 1.3 IP #2 Standard 2.7</p> <p>Evidence Based Practice: Shipley Continuous Improvement</p>	<p>\$0</p>	<p>KCWP #4: Review, Analyze, Apply Data Results</p>	<p>A quarterly action plan will be developed to consistently use data to change practice for better measurable outcomes. This action plan will monitor our school systems using:</p> <ul style="list-style-type: none"> • 45 Day Plan • Shipley System – School wide Checks (Levels 1-3)
<p>Professional Learning Communities:</p> <ul style="list-style-type: none"> • Teachers will participate with administrators in a guided, professional development book study 	<p>IP #1 Standard 1.3 IP #2 Standard 2.7</p> <p>Evidence Based Practice</p>	<p>Solution Tree Training \$45, 282</p>	<p>KCWP#2 Design and Deliver Instruction</p> <p>KCWP #4 Review,</p>	<p>A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. This plan will include:</p> <ul style="list-style-type: none"> • Lead team monitoring PLC agendas weekly.

<p>throughout the year with <i>Learning By Doing</i></p> <ul style="list-style-type: none"> Teachers will participate with administrators in professional training with Solution Tree prior to the start of the school year. Staff will participate in weekly structured PLC's based on the DuFour's model for PLC. Teachers will complete a plus/delta at the end of the year that will inform support for year 2. 	<p>#1: Professional Learning Communities</p> <p>Evidence Based Practice: Shipley Continuous Improvement</p>	<p>Certified Professional Development time to attend Solution Tree Training- July 29th & 30th</p> <p>\$21, 848.96</p>	<p>Analyze, Apply Data Results</p>	<ul style="list-style-type: none"> Continuous Improvement Cycle using Plan, Do, Study, Act four times during the school year. Teachers will utilize a PLC Implementation Rubric to complete a plus/delta of the PLC process three times (October, December, March) during the school year. Lead team will adjust practices based on this feedback. <p>Winter PLC Empathy Interviews</p>
<p>Essential Standards Identification, deconstruction & alignment:</p> <ul style="list-style-type: none"> Teachers will receive grade level copies of the KAS standards. Teachers will have after-school professional development on the meaning of ELA and math standards delivered by standards developers. Teachers will visit other model schools to gain an understanding of the work in practice. Teachers will work with Academic Coach and Resource Teacher prior to school starting to identify Wheatley Essential Standards. 	<p>IP #2 Standard 2.7</p> <p>Evidence Based Practice: Teacher Clarity</p>	<p>After School Certified Hourly Stipend (Special Area Teachers)</p> <p>\$3,272</p>	<p>KCWP #2 Design and Deliver Instruction</p>	<p>Wheatley will execute the adopted instructional process to monitor, adjust, and ensure quality implementation of instructional practices. To ensure teachers fully understand the intent of KAS, lead team will:</p> <ul style="list-style-type: none"> Use a protocol to ensure instructional planning templates are meeting the criteria and depth of the standard. Protocol linked Here. Instructional walkthroughs will: <ul style="list-style-type: none"> Monitor that lesson Frames are aligned to student work. Identify common instructional themes and needed instructional changes or support throughout the building. <ul style="list-style-type: none"> Walkthrough Data linked here.

<ul style="list-style-type: none"> Teachers will have cycle planning four times during the school year to fully develop units focused on essential standards. During this time, teachers will develop common formative assessments that align to the rigor of the standard. Class coverage during the day will be provided by the special area teachers. With six special area teachers, we will redraft the daily schedule for these planning days to provide class coverage for homeroom teachers. Special area teachers will be paid their hourly rate, at a different time, to stay after school and complete their essential standards deconstruction and cycle planning. 				
<p>Reading and Math Instructional Strategies Training:</p> <ul style="list-style-type: none"> Teachers will receive additional/initial training 	<p>IP #2 Standard 2.7</p>	<ul style="list-style-type: none"> Math In Practice \$1, 098 Fundamental Five Books \$1,000 	<p>KCWP #2 Design and Deliver Instruction</p>	<p>Lead team will execute the adopted instructional processes to monitor, adjust, and ensure implementation of instructional strategies using:</p> <p>Walkthroughs will identify:</p>

<p>on Fundamental Five Strategies. Fundamental Five includes Lesson Framing; Power Zone; Critical Writing; Small-Group Purposeful Talk; Recognize and Reinforce strategies to provide greater teacher clarity and student engagement in instruction.</p> <ul style="list-style-type: none">● Wheatley will use district support/resource teachers to help facilitate training on math strategies/conceptual understanding of the content using the Math in Practice Guides. Math in Practice will help teachers deconstruct a standard to determine lesson targets and success criteria. Math in Practice will provide greater teacher clarity in math instruction● Teachers will receive continued support in Jan Richardson Guided Reading Framework from school/district resource teachers & academic instructional coach.	<p>Evidence Based Practice: Teacher Clarity</p>			<ul style="list-style-type: none">○ Lesson Frames that are aligned to student work.○ Instructional themes and needed changes for support throughout classrooms.
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Year Two Activities

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

Activity Name and Description <small>(Include EBP and I.P. denotation)</small>	Improvement Priority	Funding	KCWP Connection	Monitoring/ Measurement
<p>Behavior Strategies and Support:</p> <ul style="list-style-type: none"> ● AIS Week: Teachers will undergo one full day social-emotional training including Second Steps core program and basic behavior management strategies. ● Additional professional development will be offered throughout the school year. ● Wheatley will restructure the behavior management plan and support teachers in writing classroom management plans. ● Wheatley will begin a once a month behavior PLC with all stakeholders. ● Lead team will support community building by becoming part of the morning meetings in classrooms. 	<p style="text-align: center;">IP# 2 Standard 2.7</p> <p>Evidence Based Practice: Social Emotional Learning</p> <p>Evidence Based Practice: Shipley Continuous Improvement</p>	<p>Second Steps Kits \$4,529</p> <p>Morning Meeting Books \$389</p>	<p style="text-align: center;">KCWP #2: Design and Deliver Instruction</p>	<p>The school will develop, implement, and document a formal process to consistently use data to change behavioral practice for better measurable outcomes for students. This process will include:</p> <ul style="list-style-type: none"> ● Walkthrough tools <ul style="list-style-type: none"> ○ Feedback to teachers ○ Lead team will monitor walkthrough data to identify themes and needed changes and support throughout the building. ● Drummond screener will be used three times a year to tier behavior students based on need (intrinsic/extrinsic) ● Behavior PLC Agenda minutes will be monitored using the PDSA protocol four times a year (every cycle).

<p>Behavior Strategies and Support: Adjusted to year 3 due to COVID 19 Crisis.</p> <ul style="list-style-type: none"> ● AIS Week: Teachers will undergo one full day social-emotional training including Second Steps core program and basic behavior management strategies. ● Additional professional development will be offered throughout the school year. ● Wheatley will begin a once a month behavior PLC with all stakeholders. ● Lead team will support community building by becoming part of the morning meetings in classrooms. 	<p>IP# 2 Standard 2.7</p> <p>Evidence Based Practice: Social Emotional Learning</p> <p>Evidence Based Practice: Shipley Continuous Improvement</p>	<p>AIS Week</p>	<p>KCWP#2 Design and Deliver Instruction</p>	<p>The school will implement, and document the process to consistently use data to change behavioral practice for better measurable outcomes for students. This process will include:</p> <ul style="list-style-type: none"> ● Walkthrough tools <ul style="list-style-type: none"> ○ Feedback to teachers ○ Lead team will monitor walkthrough data to identify themes and needed changes and support throughout the building. ● Drummond screener will be used three times a year to tier behavior students based on need (intrinsic/extrinsic) ● Behavior PLC Agenda minutes will be monitored using the PDSA protocol four times a year (every cycle).
<p>Wheatley University for Academic and Behavior Support: Wheatley University will provide targeted professional development to teachers to enhance their knowledge and skills in behavior and academics. Teachers will be supported based on their highest need.</p>	<p>IP #1 Standard 1.3</p> <p>Evidence Based Practice: Teacher Clarity</p> <p>Evidence Based Practice #1: Professional Learning Communities</p>	<p>Stipend for after school professional development \$12, 277</p>	<p>KCWP #4 Review, Analyze, Apply Data Results</p>	<p>The school will use all available data to consistently and clearly communicate and implement strategies and activities to achieve measurable academic and behavioral outcomes.</p> <p>A quarterly action plan will be developed to identify specific approaches that will strengthen teacher capacity using data from:</p> <ul style="list-style-type: none"> ● AIS Walkthrough Form ● Teacher Coaching Forms ● Teacher Reflection/Sign-in sheets

	<p>Evidence Based Practice: Social Emotional Learning</p>			
<p>Review of Professional Learning Communities:</p> <ul style="list-style-type: none"> Teachers will have a one-day review of the established Wheatley PLC process. We will revisit norms, protocols, and scheduling. Continued monitoring of the professional learning community process. 	<p>IP #1 Standard 1.3 IP #2 Standard 2.7</p> <p>Evidence Based Practice #1: Professional Learning Communities</p> <p>Evidence Based Practice: Shipley Continuous Improvement</p>	<p>AIS Days</p>	<p>KCWP#2 Design and Deliver Instruction</p> <p>KCWP #4 Review, Analyze, Apply Data Results</p>	<p>A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. This plan will include:</p> <ul style="list-style-type: none"> Lead team monitoring PLC agendas weekly. Continuous Improvement Cycle using Plan, Do, Study, Act four times during the school year. Teachers will utilize a PLC Implementation Rubric to complete a plus/delta of the PLC process three times (October, December, March) during the school year. Lead team will adjust practices based on this feedback.
<p>Standards Deconstruction & Essential Standards Alignment:</p> <ul style="list-style-type: none"> Teachers will have cycle planning four times during the school year to fully develop units focused on essential standards. During this time, teachers will develop common formative assessments that align to the rigor of the standard. 	<p>IP #2 Standard 2.7</p> <p>Evidence Based Practice: Teacher Clarity</p>	<p>AIS Days</p> <p>Certified Hourly Professional Stipend \$10,014</p>	<p>KCWP #2 Design and Deliver Instruction</p>	<p>Wheatley will execute the adopted instructional process to monitor, adjust, and ensure quality implementation of instructional practices. To ensure teachers fully understand the intent of KAS, lead team will:</p> <ul style="list-style-type: none"> Use a protocol to ensure instructional planning templates are meeting the criteria and depth of the standard. Instructional walkthroughs will: <ul style="list-style-type: none"> Monitor that lesson Frames are aligned to student work. Identify common instructional themes and needed instructional changes or support throughout the building.

<p>Jim Shipley: The lead team will use a Systems Approach to Continuous Improvement and School Improvement Planning for Performance Excellence. The lead team will use Shipley strategies to help monitor the effectiveness of the school turn-around plan.</p>	<p>IP #1 Standard 1.3 IP #2 Standard 2.7</p> <p>Evidence Based Practice: Shipley Continuous Improvement</p>	<p>\$0</p>	<p>KCWP #4: Review, Analyze, Apply Data Results</p>	<p>A quarterly action plan will be developed to consistently use data to change practice for better measurable outcomes. This action plan will monitor our school systems using:</p> <ul style="list-style-type: none"> ● 45 Day Plan ● Shipley System – School wide Checks (Levels 1-3)
<p>Development of multi-tiered systems of support (interventions) in reading, math, & behavior:</p> <ul style="list-style-type: none"> ● Lead team will develop a framework for Tier II & Tier III academic and behavior interventions. ● School will agree upon criteria for Tier I, Tier II, & Tier III academic and behavior interventions. ● School will create a master schedule to allow for interventions with fidelity. ● School will begin a “What I Need” academic intervention time for all students. ● School will create a process for documenting and collecting academic and behavior intervention student data. 	<p>IP #2 Standard 2.7</p> <p>Evidence Based Practice #1: Professional Learning Communities</p> <p>Evidence Based Practice: Teacher Clarity</p> <p>Evidence Based Practice: Leveled Literacy</p> <p>Evidence Based Practice: Do the Math</p>	<p>Do the Math \$22, 536 Do The Math Professional Consultant-one day training \$2,800</p> <p>Leveled Literacy \$23,425</p>	<p>KCWP #2 Design and Deliver Instruction</p>	<p>Wheatley will execute the adopted instructional process to monitor, adjust, and ensure quality implementation of intervention practices. To ensure teachers fully understand the intent of KAS, lead team will:</p> <ul style="list-style-type: none"> ● Use a protocol to ensure intervention planning templates are meeting criteria to develop student understanding. ● Instructional walkthroughs will: <ul style="list-style-type: none"> ○ Monitor that interventions are occurring with fidelity.

<ul style="list-style-type: none">● School will create a process for following up with students who have been identified for academic and behavior interventions.● Professional development will be provided to:<ul style="list-style-type: none">○ demonstrate how to implement and monitor documentation collected for academic and behavior interventions.○ how to implement intervention programs/frame works○ Lead team will be trained via Shipley on monitoring the interventions system.				
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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)	Improvement Priority	Funding	KCWP Connection	Monitoring/ Measurement
Behavior Strategies and Support: <ul style="list-style-type: none"> ● AIS Week: Teachers will undergo one full day social-emotional training including Second Steps core program and basic behavior management strategies. ● Additional professional development will be offered throughout the school year. ● Wheatley will begin a once a month behavior PLC with all stakeholders. ● Lead team will support community building by becoming part of the morning meetings in classrooms. 	IP# 2 Standard 2.7 Evidence Based Practice: Social Emotional Learning Evidence Based Practice: Shipley Continuous Improvement	AIS Week	KCWP#2 Design and Deliver Instruction	The school will implement, and document the process to consistently use data to change behavioral practice for better measurable outcomes for students. This process will include: <ul style="list-style-type: none"> ● Walkthrough tools <ul style="list-style-type: none"> ○ Feedback to teachers ○ Lead team will monitor walkthrough data to identify themes and needed changes and support throughout the building. ● Drummond screener will be used three times a year to tier behavior students based on need (intrinsic/extrinsic) ● Behavior PLC Agenda minutes will be monitored using the PDSA protocol four times a year (every cycle).
Core Instruction & Teacher Development: <ul style="list-style-type: none"> ● Kentucky Reading Project ● Louisville Writing Project ● National Board Certification ● Classroom Teachers Enacting Positive Solutions 	IP #2 Standard 2.7	\$0	KCWP #2 Design and Deliver Instruction	Participating teachers will be monitored through program facilitators. Participating teachers will share projects/ with Wheatley staff to help support quality implementation of instructional practices.

<p>Standards Deconstruction & Essential Standards Alignment:</p> <ul style="list-style-type: none"> Teachers will have cycle planning four times during the school year to fully develop units focused on essential standards. During this time, teachers will develop common formative assessments that align to the rigor of the standard. 	<p>Evidence Based Practice: Teacher Clarity</p> <p>IP #2 Standard 2.7</p>	<p>AIS Week General Fund for Class Coverage</p>	<p>KCWP #2 Design and Deliver Instruction</p>	<p>Wheatley will execute the adopted instructional process to monitor, adjust, and ensure quality implementation of instructional practices. To ensure teachers fully understand the intent of KAS, lead team will:</p> <ul style="list-style-type: none"> Use a protocol to ensure instructional planning templates are meeting the criteria and depth of the standard. Instructional walkthroughs will: <ul style="list-style-type: none"> Monitor that lesson Frames are aligned to student work. Identify common instructional themes and needed instructional changes or support throughout the building.
<p>Monitoring of Professional Learning Communities:</p> <ul style="list-style-type: none"> Teachers will have a one-day review of the established Wheatley PLC process. We will revisit norms, protocols, and scheduling. 	<p>IP #1 Standard 1.3 IP #2 Standard 2.7</p> <p>Evidence Based Practice #1: Professional Learning Communities</p> <p>Evidence Based Practice: Shipley Continuous Improvement</p>	<p>AIS Days</p>	<p>KCWP#2 Design and Deliver Instruction</p> <p>KCWP #4 Review, Analyze, Apply Data Results</p>	<p>A quarterly action plan will be developed to identify specific action steps, monitor implementation and effectiveness, and inform next steps. This plan will include:</p> <ul style="list-style-type: none"> Lead team monitoring PLC agendas weekly. Continuous Improvement Cycle using Plan, Do, Study, Act four times during the school year. Teachers will utilize a PLC Implementation Rubric to complete a plus/delta of the PLC process three times (October, December, March) during the school year. Lead team will adjust practices based on this feedback.
<p>Monitoring of multi-tiered systems of support (interventions) in reading, math, & behavior:</p>	<p>IP #2 Standard 2.7</p> <p>Evidence Based Practice #1: Professional</p>	<p>AIS Week Certified hourly professional</p>	<p>KCWP #2 Design and Deliver Instruction</p>	<p>Wheatley will execute the adopted instructional process to monitor, adjust, and ensure quality implementation of intervention practices. To ensure teachers fully understand the intent of KAS, lead team will:</p>

<ul style="list-style-type: none">● School will follow a master schedule to allow implementation of interventions with fidelity.● School will engage in a “What I Need” academic intervention time for all students.● School will implement and monitor the process for documenting and collecting academic and behavior intervention student data.● School will implement and monitor a process for following up with students who have been identified for academic and behavior interventions.● Professional development will be provided to:<ul style="list-style-type: none">○ demonstrate how to implement and monitor documentation collected for academic and behavior interventions.○ how to implement intervention programs/ frameworks○ Lead team will be trained via Shipley on monitoring the interventions system	<p>Learning Communities</p>	<p>development stipend- \$5,000</p>		<ul style="list-style-type: none">● Use a protocol to ensure intervention planning templates are meeting criteria to develop student understanding.● Instructional walkthroughs will:<ul style="list-style-type: none">○ Monitor that interventions are occurring with fidelity.
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Evidence Based Practice #1:

Improvement Priority #1: Professional Learning Communities

Wheatley will work with Solution Tree to provide professional development, (Hattie Effect Size of 1.57), on Professional Learning Communities (Collective Teacher Efficacy, Hattie Effect Size of 1.57). Teachers will engage in the professional learning community process to assist in using all available data to consistently and clearly communicate and implement strategies and activities to achieve measurable academic and behavioral outcomes.

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.

Park, J.-H., Lee, I.H., & Cooc, N. (2019). *The Role of School-Level Mechanisms: How Principal Support, Professional Learning Communities, Collective Responsibility, and Group-Level Teacher Expectations Affect Student Achievement*. Educational Administration Quarterly, 55(5), 742-780.
<https://doi.org/10.1177/0013161X18821355>

What is the strength of the evidence? Under what conditions was the evidence developed?

Park, Lee, & Cooc (2019) have met at minimum Level II ESSA evidence levels. The study examined the impacts of principal support, professional learning communities, collective responsibility and teacher expectations effects student math achievement. The method for this study was a multilevel structural equation model. The study is quasi-experimental with no random assignment of the independent variable. The study exercised a process that resulted in a sample size that included “4,758 mathematics teachers, within 767 public schools”(p.755). The study includes a conceptual framework that examined the four variables, principal support, professional learning communities, collective responsibility, and teacher expectations impact on teacher self-fulfilling theory. All of these variables were measured on a likert-scale. The study was designed to test the following hypotheses:

1. Principal support is positively associated with both professional learning community and collective responsibility—two components of positive school climate.
2. Principal support has an indirect effect on group-level teacher expectations through its effects on both professional learning community and collective responsibility.
3. Group-level teacher expectations are positively related to student achievement as a school outcome.
4. Both principal support and professional learning community are positively associated with student achievement through their effect on group-level teacher expectations.
5. Both principal support and collective responsibility are positively related to student achievement through their effect on group-level teacher expectations. (pp. 754-755)

All five hypotheses were statistically significant and found to have an impact on student achievement.

This study aligns with Wheatley Elementary’s guided work on professional learning communities. Engaging in further development of professional learning communities will help support improvement priority number 1, “involve appropriate stakeholders in the collection, analysis, and use all available data to consistently and clearly communicate and implement strategies and activities to achieve measurable academic and behavioral outcomes”. Addressing professional learning communities, will develop teacher support, collective responsibility, and in turn create a positive school climate and greater student achievement.

<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>This study supports the “conceptual model where professional learning community, collective responsibility, and group-level math teacher expectations function as mediators between principal support and student math achievement” (p.766). All five hypotheses were determined to have statistical significance in the work presented in the study. The researchers recognize the limitations in the study design, only mathematics teachers were selected and the statistical analysis of the study may have left out other important factors. However, for the purposes of our school turn-around efforts we see that professional learning communities can have a positive impact on identified school variables, and impact 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>N/A</p>
<p>Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.</p>	<p>Donohoo, Hattie, & Eells (2018) argue that collective teacher efficacy has the greatest impact on student achievement, with an effect size of 1.57. They state that, “Leaders can ...influence collective efficacy by setting expectations for formal, frequent, and productive teacher collaboration and by creating high levels of trust for this collaboration to take place” (Donohoo, Hattie, & Eells, The Role of Evidence section, para. 11). Teacher collaboration is fostered through the professional learning community framework. Teachers are offered the opportunity to meet formally and frequently focused on student growth and achievement. Professional Learning Communities also afford the dedicated time to use” all available data to consistently and clearly communicate and implement strategies and activities to achieve measurable academic and behavioral outcomes, Wheatley Elementary’s Priority #1.</p> <p>http://www.ascd.org/publications/educational-leadership/mar18/vol75/num06/The-Power-of-Collective-Efficacy.aspx</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>Vescio, Ross, & Adams (2008) determined that, “the collective results of these studies suggest that well-developed PLC’s have positive impact on both teaching practice and student achievement.” This article is a small review of the current research on professional learning communities. The authors reviewed “10 American studies and one English study on the impact of PLC’s on teaching practices and student learning.”</p> <p>Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education (24), 80-91.</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>All studies included in this evidence based practice review are derived from a variety of settings, including settings that are similar to Wheatley Elementary. These studies examined settings from elementary school to high school, across various content areas. Hattie’s effect size of 1.57 also indicates that the work of professional learning communities has an overall positive strong effect on student learning.</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>Vescio, Ross, & Adams (2008) determined that, “the collective results of these studies suggest that well-developed PLC’s have positive impact on both teaching practice and student achievement.” This article is a small review of the current research on professional learning communities. The authors reviewed “10 American studies and one English study on the impact of PLC’s on teaching practices and student learning.” The authors reviewed studies that were specific to Wheatley’s population through urban schools in Cincinnati and Philadelphia that supports that the professional learning communities have a positive effect on students that are from similar cultural backgrounds.</p>

	<p>Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. <i>Teaching and Teacher Education</i> (24), 80-91.</p>
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Evidence Based Practice #2

Improvement Priority #2: Teacher Clarity

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

<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., & Myers, B. (1978). Additional Investigations into the Nature of Teacher Clarity. <i>Journal of Educational Research</i>, 72(1), 3–10. https://doi.org/10.1080/00220671.1978.10885109</p> <p>Hattie, John & Donoghue, Greg. (2016). Learning strategies: a synthesis and conceptual model. <i>npj Science of Learning</i>. 1. 16013. 10.1038/npjscilearn.2016.13. https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_model</p>
<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>Kennedy, Cruickshank, Bush, & Meyers (1978) conducted a study with “American ninth grade students attending public junior high schools in Columbus, Ohio (N=425) and suburban Memphis, Tennessee (N=307).” The study also included “Australian...students between 13 and 15 years of age attending suburban secondary schools in Sydney and Perth.” Teachers were measured on clarity using four different instruments that were color coded, each asking students to consider their experiences with clear and unclear teachers and various behaviors associated with these teachers. The samples were then viewed through ANOVA and MANOVA statistical analysis. This study was a Level II, quasi-experimental study that had no random assignment of treatments. The study found strong correlations of at least .80 at all levels of variables indicating that teachers with stronger clarity had a greater impact on student learning.</p> <p>In addition to this study, evidence has been found through a 800-study meta-analysis completed by John Haattie (2012), determining that Teacher Clarity has a .75 effect size on student achievement. Hattie & Donoghue (2016) examined various aspects of this meta-analysis and determined the impact of student success criteria has an effect size of 1.13 on student achievement. Teachers should have a clear understanding of the skills taught to ensure students are meeting the determined success criteria.</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., & Myers, B. (1978). Additional Investigations into the Nature of Teacher Clarity. <i>Journal of Educational Research</i>, 72(1), 3–10. https://doi.org/10.1080/00220671.1978.10885109</p>

Hattie, John & Donoghue, Greg. (2016). Learning strategies: a synthesis and conceptual model. *npj Science of Learning*. 1. 16013. 10.1038/npjscilearn.2016.13.
https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_model

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

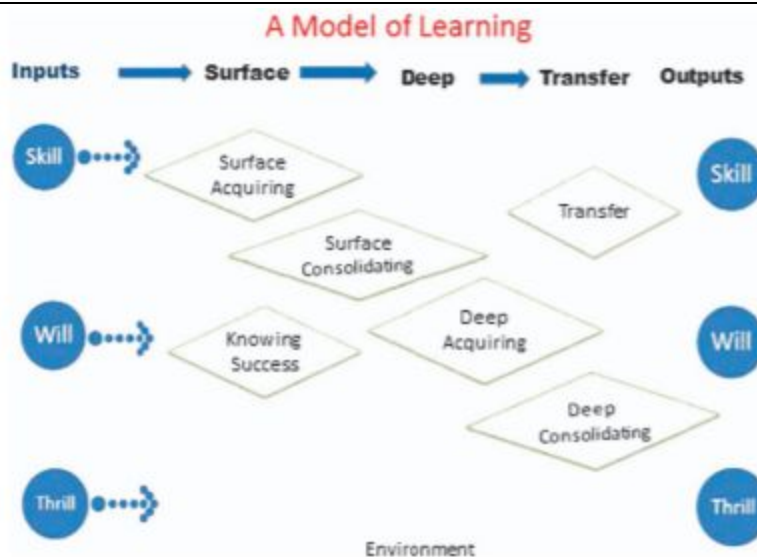


Figure 1. A model of learning.

Hattie & Donoghue (2016) explain their model of learning in their meta-analysis. In this model, knowing success is aligned to students understanding their success criteria. Hattie & Donoghue (2016) state, “when a student is aware of what it means to be successful before undertaking the task, this awareness leads to more goal-directed behaviours” (p. 2). Teachers should have a clear understanding of KAS standards to better deliver learning targets in 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 metaanalysis of highly correlated practices that impact student achievement. In this metanalysis, 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 metaanalysis of highly correlated practices that impact student achievement. In this metanalysis, he analyzed studies across all populations. .

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*.

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Evidence Based Practice #3

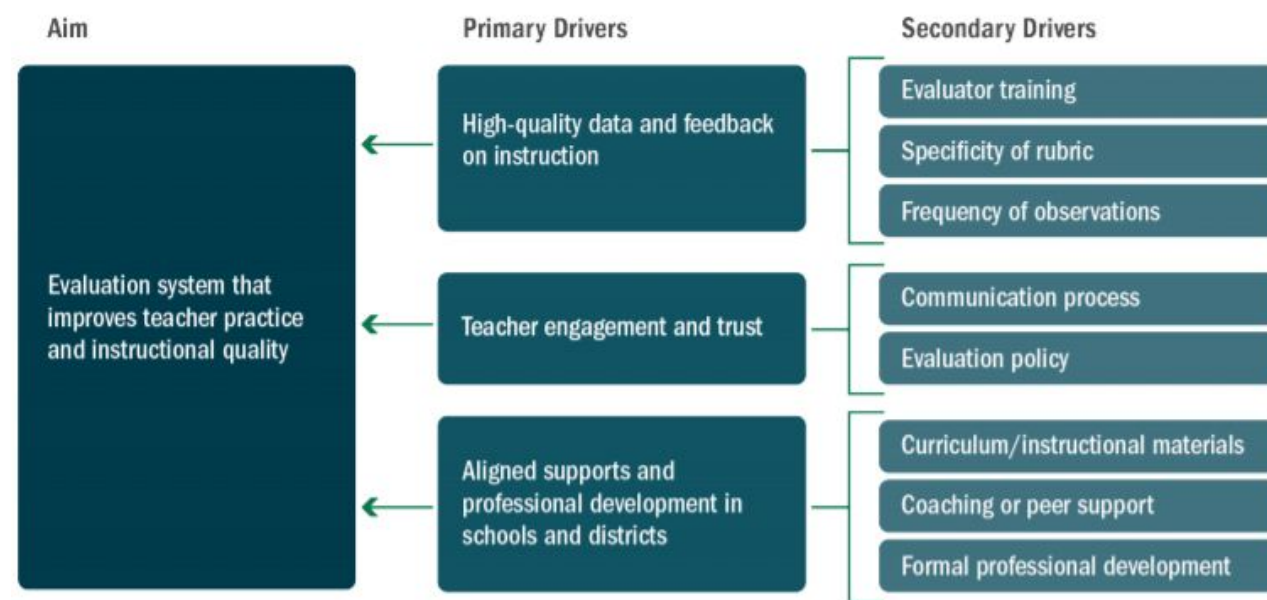
Improvement Priority 1 & 2: Shipley Continuous Improvement

Wheatley Elementary will use Shipley Continuous Improvement systems to monitor, adjust, and ensure quality implementation of instructional practices. Shipley Continuous Improvement systems will also help Wheatley Elementary monitor, adjust, and measure the impact of school-turn around activities listed in the plan.

<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>https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf</p> <p>https://www.air.org/system/files/downloads/report/Beyond-Accountability-Improving-Teaching-Learning-October-2018.pdf</p> <p>https://education.ky.gov/school/focschls/Documents/Continuous%20Improvement%20Team%20Services%20and%20Supports.pdf</p>
<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>The impact of continuous improvement in the field of education is a relatively new research focus. Limited peer-reviewed empirical studies are found on the impacts of continuous improvement on student achievement or overall school success. However, published white papers on the topic imply that the continuous improvement process can lead to valid and important change within an education setting. Currently, The Carnegie Foundation, as well as the Institute for Educational Sciences, see the value in implementing continuous improvement efforts within our schools. The Kentucky Department of Education has also focused on continuous improvement through Novice Reduction for Gap Closure and the Key Core Work Processes documents. These documents are designed to help schools in the process of continuous improvement.</p>
<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>Shipley continuous improvement will monitor system effectiveness at Wheatley Elementary in alignment with the school improvement priorities.</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>https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf</p> <p>https://www.air.org/system/files/downloads/report/Beyond-Accountability-Improving-Teaching-Learning-October-2018.pdf</p> <p>https://education.ky.gov/school/focschls/Documents/Continuous%20Improvement%20Team%20Services%20and%20Supports.pdf</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?

Figure 2. Beyond Accountability Driver Diagram



<https://www.air.org/system/files/downloads/report/Beyond-Accountability-Improving-Teaching-Learning-October-2018.pdf>

Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.

The studies support monitoring activities targeting our specific school setting.

https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf


<https://www.air.org/system/files/downloads/report/Beyond-Accountability-Improving-Teaching-Learning-October-2018.pdf>

<https://education.ky.gov/school/focschls/Documents/Continuous%20Improvement%20Team%20Services%20and%20Supports.pdf>

<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 studies support monitoring activities targeting our specific population.</p> <p>https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf</p> <p>https://www.air.org/system/files/downloads/report/Beyond-Accountability-Improving-Teaching-Learning-October-2018.pdf</p> <p>https://education.ky.gov/school/focschls/Documents/Continuous%20Improvement%20Team%20Services%20and%20Supports.pdf</p>
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Evidence Based Practice #4: Social-Emotional Learning & Second Steps

<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><u>Social Emotional Learning Study</u> Yang, C. & Bear, G.G.(2018). Multilevel Associations Between School-Wide Social-Emotional Learning Approach and Student Engagement Across Elementary, Middle, and High Schools. <i>School Psychology Review</i>, 47(1), 45-61. doi: 10.17105/SPR2017-0003.V47-1</p> <p><u>Second Steps Specific Studies</u> Low, S., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015). Promoting social-emotional competence: An evaluation of the elementary version of Second Step. <i>Journal of School Psychology</i>, 53, 463–477.</p> <p>Low, S., Smolkowski, K., Cook, C., & Desfosses, D. (2019). Two-year impact of a universal social-emotional learning curriculum: Group differences from developmentally sensitive trends over time. <i>Developmental psychology</i>, 55(2), 415.</p> <p>Frey, K. S., Nolen, S. B., Edstrom, L. V., & Hirschstein, M. K. (2005). Effects of a school-based social-emotional competence program: Linking children’s goals, attributions, and behavior. <i>Journal of Applied Developmental Psychology</i>, 26, 171–200.</p> <p>Edwards, D., Hunt, M. H., Meyers, J., Grogg, K. R., & Jarrett, O. (2005). Acceptability and student outcomes of a violence prevention curriculum. <i>The Journal of Primary Prevention</i>, 26, 401–418. doi:10.1007/s10935-005-0002-z</p>
<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>Yang & Bear’s (2018) studied the impact of social emotional learning on students. They examined 25, 896 students in grades 4-12 in Delaware’s public school system. Students ranged in grades from 4-12, and were selected from 114 schools that chose to participate in the study. The study examined three primary areas, student engagement, teaching of social emotional competencies, and teacher-student relationships and student-student relationships. For this study, the researchers used the School Climate Survey that was given every year and seen as a valid and reliable tool. Results were then analyzed using hierarchical linear regression framework.</p> <p>All Second Steps specific research studies listed above are Level 2 or higher research studies. They meet the quality evidence under ESSA guidelines.</p>
<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>Based on this study, “when students receive adequate SEL (social-emotional learning) instructional support from their classroom teachers, they develop higher prosocial skills and more positive relationships with their teachers and peers which lead to more positive relationships with their teachers and peers, which lead to more positive perceptions of emotional engagement” (p. 57).</p> <p>In all Second Steps Social Emotional Learning program studies, students had a significant increase in demonstrating higher social-emotional competencies.</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>NA</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>The diagram illustrates the CASEL Competencies model. At the center is a white circle labeled "SOCIAL AND EMOTIONAL LEARNING". Surrounding this are four colored segments: "SELF-AWARENESS" (orange), "SELF-MANAGEMENT" (orange), "SOCIAL AWARENESS" (green), and "RELATIONSHIP SKILLS" (green). To the right, a yellow segment is labeled "RESPONSIBLE DECISION-MAKING". The entire inner circle is surrounded by a blue ring with labels: "HOMES AND COMMUNITIES", "SCHOOLS", "CLASSROOMS", "SEL CURRICULUM AND INSTRUCTION", "SCHOOLWIDE PRACTICES AND POLICIES", and "FAMILY AND COMMUNITY PARTNERSHIPS". A small copyright notice "© 2017 CASEL. All Rights Reserved" is at the bottom.</p> <p>https://casel.org/wp-content/uploads/2019/12/CASEL-Competencies.pdf</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>Yang, C. & Bear, G.G.(2018) studied subjects across gender, race, ethnicity, and socio-economic status. The studied examined the differences between race, such as between african american and caucasian, but overall, significance was not dependent on school diversity. Overall, the teaching of a social-emotional learning program had significant effects on students. https://eric.ed.gov/?id=EJ1173199</p> <p>All the listed studies specific to Second Steps provide data directly linked to students at Wheatley. All are targeted either to the entire elementary population with diverse backgrounds or to grade level segments (i.e. K-2; 4 &5)</p> <p>https://assets.ctfassets.net/98bcvzcrxclo/1anQNztdWKIUyscycAeKQ0/5bf7b313a4c33436c433b7ef144cda09/frey-et-al-2005.pdf</p> <p>https://assets.ctfassets.net/98bcvzcrxclo/59fXHhSZ56CygsUSoUqYUM/790131a97d4fad63d3c9900cef1fdaa0/edwards-et-al-2005.pdf</p> <p>https://assets.ctfassets.net/98bcvzcrxclo/1Fo8OZzEr6iOWiS0Ckml4E/139bb7c9ff9610339d283f53990329da/low-et-al-second-step-rct-2015.pdf</p> <p>https://doi.apa.org/doiLanding?doi=10.1037%2Fdev0000621</p>

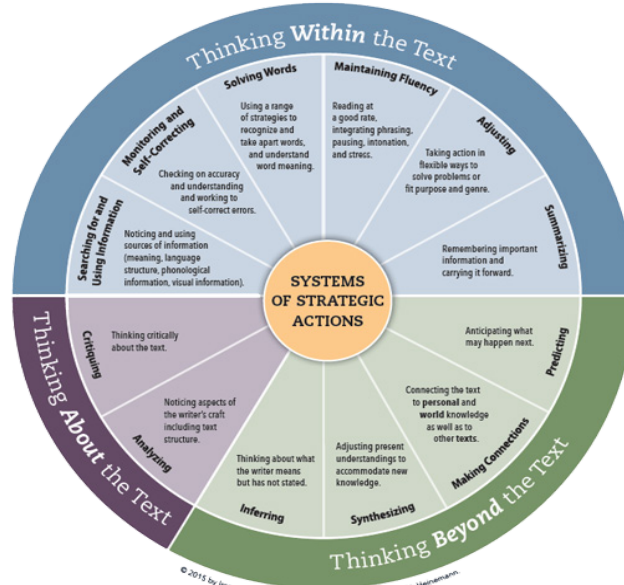
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?

Yang, C. & Bear, G.G.(2018) studied subjects across gender, race, ethnicity, and socio-economic status. The studied examined the differences between race, such as between african american and caucasian, but overall, significance was not dependent on school diversity. Overall, the teaching of a social-emotional learning program had significant effects on students. <https://eric.ed.gov/?id=EJ1173199>

Evidence Based Practice #5: Leveled Literacy

<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>Ransford-Kaldon, C., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas & Pinnell’s Leveled Literacy Intervention System (LLI). Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from: https://eric.ed.gov/?id=ED544374</p> <p>https://www.fountasandpinnell.com/research/lli/</p>
<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>Ransford-Kaldon et al. (2010) meets What Works Clearinghouse “standards without reservations because it is a randomized controlled trial with low attrition. The study meets ESSA Tier 1 qualifications. “The study participants, who were in grades K-2, were predominantly economically disadvantaged, with 84% being eligible for free or reduced-price lunch. The study included predominantly minority students; 37% were hispanic, 33% were African American, and 29% were White. Approximately 13% of students were classified as English Learners.” Students received the LLI intervention in addition to their regular classroom literacy instruction. ---https://ies.ed.gov/ncee/wwc/Study/78712</p>
<p>What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?</p>	<p>The ESSA improvement index is 14-”the expected change in percentile rank for an average comparison group student if that student had received the intervention.”----https://ies.ed.gov/ncee/wwc/Study/78712</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>https://eric.ed.gov/?id=ED544374</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?



Fountas and Pinnell literacy work is grounded in this logic model about reading.

<https://www.fountasandpinnell.com/intro/>

Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.

Yes, the study listed on the WWC is directly aligned with Wheatley’s student population. Additional research studies offered on the LLI website provide a bank of evidence that Leveled Literacy is a program that will meet the diverse student needs at Wheatley elementary.

<https://www.fountasandpinnell.com/research/lli/>

Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?

Yes, the study listed on the WWC is directly aligned with Wheatley’s student population. Additional research studies offered on the LLI website provide a bank of evidence that Leveled Literacy is a program that will meet the diverse student needs at Wheatley elementary.

<https://www.fountasandpinnell.com/research/lli/>

Evidence Based Practice #6: Do the Math

<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><i>Students reveal significant improvements in performance on the FCAT after participation in Do The Math.</i> Houghton Mifflin Harcourt.</p> <p>https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/DTM_Miami_Dade_Research_Update_3.2013.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20200512%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200512T173929Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=c64b7245a1870f88f78adad62758d5c340d14bb9f2c6f6dc030264727741e16a</p> <p>https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Revision_DTM_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20200512%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200512T175425Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=74c61be3093029747e053fc7e88dde85d0cd481ec795dd0fd4ef850bbf1283ca</p>
<p>What is the strength of the evidence? Under what conditions was the evidence developed?</p>	<p>This evidence is listed as moderate evidence on the ESSA Ratings. The conditions were developed under a quasi-experimental design study. There were 695 participating students in grades 3-5 at 11 different schools. The groups of students were diverse and align with Wheatley Elementary's student population. Students were selected based on their low performance on Florida's standardized assessment.</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 participate in the Do The Math Intervention are expected to have higher growth on standardized assessment, than students in the same category, who do not have this math intervention.</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>https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/DTM_Miami_Dade_Research_Update_3.2013.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20200512%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200512T173929Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=c64b7245a1870f88f78adad62758d5c340d14bb9f2c6f6dc030264727741e16a</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>Do The Math is built on these principles:</p> <p>Do The Math incorporates the following guiding principles:</p> <ul style="list-style-type: none"> • Teaching for Understanding: Step-by-step lessons help students develop understanding, learn new mathematical skills, see relationships, and make connections. • Scaffolded Content: Breaking down the content into chunks makes the mathematics more accessible to students. • Multiple Strategies: Exploring different strategies for developing concepts and skills builds students' mathematical reasoning. • Mathematical Thinking: Standards help develop mathematical expertise and habits of mind in all students. • Classroom Routines: Routines such as “think, pair, share” promote engagement and deepen student understanding, particularly among English learners. • Independent Student Work: Assignments provide students with opportunities to practice, strengthen, and extend their learning. • Vocabulary and Language: Explicit vocabulary instruction helps students communicate effectively about the math they are learning. • Assessment and Differentiation: Ongoing assessment and progress monitoring helps teachers meet individual student needs. <p>Each of these principles contributes to the long-term student conceptual understanding of mathematics.</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>This study provides a direct connection to the setting which this intervention will be delivered. Students in grades 1-5 who meet NWEA RIT band criteria will have the opportunity to participate in the Do the Math intervention. This study was focused on the success of student growth in grades 3-5. Wheatley Elementary has determined if we can intervene sooner than grade three we will be able to close the achievement gap sooner.</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. Miami-Dade public schools is a diverse district. The study included students:</p> <ul style="list-style-type: none"> 54% African American 44% Hispanic 1% white 28% English Learners 14% Students with disabilities 97% Free and reduced lunch. <p>This population breakdown is representative of Wheatley Elementary.</p>

FIRST QUARTER ACTION Plan

Date Range of Plan

February 2020 - May 2020

45 Day Action Steps	By Whom?/By When?	Funding (Amount/Fund)	Communication / Measurement
Shipleigh Training March 4 & 5th	Bunton, Fulson, Clayton-Taylor, Carter, Stone	\$0	
Hub School Visit-PLC Training	Bunton, Fulson, Clayton-Taylor, Carter, Stone	\$0	
Begin drafting master schedule 2020-2021	Bunton, Fulson, Clayton-Taylor, Carter, Bass	\$0	
Planning with Solution Tree	Bunton, Fulson, Clayton-Taylor, Carter, Bass, Stone	\$0	
Standards Documents delivered from Materials and Productions	Clayton-Taylor, Carter	\$100	
Review of grade level KAS with district or KDE person	Clayton-Taylor, Carter, Stone, District/State	\$0	
Revise and redraft PLC expectations and documentation.	Bunton, Fulson, Clayton-Taylor, Carter, Stone	\$0	
Revise and redraft AIS walkthrough tool to focus on powerzone and lesson frame	Bunton, Fulson, Clayton-Taylor, Carter, Stone	\$0	
Behavior Management Professional Development with staff and Hallway Expectations	Bunton, Fulson, Carter, Stone	\$0	
Powerzone Embedded Professional Development	Clayton-Taylor, Carter, Stone	\$0	
Lesson Frame Professional Development/Lesson Frame Field Trip	Bunton, Fulson, Clayton-Taylor, Carter, Stone	\$0	
Math in Practice 4/5th grade Training	Stone, Higdon, Clayton-Taylor, Carter	\$0	
30 second Feedback for select teachers	Stone, Fulson, Bunton, Carter, Clayton-Taylor	\$0	

Answer Four Questions After 45-Day Cycle

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

[October 27th, 2020 Turn Around Team Meeting Agenda](#) ^^ Addresses above points

SECOND QUARTER ACTION Plan

Date Range of Plan

July 1, 2020-October 1, 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