

Turnaround Plan

NINTH DISTRICT ELEMENTARY SCHOOL

Improvement Priority #1: Develop, implement, and monitor a systemic and collaborative continuous improvement process that increases student learning, enriches professional practice, and enhances organizational effectiveness. Ensure the process includes an approach that engages stakeholders, develops collaborative commitments, and provides clear direction for improving conditions that support instruction and impact student learning (1.3).

Through collaboration with stakeholders, a new Mission and Vision will be created for Ninth District Elementary to clearly define the purpose and goals that we share as a school community. From there, an organizational chart for the school will be created to clearly define roles and responsibilities of the school's internal structure to assist with communication to all stakeholders. After all leadership team members attend Shipley Training, protocols will be established to create clear direction and expectations for all systems. Chief among those protocols is a clearly defined and monitored instructional process that is constantly improved through ongoing work in highly effective PLCs using the DuFour four questions supported by Classroom Assessment for Student Learning book by Stiggins et. al. A vast array of professional development efforts will also be provided for teachers through job embedded professional learning to increase instructional repertoire and effectiveness. This culture of continuous learning, along with the implementation of systems to guide all efforts, will lead to an improvement of student learning.

Improvement Priority #2: Collaboratively develop, implement, and monitor plans, processes, and protocols that identify and address the various social, emotional, development, and academic needs of all students. Ensure that faculty and staff are skilled in delivering behavior interventions and supports aligned to the emotional and academic needs of all students (2.9).

Ninth District Elementary School will collaboratively develop, implement, and monitor a clearly developed system of supports that will address the all-around needs of our students. We will implement a clearly defined MTSS system to provide targeted support to students in both behavior and academics. Once the system is implemented, monitoring will be ongoing and data will be assessed to measure academic progress as well as a decrease in negative behaviors. At the same time, efforts will continue to implement CHAMPS/Foundations with fidelity, and a uniform SEL curriculum will be selected to implement daily to provide another support to students. Continued professional learning is essential to improving, so we will use a Behavior Coach to help staff with de-escalation techniques as well as implementation of Student Support Team plans, as well as training with Brian Mendler to teach and coach about Trauma Informed practices.

Improvement Priority #3: Systematically implement and monitor an evidence-based curriculum. Collect and analyze student performance data and use findings to align instruction with learning expectations, improve instructional practices, and ensure the implementation of a rigorous, aligned curriculum for all students. Ensure faculty and staff are highly skilled in understanding and delivering rigorous and engaging instruction that prepares learners for the next level (2.5).

In our work to sustain a systems approach to the design and delivery of a guaranteed & viable curriculum, our staff will collaborate horizontally and vertically to implement and monitor an evidence-based curriculum through our iTeam and PLC initiatives. Through continued professional development, coaching, and collaboration, teachers will focus on the Backwards Design process of creating units of instruction that are rich with high yield strategies and common assessments. The continued work in our PLCs, teachers will implement a common instructional process that intentionally targets the individual learning needs of students.

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. 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 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.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

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](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal: By 2024, Ninth Districts will reach a Combined Reading and Math Proficiency Goal of 39.55%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By 2020, 9th District will reach a Reading Proficiency goal of 31.9%</p> <p>By 2020, 9th District will reach a Math Proficiency goal of 18.8%</p>	<p><u>Key Core Work Processes:</u></p> <p>1 – Design & Deploy Standards</p> <p>2 – Design and Deliver Instruction</p> <p>3 – Design and Deliver Assessment Literacy</p> <p>4 – Review, Analyze, and Apply Data</p>	<p><u>Practices:</u></p> <p>PLCs will use District Curriculum Development Training to focus on the Backward Design process in creating units of instruction, including</p> <ul style="list-style-type: none"> - Deconstructing standards - Crafting clear learning targets - Developing common summative and formative assessments <p>IP 1 & IP 3, EBP</p> <p>Provide teachers with ongoing job-embedded professional learning.</p> <p><u>Processes:</u></p> <ul style="list-style-type: none"> - Leadership team will revise the PLC process, including the development of a common data form. - Ensure the implementation of a common instructional process (through weekly lesson plans) - In PLCs, teachers will regularly review assessment data to provide necessary adjustments to instruction. - Develop and implement a specific walkthrough tool to monitor 	<ul style="list-style-type: none"> - Completed District Pacing Guides & Unit Plans - Lesson plans - PLC data form - Lesson plan feedback - Assessment quality control protocol - Feedback - data analysis through PLC's - Walkthrough data 	<p>Leadership team will:</p> <ul style="list-style-type: none"> - provide lesson plan feedback - conduct walkthroughs - visit PLC's 	<p>\$,7000 stipends (district)</p> <p>\$13,500 stipends (SIF)</p> <p>\$2500 for CASL books and related professional resources (SIF)</p> <p>\$20,000 on curricular materials (Title I)</p> <p>\$30,000 on curricular materials (SIF)</p>

		<p>implementation of instructional process.</p> <ul style="list-style-type: none"> - Providing professional learning and support for PLCS (i.e. Classroom Assessment for Student Learning) - Select and purchase various curricular materials to support Reading and Math instruction. <p>IP 1 & IP 3, EBP</p>			
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2: Separate Academic Indicator

Goal: By 2024, Ninth District will reach a combined Separate Academic Indicator Goal of 37.47%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By 2020, 9th District will reach a Science Proficiency goal of 19.4% and a Social Studies Proficiency goal of 20.5%.</p> <p>By 2020, 9th District will reach a Writing Proficiency goal of 28.4%</p>	<p><u>Key Core Work Processes:</u></p> <p>1 – Design & Deploy Standards</p> <p>2 – Design and Deliver Instruction</p> <p>3 – Design and Deliver Assessment Literacy</p> <p>4 – Review, Analyze, and Apply Data</p>	<p><u>Practices:</u></p> <p>PLCs will use District Curriculum Development Training to focus on the Backward Design process in creating units of instruction, including</p> <ul style="list-style-type: none"> - Deconstructing standards - Crafting clear learning targets - Developing common summative and formative assessments <p>IP 1 & IP 3, EBP</p> <ul style="list-style-type: none"> - Writing Consultant will work with all teachers to coach & model writing instruction. She also will work with teachers to facilitate reviews of student 	<ul style="list-style-type: none"> - Completed District Pacing Guides & Unit Plans - Lesson plans - PLC data form - Lesson plan feedback - Assessment quality control protocol - Feedback - data analysis through PLC's - Walkthrough data 	<p>Leadership team will:</p> <ul style="list-style-type: none"> - provide lesson plan feedback - conduct walkthroughs - visit PLC's 	<p>\$40,000 Writing Consultant salary (district)</p>

		<p>writing to edit, revise, & improve.</p> <ul style="list-style-type: none"> - Similar work will also be done to specifically target On-Demand Writing in 5th grade. <p><u>Processes:</u></p> <ul style="list-style-type: none"> - Leadership team will revise the PLC process, including the development of a common data form. - Ensure the implementation of a common instructional process (through common unit plans and weekly lesson plans) - In PLCs, teachers will regularly review assessment data to provide necessary adjustments to instruction. - Develop and implement a specific walkthrough tool to monitor. - Providing professional learning and support (i.e. Classroom Assessment for Student Learning, PLC's, etc.) 			<p>\$2000 On-Demand Writing professional learning (SIF)</p>
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3: Achievement Gap

Goal: By 2024, Ninth District will reduce the achievement gap by 10% in reading and math between all students.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reduce the achievement gap in Reading and Math by 3.5% this school year.	<p><u>Key Core Work Processes:</u></p> <p>4 – Review, Analyze, and Apply Data</p> <p>5 – Design, Align, and Deliver Support</p>	<p><u>Practices:</u></p> <p>Implement Direct Instruction (DI) for Reading Intervention (Reading Mastery, Corrective Reading) for K-5</p> <ul style="list-style-type: none"> - dedicate and protect time in master schedule - provide ongoing professional learning for DI implementation - progress monitor and move students according to decision rules <p>IP 3</p> <p>Continue providing ongoing professional learning for Special Education teachers.</p> <p>Provide professional learning for regular ed and special education teachers for effective co-teaching.</p> <p><u>Processes:</u></p> <p>Develop clear decision rules for moving among tiers.</p> <p>Develop a system of interventions to meet the individual learning</p>	<ul style="list-style-type: none"> - Benchmark assessment data - Dibels and other progress monitoring data - Common assessment data - Walkthrough data 	<ul style="list-style-type: none"> - Monthly grade level meetings to review data, progress, and next steps - RTI team meetings to assess success and plan next steps - Walkthroughs that are specific to RTI time 	<p>\$2500 for training materials, resources, and stipends (SIF)</p> <p>\$50,000 for intervention resources (SIF)</p> <p>\$60,000 for Math Interventionist (MAF Grant)</p>

		needs of students in Reading and Math. IP 3			\$60,000 for Reading Interventionist (SIF)
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4: Growth

Goal: Increase growth indicator from 41.4 to 57.8.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
In 2020, 9 th District students will increase the growth indicator from 41.4 to 46.9.	<u>Key Core Work Processes:</u> 4 – Review, Analyze, and Apply Data 5 – Design, Align, and Deliver Support	<u>Practices:</u> <ul style="list-style-type: none"> Analyze all assessment data PLC’s work to develop standards-based curriculum and assessments. Implement the system of interventions for Reading and Math. <i>All other Activities listed in goal 1.</i> <u>Processes:</u> <ul style="list-style-type: none"> In PLCs, teachers will regularly review assessment data to provide necessary adjustments to instruction. Explore various curricular materials to support Reading and Math instruction. Professional learning on supporting ELL students in the regular classroom. Meet in PLC regularly to analyze common assessment data. 	<ul style="list-style-type: none"> Completed District Pacing Guides Lesson plans PLC data form Lesson plan feedback Assessment quality control protocol Feedback data analysis through PLC’s Walkthrough data Benchmark assessment data Dibels and other progress monitoring data Common assessment data 	Leadership team will: <ul style="list-style-type: none"> provide lesson plan feedback conduct walkthroughs visit PLC’s Monthly grade level meetings to review data, progress, and next steps (movement among tiers) – facilitated by Instructional Coach and MTSS interventionists in reading and math. RTI team meetings to assess success and plan next steps Walkthroughs that are specific to RTI time. 	\$7,000 SIOP training & materials (SIF)

		<ul style="list-style-type: none"> - Develop MTSS plan for math that mirrors what is working in reading. - Develop a system of interventions to meet the individual learning needs of students in Reading and Math. <p><i>All other Activities listed in goal 1.</i></p>			
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5: Culture and Environment

Goal: Reduce the number of behavior events by 50% as measured by coaching calls and IC behavior entries.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reduce the number of behavior events this year by 20% as measured by coaching calls and IC behavior entries.	<p><u>Key Core Work Processes:</u></p> <p>5 – Design, Align, and Deliver Support</p> <p>6 – Establishing Learning Culture and Environment</p>	<p>Implement CHAMPS/Foundations with fidelity. (EBP)</p> <p>Select a common SEL curriculum and implement in daily morning meeting across all grade levels.</p> <p>Continue refining our PBIS system to ensure implementation with fidelity (clear, consistent, etc) (EPB)</p> <p>Hire a behavior coach to provide teachers with job-embedded professional learning:</p> <ul style="list-style-type: none"> - De-escalation strategies - Implementation of Student Support Team plans <p>(EBP)</p>	<ul style="list-style-type: none"> - Coaching call logs - PLP data - Behavior data - Student Support Team Minutes - PBIS data - Walkthrough data 	<p>Student Support Team will analyze the data and make next steps.</p> <p>Walkthroughs and plans that are specific to SEL implementation & monitoring.</p> <p>Foundations Team Meetings will regularly look at data to proactively plan next steps.</p>	<p>\$6,000 training, resources, & materials (district)</p> <p>\$60,000 for Behavior Coach (SIF)</p>

		Provide professional learning around trauma informed practices. IP 2			Brian Mendler to educate & assist with Trauma Informed Practices: \$7,000 presentation \$2000 for book study & resources \$10,000 for follow-up consulting / coaching
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Evidence-based Activity	Evidence Citation	Uploaded in eProve
PLCs will use District Curriculum Development Training to focus on the Backward Design process in creating units of instruction	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education	<input checked="" type="checkbox"/>
Continue refining our PBIS system to ensure implementation with fidelity (clear, consistent, etc). Provide professional learning around trauma informed practices.	McCurdy, B. L., Mannella, M. C., & Eldridge, N. (2003). Positive Behavior Support in Urban Schools: Can We Prevent the Escalation of Antisocial Behavior? <i>Journal of Positive Behavior Interventions</i> , 5(3), 158	<input checked="" type="checkbox"/>
Implement CHAMPS/Foundations with fidelity.	Ward, B., & Gersten, R. (2013). A Randomized Evaluation of the Safe and Civil Schools Model for Positive Behavioral Interventions and Supports at Elementary Schools in a Large Urban School District. <i>School Psychology Review</i> , 42(3), 317–333	<input checked="" type="checkbox"/>
Hire a behavior coach to provide teachers with job-embedded professional learning: - De-escalation strategies	Netzel, D. M., & Eber, L. (2003). Shifting From Reactive to Proactive Discipline in an Urban School District: A Change of Focus Through PBIS Implementation. <i>Journal of Positive Behavior Interventions</i> , 5(2), 71. https://doi-org.libsrv.wku.edu/10.1177/10983007030050020201 Tucker, M. (2016). <i>“9 Building Blocks for a World-Class Education System.”</i> Washington, DC: National Center on Education and the Economy.	<input checked="" type="checkbox"/>
Implement Direct Instruction (DI) for Reading Intervention (Reading Mastery, Corrective Reading) for K-5	Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/ .	<input checked="" type="checkbox"/>
Develop a system of interventions to meet the individual learning needs of students in Reading and Math	Park, S., Hironaka, S., Carter, P., & Nordstrum, L. (2013). Continuous Improvement in Education. <i>Carnegie Foundation for the Advancement of Teaching</i> . Retrieved from carnegie-foundation_continuous-improvement_2013.05_002.pdf	<input checked="" type="checkbox"/>
Implement Direct Instruction (DI) for Reading Intervention (Reading Mastery, Corrective Reading) for K-5	Benner, Gregory J., Kinder, Diane, Beaudon, Kathleen M., & Stein, Marcy (2005) The Effects of the Corrective Reading Decoding Program on the Basic Reading Skills and Social Adjustment of Students With HighIncidence Disabilities <i>Journal of Direct Instruction</i> 5 (1), 67-80	<input checked="" type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Professional learning on supporting ELL students in the regular classroom.	Echevarria, J., Short, D., & Powers, K. (2006). School Reform and Standards-Based Education: A Model for English-Language Learners. <i>Journal of Educational Research</i> , 99(4), 195–211. https://doi-org.libsrv.wku.edu/10.3200/JOER.99.4.195-211	☒