

SCHOOL NAME: COVENTRY OAK ELEMENTARY

PRINCIPAL: SHAMIAH FORD

DATE: FEBRUARY 21-22, 2019

School Turnaround Plan: CE Focused Improvement Planning Process

The purpose of the Strategic Plan is to support schools in:

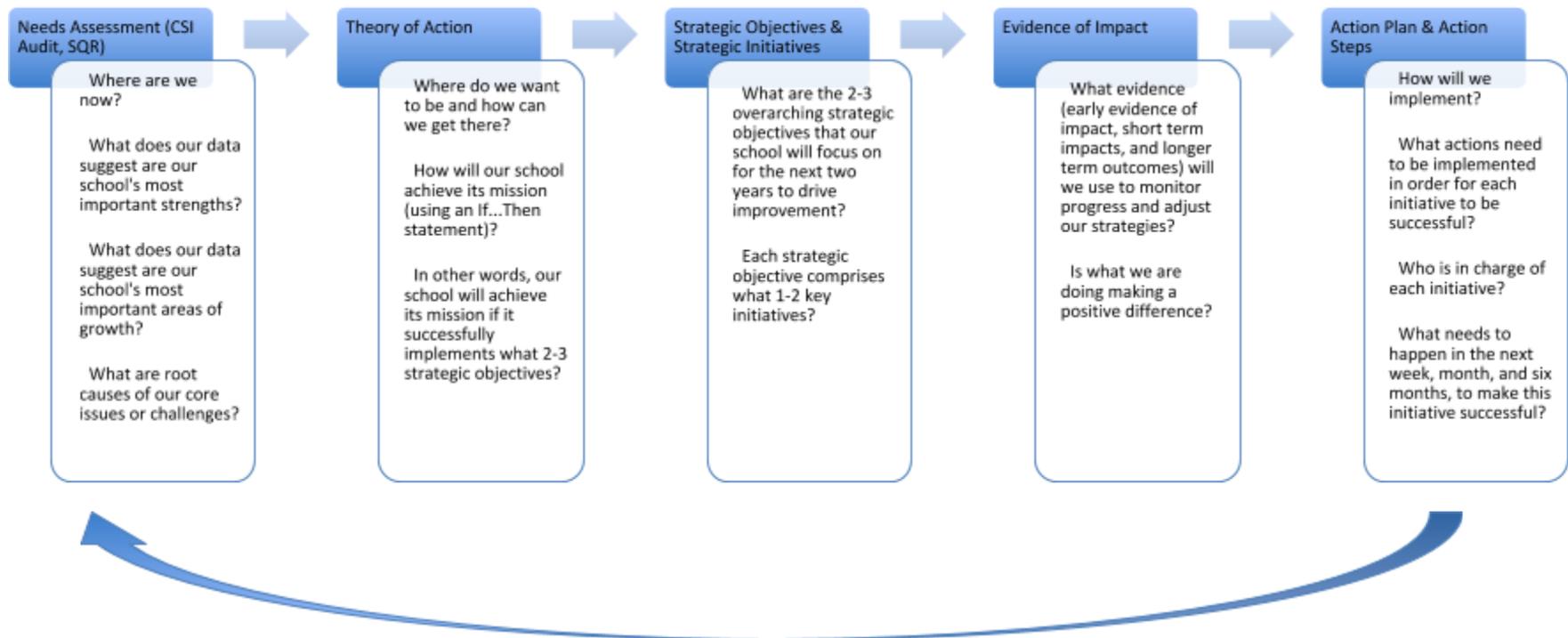
- 1) Using an inquiry process to examine quantitative and qualitative data to identify and prioritize needs,
- 2) Developing a few high-leverage strategic objectives that will drive a coherent plan of work,
- 3) Identifying a limited set of strategic initiatives within each objective that will lead to improved student learning
- 4) Developing a set of actions for achieving the strategic initiatives, and
- 5) Creating a plan to measure progress and impact against collaboratively-identified benchmarks.



We will revise/add to the plan as needed along the way (strategic objectives, strategic initiatives, action plan, and plans to assess progress). This should not be viewed as a static document, but rather an ongoing effort to document and encourage continuous learning and improvement at the school level.

OVERVIEW OF THE STRATEGIC TURNAROUND PLANNING PROCESS

The recommended steps to be taken during the development and implementation of a strategic plan mirror the steps of a cycle of continuous improvement. The goal is that the strategic plan is a vital part of an ongoing process of reflection and refinement of educational practice that will lead to substantial and ongoing student learning gains. The phases include:



SECTION 2: SCHOOL MISSION, CORE VALUES AND THEORY OF ACTION

MISSION STATEMENT

Where are we going? Describes in clear, compelling terms the preferred future reality of what the school must become to help all students learn.

Our mission is to challenge minds, create lifelong learners, and cultivate kindness through a collaborative community that prepares every child for a successful future.

CORE VALUES

How do we travel? The values that underlie our work, how we interact with each other, and which strategies we employ to fulfill our mission

We believe ...

- Students first in decision making
- Quality project based learning and authentic experiences prepare students with 21st Century skills
- A positive and proactive approach (PBIS) is key to our school culture
- Professional collaboration leads to creative planning, alignment of the content and differentiation for our diverse population
- Parent and community partnerships are essential for student success

THEORY OF ACTION

What is our path? The beliefs and assumptions we hold about why certain actions will lead to the vision we seek. Framed as an "if...then" statement.

If teachers are knowledgeable about the Common Core Standards and assessment development and plan engaging lessons that are differentiated and aligned to the Common Core Standards, then teachers will know how to deepen students' understanding of the content and monitor student mastery of standards, and students will demonstrate higher levels of performance.

INTENDED STRATEGIC OBJECTIVES

The coherent group of overarching goals and key levers for improvement that will achieve the mission.

1. Standards
2. Student Engagement
3. Differentiation
4. Family Engagement

SECTION 3: STRATEGIC OBJECTIVES, STRATEGIC INITIATIVES & ACTION STEPS

Guidelines

Each team will complete an Action Plan Template below for one of the 2-3 strategic objectives.

- The strategic objectives may be decided based on your school’s unique needs and your analysis of data.
- The strategic initiatives should lead to substantial gains in student learning.
- Strategic initiatives and action plans should take into consideration gap closure for sub-group populations (e.g. special needs, ELL, etc.).
- Please feel free to add a page for additional details or definitions of terms/acronyms.

Step #1: In collaboration with your group members, identify the 2-3 strategic objectives that your school will focus on in the next three years to drive improvement.

Step #2: Identify 1-3 strategic initiatives that the school will implement to achieve the desired outcomes. Specifically, what strategies will the school employ to achieve its objectives?

Step #3: Identify the expected long-term outcomes. Link each initiative to quantifiable early evidence of impact. How will the school monitor the impact of its initiatives and action steps?

Step #4: Determine a set of action steps.

- Identify an owner or lead. Who will be responsible for leading the implementation of the action step and monitoring early evidence of impact?
- Identify the resources required for successful implementation (e.g., staffing, training, technology, funding, and materials).
- Identify the timeframe for each action step. When will the school team review evidence of progress?

Element	Definition
Strategic Objectives	The coherent group of overarching goals and key levers for improvement that will achieve the vision.
Strategic Initiatives	The projects and programs that support and will achieve the strategic objectives, and lead to substantial gains in student learning.
Long Term Outcomes	The expected results at the end of three years: what they will be, how they will be measured, and when they will occur. For example, in Year 2, reduce the math achievement gap for English Language Learners by 25% as measured by the end of year proficiency exam.
Evidence of Impact	Identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence of impact are indicators of effective implementation rather than measurements of interim results. Early evidence of impact might include changes in practice or attitude from sources such as classroom observation or surveys. For example, an increase in student use of oral language was observed in 80% of the ESL teachers’ classrooms between October and May.

Strategic Objective #1				
<p>The school will align formative and summative assessments, lesson targets, and activities to the core content standards to increase rigor and ensure teachers provide effective instruction daily.</p> <p><i>According to CHETL instructional rigor and student engagement occurs when a teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving. In addition, classroom assessment and reflection is supported when the teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction. (EBP)</i></p>				
Which district goal(s) does this strategic objective align to?				
Provide every student in every grade with rigorous curriculum, effective instruction, and aligned assessments in core subjects.				
Initiative #1				
<p>The school leaders and teachers will review, unpack, and align instruction to the Kentucky Core Standards to ensure clarity on the expected learning and level of rigor required of the standards to increase student achievement.</p> <p><i>Teacher designs and implements standards-based courses/lessons/units using state and national standards. (CHETL-Knowledge of Content)</i></p>				
Long Term Outcomes (after Year 3)				
Increase the Proficiency in Combined Reading and Math from 33.7 to 66.8 by 2022-2023 as measured by state-required academic assessments.				
Early Evidence of Impact (monthly):		Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Teachers will create common formative assessments at least 4 times a month and analyze results to drive instruction.		Increase student mastery of standards to 80% according common unit assessments.	Increase the Proficiency in Combined Reading and Math from 33.7 to 40.3 by 2018-2019 as measured by state-required academic assessments	
Year 1 Action Steps		Lead	Resource Requirements	Completion Date

<p>1. Teachers will receive differentiated training for assessment literacy and knowledge of standards - <i>Revises instructional strategies based upon student achievement data (CHETL)</i></p>	<p>Principal PGES Coach Cambridge Turnaround Team</p>	<p>Modeling for teachers Summer Learning Bloom’s Taxonomy The Teacher Clarity Playbook</p>	<p>September 2019</p>
<p>2. Teachers will engage in backwards planning to align assessments, lesson targets and activities to Kentucky Standards <i>Teacher designs and implements standards-based courses/lessons/units using state and national standards. (CHETL)</i></p>	<p>Principal PGES Coach</p>	<p>Common core standards Release Days Summer Learning Instructional Process Document (FCPS) Wonders (see attached evidence) EnVisions/Investigations (see attached evidence) Curriculum Maps Vertical Planning</p>	<p>Weekly-Spring 2020</p>
<p>3. Teachers will receive training on evidence-based strategies to plan and deliver essential questions and use methods for feedback (0.70 effect size; Hattie) to deepen students’ understanding of the standard</p>	<p>Principal PGES Coach</p>	<p>Cambridge Training-Asking Better Questions and Making Feedback Count EnVisions/Investigations GoFormative Rubrics ELEOTS Bloom’s Taxonomy (Scaffolded questions)</p>	<p>Summer 2019 Weekly Team Meetings</p>
<p>4. The school will establish and train a core team to review assessments to ensure alignment to the standards and to monitor students’ progress towards mastery of power standards - <i>Uses multiple methods to systematically gather data about student understanding and ability (CHETL)</i></p>	<p>Principal PGES Coach Cambridge Turnaround Team</p>	<p>Kentucky Core Standards Common Priorities - Cambridge Training Classroom Assessment for Student Learning (CASL; EBP)</p>	<p>September 2019</p>
<p>5. The core team will meet monthly to review assessments and to monitor students’ progress towards mastering the power standards</p>	<p>Principal PGES Coach Core Team</p>	<p>Kentucky Core Standards Common Priorities - Cambridge Classroom Assessment for Student Learning (CASL; EBP)</p>	<p>Monthly-Spring 2020</p>

Strategic Objective #1			
<p>The school will align formative and summative assessments, lesson targets, and activities to the core content standards to increase rigor and ensure teachers provide effective instruction daily.</p> <p><i>According to CHETL instructional rigor and student engagement occurs when a teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving. In addition, classroom assessment and reflection is supported when the teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction. (EBP)</i></p>			
Initiative #2			
<p>The school leaders and teachers will monitor student mastery of standards by aligning formative assessments and daily instruction to the state standards.</p> <p><i>Teacher designs and implements standards-based courses/lessons/units using state and national standards. (CHETL-Knowledge of Content)</i></p>			
Long Term Outcomes (after Year 3)			
<p>Increase the Proficiency in Combined Reading and Math from 33.7 to 66.8 by 2022-2023 as measured by state-required academic assessments.</p>			
Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
<p>Teachers will create common formative assessments at least 4 times a month and analyze results to drive instruction.</p>	<p>Increase student mastery of standards to 80% according common unit assessments.</p>	<p>Increase the Proficiency in Combined Reading and Math from 33.7 to 40.3 by 2018-2019 as measured by state-required academic assessments</p>	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
<p>1. The school will develop a team to create weekly and unit assessments aligned to the standards for common CCS checkpoints</p>	<p>Admin Team</p>	<p>Assessment Timeline Curriculum Maps</p>	<p>Spring 2020</p>
<p>2. To increase rigor, teachers will use Bloom's Taxonomy and/or Depth of Knowledge to improve questioning and scaffolding to deepen the learning</p>	<p>Admin Team</p>	<p>EnVisions/Investigations GoFormative Rubrics</p>	<p>Weekly-Spring 2020</p>

and monitor progress toward standard mastery - <i>Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills. (CHETL)</i>		ELEOTS	
3. Teachers will engage in item analysis during Professional Learning Communities (PLCs) to drive decisions for instruction - <i>Teacher works with other teachers to make connections between and among disciplines. (CHETL)</i>	Admin Team	GoFormative data Wonders Assessments Envisions/Investigations Assessments PLC agenda and minutes	Weekly-Spring 2020
4. Teachers will model the expected learning and provide success criteria for learning intentions (targets) to increase clarity (0.75 effect size; Hattie)	Admin Team	Curriculum Maps Assessment results Common Core Standards	Weekly-Spring 2020

Year 2 Anticipated Action Steps Strategic Objective # 1	
Strategic Initiative	Anticipated Action Steps
The school leaders and teachers will review, unpack, and align instruction to the Kentucky Core Standards to ensure clarity on the expected learning and level of rigor required of the standards to increase student achievement.	<ol style="list-style-type: none"> 1. Backwards Planning- align assessments, lesson targets and activities to <u>new</u> Kentucky Standards 2. Refresher training for assessment literacy and knowledge of standards 3. Monitor and provide feedback on planning and delivery of essential questions in the areas of Progress Monitoring and Feedback of Learning Environment measured by the Eleot walkthrough tool. 4. Core team will create and/or check assessment alignment to the <u>new</u> standards
The school leaders and teachers will monitor student mastery of standards by aligning formative assessments and daily instruction to the state standards.	<ol style="list-style-type: none"> 1. Vertical alignment - Develop a team to create weekly and unit assessments aligned to the <u>new</u> standards for common checkpoints 2. Monitor and provide feedback on rigor and scaffolding to deepen the learning in the areas of High Expectations Learning Environment measured by the Eleot walkthrough tool. 3. Continue item analysis during Professional Learning Communities (PLCs) to drive decisions for instruction 4. Teachers will model the expected learning and provide success criteria for <u>new</u> standard learning intentions

Year 3 Anticipated Action Steps Strategic Objective # 1	
Strategic Initiative	Anticipated Action Steps
The school leaders and teachers will review, unpack, and align instruction to the Kentucky Core Standards to ensure clarity on the expected learning and level of rigor required of the standards to increase student achievement.	<ol style="list-style-type: none"> 1. Calibrate new and returning teachers to align assessments, lesson targets and activities to <u>new</u> Kentucky Standards 2. Refresher training for new and returning teachers for assessment literacy and knowledge of standards 3. Continue to monitor and provide feedback on planning and delivery of essential questions in the areas of Progress Monitoring and Feedback of Learning Environment measured by the Eleot walkthrough tool. 4. Fidelity checks to ensure the alignment of assessments to the <u>new</u> standards
The school leaders and teachers will monitor student mastery of standards by	<ol style="list-style-type: none"> 1. The team will continue to vertically align weekly and unit assessments to the <u>new</u> standards for common checkpoints

aligning formative assessments and daily instruction to the state standards.	<ol style="list-style-type: none"> 2. Continue to monitor and provide feedback on rigor and scaffolding to deepen the learning in the areas of High Expectations Learning Environment measured by the Eleot walkthrough tool. 3. Continue item analysis during Professional Learning Communities (PLCs) to drive decisions for instruction 4. Instructional Rounds with model classrooms to support professional training of the expected learning and success criteria for <u>new</u> standard learning intentions
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Strategic Objective #2		
The school will vary instructional delivery and learning tasks to engage all learners and integrate inquiry-based learning. <i>Instructional Rigor and Student Engagement-A teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving (CHETL)</i>		
Which district goal(s) does this strategic objective align to?		
Excellent student support - provide every student with rigorous curriculum, strong instruction, and aligned assessments in core subjects.		
Initiative #1		
The school will implement strategies to increase student engagement in Tier I instruction. <i>Instructional Relevance-A teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures. (CHETL)</i>		
Long Term Outcomes (after Year 3)		
Increase the Proficiency in Combined Science, Social Studies and Writing from 21.9 to 47.9 by 2022-2023 as measured by state-required academic assessments		
Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):

Increase student performance data to 80% on formative assessments.	Increase student mastery of standards to 80% according common unit assessments.	Increase the Proficiency in Combined Reading and Math from 33.7 to 40.3 by 2018-2019 as measured by state-required academic assessments	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1. The school will create a common definition of engagement and develop lesson expectations.	Admin Team	Faculty meeting Discussion with leadership team	August 2019
2. School leaders will identify model classrooms for engagement and implement instructional rounds for teachers to observe teachers' lessons. <i>(EBP for Instructional Rounds; https://files.eric.ed.gov/fulltext/EJ1060972.pdf)</i>	Admin Team.	Professional development and personnel Identify teachers Select PDs Sharing with staff Release days	December 2019
3. The school will continue training and modeling on questioning and feedback - <i>Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills (CHETL)</i>	Admin Team	Staff Meetings In classroom modeling as needed	December 2019
4. The school will conduct a survey for teacher needs based on knowledge and effectiveness of enacted strategies. The results of survey will determine further action steps and outcomes.	Admin Dean	Google survey	May 2019
5. The school will celebrate the use of school-wide engagement strategies	Admin Team	Showcase PBL school-wide: website, showcases, boards, etc	October 2019

Strategic Objective #2				
The school will vary instructional delivery and learning tasks to engage all learners and integrate inquiry-based learning - <i>Instructional Rigor and Student Engagement- A teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving (CHETL)</i>				
Initiative #2				
The school will implement Project Based Learning (PBL) to improve critical thinking, problem-solving, student collaboration, and communication skills. - <i>A teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving (CHETL)</i>				
Long Term Outcomes (after Year 3)				
Increase the Proficiency in Combined Science, Social Studies and Writing from 21.9 to 47.9 by 2022-2023 as measured by state-required academic assessments				
Early Evidence of Impact (monthly)		Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
ELEOT data will show that at least 80% of teachers will score at least a 3 or better in the area of active student learning.		Increase student mastery of standards to 80% according common unit assessments.	Increase the Proficiency in Combined Reading and Math from 33.7 to 40.3 by 2018-2019 as measured by state-required academic assessments	
Year 1 Action Steps		Lead	Resource Requirements	Completion Date
1. The school will provide Project Based Learning training and modeling for teachers in all grade levels		PGES Coach SBIS Coach	Professional development sessions and faculty meetings Professional reading resources	August 2019
2. The school leaders will support teachers to plan and incorporate PBL with the district-mandated curriculum programs (how to blend/use time). - <i>Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills (CHETL)</i>		Admin Team Grade level rep	Weekly PLC meetings Faculty meetings	October 2019
3. Teachers will plan PBL lessons during PLCs/planning meetings, release days, and faculty meetings. <i>Teacher challenges students to think deeply about problems and</i>		Admin Team	PLC/Planning Meeting Minutes Meeting agendas	Weekly-End of school year 2020

<p><i>encourages/models a variety of approaches to a solution. (CHETL)</i></p>			
<p>4. Student PBL presentations will occur once per quarter. - <i>Teacher effectively incorporates 21st Century Learning Skills that prepare students to meet future challenges. (CHETL)</i></p>	<p>Admin Team</p>	<p>Lesson Plans Rubrics PLC/Planning Meeting Minutes</p>	<p>May 2020</p>

Year 2 Anticipated Action Steps Strategic Objective # 2	
Strategic Initiative	Anticipated Action Steps
The school will implement strategies to increase student engagement in Tier I instruction.	<ol style="list-style-type: none"> 1. Review and enhance the common definition for engagement and refine lesson expectations. 2. Increase the number of model classroom for student engagement by at least one per grade level. 3. Continue to implement instructional rounds for teachers to observe teachers modeling lessons. 4. Continue training and modeling on questioning and feedback. 5. Administer a second survey for teacher needs based on knowledge and effectiveness of those strategies. The results of survey will determine further action steps and outcomes. 6. Continue to showcase the use of school-wide engagement strategies.
The school will implement Project Based Learning (PBL) to improve critical thinking, problem-solving, student collaboration, and communication skills.	<ol style="list-style-type: none"> 1. Assess impact of PBL using student performance, behavior, and ELEOT results for High Expectations Learning Environment and Active Learning Environment. 2. Provide training and modeling for new teachers. 3. Provide refresher training once a year for veteran teachers based on observation results. 4. Continue planning and incorporating PBL with the district-mandated curriculum programs (how to blend/time). 5. Continue planning for PBL during PLCs/planning meetings, release days, and faculty meetings. 6. Continue student PBL presentations once per quarter.

Year 3 Anticipated Action Steps Strategic Objective # 2	
Strategic Initiative	Anticipated Action Steps
The school will implement strategies to increase student engagement in Tier I instruction.	<ol style="list-style-type: none"> 1. Review common definition for engagement and lesson expectations for new teachers. 2. Implement monthly fidelity/impact checks to ensure practices are embedded across the school and to identify those that positively impact student growth.

	<ol style="list-style-type: none"> 3. Continue quarterly instructional rounds for new teachers to observe teachers modeling lessons. 4. Select teacher leaders to provide peer training at least twice a year on questioning and feedback for new teachers. 5. Continue to showcase the use of school-wide engagement strategies.
<p>The school will implement Project Based Learning (PBL) to improve critical thinking, problem-solving, student collaboration, and communication skills.</p>	<ol style="list-style-type: none"> 1. Assess impact of PBL using student performance, behavior, and ELEOT results for High Expectations Learning Environment and Active Learning Environment. 2. Training and modeling for new teachers. 3. Refresher training and modeling once a year for veteran teachers based on observation results. 4. Continue planning for PBL during PLCs/planning meetings, release days, and faculty meetings. 5. Continue student PBL presentations at least once per quarter.

<p>Strategic Objective #3</p>
<p>The school will develop a system to ensure differentiated instruction geared towards multiple learning styles and model expected learning to decrease the number of students in tier 2 and tier 3 - <i>Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students. (CHETL)</i></p>
<p>Which district goal(s) does this strategic objective align to?</p>
<p>Excellent Student Support - Provide every student in every grade with rigorous curriculum, strong instruction, and aligned assessments in core subjects.</p>
<p>Initiative #1</p>
<p>Teachers will differentiate instruction in Tier 1 across core content areas to reduce the number of students requiring tier 2 and tier 3 support.</p>

Long Term Outcomes (after Year 3)			
Increase the Proficient/Distinguish scoring percentage of students qualifying for ELL students from 27.1 to 63.5 in reading and 26.2 to 63.1 in math by 2022-2023 as measured by state-required academic assessments.			
Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
80% of team lesson plans will display evidence of differentiation in whole group instruction (tier 1).	ELEOT data will show that at least 80% of teachers will score at least a 3 or better in the area of differentiation during whole group instruction (tier 1).	Proficient/Distinguish scoring percentage of students qualifying for ELL students from 27.1 to 34.3 in reading and 26.2 to 33.5 in math by 2018-2019 as measured by state-required academic assessments	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1. The school leaders will create an operational vision for rolling out systemic differentiation at tier 1 at Coventry Oak. (From Leading for Differentiation pg 39)	Admin Team	Team meetings (PLCs), staff meeting, summer PD	Summer 2019
2. The school will establish a common definition for differentiation.	PGES SBIS	Staff meeting, presenters, research based resources	August 2019
3. Teachers will receive training on differentiation strategies.	PGES SBIS	Staff meeting, presenters, research based resources	August 2019
4. School leaders will identify model classrooms for differentiation (tier 1) and implement instructional rounds for teachers to observe teachers modeling lessons. <i>(EBP for Instructional Rounds; https://files.eric.ed.gov/fulltext/EJ1060972.pdf)</i>	Admin Team.	Professional development and personnel availability Identify teachers Select PDs Sharing with staff	October 2019
5. School leaders will monitor the quality of implementation and impact during PLCs and grade level planning meetings.	PGES SBIS	Weekly Team meetings	Spring 2020
6. The school will conduct a survey for teacher needs based on the operational vision and knowledge/effectiveness of those strategies to determine needed professional development.	PGES SBIS	Google survey Staff meetings Release days (fall/winter/spring)	Fall 2019 and Spring 2020

Strategic Objective #3			
The school will develop a system to ensure differentiated instruction geared towards multiple learning styles and model expected learning to decrease the number of students in tier 2 and tier 3. <i>Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students. (CHETL)</i>			
Initiative #2			
Teachers will differentiate instruction in Tier 2 across core content areas to reduce the number of students requiring tier 3 support. <i>Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students. (CHETL)</i>			
Long Term Outcomes (after Year 3)			
Increase the Proficient/Distinguish scoring percentage of students qualifying for ELL students from 27.1 to 63.5 in reading and 26.2 to 63.1 in math by 2022-2023 as measured by state-required academic assessments.			
Early Evidence of Impact (monthly)	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
80% of team lesson plans will display evidence of differentiation in whole group instruction (tier 2).	ELEOT data will show that at least 80% of teachers will score at least a 3 or better in the area of differentiation during small group instruction (tier 2).	Proficient/Distinguish scoring percentage of students qualifying for ELL students from 27.1 to 34.3 in reading and 26.2 to 33.5 in math by 2018-2019 as measured by state-required academic assessments	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1. Staff will determine evidence-based practices/resources available and ones that should be used to ensure that all students are receiving quality tier 2 instruction. <i>Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students. (CHETL)</i>	PGES SBIS	Staff meeting List of evidence-based practices/resources for reading and math	September 2019
2. School leaders will conduct training on tier 2 resources and evidence-based strategies <i>such as Continuous Classroom Improvement (CCI), Response to Intervention (RtI), Wonder Works, AVMR, etc</i>	PGES SBIS	Staff meeting Early Release Days Evidence-based strategies Tier 2 resources	October 2019

<p>3. School leaders will identify model classrooms for differentiation (tier 2) and implement instructional rounds for teachers to observe teachers modeling lessons. <i>(EBP for Instructional Rounds; https://files.eric.ed.gov/fulltext/EJ1060972.pdf)</i></p>	<p>Admin Team</p>	<p>Professional development and personnel availability Identify teachers Select PDs</p>	<p>January 2020</p>
<p>4. School leaders will monitor implementation and impact through MTSS meetings and data tracking systems.</p>	<p>MTSS Team Admin Team</p>	<p>MTSS meetings and resources</p>	<p>October 2020</p>
<p>3. Survey for teacher needs based on the operational vision and knowledge/effectiveness of those strategies. The results of survey will determine further action steps and outcome.</p>	<p>Admin</p>	<p>Google Survey</p>	<p>Fall 2019 and Spring 2020</p>

Year 2 Anticipated Action Steps Strategic Objective # 3	
Strategic Initiative	Anticipated Action Steps
Teachers will differentiate instruction in Tier 1 across core content areas to reduce the number of students requiring tier 2 and tier 3 support.	<ol style="list-style-type: none"> 1. Staff calibration around tier 1 differentiation refresher for new or incoming staff . Providing professional development around the collective COE definition and strategies. 2. Identify this year’s model classrooms for differentiation (tier 1) and implement instructional rounds for teachers to observe teachers modeling lessons 3. Review the operational vision for rolling out systemic differentiation at tier 1 at Coventry Oak. 4. Continue to monitor implementation and impact of differentiation during PLCs/planning meetings. 5. Continue to survey teacher needs based on the operational vision and knowledge/effectiveness of those strategies to determine if any further needed professional development.
Teachers will differentiate instruction in Tier 2 across core content areas to reduce the number of students requiring tier 3 support.	<ol style="list-style-type: none"> 1. Staff refresher of COE established definitions around tier 2 differentiation. Providing professional development on differentiation strategies and resources. 2 Staff refresher training for evidence-based strategies/resources available and ones that should be used to ensure that all students are receiving quality tier 2 instruction. 3. Identify this year’s model classrooms for differentiation (tier 2) and implement instructional rounds for teachers to observe teachers modeling lessons. 4. Continue to monitor implementation and impact of differentiation at tier 2 through MTSS meetings and data tracking systems. 5. Survey for teacher needs based on the operational vision and knowledge/effectiveness of those strategies to determine needed professional development.

Year 3 Anticipated Action Steps Strategic Objective # 3	
Strategic Initiative	Anticipated Action Steps
Teachers will differentiate instruction in Tier 1 across core content areas to	<ol style="list-style-type: none"> 1. Staff refreshers/adjustments around tier 1 differentiation. Providing professional development around best practice differentiation strategies, extensions, etc.

<p>reduce the number of students requiring tier 2 and tier 3 support.</p>	<ol style="list-style-type: none"> 2. Identify this year’s model classrooms for differentiation (tier 1) and continue to implement instructional rounds for teachers to observe teachers modeling lessons. 3. Refine the operational vision for rolling out systemic differentiation at tier 1 at Coventry Oak. 4. Continue to monitor implementation and impact of differentiation at PLC meetings. 5. Continue to survey for teacher needs based on the operational vision and knowledge/effectiveness of those strategies to determine, if any further professional development.
<p>Teachers will differentiate instruction in Tier 2 across core content areas to reduce the number of students requiring tier 3 support.</p>	<ol style="list-style-type: none"> 1. Staff refresher training on tier 2 differentiation resources and strategies and the COE definition. 2. Sharing and reviewing of updated resources available and ones that should be used to ensure that all students are receiving quality tier 2 instruction. 3. Identify this year’s model classrooms for differentiation (tier 2) and implement instructional rounds for teachers to observe teachers modeling lessons. 4. Continue to monitor implementation and impact of differentiation at tier 2 through MTSS meetings and data tracking systems. 5. Continue to survey for teacher needs based on the operational vision and knowledge/effectiveness of those strategies as compared to observation data to determine if any further professional development is required.

Strategic Objective #4				
The school will ensure family and community engagement to increase the integration of cultural learning and celebrations into the classroom instruction and school-wide initiatives. - <i>A safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted (CHETL)</i>				
Which district goal(s) does this strategic objective align to?				
Excellent relationships: Foster collaborative family, community, and industry partnerships.				
Initiative #1				
The school will increase opportunities to collaborate with families to strengthen our partnerships with our families and to support the learning experiences of our students <i>Instructional Relevance-Teacher makes lesson connections to community, society, and current events. (CHETL)</i>				
Long Term Outcomes (after Year 3)				
At least 80% of families will report opportunities to provide input into school decisions as measured by the Title 1 Family Survey.				
Early Evidence of Impact:		Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Family engagement committee conducts regular meetings and has a list of at least 3-4 volunteers per grade level		Increased number of parents attending school-wide events as compared to 2018-2019 school year	At least 50% of families will report opportunities to provide input into school decisions as measured by the Title 1 Family Survey.	
Year 1 Action Steps		Lead	Resource Requirements	Completion Date
1. The school will establish a committee of teachers, parents and administrators to develop systems and share ideas for family engagement.		Principal Title 1 Rep	Family engagement standards	September 2019

2. Teachers/Family Resource Coordinator will conduct kindergarten home visits to interview families and gain insight on student background, cultures and needs before starting kindergarten.	Principal	Home interview protocol	Fall 2019
3. The school will survey families to identify interest in volunteering for Coventry Oak Exploration (COE) Days in the fall and winter semesters. <i>Instructional Relevance-Teacher makes lesson connections to community, society, and current events. (CHETL)</i>	Admin Team.	Survey Coventry Oak Exploration (COE) Days flyer	September 2019 January 2020
4. The administration will solicit parents to increase parent participation on school committees to collaborate on school improvement initiatives.	Admin Team	Parent meeting Committee list for parents Committee interest form	October 2019

Strategic Objective #4				
The school will ensure family and community engagement to increase the integration of cultural learning and celebrations into the classroom instruction and school-wide initiatives. - <i>A safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted (CHETL)</i>				
Initiative #2				
The school will integrate cultural learning and celebrations into instruction and share local cultural celebrations with families. - <i>Cultivates cross cultural understandings and the value of diversity (CHETL)</i>				
Long Term Outcomes (after Year 3)				
At least 80% of students will report favorable results on student perception survey in the categories of 9 Characteristics: Family and Community Involvement and Motivation and Engagement: Belonging and Identity.				
Early Evidence of Impact (monthly)		Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
The school will identify at least one volunteer to support diversity and cultural actions per grade level.		Students will have diverse cultural experiences during school-wide events.	Students will increase knowledge of peers and their families, and celebrate diversity through learning experiences as measured by student survey results.	
Year 1 Action Steps		Lead	Resource Requirements	Completion Date
1. The school will survey families to identify cultures and family interest in partnering to support the celebration of cultures and learning experience of our students.		Admin Dean Family Resource Coordinator	Survey	September 2019
2. The school will implement processes to integrate cultural celebrations during Coventry Oak Exploration (COE) Days, Title 1 Family Engagement Nights, and other school-wide initiatives.		Admin Dean Family Resource Coordinator	Updated COE Day guidelines and planned school-wide events	September 2019
3. The school will collaborate with ELL teachers, Title 1 Representative and district personnel to ensure the diverse cultures of our school are celebrated. - <i>Cultivates cross cultural understandings and the value of diversity (CHETL)</i>		Principal Admin Dean	Meeting schedule/google document	Spring 2020

<p>4. The school will strengthen our partnership with minority families by providing opportunities to share cultures and contribute to the learning of students. <i>Instructional Relevance-Teacher incorporates student experiences, interests and real-life situations in instruction. (CHETL)</i></p> <p><i>Learning Culture-Cultivates cross cultural understandings and the value of diversity (CHETL)</i></p>	<p>Family Resource Coordinator Teachers</p>	<p>List of speakers/presenters and calendar of availability Grade level unit plans</p>	<p>Spring 2020</p>
<p>5. The school will conduct a student perception survey to measure impact of actions as compared to the 2019 student survey.</p>	<p>Principal Cambridge Turnaround Team</p>	<p>Student Survey</p>	<p>Spring 2020</p>

Year 2 Anticipated Action Steps Strategic Objective # 3	
Strategic Initiative	Anticipated Action Steps
The school will increase opportunities to collaborate with families to strengthen our partnerships with our families and to support the learning experiences of our students.	<ol style="list-style-type: none"> 1. Increase committee of teachers, parents and administrators to share ideas for family engagement. 2. Continue to conduct kindergarten home visits to interview families and gain insight on student background, cultures and needs before starting kindergarten. 3. Continue to survey families to identify interest in volunteering for Coventry Oak Exploration (COE) Days in the fall and winter semesters. 4. Continue to solicit parents to increase parent participation on school committees to collaborate on school improvement initiatives.
The school will integrate cultural learning and celebrations into instruction and share local cultural celebrations with families.	<ol style="list-style-type: none"> 1. Continue to survey families to identify cultures and family interest in partnering to support the celebration of cultures and learning experience of our students. 2. Continue to implement processes to integrate cultural celebrations during Coventry Oak Exploration (COE) Days, Title 1 Family Engagement Nights, and other school-wide initiatives. 3. Continue to collaborate with ELL teachers, Title 1 Representative and district personnel to ensure the diverse cultures of our school are celebrated. 4. Increase partnerships with minority families by providing opportunities to share cultures and contribute to the learning of students. 5. Continue to conduct a student perception survey to measure impact of actions as compared to the 2020 student survey.

Year 3 Anticipated Action Steps Strategic Objective # 3	
Strategic Initiative	Anticipated Action Steps
The school will increase opportunities to collaborate with families to strengthen our partnerships with our families and to	<ol style="list-style-type: none"> 1. Continue committee sessions to share ideas for family engagement.

<p>support the learning experiences of our students.</p>	<ol style="list-style-type: none"> 2. Continue to conduct kindergarten home visits to interview families and gain insight on student background, cultures and needs before starting kindergarten. 3. Continue to survey families to identify interest in volunteering for Coventry Oak Exploration (COE) Days in the fall and winter semesters. 4. Assess and revise processes for parent participation on school committees to collaborate on school improvement initiatives.
<p>The school will integrate cultural learning and celebrations into instruction and share local cultural celebrations with families.</p>	<ol style="list-style-type: none"> 1. Continue to survey families to identify cultures and family interest in partnering to support the celebration of cultures and learning experience of our students. 2. Review and revise processes to integrate cultural celebrations during Coventry Oak Exploration (COE) Days, Title 1 Family Engagement Nights, and other school-wide initiatives. 3. Assess and expand minority families partnerships based on impact of culture shares and contributions to the learning of students. 5. Continue to conduct a student perception survey to measure impact of actions as compared to the 2020 student survey.

