

The Promise Academy at William Wells Brown

LIFT. LEARN. LOVE.

Jay Jones Jr., principal

CSIP and Turn-Around Plan 2019-2020

Our Mission

The mission of William Wells Brown Elementary School is to educate all students to academic proficiency while developing their ability to think critically and persevere.

Our Core Values

Respectful
Responsible
Safe

Our Theory of Action

If we increase the rigor in instruction, elevate leadership and staff accountability, and improve school culture and mindset, then we can expect an increase in student achievement in all areas.

Our Strategic Objectives

In collaboration with Cambridge Education, a comprehensive school audit was completed in Spring 2019. The audit included the following: academic and behavior data evaluations, on-site classroom and PLC observations, and focus group discussions (parent and community partners, certified and classified staff, students). Through the audit process, the following group of overarching strategic objectives that will achieve the school mission were developed:

Objective 1: Rigorous Instruction

Objective 2: Leadership Accountability

Objective 3: Learning Culture and Mindset

Turn-Around Plan at a Glance (2019 – 2021)

<p style="text-align: center;">1. Rigorous Instruction</p> <p>FCPS Imperative:- Excellent Schools and Student Opportunities</p>	<p style="text-align: center;">2. Leadership Accountability</p> <p>FCPS Imperative:- Excellent School and Staff</p>	<p style="text-align: center;">3. Learning Culture and Mindset</p> <p>FCPS Imperative:- Excellent Supports and Relationships</p>
<p>1. Increase the Higher Order Thinking questions utilized during classroom instruction.</p> <p>CHETL 3C- Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.</p> <p>Evidence-Based Practice: Questioning- Hattie effect size of .48</p> <p>2. Increase the assignment and completion of group projects across grade levels.</p> <p>CHETL 3H- Teacher integrates the application of inquiry skills into learning experiences.</p> <p>Evidence-Based Practice: Inquiry Based Learning/Project Based Learning- Hattie effect size of .4</p> <p>3. Increase the differentiation of instruction across the school.</p> <p>CHETL 3A- Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.</p> <p>Evidence-Based Practice: Instructional Scaffolding/Differentiation- Hattie effect size of .82</p> <p>4. Extended Learning:</p> <p>Promise Academy Implementation and 21st Century Community Learning Center</p> <p>CHETL 5E- Teacher provides essential supports for students who are struggling with the content.</p> <p>CHETL 4E- Teacher effectively incorporates 21st Century Learning Skills that prepare students to meet future challenges.</p> <p>5. Standards Deconstruction</p>	<p>Adopt, Implement and Monitor Systems, Structures, Process and Practices for School Wide Continuous Improvement to turnaround Williams Wells Brown:</p> <p>1. Consistent observations of learning and actionable instructional feedback</p> <p>CHETL 5A- Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students.</p> <p>2. Consistent monitoring and feedback on lesson plans</p> <p>CHETL 5F- Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.</p> <p>3. Build teacher capacity</p> <p>CHETL 5B- Teacher maintains on-going knowledge and awareness of current content developments.</p>	<p>1. Streamline and enhance PLCs</p> <p>CHETL 1H- designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning.</p> <p>2. Standards-driven instruction (Culture of Common Core Standards Mastery using Programs and Supplemental Material)</p> <p>CHETL 5C- Teacher designs and implements standards-based courses/lessons/units using state and national standards.</p> <p>3. The school-wide behavior plan, focused on the principles of PBIS</p> <p>CHETL 1B- motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect.</p> <p>CHETL 1E- displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors.</p>

CHETL 5C- Teacher designs and implements standards-based courses/lessons/units using state and national standards.

6. TNTP (The New Teacher Project)

CHETL 3D- Teacher provides meaningful learning opportunities for students.

CHETL 5C- Teacher designs and implements standards-based courses/lessons/units using state and national standards.

Needs Assessment

William Wells Brown will develop and implement effective systems for growth in the areas of Rigorous Instruction, Leadership Accountability, and School Culture and Mindset. Using multiple data sources (KPREP, MAP, formative and summative assessments, PBIS reports, student work samples, class observations), William Wells Brown will use a continuous improvement model to evaluate and improve in these areas.

Overall KPREP Performance: William Wells Brown ranked in the bottom 5% of schools in Kentucky and was designated a Comprehensive Support and Improvement school by the Kentucky Department of Education. On the Spring 2019 KPREP assessment, the following percentages of students were identified as Proficient/Distinguished in the accountable tested areas:

Reading	20.1%
Math	20.1%
Writing	35.3%
Social Studies	12.8%
Science	15.7%

Gap Group: On the Spring 2019 KPREP Assessment, the following percentages of African American students were identified as Novice in Reading and Math:

Reading	63%
Math	57.6%

CSIP Goals

- 1. Proficiency:** By May 2021 increase the combined (reading and math) percentage of students scoring proficient/distinguished from 32.1% to 42.1%.
- 2. Separate Academic Indicator:** By May 2021 increase the percentage of all students scoring proficient/distinguished in:
Science from 12.8% to 22.8%
Social Studies from 15.7% to 25.7%
Writing from 35.3% to 45.3%
- 3. Achievement Gap:** By May 2021 increase the percent of African American students scoring proficient/distinguished in:
Math: 17.4% to 24.9%
Reading: 18.4% to 25.9%
- 4. Growth:** By May 2021 increase the growth indicator score from 52.7 to 57.3.

CSIP Goal 1: Proficiency (Turn Around Plan: Rigorous Instruction)

By May 2021 increase the combined (reading and math) percentage of students scoring proficient/distinguished from 32.1% to 42.1%.

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2020 increase reading proficiency scores from 20.1% to 25.1%.</p>	<p>KCWP 1 and 2: Design, Deploy Standards and Deliver Instruction</p> <p>Turnaround Plan Strategic Objective 1: Rigorous Instruction</p>	<p><u>Process:</u> <i>Provide teacher clarity by implementing regularly scheduled PLC and Planning meetings to deconstruct standards, review the alignment between standards, learning targets, success criteria and assessment measures.</i></p> <p><u>30 days</u></p> <ul style="list-style-type: none"> Schedule PLC and team planning for standard unpacking on a weekly basis before planning lesson Review with teachers on Teacher Clarity of deconstructing standard, development of student friendly learning targets, success criteria and assessment measures during PLC. Ensure teachers unpack standards during PLC to effectively plan for and deliver rigorous instruction Construct student friendly learning targets Implement standards based instruction with the guaranteed and viable Curriculum, supplement as need when there is a lack of alignment to standard. <hr/> <p><u>60 Days</u> (Continue work of first 30 days in addition to the following...)</p> <ul style="list-style-type: none"> Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal 	<p>-Consistently Implement a Process to Deconstruct standards and warehouse of deconstructed standards (can revise when needed) kept in PLC drive, lesson plan</p> <p>-develop and adhere to PLC and team planning schedules- Wednesday professional learning early release</p> <p>- Lesson plan and walk through consistently reflect 100% of standards based, student friendly learning targets posted, effective success criteria post to reach rigor of standard</p> <p>-utilize Pre-TNTP checklist</p> <p>-When all assignment meets the rigor and requirements of the TNTP grade appropriate assignment tool</p> <hr/> <p>Same as 30 day Measures of Success</p>	<p>-</p> <p>-October 2019, PD presented by Chris Finn during staff meeting</p> <p>-Daily learning target/success criteria checks by leadership team, walk thru by district CSI team and data, meeting agenda/minutes, sign in sheets, Lesson plan, deconstructed standard bank in PLC drive,</p>	<p>SIF</p>

		<p>and informal observations, classroom data/running records, and standards mastery checks.</p> <ul style="list-style-type: none"> ➤ Teacher Clarity -Daily classroom visit to ensure posting of teacher clarity components (Standard, student friendly learning target, Success criteria, check for mastery) ➤ The New Teacher Project (TNTP) - provide professional learning and integrate TNTP grade appropriate assignment tool to ensure rigorous and grade appropriate assignment. Pre plan and post review document incorporated in planning, PLC and district Walk through ➤ District assigned service Team Monthly District Walk through- monitor and support visit ➤ Standards Mastery Check- Analysis of KPREP data, district common assessment, standards mastery check, action plans to reteach standards not mastered by students via tiered support of Tier I reteach (depends on data analysis results) <hr/> <ul style="list-style-type: none"> • Ensure ongoing professional development in the area of best practice/high yield instructional strategies and Plan strategically in the selection of high yield instructional strategy usage within lessons. <ul style="list-style-type: none"> ➤ High Ordered Thinking (HOT) questions (evidenced in lesson plans and delivery of instruction/weekly slides) ➤ Direct/Explicit Instruction (I do, We Do, You do) 	<p>TNTP -When all reviewed ELA assignment meet the rigor and requirements of the TNTP grade appropriate assignment tool</p> <hr/> <p>When the district CSI team is removed due to school no longer being in federal status of CSI and when applicable walk indicators evidence of 80 % or above</p> <hr/> <p>-Inclusion in (Gradual release I do, we do, you do)Lesson planning and Implementation in the delivery of instruction of High Yield Instructional</p> <p>Cambridge Education consultant, Chris Finn, will provide PD: Asking Better Questions/Asking Questions Better Weekly, during PLCs lesson plans will be reviewed to ensure inclusion of Higher Order Questions (minimum of 2-3 per lesson).</p>	<p>Teacher Clarity District observation form, observation notes, teacher lesson plans, the district walk-through team, PLC and Planning agenda and minutes, Unpacked Standards Charts, posted learning targets, school walk through data, meeting minutes and agendas</p> <p>TNTP - ELA grade appropriate task assignment completion and evidence via agendas and minutes, completed TNTP tool, student work samples analyzed and revised for improvement</p> <hr/> <p>District Walk through data, charts, minutes, follow up reports with 30 day action plans,</p> <hr/> <p>Standards Mastery – Data Analysis As it state/Desired State, Name and Claim of students, common assessment outcomes and reteach plans, standards mastery check, outcomes and action plans to ensure mastery of standards, MTSS (academic support)</p> <hr/> <p>Lesson Plans, CSI walk thru follow up reports</p>	
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		<ul style="list-style-type: none"> ➤ Data Analysis and reteach <p>Plan for and implement active student engagement strategies.</p> <ul style="list-style-type: none"> ➤ Project/Inquiry Based Learning <ul style="list-style-type: none"> Step 1: Establish Committee charged with research an Inquiry based learning model to implement Step 2: Train teacher on model Step 3: Incorporate 1 cross disciplinary project per 9 weeks in grades K-5 Step 4: monitor for effective (varied way to demonstrate of standard) Step 5: PDSA ➤ Differentiated Instruction ➤ Promise Academy Model- Incorporate access, opportunity and exposure to diverse experiential learning as part of the instructional core via enrichment ➤ Roberta Walker training on Literacy... <p>120 Day Plan</p> <p>150 Day Plan</p> <p>180 Day Plan</p>	<p>-Student voice and choice in assignment</p> <p>Numbers of students demonstrating mastery</p>	<p>Reading observations and PLC observations/support by Cambridge Education, January 2020 (Roberta Walker)</p>	
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Objective 2 By May 2020 increase math proficiency scores from 201.1% to 25.1%.	KCWP 1 and 2: Design, Deploy Standards and Deliver Instruction Turnaround Plan Strategic Objective 1: Rigorous Instruction	<i>In addition to the 30-60-90 Day Action Plan from Objective 1:</i> 60 day- <i>-Professional Learning Training on Math Talks (K-5) Conducted by District Math Specialist</i> <i>-Math Talk required Component of Lesson Plans</i> 90 days-Hayden Lyon Training on...		Math observations and PLC observations/support by Cambridge Education, January 2020 (Hayden Lyons)	
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CSIP Goal 2: Separate Academic Indicator (Turn Around Plan: Rigorous Instruction)

By May 2021 increase the percentage of all students scoring proficient/distinguished in:
 Science from 12.8% to 22.8%
 Social Studies from 15.7% to 25.7%
 Writing from 35.3% to 45.3%

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2020 increase Science proficiency scores from 12.8% to 17.8%.	KCWP 1 and 2: Design, Deploy Standards and Deliver Instruction Turnaround Plan Strategic Objective 1: Rigorous Instruction KCWP 2: Design and	<u>Process:</u> <i>Provide teacher clarity by implementing regularly scheduled PLC and Planning meetings to deconstruct standards, review the alignment between standards, learning targets, success criteria and assessment measures.</i> <u>30 days</u>	-Same as goal 1	-Lesson plan review: inclusion of high yield instructional strategies, student friendly learning targets, success criteria -Daily classroom observations using	

	<p>Deliver Instruction</p>	<ul style="list-style-type: none"> • Schedule PLC and team planning for standard unpacking on a weekly basis before planning lesson • Train teachers on Teacher Clarity of deconstructing standard, development of student friendly learning targets, success criteria and assessment measures. • Ensure teachers unpack standards during PLC to effectively plan for and deliver rigorous instruction • Construct student friendly learning targets • Supplement standards based instruction Use the guaranteed and viable Curriculum district required curriculum when there is congruent standards alignment and supplement as needed • Via the Promise Academy Model, WWB has scheduled Science to be offered every day as part of the instructional core to ensure access and opportunity • <p><u>60 Days</u> (Continue work of first 30 days in addition to the following...)</p> <ul style="list-style-type: none"> • Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks. <ul style="list-style-type: none"> ➤ Teacher Clarity -Daily classroom visit to ensure posting of teacher clarity components (Standard, student friendly learning target, Success criteria, check for mastery) ➤ The New Teacher Project (TNTP)- grade appropriate assignment pre plan and post review document 		<p>school walkthrough form by leadership team</p> <p>-Monthly district walkthroughs for class observations, feedback, plans for staff support</p>	
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		<p>incorporated in planning, PLC and district Walk through</p> <ul style="list-style-type: none"> ➤ Monthly District Walk through- monitor and support visit ➤ Standards Mastery Check- Analysis of KPREP data, district common assessment, standards mastery check, action plans to reteach standards not mastered by students via tiered support of Tier I reteach (depends on data analysis results) <ul style="list-style-type: none"> • Ensure ongoing professional development in the area of best practice/high yield instructional strategies and Plan strategically in the selection of high yield instructional strategy usage within lessons. <ul style="list-style-type: none"> ➤ High Ordered Thinking (HOT) questions (evidenced in lesson plans and delivery of instruction/weekly slides) ➤ Direct/Explicit Instruction (I do, We Do, You do) ➤ Cultural Responsive Teaching and Learning (CRTL) ➤ Extended Learning- Promise Academy Model to ensure Equity by providing students additional time interacting with instructional core to include access and opportunity to experiential opportunities (<i>coding, equine studies, culinary arts, artist in residence, instructional field trips, mentoring, chess, drumming, etc...</i>) as part of the instructional core. 			
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		<p>90 Day Plan (In addition to Processes of 30-60 day Plan...</p> <ul style="list-style-type: none"> • Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. <ul style="list-style-type: none"> ➤ Data Analysis and reteach ➤ Project/Inquiry Based Learning • Plan for and implement active student engagement strategies. <ul style="list-style-type: none"> ➤ Inquiry Project Based learning - Increase the assignment and completion of group projects across grade levels ➤ Promise Academy Model- Incorporate access, opportunity and exposure to diverse experiential learning as part of the instructional core via enrichment ➤ Ruby Payne ??? <p>120 Day Plan</p> <p>150 Day Plan</p> <p>180 Day Plan</p> <p>Hands-on science activities: Students will be able to access the school Science Lab for experiments/application on content learned in the classroom. Students will receive science enrichment through Coding class, Cooking class, and Equine studies opportunities. In addition, each grade level (K-5) has a designated Science block in the daily instructional schedule.</p>			
<p>Objective 2 By May 2020</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>In addition to the 30-60-90 day activities outlined in the science objective, via the Promise Academy Model, WWB has scheduled Social Studies to be</p>	<p>Same as Goal 1</p>		

<p>increase Social Studies proficiency scores from 15.7% to 20.7%.</p>	<p>Turn Around Plan Strategic Objective 1: Rigorous Instruction</p>	<p>offered every day as part of the instructional core in the first 30 days.</p> <p>Supplement with Janice Duncan History Material Supplementing Curriculum with History Alive</p>			
<p>Objective 3 By May 2020 increase Writing proficiency from 35.3% to 40.3%.</p>	<p>KCWP 1 and 2: Design and Deliver Instruction</p> <p>Turn Around Plan Strategic Objective 1: Rigorous Instruction</p>	<p>In addition to the 30-60-90 day activities outline in the science objective</p> <p>30 days- Construct a Master schedule to include a writing block Via the Promise Academy Model, WWB has scheduled a writing block offered every day as part of the instructional core to ensure all student equitable access an opportunity.</p> <p>60 days</p> <ul style="list-style-type: none"> - District Personnel (Rose S. Leo) Develop School-wide Writing plan to be implemented across the curriculum. -Train teachers to implement School wide writing across the curriculum -Establish A Writing Committee to meet throughout the school year to develop a writing workshop for grades K-2 (learning to write), -Develop a writing plan focused on language and writing composition standards for grades 3-5 (writing to learn). - For grades 3-5, there will be a continuum of learning for On-Demand writing. <p>-Ensure WWB teachers (min. 2) and administrator attend district Writing Cadre.</p>	<ul style="list-style-type: none"> -Writing Committee meets to establish plans -Revised Master Schedule -5th grade can successfully complete 5 paragraph essay for on demand writing -3-4th grades- constructing essay development using evidence form text to support claims K-2 writing sentences and paragraphs using correct punctuations grammar, and language mechanics Certification of attendance Writing Pieces completed using correct format 	<ul style="list-style-type: none"> - Monitored through classroom observation to ensure utilization of powerpoint and materials provided Fall 2019 and ongoing, the writing plan is shared with staff and implemented at each grade level, monitored by administration and district staff -Fall 2019, the Reading-Writing-Rewards partners are trained by admin, partners meet with identified students weekly -Fall 2019 and ongoing, the district Writing Cadre is attended by teachers and 1 administrator 	

- Community partners will assist with writing for grades 3-5 through the Reading-Writing-Rewards program, with training provided by a school administrator to volunteers. Special education teachers will follow the writing plan during resource instruction.

CSIP Goal 3: Achievement Gap (Turnaround Plan: Learning Culture and Mindset)

By May 2021 increase the percent of African American students scoring proficient in:
 Math: 17.4% to 24.9%
 Reading: 18.4% to 25.9%

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Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
<p>Objectives 1 and 2 By May 2020 increase the percent of African American students scoring proficient in: 1. Math from 17.4% to 21.2% 2. Reading from 18.4% to 22.2%.</p>	<p>KCWP 6 and Establish Learning Culture and Environment KCWP 4: Review, Analyze and Apply Data <i>Establish a learning culture and environment that reflects data informed decision making to increase student achievement</i></p>	<p>Process: Collectively establish vision and mission statements that reflect core values of the school and support academic behavior achievement for all students. (KCWP 6) 30 days</p> <ul style="list-style-type: none"> -Established the Promised Academy Model to ensure student Equitable Access an Opportunity to interact with core instruction by extended both the school year and school day. Implement Positive Behavior Instructional Support (Silver Status 2017-2018 school year, Gold Status 2018-19 school year) 	<p>PBIS- School Behavior Plan PD (August 2019) School mission/core values/theory of action re-established in Spring 2019 (input from staff, parents, community partners) Opening and operating the Promise Academy Model -State PBIS rating (Gold, Silver, Bronze) -Decrease in missed instructional time due to behavior incidences -Reduction in level 3 Office Discipline Referrals, Out of School Removal, In school removal (Refocus and Restore) -Tiered fidelity Inventory (TFI)</p>	<p>SEL program fidelity checks by leadership team</p>	

		<ul style="list-style-type: none"> • -Developed the master schedule to ensure more ELA/Math instruction, incorporate science, social studies and writing, • -Developed Master Schedule to include experiential opportunities as a part of the core instruction • -reviewed and revised mission, core values and theory of action • Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom. <ul style="list-style-type: none"> ➤ Established Tier I Common Area Expectation ➤ Hired a Behavior/PBIS Coach to build capacity with teacher in the area of classroom management with a Multi-Tiered Support Systems <p>Adopt a district/school-wide system or initiative to build character development.</p> <ul style="list-style-type: none"> ➤ Adopted and Implement SEL Curriculum of Second Steps implemented daily (first 15 minutes of instructional day) ➤ Social Skills group during enrichment ➤ Implement Restorative Practices <p>Practice: Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom and common areas.</p>	<p>SEL program fidelity checks by leadership team</p> <ul style="list-style-type: none"> -Master Schedule -Enrichment schedule -Percentage of Students in each PBIS Tiers -Reduction in missed instructional time due to behavior - Effective Classroom management for Tier I and Tier II behavior -Reduction of behavior referrals -Reduction in clinic and outside agency referrals, mobile assessment -Increase academic achievement -Reduction in time spent in Restore and Refocus Room (limit 14 min) 		
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		<p>60 days</p> <ul style="list-style-type: none"> • Using Plus/Deltas feedback from faculty, staff and focus groups from students, determined mid-course correction regarding learning culture due classroom management and challenging student behaviors <ul style="list-style-type: none"> ➤ revised schedule, ➤ provided more enrichment (minds in motion, coding, ➤ Developed 5-10-15 day plan to reset school regarding classroom management/behavior reset schedule (established year-long calendar) ➤ Shoulder Coaching from District PBIS Team ➤ Superintendent provided more staff and funding ➤ Establish Refocus and Restore room ➤ Trained Support Staff on Restorative Practices ➤ Established addition support positions (Mental Therapist, Full time Social worker, Family and Community Engagement Liaison (FACE) ➤ FACE center-to support families to remove barriers to employment, post secondary ed, GED ➤ SEL groups held as a part of enrichment 	<p>-More time spent engaging on the instructional core -Reduction in behavior call to administrators from teachers -Teacher use of Tier I and II Classroom management plan</p> <p>Family and Community accessing the FACE Center, containing employment, GED completion, home visit, strong home school relationships, resumes and application completions etc. Programming</p>		
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		<p>Triangulate data for special education students: Various data sources for students with IEPs will be analyzed, specifically KPREP Reading and Math, Guided Reading Level, and MAP Reading and Math. Trends will be identified and plans developed for Novice reduction.</p>			
		<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs (KCWP 4)</p> <p>30 <u>days</u>:</p> <p>MTSS (Academic/Behavior (PBIS))</p> <ul style="list-style-type: none"> ➤ Assessed with NWEA MAP, guided reading levels, KPREP, FAST assessment (40% and below on MAP), Brigance, Lit first, district placement assessment, district curriculum assessment), provide tiered II and III (guided reading, intervention with 3 students or less, running records to flexibly group) academic services for targets and intense students ➤ Based on previous year PBIS data (level 3 ODRs) provided Tier II and III behavior intervention (Social skills, therapist, check and connect, zones of regulation, referral to mental health agency services) ➤ Create and monitor a “Watch (Cusp) List” for students performing below proficiency. <p>60 days</p> <ul style="list-style-type: none"> ➤ Develop a progress monitoring system to monitor standards mastery for each student. 	<p>Common standards in ELA and Math identified to be reinforced and shared with special education staff</p> <ul style="list-style-type: none"> -Standards Mastery -Closing skill deficit gaps -reduction in missed instruction due to behavior incidences -Novice Reduction, increased proficiency growth -Removed from CSI status 	<p>-Fall 2019, common standards shared with special education staff</p>	

		<ul style="list-style-type: none"> ➤ Develop a tracking system for monitoring of student achievement progress by learning target and by standard ➤ Create and monitor a “Watch (Novices and Cusp) List” for students performing below proficiency and reteach 					
CSIP Goal 4: Growth (Turnaround Plan: Leadership Accountability- Developing systems and monitoring for fidelity of implementation) May 2021 increase the growth indicator score from 52.7 to 57.3.						LIFT. LEARN. LOVE.	
Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding		
Objective 1 By May 2020 increase students’ Reading indicator score from 59.0 to 61.3.	KCWP 2: Design, Align, Deliver Support Processes <i>Turnaround Plan Strategic Objective 3: Leadership Accountability</i>	In addition to strategies and activities under the Proficiency and SAI Goal- Condition: Develop school culture systems, structures and supports, both academic and behavioral, to promote and support learning for all 30 days: <ul style="list-style-type: none"> • Implement and Monitor for effectiveness Year 1 and Year 2 continuation of Turnaround Plan (Red, Yellow, Green) <ul style="list-style-type: none"> ➤ MTSS (academic and PBIS behavior) Encourage participation by all stakeholders in open forums via student focus groups, community partner input sessions, three family informational sessions, advisory council, plus/delta feedback focused on continuous improvement planning. This includes evaluating the current state, triangulating 	- Removed from CSI status -Systemic process are evidence triangulation (audits, walk through documentation, verbal communication) for academic and behavioral tiers -Document feedback and mid-course correction made informed by data 1. Common articulation and utilization of the process. 2.Increased achievement in student outcomes and	Administrative Teams facilitate PLC and planning to ensure process is implemented with fidelity			

		<p>data sources, identifying of the desired state, creating action steps for goal attainment, establishing a periodic monitoring timeline (30-60-90 or 5-10-15 day action planning urgency dependent), and defining timelines for communication updates.</p> <ul style="list-style-type: none"> ➤ MTSS (PBIS behavioral) create school-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback. • Leadership team (school/district) models the development and deployment of PLC/Planning protocols/strategies (academic and behavioral) with an effective cyclical process (e.g. PDSA). For classroom management, instructional discipline, standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data through (Plan-Do-Study-Act and Teacher Clarity (academic) process with anticipate gradual release before the end of the 2019-2020 school year. <p>60 Days In addition to the 30 day activities</p> <ul style="list-style-type: none"> • Continuous School Improvement Plan and Turnaround plan (Year 2) –Collapse the two plans into CSIP template as recommended by KDE. Revise, implement 	<ol style="list-style-type: none"> 3. gradual release to start 2020-2021 school year 4. Consistently implement a continuous improvement model such as PDSA 5. 30-60-90 day plan 6. When behavior incidences are not perceived to supersede instruction. 7. When Principal and leadership team spends more time on instructional issues than behavior. 8. Systems and structures are implemented consistently and monitored for fidelity of implementation 	<p>-Assessment data, PLC agendas/minutes, teacher facilitation of PLCs, PBIS data, Report out faculty and staff, Review and Highlight for completion and effectiveness of 30-60- 90 in Leadership Team meetings, Implement a system of accountability for teacher fidelity of implementation (academic and Behavior)</p>	
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		<p>and monitor (red, yellow, green) with stakeholder input and feedback.</p> <ul style="list-style-type: none"> ➤ Ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts (adheres to guidelines set forth by SIF, Federal, state and local funds) ➤ • Data analysis protocol and utilize data wise questions to evaluate “as is” state at a minimum of every 30 days. (Data wise questions include: What does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are the next for school/district improvement?) <ul style="list-style-type: none"> ➤ Develop watch list of students scoring novice, high apprentice (cusp) ➤ Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs or total review for understanding on teacher part reteach of content standards and skills. <p>90 days In addition to the 30-60 day activities</p> <ul style="list-style-type: none"> • Develop a clearly defined MTSS/RtI (academics) school/district-wide process 	<p>Effective implementation of CSIP and Turnaround Plans</p> <p>Data Dive: Determine As is vs Desired state of school and action plan to increase student achievement.</p>	<p>Approval by school board and KDE</p> <p>Increased student outcomes for watch list students</p>	
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		<p>with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.</p> <ul style="list-style-type: none"> ➤ Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. ➤ Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems. <ul style="list-style-type: none"> • PDSA- Review and monitor fidelity of implementation of the Continuous Implement Model of PDSA • Program/Initiative effectiveness-Ensure a 30-60-90 day plan and monitoring tool are developed and implemented for determination of program and initiative effectiveness, incorporating data measures such as faculty/staff surveys, leadership observations and evaluations, Quality Tool data, and other formal and informal data sources 	<p>Evidence via School Improvement and Turnaround Plan</p> <p>Data analysis to determine trends over time to determine “Start, Stop Continue” due to effectiveness</p>		
<p>Objective 2 By May 2020 increase students’ Math</p>	<p><i>*The strategies from Objective 1 will be used for Objective 2, but will focus on Math.</i></p>	<p><i>*The activities from objective 1 will be used for Objective 2, but will focus on Math.</i></p>	<p><i>*The measures of success from Objective 1 will be used for Objective 2, but will focus on Math.</i></p>	<p><i>*The progress monitoring from Objective 1 will be used for Objective 2, but will focus on Math.</i></p>	

indicator score from 46.4 to 48.7.					
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