School Quality Review Report:

Joyce Kilmer #69

Review Date: May 18-20, 2015

Address: 3421 N. Keystone Avenue, Indianapolis, IN 46218

Principal: Kris Walker-Guess

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Information about the School Quality Review

In 1999, the Indiana General Assembly enacted Public Law 221 (P.L. 221) which serves as Indiana's accountability model for schools and districts. In response to the accountability process, the State Board of Education developed a requirement that schools in year four of probationary or "F" status participate in the School Quality Review process to assist with identifying priorities for school improvement.

The goal of the School Quality Review is to identify the school's strengths and areas needing immediate improvement. Reviewers examined school data and survey information, observed every classroom, interviewed stakeholder groups and interviewed every staff member with standardized questions to identify areas for reinforcement or correction. Additionally, reviewers worked collaboratively before, during, and after the on-site visit to review and prepare findings. Schools were directed to include first priorities in their School Improvement Plans.

To provide reliable and high-quality feedback to the schools, a rigorous training process was followed for all review team members. Reviewers reviewed survey and school data information before the on-site visit. Interview questions were also selected before the visit and were revised as necessary throughout the visit to allow the reviewers to obtain reliable and verifiable feedback.

In preparing the School Quality Review Report, the reviewers used the Quality School Review Rubric Indicators and Rubric to indicate progress on the 8 Federal Turnaround Principles for Priority Schools. The Turnaround Principles have been identified by the US Department of Education (USED) as being critical to the success of turning around a struggling school. The reviewers examined evidence provided by the school leadership team as well as school data to make determinations of highly effective, effective, improvement necessary or ineffective for each of the indicators for the turnaround principles. After reviewing the rubric ratings, the review team designated, "First Priorities" based on the areas needing to be addressed first in school improvement planning. While many ineffective areas may be discussed in the report, the team wanted to prioritize improvement areas and assist the school in identifying next steps for immediate action.

Indiana Department of Education Outreach staff will continue to monitor and support educators with implementing first priorities in School Improvement and Student Achievement Plans in all year four schools to ensure the review team's findings and recommendations are implemented with fidelity.

School Quality Review First Priorities

Joyce Kilmer School #69

The following First Priorities should be addressed in school improvement planning and be included in your Student Achievement Plan with appropriate interventions aligned to the Turnaround Principles cited:

Turnaround Principle 1:   School Leadership

1. The staff needs to be intentionally involved in decision-making. By utilizing shared leadership, the principal can build staff capacity and encourage ownership of building improvement efforts. Specifically, staff needs to have input and dialogue around professional development, student behavior, student programs and schedules.

2. Professional development and classroom walk-throughs need to be utilized to improve staff understanding of effective instructional strategies. Many inexperienced staff members would benefit from intentional professional development targeted to needs identified during observations and classroom walk-throughs.

3. Data protocols need to be developed to assist staff with understanding formative and summative assessment data to effect positive change in teacher practice. Additionally, data should be included in Professional Learning Communities (PLCs) to ensure instructional decisions are based on student needs.

Turnaround Principle 3: Effective Instruction

1. Evaluate curriculum needs for core subject areas and Response to Intervention.

2. Provide professional development for core content materials.

3. Utilize the scaffolding scope and sequence of SuperKids and reading Wonders.

4. Review core reading alignment between second and third grade for potential skill gaps.

5. Clearly communicate the need to provide intentional direct and explicit instruction of the big five components: phonemic awareness, phonics, vocabulary, fluency and comprehension.

6. Increase teachers' knowledge of appropriate differentiated instructional methodologies and monitor the classroom implementation.

7. Carefully link Response to Intervention lesson outcomes to core instructional practices.

8. Utilize experts and instructional coaches to model and demonstrate best practice strategies that increase student engagement.

9. Increase intentional instructional time daily.

Turnaround Principle 4: Curriculum, Assessment, and Intervention System

1. Utilize the scaffolding scope and sequence of the core reading programs with fidelity.

2. Evaluate current Math alignment of ARISE and district quarterly pacing guides.

3. A plan for RtI Tier 1, 2 and 3 should be developed and implemented.

4. Provide professional development opportunities for differentiated instruction.

5. Provide professional development for all core content instruction.

Turnaround Principle 7: Use of Time

1. Redesign the master schedule to better meet student and teacher learning needs. The National Center on Time and Learning says that students in high-poverty schools with at least 25% more instructional time outperform their peers in schools with less time.

2. Ensure that the schedule maximizes instructional time for core content areas and provides a sense of instructional urgency (efficient morning routines and transitions that increase instructional time). With a more efficient morning and dismissal routine, there could be at least 150 minutes of extra learning time added to the schedule per week.

3. It is also recommended that the Reading and Math block be scheduled at optimal times of the day for student learning. Consider a morning Reading block for 1st-4th grade as opposed to the reading block being at the end of the school day.

Turnaround Principle # 1   Title: School Leadership

Circle the Overall Rating: 1 Ineffective   **2 Improvement Necessary**   3 Effective   4 Highly Effective

Description of Effective Areas:

1.10   The principal uses data and research-based practices to increase academically focused family and community engagement.

Evidence from Surveys:

- Community partnerships are strong and comments from partners clearly identified the principal as the leader of development of services to families and students in order to reduce barriers to students' academic and personal growth.   (1.10)

Description of Improvement Necessary Areas:

1.1   The principal uses data to establish a coherent vision that is understood and supported by the entire school community.

1.2   The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurement goals, aligned strategies, and a plan for monitoring progress and driving continuous improvement.

1.3   The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.

1.4   The principal communicates high expectations to staff, students, and families, and supports students to achieve them.

1.5   The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.

1.6   The principal ensures that classroom level instruction is adjusted based upon formative and summative results from aligned assessments.

1.7   The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELs).

1.8   The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.

1.9   The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instruction and meet student learning goals.

Evidence from Data:

- There is little evidence or data of alignment that rituals, practices, and decision making are influenced by a clearly understood and well communicated mission and vision. (1.1)
- The School Improvement Plan does not involve the whole school community (Select staff are responsible for developing the plan and staff are not part of implementing the plan). (1.2)

- Although the principal conducts classroom walkthroughs, there was no data to indicate that classroom walkthroughs are focused on specific building-wide instructional practices. (1.5)
- The Master Schedule does not adequately address the instructional interventions for students who are two grade levels behind. (1.8)
- There is not time built into the Master Schedule for teachers to learn from each other outside of their immediate community. (1.8)
- There is no evidence to indicate that the principal ensures that teachers review student work to build a shared understanding of curricular goals and rigor. (1.9)

Evidence from Observations:
- Morning announcements start the day off with a character building theme for the day.
- Interviews with staff and students suggest that the mission is not clearly communicated and is not evident in the daily life of the school. A vision for community involvement is evident with community partners. Support for the principal is strong with community partners. There are no visible markers (benchmarks) that monitor progress toward the realization of the vision. (1.1)
- The building is clean and secure. (1.3)
- The instructional program is not aligned with standards across all classrooms. Although the principal encouraged all, at the beginning of the year, to follow district pacing guides there is insufficient monitoring and observation to ensure fidelity. (1.5)
- Adults were often observed yelling at students.
- Although buses arrived at 8:45 AM, instruction did not begin until 9:35 and for some students 10:00 (after running club). At the end of the day, the schedule ended at 3:15 although the buses did not depart until 3:45. The SQR team had serious concerns about the use of time and lack of urgency to instruct students from bell to bell.

Evidence from Interviews:
- Although the principal articulated the mission and vision to the SQR team, the priorities for improvement and the details of the School Improvement Plan are not clearly understood (if at all) by the majority of the school teaching staff. (1.2)
- The principal and many staff members referred to Zip Code 46218 as a rationale for lowering expectations of students. (1.4)
- Regular reviews to assess progress toward SIP goals are not consistently a part of the school culture. (1.2)
- Interviews provided definitive evidence that a comprehensive behavior plan is not well understood nor consistently followed. (1.3)
- Staff reports indicated that classroom walkthrough do not occur consistently. Some reported minimum visits by the administrative team. (1.5)
- Although the principal has set aside time for collaborative formative assessment analysis, grade level interviews reveal that implementation is inconsistent and with little fidelity. (1.6)
- Several staff reported they feel "bullied and controlled by the principal and lack any decision-making ability." Staff report the building is very much run "top down and the poor climate and culture for staff is responsible for a high turnover of staff."

- Many positions were left unfilled and staffing was inadequate which often resulted in teachers losing preparation time and students not being provided special area classes. Special Education was highlighted as a particular need. Students were not having Individualized Educational Plan goals and minutes met.
- Staff indicated that new teachers do not get adequate support and professional development is needed.

Summary of First Priorities that need to be intentionally addressed in your School Improvement Plan:

1. The staff needs to be intentionally involved in decision-making. By utilizing shared leadership, the principal can build staff capacity and encourage ownership of building improvement efforts. Specifically, staff needs to have input and dialogue around professional development, student behavior, student programs and schedules.

2. Professional development and classroom walk-throughs need to be utilized to improve staff understanding of effective instructional strategies. Many inexperienced staff members would benefit from intentional professional development targeted to needs identified during observations and classroom walk-throughs.

3. Data protocols need to be developed to assist staff with understanding formative and summative assessment data to effect positive change in teacher practice. Additionally, data should be included in Professional Learning Communities (PLCs) to ensure instructional decisions are based on student needs.

Turnaround Principle # 2   Title: School Climate and Culture
Circle the Overall Rating: 1 Ineffective   <mark>2 Improvement Necessary</mark>   3 Effective   4 Highly Effective

Description of Ineffective Areas:
2.1.   The school community supports a safe, orderly and equitable learning environment.

Evidence from Observations:
Student behavior is often disruptive and requires teachers to interrupt instruction and redirect students. Although a school-wide behavior system was attempted, "CHAMPS," it was not implemented with consistency. Students are often removed from class and not given instructional support in the "time out" room. School-wide procedures and routines are missing. Several incidents of fighting were observed.

Evidence from Interviews:
Staff members had some serious concerns regarding the school's climate and culture. Staff reported they worry about retribution if they express any concerns to the building principal. Several staff indicated they are searching for other jobs due to the low morale and lack of respect for teachers.

Description of Improvement Necessary Areas:
2.2   The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.
2.3   High expectations are communicated to staff, students, and families; students are supported to achieve them.

Evidence from Data:
There are several classrooms with consistently high numbers of students being removed and sent to the "time-out" room. During our SQR visit several teachers reported that as many as 6-8 students were suspended from individual classrooms during the time of the review team's visit. Teachers indicated that discipline was inconsistent and many of the suspensions were unpredictable. Students are removed from rooms depending on an individual teacher's tolerance level and ability to deescalate situations. As a result, many students are missing a great deal of direct instruction time.

Evidence from Observations:
Student behavior varies greatly from classroom to classroom, grade level to grade level. Some classrooms are not safe or orderly and student behavior is regularly preventing instruction. Review team members frequently observed staff yelling at students.

Evidence from Interviews:
Several staff members reported that they feel the principal "bully's" them and controls most aspects of the school with a "top down and controlling" style. Many teachers expressed unhappiness and dissatisfaction with their teaching positions at Kilmer. They stated they were looking for other positions due to the climate and culture at their school. While they expressed a passion for serving their students, they stated the current climate made it more difficult than necessary to teach students. They cited an inadequate staff due to many unfilled vacancies, frequent substitute shortages, schedule changes, and inadequate resources as serious obstacles.

During staff interviews, many cited the zip code 46218 as being the reason why students were unable to achieve at the highest level. Good enough was seen as the bar rather than excellence.

Summary:

The staff needs to be intentionally involved in decision-making. By utilizing shared leadership, the principal can build staff capacity and encourage ownership of building improvement efforts. Specifically, staff needs to have input and dialogue around professional development, student behavior, student programs and schedules.

The students need consistent and communicated expectations, routines, and procedures for behavior. A research-based positive behavior system is needed. Additionally, staff needs to be instructed in strategies to deescalate student behavior and yelling/screaming should not be a strategy utilized by anyone.

By quickly filling vacancies and maintaining a master schedule with fidelity, staff will be able to have regular opportunities for collaboration and planning. This will also assist with improving the school's climate and culture.

The entire staff needs to reexamine the mission, vision, and expectations for Kilmer students. The students need to be surrounded by adults who believe the Kilmer students deserve a rigorous and challenging education and have the potential to achieve at the highest levels.

Turnaround Principle # 3   Title: Effective Instruction
Circle the Overall Rating: 1 Ineffective   <mark>2 Improvement Necessary</mark>   3 Effective   4 Highly Effective

Description of Improvement Necessary Areas:
3.1 Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum

3.2 Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.

3.3 Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.

3.4 Teachers demonstrate necessary content knowledge.

3.5 Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative data, to differentiate instruction to improve student achievement.

3.6 Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

Evidence from Data:
ISTEP+

E/LA	Grade 3	Grade 4	Grade 5	Grade 6
11-12	47.8%	41.9%	22.0%	16.1%
12-13	50.0%	49.0%	28.3%	34.0%
13-14	50.7%	54.3%	60.8%	37.7%

Math	Grade 3	Grade 4	Grade 5	Grade 6
11-12	34.7%	34.7%	30.2%	25.0%
12-13	38.6%	64.0%	42.9%	52.1%
13-14	45.1%	**50.0%**	57.7%	**36.1%**

Science	Grade 4	Grade 6
11-12	35.1%	0%
12-13	42.6%	9.8%
13-14	**23.2%**	14.7%

Social Studies	Grade 5
11-12	14.0%

12-13	14.1%
13-14	22.0%

IREAD-3

IREAD-3	Grade 3
11-12	53.6%
12-13	57.5%
13-14	62.5%
14-15	**26.4%**

- **Joyce Kilmer Elementary #69 -second lowest IREAD-3 scores in the State 2014-2015**

Elementary Reading Plan 2014- 2015 (Submitted on 6/19/2014)
- Primary teacher representation is lacking on the reading leadership team.
- No evidence of reported Tier 2/3 iStation intervention in grades K-6

Teacher Survey Results
- Classroom teachers ensure that student-learning objectives are specific, measurable and are aligned to the standards-based curriculum. 56% Agree somewhat
- Classroom teachers use multiple instructional strategies. 44% Agree somewhat
- Classroom teachers use frequent checks for understanding throughout each lesson to gauge student learning. 56% Agree somewhat
- Students are actively engaged and can clearly articulate the learning objective and its application to a larger concept. 64% Agree somewhat
- At Joyce Kilmer Elementary, constructive links exist between planning, instruction and assessment resulting in a more effective learning environment and improvements in student progress. 56% Agree somewhat
- Mathematics instruction is strongest throughout the building due to additional time and tutoring. ELA and reading are considerably lower.

Parent Survey
- The school has clear goals for students.10% Disagree strongly and 15% Disagree somewhat
- Teachers provide clear instruction and feedback to students. 65% Strongly agree
- In our school students are actively involved in learning and are given frequent assessments. 20% Disagree somewhat and 28% had no response
- In our school students, who are struggling, are quickly identified and provided with additional instructional support. 10% Disagree strongly and 15% Disagree somewhat
- Parents are informed if a child is struggling and given suggestions to help them at home. 20% Disagree strongly and 15% Disagree somewhat

Evidence from Observations:
- Whole group instruction for core subjects was evident
- Differentiation was lacking throughout the building
- Students were unable to explain what they were learning
- Active participation strategies were lacking during classroom observations

SQR-Classroom Observation
- Current student exemplars are posted to support current learning 50% Needs Improvement
- High expectations for behavior are evident and students exhibit positive attitudes 29% Needs Improvement
- High expectations for academics are evident and students strive to meet those expectations 43% Needs Improvement and 10% Ineffective
- Tasks and assessments are represented with various DOK to ensure a higher level of rigor 57% Needs Improvement and 19% Ineffective
- Lessons and activities move with a sense of urgency and are goal driven 35% Needs Improvement and 15% Ineffective
- Students transition quickly and complete tasks efficiently 32% Needs Improvement and 5% Ineffective
- The lesson objective is aligned to IAS, posted, and referred to during the lesson 42% Needs Improvement and 11% Ineffective
- Students are able to articulate the lesson objective and its purpose 45% Needs Improvement and 10% Ineffective
- Teacher regularly asks higher level questions and provides higher level tasks to assess learning 62% Needs Improvement and 10% Ineffective
- Students are provided differentiated instruction and differentiated tasks 43% Needs Improvement and 19% Ineffective
- The teacher consistently checks for student understanding and adjusts the lesson as needed 48% Needs Improvement and 10% Ineffective
- Students are able to articulate the real-world connection to what they are learning 52% Needs Improvement and 10% Ineffective

Evidence from Interviews:
- Teachers reported limited professional development implementation support for SuperKids and Wonders comprehensive core programs
- Use of instructional time/day needs attention
- Teachers/leadership are committed to the school
- Behavior is a daily struggle
- Behavior is inconsistent throughout the building
- Inconsistent mission/vision was evident
- Weekly lesson plans are submitted by Friday 9:00 P.M./ state standards are listed on the plans /principal reviews lesson plans
- Principal reports that classroom teachers need additional support in order to create formative assessments

- Classroom teachers utilize ARISE, SRI, mClass, Acuity and district assessments
- Students have an accountability folder
- IPS curriculum department provides pacing guides for instruction; use is mandated from the district
- RtI knowledge was inconsistent
- Literacy coach was utilized to fill-in for Title I teacher since January; unable to find a replacement teacher
- Teachers/school leaders indicate that instructional rigor and high expectations is needed
- All grade levels have common prep periods and meet weekly in PLCs

Summary of First Priorities that need to be intentionally addressed in your School Improvement Plan:

1. Evaluate curriculum needs for core subject areas and Response to Intervention.
2. Provide professional development for core content materials.
3. Utilize the scaffolding scope and sequence of SuperKids and reading Wonders.
4. Review core reading alignment between second and third grade for potential skill gaps.
5. Clearly communicate the need to provide intentional direct and explicit instruction of the big five components: phonemic awareness, phonics, vocabulary, fluency and comprehension
6. Increase teachers' knowledge of appropriate differentiated instructional methodologies and monitor the classroom implementation.
7. Carefully link Response to Intervention lesson outcomes to core instructional practices.
8. Utilize experts and instructional coaches to model and demonstrate best practice strategies that increase student engagement.
9. Increase intentional instructional time daily.

Turnaround Principle # 4 Title: Curriculum, Assessment, and Intervention System

Circle the Overall Rating: 1 Ineffective   <mark>2 Improvement Necessary</mark>   3 Effective   4 Highly Effective

Description of Improvement Necessary Areas:

4.1 The district or school curriculum is aligned with Indiana Academic Standards
4.2 Teachers and school leaders collect classroom level data to verify that the adopted curriculum is aligned to Indiana Academic Standards and is the "taught" curriculum
4.3 The district provides formative assessments in literacy and math to enable teachers to effectively gauge student's progress and inform instructional decisions at the classroom and team levels
4.4 Instructional materials and resources are aligned to the standards-based curriculum documents

Evidence from Data:
- Acuity scores
- DIBELS scores
- SRI scores
- ARISE-weekly assessment
- IREAD3: 26.4% 2014-15 pass rate indicates a drastic drop in performance
- ISTEP+ scores for 2013-14: Overall Performance-Math: 53.8% ELA: 56.8%
- AMO Targets: Did not meet goals for any subgroups of ELA or Math
- ISTEP+ Science: 23.2% pass rate in 2013-14 in 4th grade
- ISTEP+ Science: 14.7% pass rate in 2013-14 in 6th grade
- ISTEP+ Social Studies: 22% pass rate in 2013-14 in 5th grade

Evidence from Observations:
- District pacing guides aligned to Indiana standards
- School-wide behavior program: CHAMPS
- Rigor, depth of knowledge not evident in observations
- Teacher created/supplemental material is utilized in addition to or to replace grade level formal curriculum
- Mostly whole group instruction

Evidence from Interviews
- Teachers report the teaching staff is supportive of one another; good relationships; family-like
- Lack of staff (due to resignations/discipline) is affecting instruction and interventions provided to students
- Intentional small group support is difficult to accomplish with lack of staffing, resources
- Student behavior is challenging and student discipline is inconsistent
- Interventions are sporadic and not effective
- Principal stated that they review current data in weekly PLC's however, staff reports due to changes in weekly schedule this is not consistent

- Daily schedule is not consistent; teachers are required to adjust at the last minute frequently
- Parent involvement is mixed; often difficult to engage
- Lack of an RTI/Interventions school-wide plan
- Communication to the school staff is lacking and creates confusion for both teachers and students

Description of Improvement Necessary Areas:

4.1 The district or school curriculum is aligned with CCRSS

4.2 Teachers and school leaders collect classroom level data to verify that the adopted curriculum is aligned to Indiana Academic Standards and is the "taught" curriculum

4.3 The district provides formative assessments in Literacy and Math to enable teachers to effectively gauge student's progress and inform instructional decisions at the classroom and team levels.

4.4 Instructional materials and resources are aligned to the standards based curriculum documents

Summary:

(4.1 & 4.2) Mathematics: K-2 teachers utilize quarterly pacing guides developed by the district and grades 3-6 follow a computer based program called Reflex Math that provides adaptive and individualized learning to all students. Many teachers reported not having a formal mathematics curriculum; supplemental materials are often used in addition to the school-wide initiative ARISE.

English/Language Arts: K-6 teachers have access to quarterly pacing guides developed by the district. Additionally, 3-6 teachers use Reading Wonders as a resource. Teachers also use a variety of their own supplemental materials, especially for students performing below grade level. It was reported that intervention services are sporadic and often do not happen; any differentiation is taking place through remediation. Special education services, such as push-in and pull-out were said to occur, but infrequently and there did not appear to be a set schedule for when these services were provided. In classrooms observed, teachers predominantly utilized whole-group instruction. There was no student differentiation evident.

(4.3) Teachers stated that assessments are provided, however, due to the large gaps in student learning, the assessment itself is not an appropriate tool and data would not be useful. Therefore, teachers indicated they must create their own formative assessments and use that to drive instruction. This is also how teachers determine appropriate materials and resources for Tier I core instruction. In many cases it is evident that beyond this intervention, no Tier II or Tier III interventions are taking place. RtI Tier instruction and the use of data to drive instructional practices and professional development would be highly recommended.

(4.4) While there is evidence of a standards based curriculum being taught through the use of district-wide pacing guides, there appears to be no fidelity to systemic core instructional programs in both English/Language Arts and Math. There are great inconsistencies in both the

resources for instruction and the appropriate personnel needed to deliver this instruction. Additionally, the use of instructional time within the school day is unpredictable and varies. Schedule changes occur often and force teachers to make last minute adjustments to their daily plans. All of these discrepancies are creating a climate of risk; the underperformance of students is perpetuated by the lack of a clearly aligned core curriculum. It is recommended that the school implement the current district adopted math and core reading program with fidelity.

Description of Ineffective Areas:

4.5 An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored, and evaluated for effectiveness based on defined student learning goals.

Evidence from Data:
- Acuity scores
- IREAD scores
- Inconsistent SRI growth
- ISTEP+ historical data

Evidence from Observations:

- Mostly whole-group instruction was delivered; small group instruction was observed, but it was not differentiated
- No clear intervention plan/schedule in place
- Intervention support was sporadic, inconsistent and superficial-not aligned with any plan

Evidence from Interviews:
- Many teachers were not aware of the difference between remediation and intervention
- Teachers reported a lack of support and stated that student learning interventions were their responsibility with little guidance or systemic plan
- Teachers stated the current staffing couldn't meet the current needs of the school

<u>Summary of First Priorities that need to be intentionally addressed in your School Improvement Plan:</u>

Instructional priorities that need to be established for Turnaround Principle #4 Curriculum, Assessment, and Intervention System are:

1. Utilize the scaffolding scope and sequence of the core reading programs with fidelity.

2. Evaluate current Math alignment of ARISE and district quarterly pacing guides.

3. A plan for RtI Tier 1, 2 and 3 should be developed and implemented.

4. Provide professional development opportunities for differentiated instruction.

5. Provide professional development for all core content instruction.

Turnaround Principle 5:   **Effective Staffing**

Circle the Overall Rating:
1 Ineffective   <mark>**2 Improvement Necessary**</mark> 3 Effective   4 Highly Effective

Description of Improvement Necessary Areas:
5.1 Hiring timelines and processes allow the school to competitively recruit effective teachers.
5.2 School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes.
5.3 Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.
5.4 Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths
5.5 Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.

Summary:
5.1 Processes are not in place to identify staffing needs proactively and early. Recruitment efforts are based primarily on candidate availability and do not cast a wide net for qualified applicants. The principal does not ensure grade level teams or teacher leaders participate in and inform staff selection. There are not clear selection processes in place that focus on matching staff to specific positions based on prior student-learning outcomes. Paraprofessionals may have received some training, but are not always utilized effectively. Staff vacancies persist throughout the year.
5.2 Not all teachers are evaluated. Allocation of additional classroom-based instructional supports, professional development and monitoring are not consistently based on student-learning and classroom observation data. Teachers are not consistently receiving constructive feedback, support and follow-up to ensure instructional improvement. Teacher evaluations do not systematically link teacher practice data with student outcome data.
5.3 The professional development calendar and topics are not consistently aligned to teacher observations, formative assessment results and school-wide goals. Job-embedded structures have not been established to review student work and build a collaborative understanding of curricular goals and rigor. Professional development is not part of an on-going system of structures in the school or followed up with consistent classroom monitoring and feedback to ensure learning objectives are incorporated into practice. Teachers not rated as effective are still ineffective at the end of the year and a few are on an improvement plan.
5.4 Staff assignment is based on something other than matching student learning needs with staff's instructional strengths. Learning interventions are not staffed with highly effective teachers. There is some documentation on consistently underperforming staff that are not meeting performance expectations.
5.5 Professional development may provide optional opportunities for reflection, but it is not consistently focused on student learning and progress toward student learning challenges.

Evidence from Data:
- Classroom Observations (walk-through forms)
- Professional development topics

Evidence from Observations:

- Literacy coach has served as the assessment/testing coordinator this school year.
- Special education is understaffed or not being utilized effectively. .

Evidence from Interviews:

- Staff vacancies persist throughout the year; there hasn't been a Title I teacher since December.
- Continuous change in staff with ineffective teachers being transferred to the building
- One third grade teacher on FMLA; one third grade teacher retired
- Teachers have lost their special area classes for as long as a week due to special area teachers being pulled to substitute in classrooms
- PLCs have been inconsistent and ineffective
- There are no highly effective teachers; 4 ineffective and 1 on an improvement plan
- 2 classrooms have long-term subs

Summary:

How are the students' learning goals being met without a Title I teacher and how are the special education team being used effectively to meet IEP goals and minutes? Provide the principal with operational flexibility to be able to competitively and proactively recruit effective teachers. Include instructional leaders on the interview process and base staffing assignment on teacher effectiveness data. Provide para-professionals with consistent training and utilize them effectively to maximize student learning. Use rigorous teacher evaluations to provide targeted feedback for improving classroom practices and inform professional development.

Research suggests that most struggling readers have needs in the areas of decoding/fluency/vocabulary/background knowledge/comprehension strategies/writing in response to reading. The data suggests that teachers need intensive professional development in the areas of effective literacy instruction and intervention strategies. The literacy coach has spent more time being the assessment/testing coordinator this year as opposed to being an instructional leader in the school. She has some novel ideas on how to provide intentional reading support to improve teaching and student learning outcomes. (i.e. reading intervention team)

Actionable Statement:
Ensure processes are in place to identify staffing needs proactively and early. Ensure professional development is linked to rigorous teacher observations, formative assessment results and school-wide goals with consistent monitoring and feedback to ensure continuous improvement.

Turnaround Principle # 6   **Title: Use of Data**

Circle the Overall Rating: 1 Ineffective   <mark>2 Improvement Necessary</mark>   3 Effective   4 Highly Effective

Description of Improvement Necessary Areas:

6.1 The school collects some forms of data in a timely and user-friendly manner to drive climate and culture decisions. Bi-weekly reports are sent home to parents for review. These reports show data on attendance, tardies, grades, academic goals, behavior concerns, and any other communications from the teacher. Families are made aware of special events, although the attendance of families at these events is inconsistent. Climate and culture surveys are seldom given to all stakeholders throughout the school year to collect data.

Summary:

Develop, utilize, disaggregate, and analyze climate and culture survey data and communicate this data to all stakeholders. Use this data to make academic and nonacademic improvements. Continue to find ways to celebrate your successes in all academic areas.

6.2 The school has multiple forms of data with only certain forms presented in a friendly and timely manner. Teachers have access to data systems and are somewhat using them to inform student groupings, instructional strategies and targeted intervention groups during PLC meetings and individual teacher data analysis. PLC meetings are mostly planned by the Literacy Coach. The LC pulls the data for the teachers to review during these weekly meetings. Some data protocols are utilized during teacher collaboration time with uneven and inconsistent results. The range of data collection differs between classrooms and this data is sometimes manually created and analyzed.

Summary:

Maintain up-to-date student assessment binders with a focus on changing instruction to meet the needs of each child. Develop a consistent structure for grade level teams to meet vertically to review critical standards across the grade levels for deeper understanding of student needs. The disaggregated data from PLC meetings and staff meetings must be used to drive effective lesson plans and instructional strategies. Administration should consider having data meetings with teachers after each formative assessment.

6.3 The school needs to design a strategic schedule to allow for common collaboration time through PLC meetings to focus on not only analyzing assessment data, but providing vertical planning/teaming. Professional development is scheduled at both the district level and school level on a yearly basis. This PD needs to focus on specific instructional strategies to improve student learning and achievement. Walk-through observations are sporadic and do not always focus on providing feedback to teachers on ways to improve instruction. Data meetings are

scheduled during monthly staff meetings. During these meetings the staff needs to have the support to "own" their data and feel supported when it is shared between colleagues.

Summary:

Consider developing a master plan for specific times during PLC meetings that precise Acuity/cycle data is used to make differentiated instruction groups and instructional decisions. Use assessment and evaluation data to strategically make a professional development calendar and schedule. Also develop a master evaluation schedule and communicate this schedule with staff members to keep an open line of communication.

Evidence from Data: Evidence from Observations: Evidence from Interviews:

- Bi-Weekly Progress Reports
- PLC Meeting Minutes
- Newsletters
- Required Parent/Staff surveys
- Student Accountability Folders
- Guided Reading Groups
- Classroom Data Walls
- Acuity Lab
- ARISE Program
- Master schedule
- Student Achievement Plan
- Class assessment data disaggregation sheet
- PD Schedule/Minutes

Turnaround Principle 7: Effective Use of Time

Circle Overall Rating:
1 Ineffective <mark>2 Improvement Necessary</mark> 3 Effective 4 Highly Effective

Description of Improvement Necessary Areas:
7.1 The master schedule is clearly designed and structured to meet the needs of all students.
7.3 The master schedule is clearly structured and designed to meet the professional development needs of staff.

Summary
7.1 The master schedule does not ensure core content areas have sufficient time allocated at a time when learning is best for students. Many changes are required of the master schedule. The schedule is not aimed to protect instructional time. Transition times are not well executed and instructional time is lost.
7.3 Teachers may have time scheduled for grade level meetings but planning time is not being implemented with fidelity. The master schedule does not include opportunities for teachers to learn from peers and other experts through job embedded professional development. Topics for teacher collaboration time are not consistently aligned to the School Improvement Plan.

Description of Ineffective Area:
7.2 The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.

Summary
7.2 The school has not ensured students two or more years behind in ELA or Math are enrolled in an intervention program being implemented with fidelity. The master schedule dictates the instructional time students receive rather than student needs dictating the master schedule.

Evidence from Data:
- Master schedule

Evidence from Observations:
- Students arrive to school at 8:45am and begin their school day at 9:35am.
- Morning and afternoon transitions are ineffective and inefficient; 50 minutes from bus to the first period of the day (bus-breakfast-morning video-morning announcement-first period)
- ELA and Math blocks are not scheduled at a time when learning is best for students
- School wide ARISE (Success)
- There is not a sense of urgency for learning time.

Evidence from Interviews:
- Specials coverage does not occur with consistency
- PLCs are inconsistent

- There is not an intentional plan for the intervention time-ARISE.
- Students eat breakfast and then may watch Kid President, School House Rock or something similar as part of their morning routine.
- Teachers have the professional freedom to work together.

Summary of First Priorities that need to be intentionally addressed in your School Improvement Plan:

1. Redesign the master schedule to better meet student and teacher learning needs. The National Center on Time and Learning says that students in high-poverty schools with at least 25% more instructional time outperform their peers in schools with less time.

2. Ensure that the schedule maximizes instructional time for core content areas and provides a sense of instructional urgency (efficient morning routines and transitions that increase instructional time). With a more efficient morning and dismissal routine, there could be at least 150 minutes of extra learning time added to the schedule per week.

3. It is also recommended that the Reading and Math block be scheduled at optimal times of the day for student learning. Consider a morning Reading block for 1st-4th grade as opposed to the reading block being at the end of the school day.

An exemplar master schedule has been shared with the principal that includes ideal components built into the schedule.

Actionable Statement:
Make every minute count. Redesign the master schedule to maximize learning time for core content areas (Reading and Math) and establish efficient and effective morning and dismissal transitions.

Turnaround Principle 8: Effective Family and Community Engagement:

Circle Overall Rating: 1 Ineffective 2 Improvement Necessary <mark>3 Effective</mark> 4 Highly Effective

Description of Improvement Necessary Areas:

8.1 Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.

Evidence from Data:
- Parent Resource Center (Agendas/Sign In Sheets)
- Family Nights – Agenda/Sign In Sheets
- School/Parent Involvement Policy
- Home/School Compact (Review and Revisions)
- Student Accountability Folders
- Literacy Workshop (Celebrating Grandparents) – Agenda/Sign In Sheets

Evidence from Observations:
- Review of Meeting Agendas
- Review of Sign In Sheets
- Parent Survey
- Monthly Newsletter

Evidence from Interviews:
- Staff stated that it is difficult to get parents involved this year.
- Several outreach programs for families are in place.
- Open Door Policy for parents is in place.
- Student "packets" were sent home before the holidays.
- Parent conferences scheduled as needed or by parent request.
- Communication is conducted with parents via telephone, letters home, and email.
- Parent Coordinator is very busy working with the entire school community to provide resources for all stakeholders.

Summary:

Joyce Kilmer Academy is a clean, well-maintained facility that houses students in grades K-6. The school has a full time parent coordinator. The Parent Resource Center has several resources for all community members.   The attendance at parent events is low for a school with over 400 students. Parents should be sent surveys regarding their school involvement on a yearly basis. Send home information to parents who are not in attendance at academically focused events or workshops. Use any well-attended event as an opportunity to disperse information critical to the academic success of students.

Encourage parents to take an active part in the decision-making process. They should be aware of your curriculum, assessments, and the proficiency level of their children. Encourage the staff to take an active role in bridging the gap between home and school.

Description of Effective Areas:

8.2 Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

Evidence from Data:
- Workshop Attendance
- Building For Books (Agenda/Sign In Sheets)
- Community Council Partnership Meetings (Agenda)
- Donuts with Dads Event (Agenda/Sign In Sheets)
- Multiple Events Coordinated by Parent Coordinator (PIE)

Evidence from Observations:
- List of family/community engagement activities and attendance
- List of family/community education program activities
- Review of Title I mandated meeting agendas and sign-in sheets

Evidence from Interviews:
- Staff stated that the community partners have a positive impact on the entire school-community.
- Communication is conducted with parents via telephone, letters home, and email.
- The school has support from multiple community agencies. (Eli Lilly Company, Girls Inc., Med Wise, Stop the Violence Indianapolis Inc., Reclaiming the Village, Grace Missionary, Diamonds in the Rough, Edna Martin Christian Center, Bridges to Success, United Way, and IUPUI to name a few)

Summary:

Joyce Kilmer Academy has developed and maintained successful community partners to help with multiple student and family needs. The principal has communicated the importance of commitment and consistency to each community partner. These partners are "in it for the long haul."

The community partnerships offer a wide range of services to help address the needs the students and families at JKA. The following is a list of just some of the ways the community partners have made a positive impact on the school:

- College Classes for Parents

- Utility and Rent Assistance Services
- Food Pantry located in the school
- Christmas Help
- After School Tutoring
- Read Up Program
- Financial Classes
- Bullying Intervention and Prevention Programs
- Mentor Program for boys
- Girls Inc. programming for girls
- Health Fair – Insurance Guidance
- Science Coaches
- Parent Coordinator
- Family Nights
- Youth Garden Education
- Science Fair