# DIAGNOSTIC REVIEW REPORT

# FOR

# BEVERIDGE ELEMENTARY

1234 Cleveland Street
Gary, Indiana
46404

Cheryl Ramsey, Principal

**September 7-10, 2014**

North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED®.

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**Introduction to the Diagnostic Review**

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research-aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning and operations.

The Diagnostic Review Team used the AdvancED Standards and Indicators and related criteria to guide its evaluation, looking not only for adherence to Standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence at their disposal, the Diagnostic Review Team arrived at a set of findings contained in this report.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, school effectiveness and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of talented educators from the fields of practice, research, and policy.  These leaders applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust Standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the Standards and provided feedback, guidance and endorsement.

The AdvancED Diagnostic Review Team uses the AdvancED Standards, associated Indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Standards, Indicators and related criteria are evaluated using Indicator-specific performance levels. The team rates each Indicator and criterion on a scale of 1 to 4. The final scores assigned to the Indicators and criteria represent the average of the Diagnostic Review Team members' individual ratings.

**Use of Diagnostic Tools**
A key to examining the institution is the design and use of diagnostic tools that reveal how effectively an institution creates conditions and implements processes and practices that

impact student performance and success. In preparation for the Diagnostic Review, the institution conducted a Self Assessment using the AdvancED Standards and Indicators and provided evidence to support its conclusions.

The Diagnostic Review Team deploys a series of diagnostic tools to gather evidence, analyze data and reach consensus on the findings of the report. These instruments include a:

- A student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- A stakeholder feedback analytic that examines the results of perception surveys seeking the perspective of students, parents and teachers.
- The Effective Learning Environments Observation Tool™ (eleot), is a state-of-the-art, learner-centric observation instrument that quantifies students' engagement, attitudes and dispositions organized in seven environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, certified and reach acceptable levels of inter-rater reliability in order to use this research-based and validated instrument.

The Diagnostic Review Team's findings and critical observations are shared in this report through the Indicator ratings, identification of Powerful Practices, Opportunities for Improvement and Improvement Priorities.

**Powerful Practices (Performance Level 4)**
A key to continuous improvement is the institution's knowledge of its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. The Diagnostic Review process is committed to identifying conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. The Diagnostic Review Team has captured and defined Powerful Practices that it identified as essential to the institution's effort to continue its journey of improvement.

**Opportunities for Improvement (Performance Level 2)**
Every institution can and must improve no matter what levels of performance it has achieved in its past. The Diagnostic Review Team has identified areas that, in its professional judgment, represent opportunities for improvement that should be considered by the institution.

**Improvement Priorities (Performance Level 1)**

The Diagnostic Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the team during the process. For those instances in which this analysis yielded a Level 1 Indicator rating, an Improvement Priority has been identified by the team to guide improvement efforts. Improvement Priorities are supported by extensive explanation and rationale to give school leaders and stakeholders a clear understanding of the conditions, practices, policies, etc., revealed through the Diagnostic Review process. Improvement Priorities are intended to be incorporated into the institution's improvement plan.

**The Diagnostic Review Process**

Beveridge Elementary School hosted a Diagnostic Review on September 7-10, 2014. The four-day on-site review involved a nine member team who provided their knowledge, skills and expertise for carrying out the Diagnostic Review process and developed this written report of their findings.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Beveridge Elementary School for their many courtesies during the review and their willingness to assist the team with the documents, materials and artifacts needed to complete the process.

Prior to the start of the Diagnostic Review, the team engaged in conference calls and various communications through emails to complete the initial intensive study, review and analysis of various documents provided by the school/school system. The Lead Evaluator and the Associate Lead Evaluators conducted conference calls with the key leaders of the institution. School System/ school leaders planned and conducted the Internal Review (Sample: thoughtfully and with transparency.) The comprehensive Internal Review engaged a range of stakeholder groups and was completed and submitted for review to the Diagnostic Review Team in a timely manner. Evidence and documentation to support the school/school system Self Assessment and other diagnostics were made available upon arrival at the school.

During the Diagnostic Review, the team interviewed 38 stakeholders and observed 28 classrooms. Throughout the Diagnostic Review the school leaders, faculty and staff were thoughtful and reflective in their ideas, plans and needs when discussing continuous improvement.

| Stakeholder Interviewed | Number |
|---|---|
| School System Level Administrators | 1 |
| School Administrators | 2 |
| Teachers | 10 |
| Students | 14 |
| Parents/Community/Business Leaders | 6 |
| Other Staff | 5 |
| TOTAL | 38 |

Using the evidence at their disposal, the AdvancED Diagnostic Review Team arrived at a set of findings contained in this report. The report is presented in three sections: Results, Conclusion and Addenda.

# Results

## Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data--all key Indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content and knowledge of how to teach the content. The institution's curriculum and instructional program should develop skills that lead learners to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas.

In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities

for students to apply their knowledge and skills to real-world situations. Teachers give students feedback to improve their performance.

Schools with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

## Standard 3 Teaching and Assessing for Learning
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

| Indicator | Description | Review Team Score | School Self Assessment Score |
|---|---|---|---|
| 3.1 | The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. | 1 | 2 |
| 3.2 | Curriculum, instruction and assessment are monitored and adjusted systematically in | 1 | 2 |

| | | | |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| | response to data from multiple assessments of student learning and an examination of professional practice. | | |
| 3.3 | Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | 1 | 2 |
| 3.4 | School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | 1 | 2 |
| 3.5 | Teachers participate in collaborative learning communities to improve instruction and student learning. | 2 | 2 |
| 3.6 | Teachers implement the school's instructional process in support of student learning. | 1 | 1 |
| 3.7 | Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. | 1 | 2 |
| 3.8 | The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. | 2 | 1 |
| 3.9 | The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. | 1 | 1 |
| 3.10 | Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. | 2 | 2 |
| 3.11 | All staff members participate in a continuous program of professional learning. | 1 | 2 |
| 3.12 | The school provides and coordinates learning support services to meet the unique learning needs of students. | 1 | 1 |

## Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

| Indicator | Description | Review Team Score | School Self Assessment Score |
|-----------|-------------|-------------------|------------------------------|
| 5.1 | The school establishes and maintains a clearly defined and comprehensive student assessment system. | 1 | 2 |
| 5.2 | Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions. | 2 | 2 |
| 5.3 | Professional and support staff are trained in the evaluation, interpretation and use of data. | 2 | 2 |
| 5.4 | The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level. | 1 | 2 |
| 5.5 | Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders. | 1 | 3 |

**Student Performance (SP) Evaluation**

The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important Indicators for evaluating overall student performance.

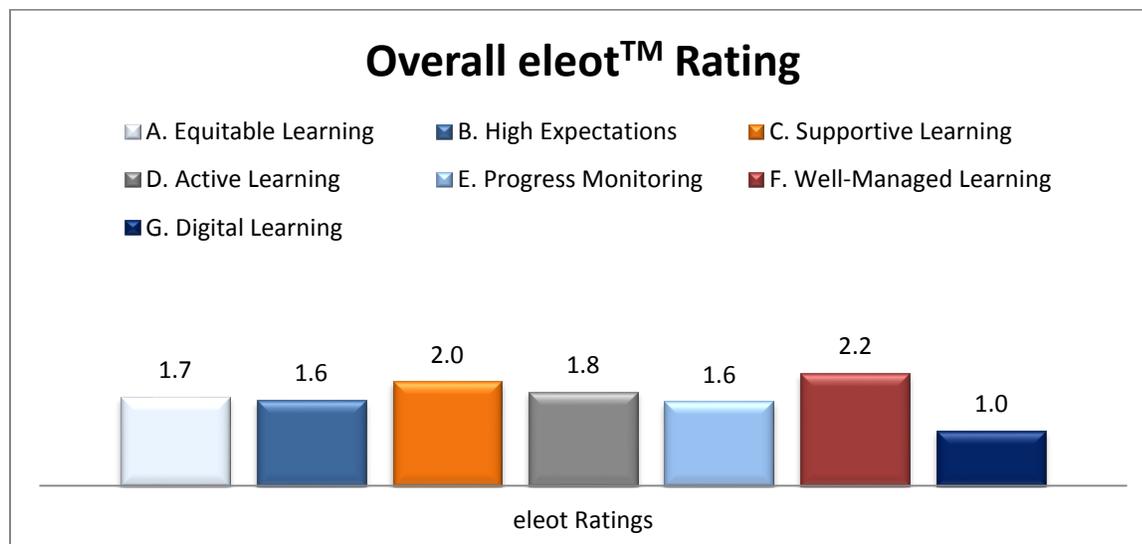| Evaluative Criteria | Review Team Score | School Self Assessment Score |
|---------------------|-------------------|------------------------------|
| 1.  Assessment Quality | 4 | 4 |
| 2.  Test Administration | 4 | 4 |
| 3.  Quality of Learning | 2 | 2 |

| 4. Equity of Learning | 1 | 2 |
|---|---|---|

**Effective Learning Environments Observation Tool (eleot™) Results**

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained on eleot[tm] and pass a certification exam. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale. During the review, team members conducted eleot[tm] observations in 28 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot[tm].



**The eleot[tm] Summary Statement**

The classroom observation data reflects what was noted in the overview presentation by the Principal, a school-wide learning environment with a strong reliance on traditional teacher-centered whole group instruction as the primary teaching strategy. Students were well-managed, passive learners in the vast majority of classrooms observed. The teacher did most of the speaking while students sat at their desks primarily listening and taking notes. Instances in

which students had differentiated learning opportunities to meet their individual learning styles were infrequently observed, Instances in which students were held to high expectations, provided with, rigorous work, were exposed to an environment where their learning and progress is well-monitored, or used digital tools and technology also were infrequent. Given the school's goal "to achieve academic excellence" and provide a state-of-the-art learning environment, these are areas that require more in-depth, intentional focus and action by the Beveridge school community.

(Charts detailing eleot results are included in the addenda.)

## The eleot<sup>tm</sup> Analysis

### Equitable Learning Environment
- Classroom observations suggest that students are seldom provided, "differentiated opportunities and activities to address individual needs," rated at 1.5 on a four-point scale. Differentiation practices were Evident/Very Evident in 11 percent of classrooms observed suggesting that the majority of classrooms employed whole group, teacher-centered lessons as the primary teaching strategy. Such practices, did not allow for differentiation in order to meet the individual learning styles of students.
- The extent to which students have "equal access to classroom discussions, activities, resources technology," etc., rated 1.8 on a four-point scale. Opportunities for students to participate in discussions or completion of other non-lecture focused work were minimal.
- Observations revealed that in 36 percent of classrooms observed it was Evident/Very Evident that students "know rules and consequences are fair, clear, and consistently applied". This Indicator rated at 2.3 on a four-point scale, although the highest in this learning environment, procedures and expectations for behavior may not be well established throughout the school.
- Opportunities for students "to learn about their own and other's backgrounds/cultures/differences," rated 1.3 on a four-point scale and were extremely rare being Evident/Very Evident in 8 percent of the classrooms observed. In schools with a homogeneous student population such as Beveridge, intentional efforts often must be undertaken to ensure student exposure to, knowledge of and appreciation for the diversity within the multicultural global society in which we live.

### High Expectations Learning Environment
- Classroom observations revealed little evidence that students knew and were striving to meet high expectations as established by the teacher. This Indicator was rated 1.9 on a four-point scale and was Evident/Very Evident in 25 percent of the classrooms observed.
- Instances in which students were "tasked with activities and learning that are challenging but attainable" were Evident/Very Evident in 21 percent of the classrooms observed and rated 1.9 on a four-point scale. The results suggest that students are not

being encouraged or expected to learn and perform at high levels but rather tasked with lower level, easily attainable assignments.

- Instances in which students were "provided with exemplars of high quality work" were the lowest rated of this learning environment 1.3 out of 4 and were Evident/Very Evident in only 8 percent of classrooms observed. Providing students with examples of high quality work would allow them to see and understand the Standard and level of achievement they are being asked to reach.
- Instances in which students were "asked and responds to questions that "requires high order thinking (e.g. applying, evaluating, synthesizing)," was the next lowest rated Indicator at 1.4 on a four-point scale; observed in only 8 percent of classrooms.

**Supportive Learning Environment**
- Instances in which students "demonstrates or expresses learning experiences are positive", were Evident/Very Evident in 36 percent of classrooms observed; rated 2.2 on a four-point scale.
- Instances in which students demonstrated or expressed "positive attitude about the classroom and learning" were rated 2.1 on a four-point scale with it being Evident/Very Evident in 25 percent of classrooms observed. Observers noted students were mostly very compliant with teacher directions and instruction.
- Instances in which students were observed "taking risks in learning (without fear of negative feedback)," were Evident/Very Evident in 36 percent of classrooms observed and rated 2.2 on a four-point scale.
- Instances in which students were "provided support and assistance to understand content and accomplish tasks," were rated 1.8 on a four-point scale; observed in only 18 percent of classrooms.
- Instances in which students were "provided additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs," was the lowest Indicator in this learning environment rated 1.7 on a four-point scale.

**Active Learning Environment**
- Instances in which students had "several opportunities to engage in discussions with teacher and other students," were Evident/Very Evident in only 18 percent of classrooms observed and rated 1.8 on a four-point scale. This component rating relates to the high level of teacher-centered/directed, whole group teaching referenced earlier in the report.
- Opportunities to "make connections from content to real-life experiences," was the lowest component of this environment rated 1.6 on a four-point scale and Evident/Very Evident in only 14 percent of classrooms observed. This instructional strategy if implemented more widely across the curriculum would connect very closely with the Beveridge purpose/vision of teaching students in an "environment that is state-of-the - art and produces educated, productive and responsible citizens."

- In 21 percent of classrooms observed it was Evident/Very Evident that students were "actively engaged in the learning activities." This indicator was the highest rated in this environment at 2.0 on a four-point scale. While students were mostly compliant during class, very little stimulating discussions, small group discovery and problem solving, learning centers or other active learning opportunities were observed.

**Progress Monitoring Learning Environment**

- The Progress Monitoring Learning Environment rated 1.6 is one of two at the lowest level.
- Instances in which students are "asked and/or quizzed about progress/learning," were rated 1.5 on a four-point scale and observed in only 11 percent of classrooms.
- Instances in which students "respond to teacher feedback to improve understanding," were Evident/Very Evident in only 15 percent of classrooms observed.
- Opportunities for students to "demonstrate or verbalize understanding of the lesson/content," were rated 2.1 on a four-point scale and were Evident/Very Evident in 21 percent of classrooms observed.
- The degree to which students "understand how his/her work is assessed," was the lowest Indicator of this learning environment; rated 1.3 on a four-point scale and Evident/Very Evident in 8 percent of all classrooms. It is important for students to have clear understanding of the standard of work expected and opportunities to improve/revise the work as needed.
- The degree to which students "have opportunities to revise/improve work based on feedback," was the second lowest Indicator Evident/Very Evident in only 4 percent of the classrooms observed.

**Well-Managed Learning Environment**

- The Well-Managed Learning Environment was the highest of all rated 2.2 on a four-point scale.
- Students speaking and interacting respectfully with teacher(s) and peers were Evident/Very Evident in 57 percent of classrooms observed. Rated 2.6 on a four- point scale, suggests that for the most part students are compliant, respectful and perhaps well situated to be challenged to think and learn at high levels.
- Following classroom rules and working well with others was Evident/Very Evident in 47 percent of classrooms suggesting that students may benefit from frequent reminders and postings of school rules and expectations when working and interacting with others.
- Smooth and efficient transitions were Evident/Very Evident in only 29 percent of classrooms observed again suggesting that perhaps frequent reminders of behavior expectations and class protocol would be beneficial.
- Opportunities for students to collaborate with other students in student-centers activities were the lowest Indicator of this environment; rated 1.2 on a four-point scale and Evident/Very Evident in only 4 percent of classrooms observed. Student

collaboration, small group active learning are generally viewed as "state-of the-art" teaching and learning strategies to which Beveridge in their school purpose aspires. This teaching and learning strategy also places with students some responsibility for their academic performance.

- It was Evident/Very Evident in 57 percent of classrooms observed that students "know classroom routines, behavioral expectations and consequences," suggesting a large segment of the student body is complant and ready to learn.

**Digital Learning Environment**

- Digital Learning was the lowest rated of the seven learning environments; rated 1.6 on a four-point scale.
- Instances of students "using digital tools/technology to gather, evaluate and/or use information for learning," were Evident/Very Evident in only 4 percent of classrooms observed and rated 1.1 on a four-point scale.
- The Indicators of "Uses digital tools/technology to conduct research, solve problems, create original work and communicate and work collaboratively for learning" were both rated 1.0 on a four-point scale and not evidenced in any classroom observed. Again, for Beveridge to attain its vision/purpose of providing its students with a "modern and state-of-the-art learning environment," its use of technology to impact teaching and learning will need to receive greater focus.

## FINDINGS OF THE DIAGNOSTIC REVIEW TEAM

**OPPORTUNITY FOR IMPROVEMENT**

Formalize the structure and process for implementing collaborative learning communities. Provide expectations for and monitor the professional discussions about student learning, which include analyzing data to adapt curriculum and instruction and examining student work. Utilize collaborative learning time to provide job-embedded professional learning opportunities on the evaluation, interpretation and use of data. (Indicators 3.5 and 5.3)

**Indiana Turnaround Principle:  1.9**

**Supporting Evidence**
According to interviews, grade-level meetings are held weekly during common planning time. However, staff survey data do not indicate strong agreement that all teachers participate in the meetings and that they have been trained to implement a formal process.  Specifically, 56 percent of staff Agree/Strongly Agree with the statement, "All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas" and 56 percent Agree/Strongly Agree with the statement, "All

teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams and peer coaching)." Review of artifacts and documents did not reveal evidence such as meeting agendas and minutes to support the existence of a formalized, collaborative learning community process.

**OPPORTUNITY FOR IMPROVEMENT**

Review and continue to design, implement and evaluate programs and strategies to engage families in meaningful ways in their children's education. Use multiple ways of informing them of their children's learning progress. (Indicator 3.8)

**Indiana Turnaround Principles: 1.10 and 8.1**

**Supporting Evidence**
1. Several artifacts provide evidence of attendance at various parent involvement activities.
2. Interviews conducted with parents indicate there is enthusiastic support for a PTA, to be created and maintained.
3. A Parent Assistant is in the building whose focus is family involvement for the school.
4. Many parents were observed in the building throughout the day.
5. In the parent survey, when parents were asked about how well teachers keep them updated on progress and grades, more than 70 percent of parents responded Agree/Strongly Agree.
6. Eighty-one percent of parents Agree/Strongly Agree that, "My child has administrators and teachers that monitor and inform me of his/her learning progress," indicating parents feel they are kept informed of their student's progress.

**OPPORTUNITY FOR IMPROVEMENT**

Continue to revise grading and reporting based on clearly defined criteria that represent the attainment of content knowledge and skills that are consistent across grade levels and courses. Ensure all stakeholders are aware of and use the agreed upon common grading and reporting policies, processes and procedures. (Indicator 3.10)

**Supporting Evidence**
1. Student and staff surveys both have high percentages of Agree/Strongly Agree that parents/families are kept abreast of how students are performing in school. 81 percent of parents Agree/Strongly Agree that administrators and teachers inform them of student's learning progress, and 72 percent of staff agree all teachers use common grading practices across grade levels and courses.
2. Artifacts were provided showing examples of progress reports, and report cards used to

      keep parents informed of student academic and behavioral progress.
3. Teachers meet weekly for grade level meetings.
4. In stakeholder interviews, parents agreed they were kept informed of their child's progress.

## OPPORTUNITY FOR IMPROVEMENT

Formalize the process and procedures used for collecting, analyzing and using data from multiple sources to continuously improve student learning, the effectiveness of programs and services and organizational conditions. Ensure the process and procedures include comprehensive information and are used by all staff to affect teaching and learning. (Indicator 5/2)

**Indiana Turnaround Principle:  4.2**

**Supporting Evidence**
Staff survey data, classroom observations, interview results, and other evidence provide a mixed picture of the current process and procedures related to staff's use, application and analysis of data. Staff survey data indicates that 69 percent of staff Strongly Agree/Agree that "Our school has a systematic process for collecting, analyzing, and using data". From review of the Diagnostic Report completed by the Leadership Team, the Overview presentation by the Principal, interviews and observation it is evident that some attention to the use of data to inform teaching and learning has been taken however no formalization of the actions taken and a written plan for all to embrace and follow is available. With the merging of another school, the addition of new staff and students it is the formalization of and the continuous review and revision of a process and the accompanying procedures that is needed to ensure all stakeholders are of one accord.

## IMPROVEMENT PRIORITY

**Develop and implement an equitable and challenging curriculum aligned with College and Career Ready State Standards that provides for individualized instruction and ensures students are held to high expectations and lead to success at the next level. (Indicator 3.1)**

**Indiana Turnaround Principles:  3.1, 3.2, 3.3, 3.6, 4.1**

**Supporting Evidence**
Student performance data indicate some improvement, however does not suggest all students are provided a curriculum that is equitable, challenging, and ensure success.  For example,
1. According to English and Language (E/LA) and Mathematics Indiana Statewide Testing of Educational Progress (ISTEP+) data, the percentage of third, fourth, fifth, and sixth grade students who passed the assessment increased from 2013 to 2014. However, the

percentages of third, fourth, fifth, and sixth grade students passing the ISTEP in E/LA and Mathematics were well below the school system and state averages.

2. Growth scores declined for fourth grade students in E/LA and Mathematics. Furthermore, E/LA Growth Scores for fourth, fifth, and sixth grades were in the low range of 34 or below and Math Growth Scores for fourth and sixth grades were in the low range.

Table 1: English/Language Arts (E/LA) ISTEP+ Results

| Grade | 2012 percent Pass | | | 2013 percent Pass | | | 2014 percent Pass | | | 2012 E/LA Growth | 2013 E/LA Growth | 2014 E/LA Growth |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Bev | D | St | Bev | D | St | Bev | D | St | Beveridge | Beveridge | Beveridge |
| 3rd | 60.9 | 68.9 | 86.2 | 55.8 | 71.7 | 85.2 | 56.8 | 67.9 | 83.6 | N/A | N/A | N/A |
| 4th | 52.9 | 70.2 | 82.4 | 51.4 | 74.2 | 85.2 | 60.9 | 76.1 | 86.5 | 29.5 | 38.0 | 32.0 |
| 5th | 56.0 | 56.6 | 78.4 | 25.0 | 58.5 | 79.3 | 40 | 63.2 | 81.5 | 30.0 | 19.5 | 32.0 |
| 6th | 46.7 | 55.7 | 78.7 | 22.5 | 54.1 | 77.8 | 35.7 | 62.6 | 78.7 | 35.0 | 7.0 | 24.0 |

• Bev- Beveridge, D- District, St-State

Table 2: Mathematics ISTEP+ Results

| Grade | 2012 percent Pass | | | 2013 percent Pass | | | 2014 percent Pass | | | 2012 Math Growth | 2013 Math Growth | 2014 Math Growth |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Bev | D | St | Bev | D | St | Bev | D | St | Beveridge | Beveridge | Beveridge |
| 3rd | 43.7 | 61.2 | 79.6 | 39.6 | 56.9 | 80.2 | 48.6 | 61.3 | 80.8 | N/A | N/A | N/A |
| 4th | 55.6 | 57.3 | 79.1 | 25 | 61.2 | 83.9 | 30.4 | 58.7 | 83 | 32 | 16.5 | 11 |
| 5th | 62 | 68.5 | 86.2 | 56.3 | 66.8 | 87 | 59.3 | 71.9 | 89.3 | 32.5 | 28 | 59 |
| 6th | 41.7 | 63.5 | 83 | 23.1 | 63.7 | 84.2 | 42.9 | 67.9 | 85.8 | 21 | 6.5 | 15 |

• Bev- Beveridge, D- District, St-State

Table 3: IREAD Results

| | 2012 percent Pass | 2013 percent Pass | 2014 percent Pass |
|---|---|---|---|
| Beveridge | 60.3 | 52.4 | 83.8 |
| District | 68.7 | 70.6 | 77.2 |
| State | 85.7 | 91.4 | 90.8 |

**Classroom Observation Data**
Classroom observation data suggests the need to develop and use a rigorous and challenging curriculum that individualizes learning experiences based on students' needs.

1. Instances in which students have "differentiated learning opportunities and activities that meet her/his needs," were Evident/Very Evident in 11 percent of the classrooms.

2. Instances in which students "know and strive to meet the high expectations established by the teacher," were Evident/Very Evident in 25 percent of the classrooms.

3. Instances in which students "are tasked with activities and learning that are challenging but attainable," were Evident/Very Evident in 21 percent of the classrooms. Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs

4. Instances in which students are "asked and respond to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)," were Evident/Very Evident in 8 percent of the classrooms.

5. Instances in which students are "engaged in rigorous coursework, discussions, and/or tasks," were Evident/Very Evident in 14 percent of the classrooms.

6. Instances in which students are "provided support and assistance to understand content and accomplish tasks," were Evident/Very Evident in 18 percent of the classrooms.

7. Instances in which students "are provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs," were Evident/Very Evident in 15 percent of the classrooms.

**Stakeholder Survey Data**
Some stakeholder survey data indicate that the curriculum does not always provide equitable and challenging learning experiences.  For example,

1. 62 percent of sixth grade students Agree/Strongly Agree with the statement, "All of my teachers change their teaching to meet my learning needs."

2. 61 percent of sixth grade students Agree/Strongly Agree with the statement, "My school prepares me for success in the next school year."

**Stakeholder Interviews**

1. Review of documents and interviews revealed an instructional calendar for teaching English/Language Arts and Math Standards for the first three weeks of school.

2. According to interviews with various stakeholders, a curriculum does not exist for the school.

**Documents and Artifacts**

**Stakeholder Survey Data**

Stakeholder survey data is somewhat mixed regarding the consistent implementation of monitoring, supervision and evaluation processes focused on effective curriculum, assessment and instructional practices.  For example,

1. 84 percent of staff surveyed Agree/Strongly Agree with the statement, "Our school's leaders hold all staff members accountable for student learning," suggesting general agreement among the staff with regard to this effective condition.

2. 69 percent of staff surveyed Agree/Strongly Agree with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning," suggesting that as many as 30 percent of staff cannot confirm the existence of this effective practice in the school.

3. 64 percent of staff surveyed Agree/Strongly Agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice."

4. Similarly, 64 percent of staff surveyed Agree/Strongly Agree with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum," suggesting that these practices may not be consistently used across the school.

**Documents and Artifacts**

A review of documents and artifacts revealed that:

1. The school system's current collective bargaining agreement stipulates that teachers are not required to provide their lesson or unit plans to their principal or supervisor.

2. According to the school Diagnostic Report, "Supervision and evaluation processes are regularly implemented; however, it is not done consistently and is not regularly implemented."

3. Review of artifacts and documents revealed little evidence indicating that monitoring of curriculum, instructional practices, and assessment take place on a systematic, consistent basis.

**IMPROVEMENT PRIORITY**

**Identify research-based instructional practices that will help teachers to address students' individual learning needs and more effectively engage students in their learning through the use of collaboration, critical thinking skills, and the application of knowledge and utilization of technology.  Provide job-embedded professional development to help staff learn and implement these practices with fidelity. (Indicator 3.3)**

**Indiana Turnaround Principle:  3.2**

**Student Performance Data**

Student performance data, as previously outlined in this report, indicate that instructional practices do not ensure the achievement of learning expectations for all students.

**Classroom Observation Data**

Classroom observation data suggest that instructional strategies do not always engage students in their learning.  For example,

1. The High Expectations Learning Environment received a rating of 1.6 on a 4.0 scale, indicating that students engaged in rigorous discussions and responding to higher order questions may not be practices that are part of the regular routine.
2. The Active Learning Environment received a rating of 1.8 on a 4.0 scale.  This suggests that opportunities for students to be actively engaged in learning may not be part of the regular routine.  Specifically, instances in which students had "opportunities to engage in discussions with teacher and other students," were Evident/Very Evident in 18 percent of the classrooms.  In 21 percent of the classrooms, it was Evident/Very Evident that students were "actively engaged in the learning activities."
3. The Digital Learning Environment received a rating of 1.0, indicating students were not observed using digital tools/technology to gather/evaluate information, conduct research, solve problems, create original works, communicate or work collaboratively.

**Stakeholder Survey Data**

Stakeholder survey data is mixed regarding the extent to which instructional practices ensure student success.  For example,

1. 76 percent of parents Agree/Strongly Agree with the statement, "All of my child's teachers use a variety of teaching strategies and learning activities."
2. 62 percent of sixth grade students Agree/Strongly Agree with the statement, "All of my teachers change their teaching to meet my learning needs," indicating almost 38 percent of these students do not agree that their learning needs are being met.
3. 64 percent of the staff Agree/Strongly Agree with the statement, "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills," suggesting that over 35 percent of the staff do not agree that this condition exists in the school.

**Documents and Artifacts**

According to the Diagnostic Report, "some teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection and development of critical thinking skills."  Review of documents and artifacts did not reveal evidence that highly effective and engaging instructional practices are shared among staff to ensure student achievement of learning expectations.

**IMPROVEMENT PRIORITY**

**Establish and implement a school-wide instructional process that 1) ensures students are clearly informed of learning expectations, 2) provides exemplars of high quality work, 3) uses assessments which inform instruction and curriculum revisions and checks for student understanding, and 4) provides students specific and immediate feedback about their work. (Indicator 3.6)**

**Indiana Turnaround Principles: 1.6, 2.3, 3.5**

**Student Performance Data**
Student performance data, as outlined previously in this report, does not suggest that the school is consistently implementing an instructional process that ensures students are informed of expectations, have opportunities to re-learn based on formative assessments, and are provided specific and timely feedback on their learning.  School performance shows that students are not making typical or higher growth than their peers.  With the exception of fifth grade Mathematics, all Growth scores are in the low category for E/LA and Mathematics.  The data strongly suggests that the use of an effective and systematic instructional process that ensures students' daily success is not consistently implemented across the school.  Of particular concern is the fact that according to 2014 ISTEP+ data, 40 percent of fifth graders and 36 percent of sixth graders passed the E/LA assessment and 49 percent of third graders, 30 percent of fourth graders, and 43 percent of sixth graders passed the Mathematics assessment.

**Classroom Observation Data**
According to classroom observation data, a systematic, consistent school-wide instructional process may not exist.  For example,
1. Instances in which students were "provided exemplars of high quality work," were Evident/Very Evident in 8 percent of the classrooms.
2. Instances in which students were "asked and/or quizzed about individual progress/learning," were Evident/Very Evident in 11 percent of the classrooms.
3. Instances in which students "demonstrated or verbalized understanding of the lesson/content," were Evident/Very Evident in 21 percent of the classrooms.

**Stakeholder Survey Data**
Staff survey data suggest that the extent to which an instructional process is implemented school-wide may be limited.  For example,
1. 67 percent of the staff Agree/Strongly Agree with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance," suggesting that nearly one-third of the staff cannot confirm the existence of these process across the school.
2. 58 percent of staff Agree/Strongly Agree with the statement, "All teachers in our school provide students with specific and timely feedback about their learning," suggesting

that a very significant portion of the staff cannot confirm the existence of this effective practice across the school.

3. 64 percent of the staff Agree/Strongly Agree with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to review the curriculum."

These responses indicate there is not strong agreement that these conditions and effective practices are systematically implemented in the school.

**Documents and Artifacts**
According the Diagnostic Report, the school rated themselves a 1 on Indicator 3.6.  It was noted that some teachers had displayed standards and/or daily activities; however standards-based student-learning objectives that are specific, measurable, attainable, realistic and timely were not posted or referred to throughout the lesson to inform students of learning expectations. Review of documents and artifacts did not reveal evidence for the existence of a clearly defined instructional process.

**IMPROVEMENT PRIORITY**

**Ensure that all school staff are engaged in rigorous professional development which includes mentoring, coaching and induction programs that are aligned with the school's purpose and direction and in support of its values and beliefs about teaching and learning. (Indicators 3.7 and 3.11)**

**Indiana Turnaround Principles:  1.9, 5.3 5.5**

**Supporting Evidence**

**Student Performance Data**
Student performance data, as discussed previously in this report, while improving somewhat in the last year, is significantly below the school system average.  The performance data does not suggest that the school has developed effective processes, such as mentoring, coaching and induction programs, to help ensure the systematic use of highly effective teaching practices in all classrooms.

1. There was a slight increase overall in the Language Arts and Math data from 2012-2013; however, the trend data from ISTEP+ is consistently and significantly lower than the school system and state averages in both Language Arts and Math.

2. ISTEP+ growth data consistently shows low growth in both Language Arts and Math.

**Stakeholder Survey Data**

Staff survey data suggests a majority of staff are satisfied with the school's current policies, practices and culture surrounding professional learning; however, some survey data suggests possible leverage points for improvement.

1. 75 percent of the staff responded that they Agree/Strongly Agree with the statement, "Our school's leaders support an innovative and collaborative culture."

2. 50 percent of staff surveyed Agree/Strongly Agree that "In our school a formal process is in place to support new staff members in their professional practice" indicating that half of the faculty do not feel that an effective induction process is in place.

3. 58 percent of staff surveyed Agree/Strongly Agree that "In our school, staff members provide peer coaching to teachers," however, there are no interview results or artifacts to support this.

4. 63 percent of staff surveyed Agree/Strongly Agree that "In our school, all staff members participate in continuous professional learning based on identified needs of the school"; however, there are no artifacts or stakeholder interviews support this.

5. 55 percent Agree/Strongly Agree that, "In our school, a professional learning program is designed to build capacity among all professional and support staff members," suggesting that nearly half of the staff cannot confirm the existence of this effective practice in the school.

6. 71 percent of parents Agree/Strongly Agree that, "All of my child's teachers work as a team to help my child learn," indicating that about 30 percent of parents cannot confirm the existence of this condition in the school.

7. 91 percent of middle/high school students surveyed Agree/Strongly Agree that, "In my school, teachers work together to improve student learning"; however, student achievement and classroom observation data does not align to these perceptions.

**Documents and Artifacts**
1. It was stated in the Diagnostic Report that, "Our plan to improve in this area is to develop a professional learning calendar, consistently record meetings and share walk-through findings with staff, " suggesting that these policies and practices are not currently in place at the school.

2. A record of consistent meetings and walk-through feedback sessions documents were not provided.

3. It was stated in the Diagnostic Report that "Surveys were distributed to staff regarding professional development needs; however, only a few surveys were completed and returned."

**IMPROVEMENT PRIORITY**

**Create and implement a formal structure whereby each student is well known by at least one adult advocate in the school whose long-term interaction and relationship supports that student's educational experience and provides the employee with significant insight to serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills. (Indicator 3.9)**

**Supporting Evidence**

**Stakeholder Survey Data**

Stakeholder survey data suggests that a formal structure that consistently ensures all students have access to an adult advocate is not in place in the school.

1. 86 percent of elementary students answered "yes" to "My teachers always help me when I ask", which indicates a positive atmosphere for implementing a student advocate program.

2. 62 percent of sixth grade students answered Agree/Strongly Agree to "My school makes sure there is at least one adult who knows me well and shows interest in my education and future," suggesting that nearly 40% of the students in this group cannot confirm the existence of an adult advocate structure.

3. 66 percent of parents Agree/Strongly Agree with the statement, "In our school a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience," which suggests that some advocacy is happening and could be developed into a formalized program.

4. 67 percent of staff indicated that they Agree/Strongly Agree with the statement, "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience," suggesting that nearly one-third of the staff cannot confirm the existence of this condition across the school.

**Stakeholder Interviews**

1. When interviewed students overwhelmingly said they felt there was an adult or staff they could go to if they had a problem or a concern.

2. It was stated in stakeholder interviews that not all adults in the building are kind and supportive to students.

**Documents and Artifacts**

In the Diagnostic Report the school rated this Indicator at level 1.

**IMPROVEMENT PRIORITY**

**Develop and implement a consistent plan to provide and coordinate learning services and interventions to meet the unique learning needs of students who are two or more years behind in E/LA and Mathematics to be monitored and evaluated based on defined student learning goals. (Indicator 3.12)**

**Indiana Turnaround Principle: 4.5**

**Supporting Evidence**

**Student Performance Data**
Students consistently score significantly below grade level expectations in Language Arts and Math on the ISTEP+ assessment.

1. Third through sixth graders show low growth from 2012-2013, and 2013-2014 in both Language Arts and Math.
2. On the 2013-2014 ISTEP, 57 percent of third grade students passed Language Arts and 48.6 percent on Math.
3. On the 2013-2014 ISTEP, fourth grade students scored 61 percent on Language Arts and 30.4 percent on Math.
4. On the 2013-2014 ISTEP, fifth grade students scored 40 percent on Language Arts and 59.3 percent on Math.
5. On the 2013-21014 ISTEP, sixth grade students scored 36 percent on Language Arts and 43 percent in Math.

**Classroom Observation Data**
Classroom observation indicates that little or no differentiation is taking place to support students who are significantly below grade level.

1. Instances in which classrooms exhibited "differentiated learning opportunities and activities that meet her/his needs" were Very Evident/Evident 11 percent of the classrooms observed.
2. Instances in which classrooms exhibited students taking "risks in learning (without fear of negative feedback)" was Very Evident/Evident 36 percent of the time.
3. Instances in which classrooms exhibited students were "provided support and assistance to understand content and accomplish tasks" was Very Evident/Evident 18 percent of the time.
4. Instances in which classrooms exhibited students were "provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs" was Very Evident/Evident 15 percent of classrooms.

**Stakeholder Survey Data**

Parents and staff surveyed agreed that student learning is being differentiated; however, no other data supports these perceptions.

1. 72 percent of parents Strongly Agree/Agree "All of my child's teachers meet his/her learning needs by individualizing instruction."
2. 73 percent of parents Strongly Agree/Agree "My child has access to support services based on his/her identified needs."
3. 67 percent of staff Strongly Agree/Agree that "In our school, related learning support services are provided for all students based on their needs," suggesting that as many as 30 percent of the staff cannot confirm the existence of these effective practices in the school.
4. 75 percent of staff Strongly Agree/Agree that "In our school, all staff members use student data to address the unique learning needs of all students," also suggesting that a significant portion of the staff, nearly one-fourth, cannot confirm the existence of these effective practices or conditions in the school.

**Documents and Artifacts**

1. The daily schedule indicates 20 minutes are allocated three days a week for a specific intervention time; however, it was observed that the program has not started yet this year.
2. Review of documents revealed a "Starting Steps for the RTI process." The team found no additional documentation of this program being implemented.

**IMPROVEMENT PRIORITY**

**Develop a plan to ensure consistent use of the comprehensive state assessment data and any additional data made available from other sources. Ensure the plan includes a specific review schedule and affirms its use by all staff in the improvement of instruction. (Indicator 5.1)**

**Indiana Turnaround Principle: 6.3**

**Supporting Evidence**

**Student Performance Data**

Student performance data from various state tests is readily available; however, results strongly suggest that the school has not developed practices that ensure the use of the data from both the state as well as other sources, i.e., non-cognitive, interim assessments, etc. Evidence indicating that the school consistently uses data from all sources to inform and improve teaching and learning and the conditions that support learning is limited. In addition there was no evidence provided of local school system or school based assessments that were developed and consistently used to modify are adapt instruction, assessment, and curriculum.

While the school has shown some increases in its ISTEP+ scores from 2013 to 2014 in various grades, the increases are not consistent across all levels and remain well below both the school system and state levels.

Student performance data has been detailed previously in Standard 3.

**Stakeholder Survey Data**

Survey data suggests that the school has access to an assessment system that produces data about student learning.

1. 82 percent of staff Strongly Agree/Agree that "Our school uses multiple assessment measures to determine student learning and school performance."
2. 73 percent of staff Strongly Agree/ Agree that "Our school employs consistent assessment measures across classrooms and courses."

**Stakeholder Interviews**

Stakeholder interviews indicated that not all teachers are knowledgeable about or able to analyze data.  Additionally, interviews suggest that teachers may not understand what do beyond accessing the basic data reports.

It also was shared that while teachers had received some basic or introductory data analysis training, there was a need for more in-depth training on analyzing data and how to use it to impact instruction. In stakeholder interviews it was revealed that "assessment data was not being used to inform instruction and every student was being taught the same way regardless of what level they were performing."

**Documents and Artifacts**

Few artifacts were provided to support that multiple source assessments were being utilized to inform teaching and learning.

**IMPROVEMENT PRIORITY**

**Create policies and procedures that clearly define a continuous process for analyzing data to determine needed improvements in student learning including readiness for and success at the next level.  Evaluate and adjust the policies and procedures regularly to ensure they meet the goal of continuous improvement. (Indicator 5.4)**

**Supporting Evidence**

**Student Performance Data**

A review of the 2013 and 2014 school assessment data, as previously outlined in this report, does not suggest that the school has developed consistent processes for analyzing data and then using this analysis to make modifications and adjustments to instruction, curriculum, etc., focused on students' readiness for and success at the next level.

**Stakeholder Survey Data:**

Survey data suggests a high rate of agreement among staff and some students regarding the use of data to monitor and adjust instruction.

1. 85 percent of staff Agree/ Strongly Agree that "Our school uses data to monitor student readiness and success at the next level."
2. 82 percent of staff Agree/ Strongly Agree that "Our school leaders monitor data related to student achievement."

Student survey data, however, shows mixed perceptions regarding next level preparedness.

1. 90 percent of students in grade three through five Agree /Strongly Agree that "My Principal and teachers help me to be ready for the next grade."
2. While only 50 percent of students in grade six Agree/ Strongly Agree that "My school prepares me for success in the next school year."

**Stakeholder Interviews**

Interviews revealed that not all stakeholders were engaged in the continuous improvement process.  It also was shared that new teachers to the building have not been provided an opportunity to engage in discussions about data and their use in the improvement process. Even in interviews with staff that were not new to the school, there were not strong statements of proof or conviction that the process for data analysis and use was documented, communicated and consistently used.

**Documents and Artifacts**

A review of the Diagnostic Report reveals that the school recognizes the need for a process to analyze and use data as it states "Our plan to improve in this area is to clearly articulate the process for analyzing data to determine verifiable improvement in student learning, provide evidence of student growth, provide evidence of student readiness for the next level and provide student success at the next level."

However, the Diagnostic Review Team was provided no evidence to gauge what work had been done, the process or next steps.

The School Improvement Plan that has been provided as evidence does not show that strategies are connected to any process for analyzing data.

**IMPROVEMENT PRIORITY**

**Create and implement a system in which leadership monitors comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Communicate the information to all stakeholders in a user-friendly format and timely manner. (Indicator 5.5)**

**Indiana Turnaround Principle: 6.2**

**Stakeholder Survey Data**
Survey data suggests the majority of stakeholders, 75 percent or more, perceive that the school has processes in place to both monitor and communicate information about student learning and achievement of improvement goals. The data also suggests that these processes are consistent or systematically applied.

1. 75 percent of parents Agree/Strongly Agree that "Our school ensures that all staff members monitor and report the achievement of school goals."
2. 82 percent of staff Agree/Strongly Agree that "Our school leaders monitor data related to student achievement."
3. 75 percent of staff Agree/ Strongly Agree that "our school leaders monitor data related to school continuous improvement goals."

**Stakeholder Interviews**
Stakeholder interviews did not reveal that school leadership has informed them of a school improvement plan, the continuous improvement status or school goals.

**Documents and Artifacts**
A review of documents and artifacts found limited evidence regarding the process for informing and communicating individual student learning to families.

A calendar of grading periods and home/school conferences was requested but not made available to the team.

The tools used to convey grades were very broad in nature and did not appear to provide parents and families with specifics on learning targets, upcoming units of study and student progress including areas of strength and those needing attention.

## Leadership Capacity

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institution's vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) significantly can "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization."

With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater

level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience gained through evaluation of best practices has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts.  The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning.  Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures and organizational conditions ensure equity of learning opportunities and support for innovation.

**Standard 1 Purpose and Direction**
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

| Indicator | Description | Review Team Score | School Self Assessment Score |
|---|---|---|---|
| 1.1 | The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. | 1 | 2 |
| 1.2 | The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills. | 1 | 3 |
| 1.3 | The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. | 1 | 2 |

**Standard 2 Governance and Leadership**

The school operates under governance and leadership that promote and support student performance and school effectiveness.

| Indicator | Description | Review Team Score | School Self Assessment Score |
|---|---|---|---|
| 2.1 | The governing body establishes policies and support practices that ensure effective administration of the school. | 1 | 2 |
| 2.2 | The governing body operates responsibly and functions effectively. | 1 | 3 |
| 2.3 | The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | 1 | 3 |
| 2.4 | Leadership and staff foster a culture consistent with the school's purpose and direction. | 1 | 3 |
| 2.5 | Leadership engages stakeholders effectively in support of the school's purpose and direction. | 2 | 3 |
| 2.6 | Leadership and staff supervision and evaluation processes result in improved professional practice and student success. | 1 | 3 |

**Stakeholder Feedback (SF) Evaluation**

The AdvancED surveys are directly correlated to the AdvancED Standards and Indicators; they not only provide direct information about stakeholder satisfaction but also become a source of data for triangulation by the Diagnostic Review Team as it evaluates Indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the Diagnostic Review Team for review.  The Diagnostic Review Team evaluates the quality of the administration of the surveys by institution and the degree to which the institution analyzed and acted on the results.  Results of that evaluation are reported below.

| Evaluative Criteria | Review Team Score | School Self Assessment Score |
|---|---|---|
| 1. Questionnaire Administration | 3 | 3 |
| 2. Stakeholder Feedback Results and Analysis | 2 | 3 |

## FINDINGS OF THE DIAGNOSTIC REVIEW TEAM

**OPPORTUNITY FOR IMPROVEMENT**

**Establish a systematic process to review, revise and communicate the school's purpose and direction focused on student success. (Indicator 1.1)**

**Indiana Turnaround Principle:  1.1**

**Supporting Evidence**
Survey data does not suggest the school has well established processes for reviewing and revising its formal statement of purpose and direction. Seventy percent of parents, for example, indicated that they Strongly Agree/Agree with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from parents. Sixty-five percent of students Strongly Agree/Agree with the statement, "In my school, the purpose and expectations are clearly explained to me and my family," suggesting that approximately one-third of the students cannot confirm the existence of this desirable conditions in the school.  Student performance data, as detailed earlier in this report, as well as stakeholder interviews and review of documents and artifacts does not suggest that the school has been successful in uniting stakeholders in pursuit of higher levels of student achievement and organizational effectiveness.

**OPPORTUNITY FOR IMPROVEMENT**
Implement a process for the board to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, the adopted code of ethics, and free of conflict of interest.  (Indicator 2.2)

**Supporting Evidence**
Seventy percent of staff indicated that they Agree/Strongly Agree with the statement, "Our school's governing body or school board complies with all policies, procedures, laws, and regulations. Similarly, 57 percent of parents indicated that they Agree/Strongly Agree with the statement, "Our school's governing body operates responsibly and functions effectively," suggesting that a significant portion of stakeholders do not hold favorable perceptions regarding the degree to which the board of education operates responsibly and functions effectively.

Interviews and review of board policies indicates that while the Board of Education has developed policies regarding conflict of interest and a code of ethics and participates in annual professional development through the Indiana School Boards Association, there is limited

evidence that the board evaluates its decisions and actions to ensure they are in accordance with defined roles and responsibilities, are free of conflict of interest, etc.  Additionally it was noted that many of the Board's policies have not been updated since 2004.

## OPPORTUNITY FOR IMPROVEMENT

Review, revise, and adopt processes that ensure school leaders consistently communicate effectively with representatives from all stakeholder groups.  Provide opportunities for stakeholders to meaningfully engage in shaping decisions, providing feedback and working collaboratively on improvement efforts so that they have a sense of school community and ownership.  (Indicator 2.5)

### Supporting Evidence
In surveys, 67 percent of parents Agree/Strongly Agree with the statement, "Our school provides opportunities for stakeholders to be involved in the school," suggesting that the extent to which school leadership encourages stakeholder participation and engagement may be somewhat limited. Seventy-six percent of staff indicated that they Agree/Strongly Agree with the statement, "Our school's leaders provide opportunities for stakeholder to be involved in the school," suggesting that nearly one-fourth of the staff cannot confirm the existence of these effective practices.  School leadership uses a Parent Assistant in order to organize and determine appropriate meeting content for current and future parent nights and events.

## IMPROVEMENT PRIORITY

**Create, document, and implement a process to identify shared values and beliefs about teaching and learning that directly support the school's vision and effective operation and helps foster a culture consistent with the school's purpose and direction.  The process should ensure: 1) consistent collaboration between all stakeholders, 2) continuous improvement and alignment with the school's purpose and direction, 3) commitment to equitable educational opportunities that maintain high expectations for all students, and 4) ensure the use of differentiated instructional practices that include active and authentic student engagement. (Indicators 1.2 and 2.4)**

**Indiana Turnaround Principles:  1.4, 2.2, 2.3, 6.1**

### Student Performance Data
Student learning data, while showing some improvement in the last year, suggests that staff may have not committed to shared values and beliefs focused on rigorous teaching and learning as well as high academic expectations.

The following tables represent E/LA and Math ISTEP+ data from spring 2014, compares school proficiency percentages with district and state percentages.

| 2014 ISTEP + Percent Proficient | | | |
|---|---|---|---|
| E/LA | School | District | State |
| Grade 3 | 56.8 | 67.9 | 83.6 |
| Grade 4 | 60.9 | 76.1 | 86.5 |
| Grade 5 | 40.0 | 63.2 | 81.5 |
| Grade 6 | 35.7 | 62.6 | 78.7 |

| 2014 ISTEP + Percent Proficient | | | |
|---|---|---|---|
| Math | School | District | State |
| Grade 3 | 48.6 | 61.3 | 80.8 |
| Grade 4 | 30.4 | 58.7 | 83.0 |
| Grade 5 | 59.3 | 71.9 | 89.3 |
| Grade 6 | 42.9 | 67.9 | 85.8 |

**E/LA and Math Cohort Data**

| Grade | ELA | | | Math | | |
|---|---|---|---|---|---|---|
| | '12 | '13 | '14 | '12 | '13 | '14 |
| 3rd | 60.9 | 55.8 | 56.8 | 43.7 | 39.6 | 48.6 |
| 4th | 52.9 | 51.4 | 60.9 | 55.6 | 25 | 30.4 |
| 5th | 56.0 | 25.0 | 40.0 | 62.0 | 56.3 | 59.3 |
| 6th | 46.7 | 22.5 | 35.7 | 41.7 | 23.1 | 42.9 |

According to cohort data from 2012-2014 in E/LA,

- All grade level groups show a decline in the percent passing from 2012-2013.
- Grades 3-5 show an increase from 2013-2014. Grade 6 continues to show a declining trend from 2012-2014.
- In 2012, 61 percent of third graders passed and in 2014 as fifth graders 40 percent passed E/LA.
- In fourth grade cohort group 53 percent passed in 2012 while as sixth graders in 2014 36 percent passed.  In 2013 56 percent of third graders passed and in 2014 as fourth graders 61 percent passed.
- The overall performance in E/LA is significantly behind the state average of 80 percent.

According to cohort data from 2012-2014 in mathematics,

- Third grade increased from 44 percent passing in 2012 to 49 percent passing in 2014 after decreasing to 40 percent in 2013.
- Fourth and fifth graders show a decrease from 2012-2014 while sixth grade is static.
- In the grade 3 to grade 4 group 40 percent passed in 2013 and in 2014, 30 percent of students passed.
- In 2012, 56 percent of fourth graders passed and as sixth graders in 2013, 43 percent passed.
- In the third grade cohort, 44 percent passed while as fourth graders 25 percent passed and in 2014 59 percent passed.
- The overall performance in math is significantly behind the state average of 83 percent.

**Classroom Observation Data**

As noted in the eleot[tm] summary above, high expectations were rarely observed in the 28 classrooms that were visited suggesting an absence of systemic culture of high expectations for student learning throughout the school. Classroom observation data indicated rigorous learning opportunities were Evident/Very Evident in 7 percent of classrooms.

- In only 25 percent of classrooms was it Evident/Very Evident that students "knew and strived to meet the high expectations established by the teacher."
- It was Evident/Very Evident in 25 percent of classrooms that students were provided with challenging but attainable activities and learning.
- In 8 percent of classrooms it was Evident/Very Evident that students "are asked and respond to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)."
- In 18 percent of classrooms it was Evident/ Very Evident that students "are provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs."
- In 21 percent of classrooms it was Evident/Very Evident that students were engaged in the learning activities.

**Stakeholder Survey Data**

Survey data below represents "pockets of positive results;" however it is evident that uncertainty exists around the belief that the school's purpose statement guides decision-making and the achievement of learning for all students.

1. 87 percent of staff Agree/Strongly Agree with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making."

2. 81 percent of staff Strongly Agree/Agree with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills."

3. 73 percent of parents Agree/Strongly Agree the "school has high expectations for students in all classes."

4. 77 percent of parents indicated in surveys that they Agree/Strongly Agree with the statement, "Teachers provide an equitable curriculum that meets their child's learning needs."

5. 72 percent of parents Agree/Strongly Agree, "all of their child's work given by the teacher is challenging."

6. 74 percent of students Agree/Strongly Agree with the statement, "In my school, a high quality education is offered."

7. 72 percent of students indicated in surveys that they Agree/Strongly Agree with the statement, "My school provides me with challenging curriculum and learning experiences."

**Stakeholder Interviews**

Stakeholders indicated not all current staff participated in the creation of shared values and beliefs about teaching and learning to support challenging, equitable teaching and learning experiences for students.

In interviews with stakeholders, it was shared that the purpose statement was read and recited by students without understanding its intention.

**Documents and Artifacts**

Review of the Principal's Binder, the Self Assessment and other documents revealed that the current school staff did not participate in establishing a set of shared values and beliefs to develop rigorous and equitable learning experiences. Review of the Principal's Binder, the Self Assessment and other artifacts did not reveal documentation of school leadership and staff holding one another accountable to high expectations for professional practice leading to challenging, but attainable learning experiences for students. In the Self Assessment document submitted by the school it is stated that "while shared values and beliefs are known to staff, challenging educational programs and equitable learning experiences are not implemented in a measurable way so that all students achieve learning, thinking and life skills necessary for success."

**IMPROVEMENT PRIORITY**

**Develop and implement a school improvement process which includes: 1) clear measurable goals, 2) aligned strategies and 3) a plan for monitoring progress and driving continuous improvement that supports student learning. (Indicator 1.3)**

**Indiana Turnaround Principle: 1.2**

**Student Performance Data**

Student Performance Data, as detailed previously in this report, does not suggest that the school has been successful in developing continuous improvement processes focused on student achievement and school effectiveness.

**Stakeholder Survey Data**

While the stakeholder survey data seems to indicate that those responding have a positive perception about the implementation of the school's continuous improvement planning process, many of the stakeholders offered a somewhat different opinion.

1. 74 percent of parents indicate that they Agree/ Strongly Agree with the statement "Our school has established goals and a plan for improving student learning."
2. 77 percent of parents indicate that they Agree/ Strongly Agree with the statement, "Our school communicates effectively about the school's goals and activities
3. 76 percent of parents indicate that they Agree/Strongly Agree with the statement, "Our school ensures that all staff members monitor and report the achievement of school goals.

Staff survey data, which is somewhat mixed, provides insights into possible improvement leverage points:

Ninety-two percent of the staff Agree/Strongly Agree with the statement, "Our school has a continuous improvement process based on data, goals, actions, and measures for growth," suggesting broad agreement that these processes exist. Sixty-nine percent of staff, however, Agree/ Strongly Agree with the statement, "Our school has a systematic process for collecting, analyzing, and using data," suggesting that the extent to which the improvement planning process is guided by data may be somewhat limited. There appears to be some agreement, among the staff, or 83 percent, who Agree/ Strongly Agree with the statement, "Our school leaders monitor data related to school continuous improvement goals."

**Documents and Artifacts**

The school's improvement plan, developed in December 2013, did not appear comprehensive in nature, lacked some of the key components necessary for effective strategic planning and action such as a revised and up-to-date vision, purpose, goals, beliefs and shared values, and there was limited evidence of the monitoring of the plan.

In the Self Assessment it was stated that "School leaders have implemented a continuous improvement process for improving student learning and the conditions that support learning; however, some stakeholders are not engaged in the process."

**IMPROVEMENT PRIORITY**

**Ensure the board of education's policies are aligned to state and federal laws and regulations, clearly and directly support the effective administration of the school, and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. (Indicator 2.1)**

**Student Performance Data**

Student performance data does not suggest that the school system has developed policies or supports practices that help ensure effective administration of the school. Data indicates that school and school system performance averages that are significantly below that of the state. Examples include the following:

| 2013-2014 | Indiana State Average | BES | GCSC |
|---|---|---|---|
| E/LA | 80 % | 48.7 % | 61.4 % |
| Math | 83.1 % | 46.1 % | 59 % |
| Science | 71.2 % | 14.0 % | 38.1 % |
| Social Studies | 71.3 % | 16.0 % | 34.3 % |

**Stakeholder Survey Data**

Survey data suggests that staff does not believe the school's governing body or school board provides the necessary support to ensure school success. Examples include the following:

1. While 65 percent of all staff Agree or Strongly Agree "the school's governing body or school board comply with all policies, procedures, laws and regulations" only 55 percent of teachers Agree or Strongly Agree with this statement.
2. Similarly, only 55 percent of teachers Agree or Strongly Agree "the school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership."
3. Only 65 percent of parents "believe the school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership."

**Documents and Artifacts**

A review of the Gary School Corporation governing policies indicates that many are out-of-date. While some policies have been revised in the last ten years, many have not been reviewed and revised since 1994. Some stakeholders indicated that some policies do not consistently align with state and federal laws and regulations. School system administrators including the Superintendent indicated that a comprehensive board policy review and revision process has begun.

The school system and board have created a student code of conduct in the last three years that is used by school leaders to implement student behavior management policies.

Evidence that the board of education's policies provide an up-to-date framework for supporting the effective administration of the school and, in particular, provisions for the ongoing monitoring and improvement of instruction focused on increased levels of student achievement is very limited.

**IMPROVEMENT PRIORITY**

**Implement a process for the board to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, the adopted code of ethics, and free of conflict of interest.   (Indicator 2.2)**

**Supporting Evidence**
Seventy percent of staff indicated that they Agree/Strongly Agree with the statement, "Our school's governing body or school board complies with all policies, procedures, laws, and regulations." Similarly, 57% of parents indicated that they Agree/Strongly Agree with the statement, "Our school's governing body operates responsibly and functions effectively," suggesting that a significant portion of stakeholders do not hold favorable perceptions regarding the degree to which the board of education operates responsibly and functions effectively.

Interviews and review of board policies indicates that while the Board of Education has developed policies regarding conflict of interest and a code of ethics, and participates in annual professional development through the Indiana School Boards Association, there is limited evidence that the board evaluates its decisions and actions to ensure they are in accordance with defined roles and responsibilities, are free of conflict of interest, etc.

**IMPROVEMENT PRIORITY**

**Review, revise and communicate policies and procedures that will ensure the Board of Education consistently protects the autonomy of school and school system leadership to manage the day-to-day operations of the schools and school system without interference by board members. (Indicator 2.3)**

**Indiana Turnaround Principles:  1.9, 5.1, 5.4**

**Supporting Evidence**
1. Sixty-five percent of parents indicated that they Agree/Strongly Agree with the statement, "Our school's governing body does not interfere with the operation of our school," suggesting that a significant portion of parents cannot confirm the existence of this condition in the school.

2. Similarly, 70 percent of staff indicated that they Agree/Strongly Agree with the statement, "Our school board maintains a distinction between its roles and responsibilities and those of school leadership."

**Stakeholder Interviews**
1. Stakeholder interviews indicate that building principals have little or no autonomy in hiring staff due in part to provisions in the collective bargaining agreement which provide greater protection for teachers with seniority.
2. School system level interviews indicate that some board members engage in some day-to-day management decision-making, i.e., hiring. In some instances, input from one or more board members is provided through the board committee structure. Board committees meet, in some instances, weekly to provide guidance and direction for administrative decisions and actions. The Superintendent has attempted to re-shape the long-standing board committee structure and to ensure that the board's policy making role is clearly distinguished from the roles and responsibilities of school and school system administrators.

## Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students it serves. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources; the equity of resource distribution to need; the ability of the institution to ensure appropriate levels of funding and sustainability of resources; as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith- Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the 32,000 institutions in the AdvancED network that a successful institution has sufficient human, material and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, that meets special needs, and that complies with applicable regulations. The institution employs and allocates staff members who are well-qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

**Standard 4 Resource and Support System**
The school has resources and provides services that support its purpose and direction to ensure success for all students.

| Indicator | Description | Review Team Score | School Self Assessment Score |
|-----------|-------------|-------------------|------------------------------|
| 4.1 | Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program. | 1 | 1 |

| 4.2 | Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school. | 2 | 2 |
|-----|----------------------------------------------------------------------------------------------------------------------------------|---|---|
| 4.3 | The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff. | 1 | 2 |
| 4.4 | Students and school personnel use a range of media and information resources to support the school's educational programs. | 2 | 2 |
| 4.5 | The technology infrastructure supports the school's teaching, learning and operational needs. | 1 | 2 |
| 4.6 | The school provides support services to meet the physical, social and emotional needs of the student population being served. | 1 | 1 |
| 4.7 | The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students. | 1 | 1 |

## FINDINGS OF THE DIAGNOSTIC REVIEW TEAM

**OPPORTUNITY FOR IMPROVEMENT**

Ensure that students and staff have access to a wide range of information including current textbooks, library books, technology, materials and other resources to support the school's purpose and direction and effectively meet the learning needs of all students. (Indicators 4.2 and 4.4)

**Indiana Turnaround Principles: 1.8, 4.4, 7.1, 7.2 and 7.3**

**Supporting Evidence**
School observations, surveys and interviews are somewhat mixed on the use and allocation of educational resources used to meet the educational needs of all students. Through interviews and a review of documents, it was learned that the building administrator and others work to secure material and fiscal resources to help improve instruction. This commitment is evidenced in the effort of the acquisition of the school's new computer lab, last year and the implementation of several computer based instructional literacy programs including: iRead (k-2 literacy based program that was provided by Indiana State University), Imagine Learning (for grades 3-8), and iReady which is used at all grade levels. The evidence of these programs having a positive impact on instruction is clear when considering the iRead passing rate in spring 2014 is 35 percent higher than the spring 2013 passing rate.

Survey results indicate that only 48 percent of teachers Agree/Strongly Agree that, "Our school provides sufficient materials and resources to meet student needs." More Teachers Agreed/Strongly Agreed with the statement, "Our school provides a variety of information resources to support student learning" (69 percent). It also was reported that some supplies are in short availability, or are not available at all, including such basics as pencils, workbooks and paper.   This shortage also was observed by the team during building walk-throughs and classroom observations.

A school schedule including the library, computer labs and accessibility to the Counselor and other support staff was not provided to the team.

The school's Library has many of the books and other materials from the neighboring closed school and many of them were displayed on the shelves and available for students and staff.

Observation and through interviews it was noted that the Librarian, new to the school had not yet started formal class times.

It was observed that instructional time wasn't always protected. Classes often started well after the classroom period began, transitions were not always smooth and seamless and seemed to take excessive amounts of time.

Computers and laptops are available in number for students to use; however, they are not used to their full capacity. Functional computers and laptops were observed in closets untouched and unused in classrooms.

**IMPROVEMENT PRIORITY**

**Develop and implement a well-defined system of policies, processes and procedures to ensure that the school can hire, place and retain highly qualified teaching and support staff to ensure achievement of the school's educational programs. (Indicator 4.1)**

**Indiana Turnaround Principles:  1.9, 5.1, 5.4**

**Stakeholder Survey Data**
Survey data indicates mixed results regarding whether stakeholders perceive that the school has the autonomy regarding staffing and budget determinations needed to support their teaching and learning goals.
- 71 percent of parents Agree/Strongly Agree with the statement, "Our school provides qualified staff members to support student learning."
- 70 percent of staff indicated that they Agree/Strongly Agree with the statement, "Our school's governing body or school board maintains a distinction between its roles and

responsibilities those of the school leadership," suggesting that nearly one-third of staff cannot confirm the existence of this effective practice in the school.

**Stakeholder Interviews**

Some interviewees indicated that the hiring and orientation process was centralized and often failed to align with the school's goals and needs.  Stakeholders also revealed that

- Hiring is done through the central office, in the Human Resources Department and most often with little or no input or concurrence for the affected school.
- Due to financial limitations this year, paraprofessionals are not available to assist in general education classroom with intervention support.
- It is harder to maintain regular and consistent communication with parents and families when student, teacher ratios increase and the number of paraprofessional support staff decrease.

**Documents and Artifacts**

- The school rated itself at level 1 for Indicator 4.1 in their Diagnostic Report.
- In their Diagnostic Report, under Areas of Improvement, the school states that they do not have operational flexibility. They desire to be able to communicate to central office their expectations for hiring needs, and for funding to provide robust professional development to staff.
- The Principal indicated in the overview presentation that two classes have substitute instructors, and, in one of the classes, the substitute is non-certified yet in her second year of service as the teacher of record at the same school.

**IMPROVEMENT PRIORITY**

**Design and implement clear procedures and expectations for maintaining a safe, clean and healthy learning environment. Ensure an accountability commitment from all stakeholders to follow the procedures and maintain the expectations.  (Indicator 4.3)**

**Indiana Turnaround Principles:  1.3 and 3.6**

**Supporting Evidence**

**Stakeholder Survey Data**

Survey data indicates that there is a level of dissatisfaction in the safety, cleanliness and healthy environment for both students and staff. Much of this dissatisfaction appears to be reflected in the results from the teachers and the older students when reflecting on cleanliness, safety and healthy environment.

- 72 percent of parents Agree/Strongly Agree that "Our school ensures that the facilities support student learning."
- 74 percent of the staff Agree/Strongly Agree with the statement "Our school maintains facilities that support student learning," suggesting that over one fourth or a quarter of the staff cannot confirm these conditions exist in the school.
- 63 percent of staff Agree/Strongly Agree that "Our school maintains facilities that contribute to a safe environment." This suggests that 37 percent of the staff may not agree that the facilities contribute to a safe environment.
- Overall, 39 percent of the third-fifth grade students Agree/Strongly Agree that "My school is safe and clean." This suggests that perhaps a good percentage or 61percent of the third-fifth grade students do not feel that their school is safe and clean.
- Only 32 percent of sixth graders Agree/Strongly Agree with the statement, "In my school, the building and grounds are safe, clean and provide a healthy place for learning."
- 29 percent of sixth graders Agree/Strongly Agree with the statement, "In my school, students respect the property of others."
- 68 percent of fifth graders surveyed Agree/Strongly Agree with the statement, "In my school I am treated fairly."
- Only 21 percent of the fifth graders Agree/Strongly Agree with the statement, "In my school students treat adults with respect." This suggests that a vast majority of fifth graders, or 79 percent, do not perceive that students are treating adults with respect.
- 39 percent of sixth graders surveyed Agree/Strongly Agree with the statement, "In my school, all students are treated with respect. This suggests that 61 percent of the sixth grade students do not feel that all students are treated respectfully.  The team repeatedly observed incidents of students being spoken to in loud, harsh tones in open areas in front of their peers and other adults.
- On open-ended survey items students frequently responded that they did not personally feel safe, citing as evidence frequent incidents and examples of: fights, unfair treatment by adults, bullying, being cursed at or hearing cursing and paddling.
- Also, in open-ended survey comments, when asked what they would change about their school, at least nine students responded that they needed better, new, improved, or different "lunch matrons."
- In surveys, students also commented on often finding hair in their food, the absence of latches on bathroom stalls and the problems such disrepair caused, and the severe leaking throughout the building when it rains and how that made them feel unsafe.

**Stakeholder Interviews**

In interviews, it was revealed that there is a lot of uncertainty among students and adults that their school has a sense of safety, cleanliness and healthiness.  It appears that clear definitions and expectations for safety, cleanliness, and a healthy environment have not been developed, nor committed to by all stakeholders.

- Students report frequent incidents of bullying. They report that some of this has to do with the blending of the three schools. There is a divisive feeling between groups of students, and some students originally from Beveridge, see the "new" students as "messing-up", or intruding onto their territory.
- In student interviews it was shared, "Our school was a lot better before this year."
- Also in interviews, students report that some teachers have established and known behavior expectations and others do not.  One student said that in her class if you have three strikes your parents are called, but this is not consistent in all classes.  The behavior expectations seem to vary by teacher.
- A couple of students shared that if they were good in class their teacher might make a phone call to their parents about their good behavior. However, others report having had their parents called on speakerphone and in hearing range of the entire class, causing them embarrassment.
- Interviews across stakeholder groups indicated dismissal is chaotic. This also was observed served by the team.
- The Principal and others shared that already there have been almost as many behavior infractions as there were in total last year.


**Documents and Artifacts**
Throughout the team's review, quiet, compliant behavior by students was observed in classrooms and in hallways.  Not all safety plans and procedures were written and available for review or easy to discern.

- Records of fire drills were available; however, an overall building fire- escape plan was not available.
- Fire escape routes were clearly posted, and easy to understand. However when a fire alarm was set-off unexpectedly during the on-site review, the team observed confusion among adults in knowing what to do. In the Transformational Assessment Team of Beveridge Elementary School, a 2013 dated document it is recorded that teachers report that the school "is not safe" and that on occasion they have had to wait for extended periods of time when additional help was needed to resolve severe discipline issues.
- School-wide hallway and classroom rules exist, but seldom were they referenced in classrooms observed or were students reminded about behavior expectations and the consequences for misbehavior.

- When moving towards the gym for dismissal, a couple of older students were noted leaving unobserved or unsupervised out a side door.
- The gym ceiling leaks severely as does the hallway ceiling near the gym. Having students eat breakfast while sitting on the gym floor also has the potential to be a safety and health violation. Cereal and milk spillage as well as juice and other foods were often seen spread, overturned and leaked on the floor.
- Large numbers of parents are present in the office area at dismissal time, often arriving early to pick up their children.  There was observed a constant interruption of instructional time, with teachers being called on the intercom and asked to send students to the office for early pick-up, or being instructed to give messages about changes in pick up plans.
- Visitor protocol seemed inconsistent and in some instances unknown.  The sign-in and reporting to the office of all visitors and the wearing of a visitor badge is considered a major safety and security protocol.
- The cafeteria doors did not appear to be well monitored when the children entered for breakfast.
- A lunch matron was observed repeatedly hitting students with a lunch bag, and yelling, "put your heads down".
- Yelling, loud and disruptive adult voices were frequently heard in the halls, outdoors and in classrooms.

**IMPROVEMENT PRIORITY**

**Develop a technology plan based on the results of a stakeholder needs assessment. Ensure the plan details improvements to the current infrastructure and, once implemented, the degree to which it is effective in meeting the school's teaching, learning, and operational needs. (Indicator 4.5)**

**Supporting Evidence**

**Stakeholders Survey Data**
Stakeholder surveys reveal a mixed perception regarding the degree in which current technology meets teaching and learning needs.
- 73 percent of other staff indicates they Agree/Strongly Agree with the statement "Our school provides a plan for the acquisition and support of technology to support student learning." 68 percent of the teachers Agree/Strongly Agree with this statement.

- Only 44 percent of sixth graders Agree/Strongly Agree with the statement, "In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center.)
- 74 percent of the sixth graders say they Agree/Strongly Agree with the statement, "In my school, computers are up-to-date and used by teachers to help me learn."
- In the open-ended survey items, teachers shared that computers and printers are not compatible making it difficult to print needed documents and teaching materials.
- Several teachers reported that technology is one of their most needed tools.

**Classroom Observations**

The overall findings from the Digital Learning Environment illustrates that the use of technology to support student learning in the classroom was minimal.

- Instances in which students use "digital tools/technology" to gather, evaluate, and/or use information for learning was Evident/Very Evident in only 4 percent of classrooms was observed.
- Instances in which students use "digital tools/technology to conduct research, solve problems and/or create original works for learning" was Evident/Very Evident in 0 percent of classrooms observed.
- Instances in which students use "digital tools/technology to communicate and work collaboratively for learning" was Evident/Very Evident in 0 percent of classrooms observed.

**Stakeholder Interviews**

- Interviews revealed that while there is some technology in the building, its availability is inconsistent from grade to grade and classroom to classroom.
- Some teachers were still waiting for classroom computers to be moved to their classrooms from other locations.
- Some Smart Boards were not yet operational.
- There is not a school based technology specialist or a person at the school system with a regular assigned time in the building. Help can be requested to the school system "as needed" but is not always timely.
- Some teachers are using classroom computers for assignments and to make behavior reports available from home however, this is not available for those classrooms without working computers.
- The addition of the primary computer lab last spring was reported as being of great benefit. There is concern however that with the school population doubling if the two labs will have the flexibility to accommodate everyone's schedule and meet their needs.

**Documents and Artifacts**
Although there is very minimal school technology plan, it does not provide specifics for infrastructure, materials and other resources nor does it reflect the needs and input of those new to the school or address the "state of the art" component of the current school purpose.

**IMPROVEMENT PRIORITY**

**Develop a clearly defined needs assessment process to ascertain the physical, social, emotional, as well as counseling, assessment, referral, and education needs of all students. Use the results of the evaluation to adjust ongoing programs and implement new services and programs to effectively meet the needs of all students. (Indicators 4.6 and 4.7)**

**Indiana Turnaround Principle: 8.2**

**Supporting Evidence**

**Stakeholder Survey Data**
Stakeholder surveys reveal mixed perceptions regarding school support services and programs currently available suggesting this is an area for focus and action.

- 70 percent of the parents surveyed Agree/Strongly Agree with the statement, "Our school provides opportunities to participate in activities that interest them," suggesting that as many as 30 percent of parents cannot confirm that their child has opportunities that are relevant to them or their needs.
- 68 percent of the parents Agree/Strongly Agree with the statement, "Our school provides excellent support services (e.g., counseling, and/or career planning.)," suggesting that a significant percentage of parents cannot confirm the existence of these important services in the school.
- 42 percent of the teachers Agree/Strongly Agree with the statement, "Our school provides opportunities to participate in activities that interest them."
- Teachers are equally split on their support of the statement, "Our school provides high quality student support services," with 37 percent who Agree/Strongly Agree and an equal percentage who do not.

**Stakeholder Interviews**
- Interviews with stakeholders revealed that there is some effort to improve services provided for students, but as the school is only in the third week of the school year at the time of the Diagnostic Review, these have not yet begun.
- The guidance counselor is planning some programs and activities (i.e. bullying program, conflict-resolution, dental hygiene, mother-daughter night, etc. However, specific dates and time frames for these activities and events were not provided.

- The guidance counselor is new and is assigned to the school only half time.
- The students are eager to repeat some of their activities from previous years that no longer exist. (i.e. drill team, cheerleading, etc.)
- In interviews, some students report being bullied at school.

**Documents and Artifacts**
- The school rated themselves as a Level 1 in Indictor 4.6
- The school rated themselves as a Level 1 in Indicator 4.7.
- A Peer Mediation Program: Resolving Conflict with a peer program was documented in the School Improvement Plan, 2013. Students were trained to be a neutral third party.
- In the School Improvement Plan notes, the Intervention Plan lists the steps for the RTI Process, step-by-step.
- Study Group Meeting Record dated 11-14 has record of the meeting being a discussion about RTI planning, and weekly meeting for this. Detailed records of the RTI process are not evident.
- A half time counseling position was added in August 2014.

# Conclusion

The Diagnostic Review Team met virtually on August 19, 2014 to begin a preliminary examination of the Beveridge Elementary School internal review report, confirm team assignments, discuss on-site logistics and points of inquiry including the need for additional documents, artifacts and information and finalize the orientation day schedule.

Team members arrived at the Indiana work site in Merrillville on Sunday, September 7, 2014 for the second team meeting to review the proposed agenda, review the on-site team member individual schedules and assignments, determine interview questions, provide initial Standard ratings and highlights and discuss the data, artifacts, information and other essential documents available and that which was still needed.  The team met for two hours with the Beveridge Elementary School Principal, Ms. Cheryl Ramsey and Dr. Albert Holmes of the Gary Community School Corporation to receive an overview of and orientation to the school.

The team was on-site at Beveridge on Monday, September 8, 2014 and Tuesday, September 9, from 7:30 a.m. until the end of the school day for the purpose of conducting interviews, observing classrooms, reviewing documents and other artifacts, and visiting the school.

On Wednesday, September 10, 2014, the team spent its last day at Beveridge confirming and clarifying information and finalizing its report. In the afternoon, the team provided Ms. Ramsey, the Principal, with a PowerPoint overview of the report including a sampling of the strengths,

Opportunities for Improvement and the Improvement Priorities. This was followed with an Exit Report to the Beveridge School Community at the conclusion of the school day.

The complete and comprehensive schedule of the Diagnostic Team's activities is included as an addendum to this report.

**Strengths**
The visibility of the Principal was noted by the Diagnostic Review Team and stakeholders in both interviews and survey responses as a strength. The beginning of the year challenges with the increase in enrollment and staff restricting has challenged her ability to be as visible in classrooms as she would like. She expressed her disappointment in having to serve in the role of "manager" during these first weeks rather than as the "instructional leader" which she is aware that the school needs. The team observed her fast pace movement throughout the building seemingly everywhere at once resolving issues, clarifying information, refocusing work and efforts and directing activities and people. If the Principal is to serve effectively as the "instructional leader" she would benefit from having the office and administrative support staff understand the need for her to have quality and quantity time in classrooms to observe and monitor formally and informally to ensure teaching and learning are positively affected. This would suggest that administrative office staff must be vigilant in protecting her schedule and in maintaining an efficient and professional front office atmosphere and those other members of the administrative team i.e. Assistant Principal must assume some of the "management" responsibilities if the school's overall improvement goals are to be maximized. Adult issues cannot be allowed to interfere and distract from the overall focus and goal of continuous school improvement.

Commended is the school system's recognition of the need for additional staffing to support having merged two low performing schools and creating a school almost double in size. A half time Counselor and an Assistant Principal are new staff additions for 2014-15. The addition of the half-time Counselor has been positively received by the school. However, half-time may not be sufficient to handle the growing needs of students at Beveridge. Providing an Assistant Principal who is familiar with the student population from the "merged" school is also a positive step. The school has a large population of boys and positive male role models are always needed. The team did not observe the Administrative Team working in close collaboration to plan and carry out leadership functions designed to bring about needed changes.

Beveridge completed the internal review with a determined team of staff members who committed time outside of the regular school day to carefully reflect, plan and write the report. The School Leadership Team met eight or nine times to complete its work.  Going forward, the school may want to repeat the process in the spring with the totality of the current staff, many of whom are new. This activity might prove energizing and uniting to a staff so recently blended and could have a profound impact on both the organization's effectiveness and their ability and willingness to confirm and recommit to the school's revised purpose and shared values and beliefs.

Beveridge's intentionality to ensure achievement of the required stakeholder participation rates also is commendable. The parent participation rate was especially impressive in both the number participating and the well-crafted plan. The Parent Coordinator was determined to see Beveridge reach its goal and had great follow-up and follow-through. Her ability to enthusiastically and genuinely interact with and connect to parents and other family members is a great asset for a school looking to increase its rate of parent and family engagement. The team saw many parents and family members in and at the school.

Beveridge saw increases from 2013 to 2014, in the percentage of students passing the ISTEP+ English/Language Arts and Math state assessments at all grade levels tested (3-6). Of particular note is the English/Language Arts increase of 15 percent at grade 5, from 25 percent in 2013 to 40 percent in 2014 and the 13 percent increase at grade 6 in the same assessment from 22.5 percent in 2013 to 35.7 percent passing in 2014. Math increases were noted at grade 3 with 48.6 percent of students passing in 2014 up from 39.6 percent in 21013 and an almost 20 percent increase in students passing at grade 6, 42.9 percent in 2014 up from 23.1 percent in 2013. These 2014 outcomes provide a hint of the Beveridge teaching and learning potential and can be used as proof of future possibilities and to gain stalwart commitment from all stakeholders toward improved student performance and enhanced organizational effectiveness.

The Beveridge staff is experienced and mostly "highly qualified." The Principal reported that the staff is excellent and experienced a powerful combination to make major gains. There is a blending of staff at almost every grade level and content area consisting of those new to the school and those with tenure at Beveridge. The staff's strong attendance at the exit conference, which lasted past the official end of the teaching day, gives indication of a willingness to come together around a shared purpose, values and beliefs to ensure a teaching learning culture that produces exceptional outcomes.

As has been noted in observation data/evidence, students for the most part were orderly, respectful and compliant in class, during transitions and in open areas. This behavior often signals a readiness and willingness to learn and achieve at high levels when provided with challenging and stimulating lessons framed by high expectations and provided with appropriate and timely tools and support needed to succeed. In interviews students were thoughtful in their observations, opinions and reflections and seemed genuinely interested in learning and achieving.

**Use of the Indiana Turnaround Principles to Guide Improvement**

The Diagnostic Review Team believes that with strong and intentional school system and state support, focused and clearly planned professional development, the opportunity to be mentored and to observe successful colleagues in similar schools outside the school system, the Principal has the ability to successfully lead the turnaround effort (1). The Principal noted her intent to use the Indiana Turnaround Principles to help guide improvements in teaching and learning. The Principal also noted in her Overview Presentation that "assessment data was not

being used to inform instruction" in a way that was satisfactory to her and that was poised to achieve the student performance outcomes she envisions. She shared her commitment to and belief in the use of data to monitor student achievement and inform instruction (1.7).  Robust professional development was provided last year and she intends to provide similar offerings in the current school year (5.3, 5.5). She previously communicated to staff her vision of high expectations both in teaching and learning (2.3, 1.4) and her insistence that instruction must be tied to assessment data and adjusted as needed (1.6). The Principal was disappointed that as of week three she had not yet been able to formally observe and monitor in class instructional practice and provide timely and meaningful feedback as she knows needs to be done and which is one of her goals and aligns with the Indiana Turnaround Principles (1.7). She expressed sharp disappointment in having to serve in the role of "manager" instead of instructional leader, especially in light of the new staff and the need to improve student academic performance (1.2). She recognizes, as one of the Indiana Turnaround Principles alludes, that classroom observation and feedback is critical to ensure that instruction is adjusted based on results from aligned assessments (1.6). The Principal also noted that in having two schools merge it was incumbent upon her to help lead the staff in determining a unified vision (1.2) inclusive of shared beliefs and values and clear goals so that efforts are collaborative and focused on achieving the outcomes needed to improve student academic performance. She believes Beveridge students can achieve at high levels and has communicated that with conviction to all staff (1.4). The school schedule, while still being revised as enrollment dictates reflects some elements of careful thought and planning (90 minute block for reading, Project Success set to operate despite the loss of school system funding/support) to best meet the needs of students (1.8, 7.1). The school appears eager for increased stakeholder involvement and meaningful parent engagement beyond the typical open house and report card conferences. Home visits and a "back to school" event were held over the summer with more events planned throughout the year (8.1, 8.2).

**School's Use of Results-Driven Continuous Improvement Planning**

Beveridge has recently experienced a significant change in demographics at both the student and staff levels. The school has almost doubled its enrollment from approximately 320 students in 2012-13 to 600+, K-6. Last year the school had two classes each at the primary level, one each at the intermediate level, and seven special education classes. There are now three classes each at the primary level and staff has increased from 19 to 30 plus an Assistant Principal. The demographic change is a result of the merging of students and staff from another low performing elementary school closed by action of the school corporation in late June. The result of this action as shared by many stakeholders who were either formally interviewed; informally interacted with and/or completed a survey, "done without much careful thought".  The decision to merge the two schools occurring in late June after the 2013-14 school year had ended and many staff having dispersed for the summer did not provide much opportunity for the merged school to meet, plan and work on a new statement of purpose, vision and shared beliefs and values or to solidly bond before the new school year began. The current Principal has been its leader for only one year and so Beveridge is marked by much change over a small span of time. The Diagnostic Review Team encourages Beveridge to revisit their purpose, vision

and shared beliefs and values with some immediacy as these elements form the fulcrum upon which all that they do depend. They must identify, formalize and internalize what their school purpose for student success is and commit to its ongoing review and revision. The identification of and commitment to shared values, beliefs and purpose will help cement a culture among all stakeholders that is replete with possibilities for teaching and learning excellence, enhanced stakeholder engagement and continuous improvement.

Once the school has solidified its purpose and direction it then needs the autonomy supported by well-developed school system level policies and procedures to determine its staffing needs and make hiring decisions based on need and compatibility rather than who is next in line. To accomplish this, the school very much needs the support of and advocacy by the school system. In this regard a low performing school needs a great deal of intentional and direct support and understanding from its school system if it is to accomplish its goals which will ultimately have an impact not only on the school but the school system as well.

The school reports having developed instructional calendars over the summer to provide teachers with a framework for instruction. The team saw a very limited outline and so cannot verify that the instructional calendars are complete and comprehensive and being used school-wide. The calendars were reported as having bell ringer activities to help ensure teaching and learning from bell to bell and the team's observations did not note this. In fact the Diagnostic Review Team observed students being prepared for dismissal up to 25 and 30 minutes prior to the official end of the day. Little evidence of classroom data walls were observed however it was reported they were widely used in 2013-14; the school-wide data room did not appear to have experienced much use and the data posted was sporadic and inconsistent from grade to grade with no data posted at all for primary grades. In the Overview presentation by the Principal it was stated "our goal remains the same-to achieve academic excellence…to take students from where they are and teach them the way they learn best" and she also noted that differentiation "may be evident in some classrooms."  She also reported that administrative walk-throughs in 2013-14 revealed that whole group instruction was being widely used with little evidence of differentiation and the Diagnostic Review Team found in the vast majority of classroom observations that whole group, teacher directed teaching was the prevalent teaching modality. Teachers must use data to inform every aspect of their teaching and become more prescriptive in their planning and determination of activities and learning assignments and reject a one size fits all teaching modality as it will not achieve the desired student performance outcomes.

The school does not have a curriculum framework but rather they follow state standards; upon inquiry it was reported that the school system does not have a curriculum coordinator/specialist and so the degree to which the school has a rigorous and coherent standards based curriculum in place to drive instruction and monitor effectiveness appears limited. A school system coordinator would help ensure the existence of a strong curriculum with corresponding goals, instructional calendar and intended outcomes framed by careful and continuous analysis of student performance data. The curriculum being developed and monitored at the school system level would also help ensure consistency throughout the school

system especially in light of the reported high rate of student mobility among Beveridge and other schools. Quality and timely professional development could also be designed and offered correspondingly from the school system level connected directly to school system and school data and help to alleviate some of the frustration reported as experienced by the school in trying unsuccessfully to register for various state sponsored trainings involving curriculum, teaching strategies and data utilization.

Teaching staff need to receive timely and frequent formal and informal observations with meaningful feedback on teaching and learning. Teachers were unsure as to the intent and meaningfulness of the Assistant Principal's self-reported "pop-ins" six times a day in every classroom. The "pop-ins" appear sporadic, unstructured and inconsistent from day to day and did not seem to connect with student performance data or result in any meaningful feedback which might help staff align, redirect or improve their teaching and positively impact learning.

Based on the classroom observation results authentic engagement of students in active learning and the use of data to drive teaching and learning were minimal. In the majority of classrooms students were expected to be passive learners and were provided little differentiated instruction based on their individual needs. Robust professional development focused on best practice teaching strategies, differentiation and the use of data to inform teaching for all staff would greatly impact achievement by establishing high expectations for all students and provide them with a challenging and rigorous curriculum where they are actively and meaningfully engaged in their learning. A review of past assessment data does not indicate that the current use of passive, teacher centered, whole group instruction is achieving optimal results.

For Beveridge Elementary School to experience the academic turnaround its destined to, there must be an unequivocal  understanding of and commitment to "results" driven continuous improvement framed by processes and systems which include guiding documents focused on mission, vision, shared values and beliefs; use of formal and informal assessment data to drive teaching and learning; the systematic and timely monitoring and feedback of teaching for instructional effectiveness; strong job embedded, focused professional development; active and meaningful engagement of parents and families; and a commitment to differentiated and best practice instruction including the use of technology. All stakeholders must commit. Excuses, apathy, pity, well-meaning intentions, blaming and half-hearted efforts cannot be afforded. The school has pockets of excellence and potential that if nurtured can lead to great improvements in both teaching and learning. Students must be challenged, supported, encouraged and provided with a vision of excellence. They must aspire to achieve at high levels and be taught and supported by a cadre of professionals who will push themselves to greatness and settle for nothing less than high academic achievement for each and every child entrusted to them.

**Improvement Priorities Ranking**
In summation, Beveridge Elementary School must address the following critical findings of this review:

NOTE: Three of the most critical Improvement Priorities (2.1, 2.3, and 4.1) do not fall within the scope of the school but rather exist in the Board of Education's purview. It is the Diagnostic Review Team's belief that the following three Improvement Priorities are critical to the overall success of both the school system and the school. The remaining Improvement Priorities over which the school has control are provided in rank order.

1. Review and update Board policies and support practices on a regular basis to ensure the maximal effectiveness of the school's administration. These policies should provide fiscal oversight and address staff professional growth, instruction and assessment that will lead to equitable and challenging experiences for all students **(Indicator 2.1)**.
2. Review, revise and communicate policies and procedures that will ensure the Board of Education consistently protects the autonomy of school and school system leadership to manage the day-to-day operations of the school and school system without interference by board members **(Indicator 2.3)**.
3. Develop and implement a well-defined system of polices, processes and procedures to ensure that schools can hire, place and retain highly qualified teaching and other staff to support the school's purpose and programs. Ensure sufficient fiscal resources are available to fund the positions determined by the school to achieve their stated vision and goals **(Indicator 4.1)**.

**School Improvement Priorities**

1. Create, implement and document a process which creates a system of shared values and beliefs about teaching and learning that directly supports the school's vision and effective operation and helps foster a culture consistent with the school's purpose and direction **(Indicators 1.2 and 2.4)**.
2. Develop and implement a school improvement process which includes 1) clear measurable goals, 2) aligned strategies and 3) a plan for monitoring progress and driving continuous improvement that supports student learning **(Indicator 1.3)**.
3. Ensure that all school staff are engaged in rigorous professional development which includes mentoring, coaching and induction programs that are aligned with the school's purpose and direction and in support of its values and beliefs about teaching and learning **(Indicator 3.7 and 3.11).**
4. Identify research-based instructional practices that will help teachers to address students' individual learning needs and more effectively engage students in their learning through the use of collaboration, critical thinking skills, and the application of knowledge and utilization of technology. Provide job-embedded professional development to help staff learn and implement these practices with fidelity **(Indictor 3.3)**.
5. Establish and implement a process for leadership to consistently supervise, monitor and evaluate the implementation of a rigorous and coherent curriculum where teachers are directly engaged with students as active learners and which reflects the use of data from multiple assessments to drive instruction **(Indicators 3.2, 3.4 and 2.6)**.

6. Create policies and procedures that clearly define a process for analyzing data to determine needed improvements in student learning, including readiness for success at the next level **(Indicator 5.4)**.

7. Develop and implement a consistent plan to provide and coordinate learning services and interventions to meet the unique learning needs of students who are two or more years behind in E/LA and Mathematics, to be monitored and evaluated based on defined student learning goals **(Indicator 5.1)**.

8. Develop and implement an equitable and challenging curriculum aligned with College and Career Ready State Standards that provide for individualized instruction and ensures students are held to high expectations and which lead to success at the next level **(Indicator 3.1)**.

9. Identify research-based instructional practices will help teachers to address students' individual learning needs and more effectively engage students in their learning through the use of collaboration, critical thinking skills, and the application of knowledge and utilization of technology. Provide job-embedded professional development to help staff learn and implement these practices with fidelity **(Indicator 3.3)**.

10. Develop and implement a consistent plan to provide and coordinate learning services and interventions to meet the unique needs of students who are two or more years behind in E/LA and mathematics **(Indicator 3.12)**.

11. Design and implement clear procedures and expectations for maintaining safe, clean and healthy (orderly) learning environment. Ensure accountability commitment from all stakeholders to follow the procedures and maintain the expectations **(Indicator 4.3)**.

12. Evaluate the degree to which the school has a clearly defined needs assessment process to ascertain the physical, social, emotional, counseling, assessment, referral and education needs of all students **(Indicators 4.6 and 4.7)**.

13. Create and implement a formal structure whereby each student is well known by at least one adult advocate in the school whose long-term interaction and relationship supports that student's educational experience and provides the employee with significant insight to serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills **(Indicator 3.9)**.

14. Create and implement a system in which leadership monitors comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Communicate the information to all stake-holders in a user friendly format and timely manner **(Indicator 5.5)**.

15. Develop a technology plan based on the results of a stakeholder needs assessment. Ensure the plan details improvements to the current infrastructure and once implemented the degree to which it is effective in meeting the school's teaching, learning and operational needs **(Indicator 4.5)**.

# Addenda

**eleot<sup>tm</sup> Data Summary**

| | | | Very Evident | Evident | Somewhat Evident | Not Observed |
|---|---|---|---|---|---|---|
| **A. Equitable Learning Environment** | | | | | | |
| **Indicators** | **Average** | **Description** | | | | |
| A.1 | **1.5** | Has differentiated learning opportunities and activities that meet her/his needs | 7% | 4% | 25% | 64% |
| A.2 | **1.8** | Has equal access to classroom discussions, activities, resources, technology, and support | 4% | 7% | 50% | 39% |
| A.3 | **2.3** | Knows that rules and consequences are fair, clear, and consistently applied | 7% | 29% | 46% | 18% |
| A.4 | **1.3** | Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences | 4% | 4% | 7% | 86% |
| **Overall rating on a 4 point scale:** | | **1.7** | | | | |

| B. High Expectations | | | | | | |
|---|---|---|---|---|---|---|
| **Indicators** | **Average** | **Description** | **Very Evident** | **Evident** | **Somewhat Evident** | **Not Observed** |
| B.1 | **1.9** | Knows and strives to meet the high expectations established by the teacher | 7% | 18% | 36% | 39% |
| B.2 | **1.9** | Is tasked with activities and learning that are challenging but attainable | 7% | 14% | 36% | 43% |
| B.3 | **1.3** | Is provided exemplars of high quality work | 4% | 4% | 7% | 86% |
| B.4 | **1.8** | Is engaged in rigorous coursework, discussions, and/or tasks | 7% | 7% | 39% | 46% |
| B.5 | **1.4** | Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) | 4% | 4% | 21% | 71% |
| **Overall rating on a 4 point scale:** | **1.6** | | | | | |

| | | **C. Supporting Learning** | | | | |
|---|---|---|---|---|---|---|
| **Indicators** | **Average** | **Description** | **Very Evident** | **Evident** | **Somewhat Evident** | **Not Observed** |
| C.1 | **2.2** | Demonstrates or expresses that learning experiences are positive | 7% | 29% | 39% | 25% |
| C.2 | **2.1** | Demonstrates positive attitude about the classroom and learning | 7% | 18% | 54% | 21% |
| C.3 | **2.2** | Takes risks in learning (without fear of negative feedback) | 7% | 29% | 39% | 25% |
| C.4 | **1.8** | Is provided support and assistance to understand content and accomplish tasks | 7% | 11% | 39% | 43% |
| C.5 | **1.7** | Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs | 11% | 4% | 29% | 57% |
| **Overall rating on a 4 point scale:** | | **2.0** | | | | |

| | | **D. Active Learning** | | | | |
|---|---|---|---|---|---|---|
| **Indicators** | **Average** | **Description** | Very Evident | Evident | Somewhat Evident | Not Observed |
| D.1 | **1.8** | Has several opportunities to engage in discussions with teacher and other students | 7% | 11% | 39% | 43% |
| D.2 | **1.6** | Makes connections from content to real-life experiences | 7% | 7% | 25% | 61% |
| D.3 | **2.0** | Is actively engaged in the learning activities | 7% | 14% | 46% | 32% |
| **Overall rating on a 4 point scale:** | | **1.8** | | | | |

| | | **E. Progress Monitoring** | | | | |
|---|---|---|---|---|---|---|
| **Indicators** | **Average** | **Description** | **Very Evident** | **Evident** | **Somewhat Evident** | **Not Observed** |
| E.1 | **1.5** | Is asked and/or quizzed about individual progress/learning | 7% | 4% | 21% | 68% |
| E.2 | **1.8** | Responds to teacher feedback to improve understanding | 11% | 4% | 43% | 43% |
| E.3 | **2.1** | Demonstrates or verbalizes understanding of the lesson/content | 7% | 14% | 64% | 14% |
| E.4 | **1.3** | Understands how her/his work is assessed | 4% | 4% | 7% | 86% |
| E.5 | **1.4** | Has opportunities to revise/improve work based on feedback | 0% | 4% | 29% | 68% |
| **Overall rating on a 4 point scale:** | | **1.6** | | | | |

| F. Well-Managed Learning | | | | | | |
|---|---|---|---|---|---|---|
| **Indicators** | **Average** | **Description** | **Very Evident** | **Evident** | **Somewhat Evident** | **Not Observed** |
| F.1 | **2.6** | Speaks and interacts respectfully with teacher(s) and peers | 11% | 46% | 32% | 11% |
| F.2 | **2.4** | Follows classroom rules and works well with others | 18% | 29% | 32% | 21% |
| F.3 | **1.9** | Transitions smoothly and efficiently to activities | 11% | 18% | 25% | 46% |
| F.4 | **1.2** | Collaborates with other students during student-centered activities | 4% | 0% | 11% | 86% |
| F.5 | **2.6** | Knows classroom routines, behavioral expectations and consequences | 21% | 36% | 25% | 18% |
| **Overall rating on a 4 point scale:** | | **2.2** | | | | |

| | | **G. Digital Learning** | | | | |
|---|---|---|---|---|---|---|
| **Indicators** | **Average** | **Description** | **Very Evident** | **Evident** | **Somewhat Evident** | **Not Observed** |
| G.1 | **1.1** | Uses digital tools/technology to gather, evaluate, and/or use information for learning | 4% | 0% | 4% | 93% |
| G.2 | **1.0** | Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning | 0% | 0% | 0% | 100% |
| G.3 | **1.0** | Uses digital tools/technology to communicate and work collaboratively for learning | 0% | 0% | 0% | 100% |
| **Overall rating on a 4 point scale:** | **1.0** | | | | | |

# Diagnostic Review Team Schedule

Sunday, September 7, 2014

| Time | Event | Where | Who |
|---|---|---|---|
| 3:00 p.m. | Check-in | Radisson | Diagnostic Review Team |
| 3:30 p.m.-5:25 p.m. | **Team Work Session #1**<br>**Orientation and Planning**<br><br>Introductions, housekeeping, agenda review.<br><br>Team Members share initial Standards ratings and highlights.<br><br>Review and discuss Day#1 on site assignments/schedules, determine interview questions and additional data/ information needed.<br><br>Prepare for Overview Session with BES Principal, Cheryl Ramsey | Hotel Work Room | Diagnostic Review Team |
| 5:30 p.m.- 6:25 p.m. | Dinner | | Diagnostic Review Team |
| 6:30 p.m.- 8:30 p.m. | Cheryl Ramsey, BES Principal, Overview (Questions/topics to be addressed by the Principal and possibly other school leaders in a formal presentation to the team. PowerPoint or other ways of organizing information is encouraged. Please provide copies to the team.)<br><br>1. Purpose and Direction:<br>a) Where has the school come from in the last 3-5 years?<br><br>b) Where is the school now?  What is the "current reality" of the school today?<br><br>c) Where is the school trying to go from here? What changes and improvements is the school working towards that will improve performance and learning conditions?<br><br>2. Overview of the School Self Assessment:<br> a) Explain the internal process used to develop the Self Assessment, Executive Summary, as well as to collect stakeholder survey data.<br><br>b) Provide an overview and brief explanation for | Hotel Work Room | Diagnostic Review Team |

| | | | |
|---|---|---|---|
| | the school's ratings of the AdvancED Standards and Indicators.<br><br>c) Discuss the strengths and leverage points for improvement that were revealed through the school's analysis of the Standards, Indicators, and performance descriptors?<br><br>3. Indiana Turnaround Principle Diagnostic questions.<br><br>4. Describe the school's improvement planning process.<br><br>a) How does school leadership ensure that the improvement plan is "results driven" as opposed to "compliance driven" Where can we see evidence of a truly "continuous" improvement planning process?<br>b) What has been the result of school/system improvement efforts during the last 2-3 years? What evidence can the school present to indicate that learning conditions and student achievement have improved?<br><br>5. Describe what the team will observe in classrooms:<br><br>a) What expectations have been established for teachers and students at this school that we should be looking for in classrooms?<br><br>b) What has been the focus of professional learning that the team can expect to see in instruction, curriculum, or assessment practices?<br><br>c) In what ways can the team expect to see the school's formal statements of purpose, direction, vision/mission, or shared values and beliefs about teaching and learning apparent in classroom observations?<br><br>Brief Team Summary /next steps | | |

## Monday, September 8, 2014

| Time | Event | Where | Who |
|---|---|---|---|
| | Breakfast | Radisson | Diagnostic Review Team (DRT) |
| 7:30 a.m. | Team arrives at Beveridge Elementary School | BES office | Diagnostic Review Team |
| 8:30 a.m.- 9:30 a.m. | Principal Interview | BES work room | Diagnostic Review Team |

| | | | |
|---|---|---|---|
| 9:30 a.m.- 11:30 a.m. | Begin school and classroom observations and stakeholder interviews -see individual team member schedule for specifics. | | Diagnostic Review Team |
| 11:45 a.m.-12:30 p.m. | Lunch & Team Briefing | | Diagnostic Review Team |
| noon -4:00 p.m. | Classroom Observations continued and Individual interviews continued as per the DRT schedules: 1. all administrators 2. 25% of professional staff (representing a cross-section of the faculty) 3. school leadership team | | See DR Team Assignment Schedule |
| | Small groups (3-5 persons) interviews should be scheduled for 1.   parent leaders 2.   students 3.    support staff | | Diagnostic Review Team (working in pairs or as individuals) |
| 4:00 p.m. | Team returns to hotel | | Diagnostic Review Team |
| TBD | Dinner | TBD | Diagnostic Review Team |
| 3 hours | Team Work Session #2 (Detailed Agenda provided) • Tabulate classroom observation data from Day #1 • Reach consensus on second ratings for all Indicators • Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities • Brief Writing Review Session • Each team member drafts an Improvement Priority, Opportunity for Improvement, or Powerful Practice that is then shared with the team. Team members and Lead Evaluator provide feedback. • Prepare for Day 2 | Hotel conference room | Diagnostic Review Team |

Tuesday, September 9, 2014

| Time | Event | Where | Who |
|---|---|---|---|
| | Breakfast | Radisson | Diagnostic Review Team |
| 8:00 a.m. | Team arrives at Beveridge Elementary | | |

| Time | Event | Where | Who |
|------|-------|-------|-----|
| 8:00 a.m.-11:45 a.m. | Continue interviews, artifact review and classroom observations as necessary ( completed on day #1) | | |
| 11:45 a.m.-12:30 p.m. | Lunch & Team Meeting | BES Work Room | Diagnostic Review Team |
| 12:30p.m.-4:00 p.m. | Continue interviews, artifact review and classroom observations as necessary ( not completed on day #1) | | |
| TBD | Dinner | | |
| 3 hours minimum | Team Work Session #3 (Agenda provided by Lead Evaluator)<br><br>• Review findings from today<br>• Discuss final eleot/classroom observation ratings<br><br>The team should examine and reach consensus on:<br>• Final ratings for Standards and Indicators<br>• Powerful Practices (Indicators rated at 4)<br>• Opportunities for Improvement (Indicators rated at 2)<br>• Improvement Priorities (Indicators rated at 1 or 2)<br>• Summary overview for each Standard<br>• Consensus on strengths and areas of focus<br>• Learning Environment narrative<br>• (Optional) Identification of Promising Practices which can be linked to a specific Indicator.  These can be emerging or newly initiated processes, approaches or practices that, when fully implemented, have the potential to significantly improve the Indicator rating improve performance or the effectiveness of the school/school system.<br>• Review Day #3 on site schedule<br>Prepare Exit Conference/Meeting materials and PowerPoint presentation | Hotel Work Room | Diagnostic Review Team |

Wednesday, September 10, 2014

| Time | Event | Where | Who |
|------|-------|-------|-----|
| | Breakfast | Hotel | Diagnostic Review Team |
| 8:00 a.m. | Check out of hotel and depart for BES | Hotel | Diagnostic Review Team |

| | | | |
|---|---|---|---|
| 8:45-10:45 a.m. | Continue interviews, artifact review and classroom observations as necessary not completed on day #1 and #2.<br>If this has been completed use the time to write, revise and enhance your work. | | |
| 11:00 a.m.-1:20 p.m. | Final Team Work Session and Lunch<br><br>Each team member shares their final product (writing/workbook) including:<br>• Final ratings for Standards and Indicators<br>• A check for coherency and accuracy of the Opportunities for Improvement, Improvement Priorities and Powerful Practices<br>• A summary overview for each Standard<br>The Team consensus on:<br>• Exit Conference/Meeting PowerPoint presentation. | | |
| PLEASE TURN IN | Workbook Section, "eleots", notes, etc. | | |
| 1:30 p.m.-2:15 p.m. | Exit Conference with Ms. Cheryl Ramsey, Principal Beveridge Elementary<br><br>(The Exit Conference is intended to provide school leadership with preliminary results from the Diagnostic Review. The team's written report will be provided to the school within 30 days following the on-site Diagnostic Review.)<br><br>Exit Conference<br>Agenda<br><br>• Introduction of team members and Lead Evaluators<br><br>• Overview of the school's internal review process, findings from the Self Assessment, highlights of the Executive Summary, school historical and contextual information, improvement planning initiatives, focus of professional development, etc.<br><br>• Summary of the team's activities before and during the on-site review including team meetings, number of interviews, classroom observations, etc.<br><br>• Overview of data used by the team from surveys, student performance, classroom observations, review of artifacts/documents, stakeholder | | Diagnostic Review Team |

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| | interviews, eleot Excel worksheet<br><br>•    Team's findings:<br>1. Strengths identified by the team in the conclusion section of the report as well as any Powerful Practices (Level 4)<br>2. Opportunities for Improvement (Level 2 Rating),<br>3. Improvement Priority (Level 1 Rating or, at the teams discretion, Level 2)<br><br>Questions | | |
| 3:00 p.m.-3:30 p.m. | •    Exit Report to faculty and public using PowerPoint template | | |
| **(Following delivery of the completed Diagnostic Review Report)**<br><br>**Implementation Meeting** | | | |

## Team Roster

| Lead Evaluator | Brief Biography |
|---|---|
| Dr. Marlene Helm | Dr. Marlene Helm is a Lead Evaluator for AdvancED. She holds a Doctorate in Leadership and Curriculum and a Master's in Education from the University of Kentucky. Dr. Helm has served in numerous positions including Interim Superintendent of the Fayette County Schools, Lexington, Kentucky, Secretary of the Kentucky Education, Arts and Humanities Cabinet, Commissioner of Social Services for the local government, a teacher, professor, and College of Education Dean. |
| **Team Members** | |
| Mrs. Trice Black | Trice Black currently serves as the Curriculum Coordinator in Metropolitan School District of Washington Township where she is responsible for the development, implementation, and evaluation of K-12 curriculum and the school system's quality assurance process. Trice has served as an elementary teacher and as IDOE's elementary math specialist. Trice is currently pursuing her master's degree in Educational Administration and Supervision. |
| Ms. Vinice Davis | Vinice is currently the Vice President for Improvement Services with AdvancED, where she manages several state-wide partnerships and ensures they have the support needs to ensure continuous improvement. Vinice has served in several operations roles in education over the past nine years and worked as a consultant before transitioning into the education sector. Vinice has a BBA |

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| | from the Goizueta Business School at Emory University in Atlanta, GA and an MBA from the Yale School of Management in New Haven, CT. |
| Ms. Cathy Bildhauser | Cathy earned her Bachelors of Science degree from Indiana University South Bend. She completed her Masters of Elementary Education from Indiana Wesleyan University. She was a teacher for 15 years before serving as a Literacy Coach for three years. She is currently beginning her fifth year as the Principal of Knapp Elementary School in Michigan City, Indiana. |
| Mrs. Jeanette Buchanan | Jeanette Buchanan received her Bachelor of Science degree from Anderson University. She received her Master's degree from Indiana University-Purdue University Fort Wayne and also received a concentration in common core elementary math from American College of Education, and a certification in high-ability education from Manchester College. Jeanette teaches for Prairie Heights Community Schools. She has taught first, second, and third grades. For the last two years, she has held the half-time position of elementary math coach. During the other half of the day, Jeanette teaches high-ability math classes to primary students, and she teaches intervention groups for kindergarten students. She also co-coordinates the corporation high-ability program. |
| Mrs. Rachel Davidson | Rachel Davidson works in the Office of English Learning and Migrant Education in the role of English Learning and Migrant Education Coordinator. Rachel earned her BA in Spanish from the University of Georgia and her Masters in English as a Second Language (ESL) Education from the University of North Carolina at Greensboro. Prior to coming to IDOE, Rachel was in Washington Township where she worked as one of two English as a New Language (ENL) teachers at Greenbriar Elementary School, serving over 250 students. She also serves as the President for Indiana Teachers of English to Speakers of Other Languages. Before moving to Indianapolis, Rachel worked as the sole English as a New Language teacher at an inner city elementary school in Knoxville, Tennessee where she piloted a co-teaching instructional model for language acquisition, eventually taking the model school system wide. Working with English learners is Rachel's passion, as she lived in Mexico during her high school years. Her experience in learning Spanish gives her the unique ability to understand the difficulties one faces in learning a new language. |

| Ms. Erica Grove | Erica Grove studied education at Ball State University, graduating with a Bachelor's Degree in elementary education with a technology focus. She works in the Fort Wayne Community Schools. She was a classroom teacher for 11 years (10 in Title 1) and has been an instructional coach for 6 years. She is currently working on National Board Certification. |
| --- | --- |
| Mrs. Lisa Stone | Lisa Stone is currently the Associate Director for the AdvancED Kentucky Managing Office. Lisa has served as an elementary and middle school teacher, elementary Principal, Director of Student Achievement for Fayette County, Elementary School Director for Fayette County, Education Leader for the Kentucky Association of School Councils, and Director of School Improvement for Montgomery County Schools. Lisa is currently pursuing her doctoral degree in Educational Leadership. |
| Mr. Doug Thieme | Doug Thieme is a member of the Indiana Department of Education Outreach Division as the Outreach Coordinator for Region 8 (Northeast Indiana). Doug earned his Bachelor of Science in elementary education from Huntington College and his Master's degree in school administration from Ball State University. Doug began his teaching career at Salamonie School in Huntington County Community Schools where he taught second grade for two years, third grade for five years, and sixth grade math for one year. While teaching at Salamonie, Mr. Thieme was active in coaching middle school football. |

# About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality Standards that cross school

system, state, regional, national, and international boundaries. Accompanying these Standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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# School Readiness Assessment

**Lodge Community School**
**Evansville, Indiana**

**Mass Insight Education | SY 14-15**

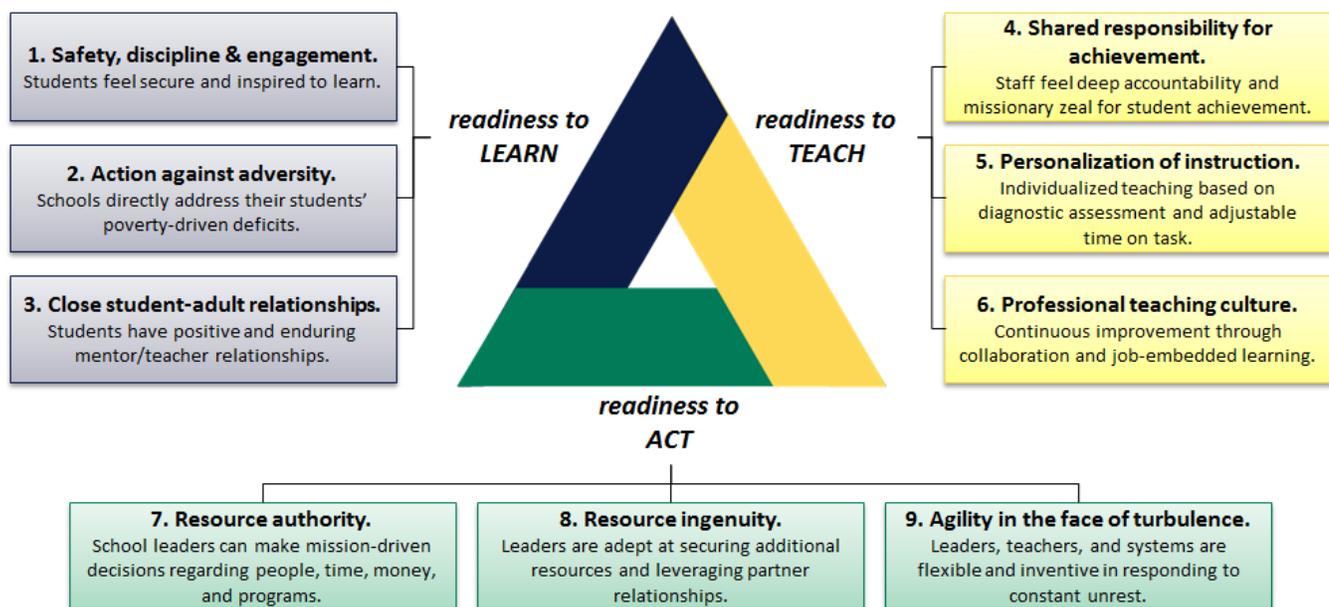| | |
|---|---|
| Site Visit Dates: | April 20-21, 2015 |
| Principal: | Bob Eberhart |
| Assistant Administrator: | Amy Bonenberger |
| SRA Team Lead: | Ami Magunia |
| SRA Team: | Sara R. Shaw, Leah Goldman, Tammy Dexter, Kelsey Wright |
| SRA Report Preparer: | Sara R. Shaw |

*The findings contained in this report are based on the commentary shared by staff in focus groups and interviews, PLC audits, and classroom walkthroughs. As a result, while the information in this report accurately reflects staff perceptions shared with the SRA team, it is possible that some findings do not align with current school practice.*

The mission of Mass Insight Education (MIE) is to dramatically improve, at scale, student achievement in our country's schools by fundamentally transforming state and local education systems, structures, and policies. The School Readiness Assessment (SRA) process executed this year is designed to give the state, district, and school a snapshot of Lodge Community School, especially in relation to prior years and to implementation of this year's identified major levers of change (as captured in the school's strategic school improvement plan). The SRA process provides an assessment of the school's readiness to ensure the success of every student according to the research-based criteria outlined in Mass Insight's High-Poverty, High Performing (HPHP) School Readiness framework. The purpose of the SRA process is to:

- Analyze key background and demographic school data;
- Detailed report of findings from focus groups and interviews with an analysis of any disconnect between information reported by staff with school, PLC and classroom observations
- Assist the school in the prioritization of specific growth areas; and
- Provide high-yield central office recommendations designed to promote organizational excellence and high levels of student achievement.

The SRA is a multi-step process including data and document review and site visits. First, the SRA team gathers and reviews school-specific documents containing information on current programs, plans, and processes. The SRA team uses this information to prepare for a site visit, including drafting a visit schedule and generating questions for follow-up. During the site visit, the SRA team facilitates staff focus groups, conducts one-on-one interviews with select staff members, and visits classrooms to observe instructional practices.



**readiness to LEARN**

**1. Safety, discipline & engagement.**
Students feel secure and inspired to learn.

**2. Action against adversity.**
Schools directly address their students' poverty-driven deficits.

**3. Close student-adult relationships.**
Students have positive and enduring mentor/teacher relationships.

**readiness to TEACH**

**4. Shared responsibility for achievement.**
Staff feel deep accountability and missionary zeal for student achievement.

**5. Personalization of instruction.**
Individualized teaching based on diagnostic assessment and adjustable time on task.

**6. Professional teaching culture.**
Continuous improvement through collaboration and job-embedded learning.

**readiness to ACT**

**7. Resource authority.**
School leaders can make mission-driven decisions regarding people, time, money, and programs.

**8. Resource ingenuity.**
Leaders are adept at securing additional resources and leveraging partner relationships.

**9. Agility in the face of turbulence.**
Leaders, teachers, and systems are flexible and inventive in responding to constant unrest.

## Student Demographics

In SY 2014-15, 467 students are enrolled at Lodge Community School.  Student enrollment has decreased over the past few years, falling from 515 students in SY 2011-2012 to the current enrollment.  Enrollment fell by about 24 students between SY 2013-2014 and the present year.  Student demographics have remained comparable to previous years regarding the number of students eligible for free or reduced price lunches, enrolled in special education, and identified as English Language Learners.

Based on information reported, the school consisted of the following demographics:

- 92.9% of students were eligible to receive free or reduced price lunches[1]
- 20.4% of students received special education services[2]
- 12.4% of students were identified as English Language Learners[3]

The ethnic breakdown of the school in SY 2014-15 is as follows:

- 39.0 % Black/African American
- 18.2 % Hispanic
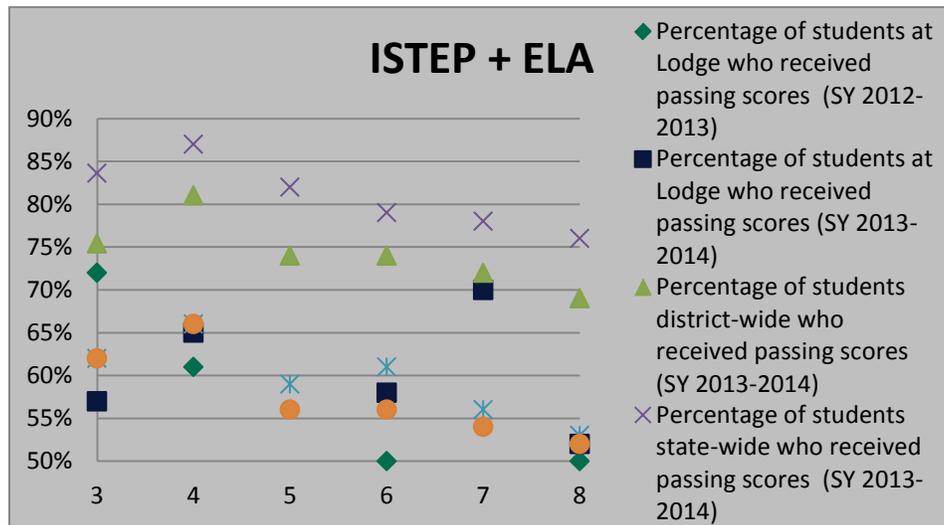- 9.9 % Multiracial
- 28.7 % White/Caucasian

**Student Performance**
Based on 2013-2014 preliminary ISTEP+ data, most Lodge students are performing below state and district averages. The percentages of students who are meeting state standards for proficiency are listed below.
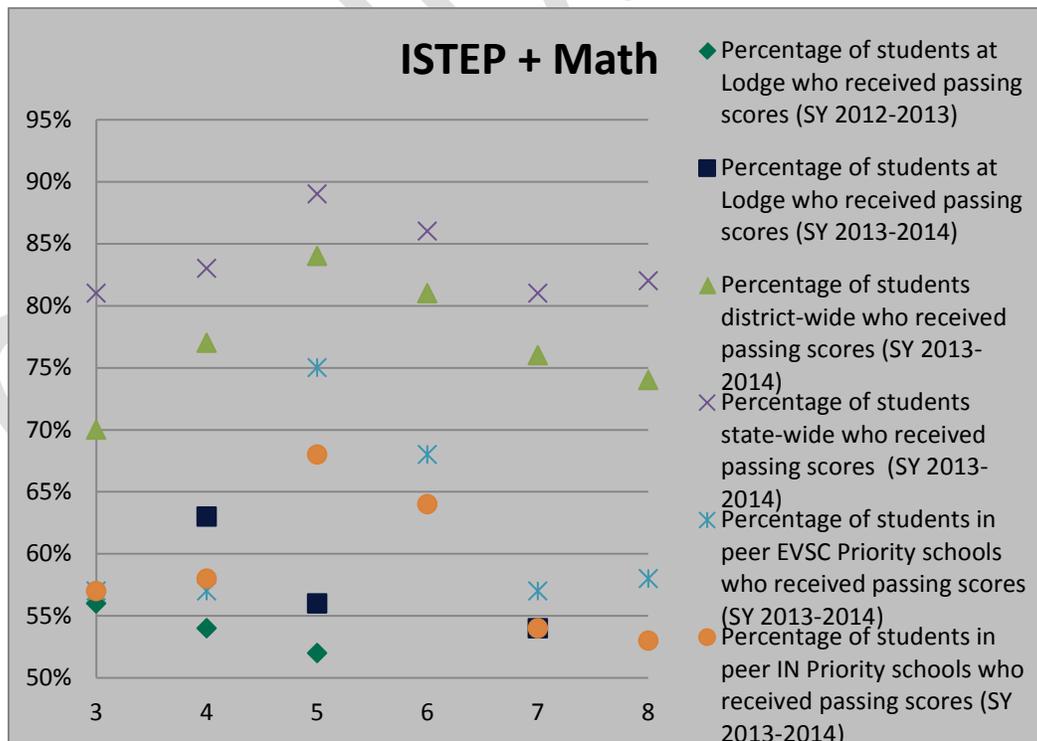
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[1] SY 2014-15 data
[2] SY 2013-14 data
[3] SY 2013-14 data

**ISTEP + ELA**

Legend:
- Percentage of students at Lodge who received passing scores (SY 2012-2013)
- Percentage of students at Lodge who received passing scores (SY 2013-2014)
- Percentage of students district-wide who received passing scores (SY 2013-2014)
- Percentage of students state-wide who received passing scores (SY 2013-2014)

In ELA, students in grades 4-8 increased their scores from the previous year; 7th grade students showed the most growth with a 27% increase.  However, 3rd grade scores fell by 15%.  Students in all grades performed lower than their peers across the district and state. 7th grade students had the smallest gap with scores of only 2% below their peers in the district and 8% below their peers in the state.  However, 5th grade students should be closely monitored as they fall 26% below their peers across the district and 34% below their peers in the state.  Students in all grades performed lower than their peers in EVSC priority schools and students in grades 3, 4, 5, and 7 performed below their peers in Indiana priority schools.  However, 6th grades performed 2% above their peers in Indiana priority schools and 8th graders performed equal to their peers in Indiana priority schools.



**ISTEP + Math**

Legend:
- Percentage of students at Lodge who received passing scores (SY 2012-2013)
- Percentage of students at Lodge who received passing scores (SY 2013-2014)
- Percentage of students district-wide who received passing scores (SY 2013-2014)
- Percentage of students state-wide who received passing scores (SY 2013-2014)
- Percentage of students in peer EVSC Priority schools who received passing scores (SY 2013-2014)
- Percentage of students in peer IN Priority schools who received passing scores (SY 2013-2014)

In math, scores in grades 3 and 8 decreased between SY 2012-13 and SY 2013-14.  8th grade scores fell by 2% during this time while 3rd grade scores fell by 18%.  However, students in grades 4-7 increased their scores between 3-18% during this time.  Students in all grades perform lower than their peers across the district and state.  3rd grade performance should be monitored closely as students performed 32% lower than their peers across the district and 43% lower than their peers across the state. Students in grades 3, 5, 6, and 8 also performed lower than their peers in EVSC and Indiana priority schools.  7th grade students performed 3% below students in EVSC priority schools but performed equally to students in Indiana priority schools.  4th grade students performed 6% higher than students in EVSC priority schools and 5% higher than students in Indiana priority schools.

| Lodge School Data Profile |
| --- |
| Academic Indicators |

### ISTEP+ ELA, by Grade

| Grade | Percentage of students at Lodge who received passing scores (SY 2012-2013) | Percentage of students at Lodge who received passing scores (SY 2013-2014) | Percentage of students district-wide who received passing scores (SY 2013-2014) | Percentage of students state-wide who received passing scores (SY 2013-2014) | Percentage of students in peer EVSC Priority schools who received passing scores (SY 2013-14) | Percentage of students in peer IN Priority schools who received passing scores (SY 2013-2014) |
| --- | --- | --- | --- | --- | --- | --- |
| 3 | 72% | 57% | 75% | 84% | 62% | 62% |
| 4 | 61% | 65% | 81% | 87% | 66% | 66% |
| 5 | 37% | 48% | 74% | 82% | 59% | 56% |
| 6 | 50% | 58% | 74% | 79% | 61% | 56% |
| 7 | 43% | 70% | 72% | 78% | 56% | 54% |
| 8 | 50% | 52% | 69% | 76% | 53% | 52% |

### ISTEP+ Math, by Grade

| Grade | Percentage of students at Lodge who received passing scores (SY 2012-2013) | Percentage of students at Lodge who received passing scores (SY 2013-2014) | Percentage of students district-wide who received passing scores (SY 2013-2014) | Percentage of students state-wide who received passing scores (SY 2013-2014) | Percentage of students in peer EVSC Priority schools who received passing scores (SY 2013-2014) | Percentage of students in peer IN Priority schools who received passing scores (SY 2013-2014) |
| --- | --- | --- | --- | --- | --- | --- |
| 3 | 56% | 38% | 70% | 81% | 57% | 57% |
| 4 | 54% | 63% | 77% | 83% | 57% | 58% |
| 5 | 52% | 56% | 84% | 89% | 75% | 68% |
| 6 | 44% | 47% | 81% | 86% | 68% | 64% |
| 7 | 36% | 54% | 76% | 81% | 57% | 54% |
| 8 | 47% | 45% | 74% | 82% | 58% | 53% |

## Readiness to Learn

Lodge benefits from a beautiful, clean, and safe physical space.  Several focus groups referred to the building as a source of pride for the school and something that sets Lodge apart from other schools in the district.  Students interviewed reported feeling safe and happy at school; some mentioned instances of bullying or cliques but noted that teachers are aware and try to separate students as needed.  Overall, students interviewed expressed high levels of engagement.  Most students described their classes and teachers as fun, although some said that the curriculum was boring.

Many focus groups brought up student behavior in discussion.  Many noted that behavior has improved significantly from previous years.  Others called student misbehaviors "extreme" and gave transgressions like students interrupting or not listening as examples.  Students interviewed reported that their peers act out because of a desire for attention.

Focus groups attributed any success in behavior management to Lodge's PBIS system, which is called "PRIDE."  An administrator described the school's PRIDE system as one that seeks to change student behavior rather than simply punish.  The school community recites the PRIDE promise every morning, pledging to have a positive attitude, respect others, have integrity, and "do your best every day."  Students interviewed were able to recite the PRIDE promise.  Students can earn tickets for exhibiting PRIDE behaviors; at the end of every week, these tickets are entered into a raffle to earn prizes ranging from pencils to gift certificates.  All PRIDE tickets are collected in a whole-school bucket for rewards like a free dress day.

> Teacher focus groups frequently remarked upon student behavior as a concern.  In contrast, classroom and school observations revealed few extreme behavior issues.

The PRIDE ticket system appears to be more motivating to younger students than older ones. Several lower grade teacher focus groups explained that the PRIDE tickets are a great reinforcement to help kids want to learn.  Lower grade teachers reported that students are motivated by both the prizes and the public recognition announcing their achievement in the drawing.    However, upper grade teachers reported that the PRIDE ticket system was not as successful with their students.  Focus groups explained that middle school students need more immediate and tangible rewards.  Many teachers reported success in using individual classroom systems for incentivizing positive behavior.  One teacher described that "[middle school] kids need something they care about, something they can see."  Several focus groups alluded to Lodge's plans to change the PRIDE system at the middle school level next year but were not able to offer specifics as specific planning for this had not begun by the team.

Lodge has loose tiers of consequences for student behavior infractions.  Students interviewed could articulate that consequences ranged from warnings to being sent into the hall to office referrals, depending on the misbehavior.  Encouraged by the administration, some teachers created a buddy system where students could receive a "cool down pass" to go to another teacher's room to diffuse a tense situation. Some teachers reported that they preferred to issue after-school detentions over office referrals.   As one teacher explained, "If you start writing a lot of referrals, it makes you look bad."  Several teacher focus groups also reported a lack of feedback from the administration after sending a student to the office.  The assistant principal acknowledged that this was an area of needed improvement.  Focus groups reported that the assistant principal was in charge of behavior consequences and interventions, and the assistant

Lodge has adopted the "Habits of Discussion" as a school-wide focus. While the Habits were not universally evident within the school, there were individual classrooms and focus groups that demonstrated enthusiasm for them. Lower grade teachers were observed encouraging students to "stretch it out" and form full sentences, while upper grade students reflected that the Habits have helped them express themselves productively.

principal recognized that assuming this responsibility has been a learning process as it was her first year as an administrator at Lodge.

Several focus groups noted that behavior problems increase for upper grades students during unstructured time, such as in the hallways, during restroom breaks, or at recess. Lower school teachers reported being generally satisfied with having established routines for their students during these times but expressed frustration that older students were not as orderly. Teachers reported that at the beginning of the year there were structured lessons about expectations in common areas but some acknowledged that "we didn't practice enough" or noted that the lessons were "in the classroom…not outside and in real life." In response to behavior concerns during recess, the administration removed middle school recess mid-year and replaced it with Intervention/Remediation/ Enrichment (IRE), an intervention block. Interviewed students could largely cite the reasons for recess being removed but complained that it was unfair, punishing whole grades rather than the individuals responsible.

Many focus groups stated that building relationships with students helped improve student behavior. Teachers expressed dedication to the school and the students; one said, "We act like mom and dad to the kids here—they cry on the last day of school." Teachers understood that stability is a key issue in many students' lives and that the students have had a lot of people entering and leaving their lives. Many teachers reported a "whatever it takes" attitude to helping their students. Some reported keeping in touch with students taught in prior years. Students interviewed all felt that they had someone at school who cared about them. Most students cited their teachers, although older students also referred to the counselor.

There are some systems for building relationships with students: some teachers have looped with their classes, while Lodge uses a Check In, Check Out system as a Tier II intervention for students. Focus groups reported that they felt serving as a mentor for the CICO program was "time well spent," although it remained unclear how mentors were assigned to students by the staff. The CICO system uses individual worksheets for students tailored to specific needs. Several teachers reported that, while they felt they knew students in their grade well, it was difficult to get to know students from other parts of the building. Overall, most teachers cited that relationship building happens organically.

Many focus groups noted parent engagement as an area of improvement for Lodge. Teachers reported that it was hard to get in touch with parents, as many phone numbers change frequently. Teachers interviewed described ingenuity in trying to communicate with parents; several reported that they know when to email or text a parent instead of calling, thanks to intentional relationship-building with parents. A couple of focus groups observed an increase in home visits this year as the school continues to attempt some outreach. Lodge has held some events to bring parents to the school, including a K-8 open house, PTA meetings, and an IREAD meeting. Interviewees reported that the PTA has not had a large presence and was dominated by only a few participants in the past. However, interviewees reported that a health fair in October was successful in bringing in over 200 people. Overall, multiple focus groups reported that a lack of parental involvement was holding the school back but did not blame the achievement or learning gap amongst students on parents or families – instead, all teachers interviewed viewed how much more powerful learning would become if the home-school connection was stronger.

In addition, many teachers interviewed were unable to articulate what it means to be a community school. Some teachers acknowledged not having enough time to do proper community outreach, although many expressed the desire to have a stronger sense of school community and to help families feel connected to the school. Lodge has a community site meeting once a month that brings together partners including the YMCA, YWCA, Big Brothers and Big Sisters, Boys and Girl Scouts, and representatives from the Hispanic community. Leadership reported trying to form sports teams in the community through external volunteers and that some churches are available for mentoring. One group noted that the school has a clinic, which could be a great community and student resource, but it is only open once a week. Interviewees reported that there were more after-school programs in the past, attributing the change to difficulties with the schedule, bus timing, and departure of a staff member who formerly coordinated programs. However, the principal expressed optimism that next year will have more community involvement, specifically referring to a teacher who is assuming the role of a family and community liaison.

The school has both a counselor and a social worker who work together to support students in crisis. The counselor communicates with students with immediate needs, tracks attendance, coordinates testing, and serves on the PBIS, EIT, and RTI teams. The Youth First social worker provides resources for students and families coping with a range of issues ranging from deaths in the family to homelessness. Lodge shares a psychologist with various other schools; focus groups reported that it often takes several weeks for a student to obtain an appointment with the psychologist. The social worker tries to fill this gap in the meantime and is able to speak with students daily and share information with the therapist as the latter is available.

Teachers reported that students have high emotional needs. In response to seeing a need in the upper grades for support with life skills, Lodge's social worker meets with classes multiple times a week to teach students how to be successful, set goals, communicate, make decisions, and increase self-efficacy. Focus groups reported that the social worker is in classrooms daily. He and the Title I coach are jointly implementing the Why Try curriculum. Meanwhile, the counselor and social worker together lead the IRE period, which guides students through topics like career planning, college, 21st century scholar programming, attendance, and social skills. Student focus groups reported that there was discussion of high school and college, and most students could describe their academic goals and problem-solving skills. Teachers also reported trying to relate what students are learning to the "larger picture" and helping students to think about college and career goals.

# Readiness to Teach

School and focus group data showed signs of improvement gaining momentum at Lodge, but ownership of the school's vision and goals appears to currently rest solely with the principal. Lodge's principal could state his own focus and direction based on a vision that 100% of 8th grade students will graduate high school and go on to college or pursue a career. He reported that the school is focusing on integrity and value statements, partnering with families and communities, and engaging students with rigorous lessons and a safe environment. In contrast to this clarity, the school's vision and goals appeared scattered in the minds of the staff. Every staff focus group reported different school goals, ranging from "high growth" to "integrity" to being "Blue Ribbon bound." Moreover, interviewees were unclear of the school's specific strategies to move Lodge forward, referring to assessments, data, Habits of Discussion, and staff retention. Perhaps because of this lack of clarity, Lodge may be missing a sense of urgency in its initiatives. Focus groups frequently referred to modifications that will be made next year, but there were few reports of midyear changes.

> Some staff members were observed wearing blue ribbon medals, a nod to the school's goal to become a Blue Ribbon School. Only two interviewees, however, referred to "Blue Ribbon bound" as part of the school's identity. Hallway walls, meanwhile, included some mentions to blue ribbons but also references to "integrity," indicating a scattered understanding of the school's identity.

> *The Lodge school environment reflects a focus on data and goal-setting. Hallways were plastered with individual and school test goals, while class goals were posted on teachers' doors and classrooms had posted data walls. PLC audits also showed teachers focused on data by analyzing student test results, although classroom observations did not reveal teachers referring to data points or goals with their students.*

When identifying potential school levers, many teachers stated that consistency in staff and leadership was important. Other teachers reported appreciating the Habits of Discussion initiative. Older interviewed students echoed this sentiment, saying, "We're learning to express ourselves," and asserting that the Habits make class discussions easier and more interesting. Multiple focus groups referred to using data; one group even asked why the SRA team was not asking more questions around data. Teachers cited using pre-tests, post-tests, checks for understanding, Acuity data, and LDAs regularly. Some focus groups noted that there was a stronger emphasis on data and testing this year due to the requirements of iObservation and the principal's own interest in data. Several focus groups cited that the principal has had individual data chats with every student. Students interviewed were able to describe both their regular goals and their stretch goals.

Students interviewed described some examples of how Lodge celebrates students. Younger students cited Friday celebrations and music playing over the intercom; the principal described doing cartwheels in the halls for 3rd graders when the latest round of Acuity scores came back. However, upper grades students noted a lack of celebrations this year, including fewer pep rallies and dances than in the past. They offered multiple ideas for celebrations that would motivate them, like free dress and the ability to sit wherever they wanted at lunch.

Lodge administrators reported a desire to improve opportunities to celebrate staff in the upcoming year. The principal reported that he currently gives shout-outs to specific staff in the morning announcements and telling teachers individually that he appreciates them.

Regarding other forms of teacher support, focus groups reported having professional development (PD) during faculty meetings; some of this was differentiated for K-4 and 5-8 teachers and some was school-wide.  However, outside of these bimonthly meetings, teachers noted limited professional development.  Some interviewees reported a lack of support in navigating the new standards.  The school offered two sessions on the new standards mid-year.  Teachers reported using their peers for support; although the school has both a Title I coach and a district lead coach, only a few teachers referred to using them for support.  The principal posited that teachers may be shy to reach out to the Title I coach because they do not know her.  Leadership reported that next year there will be two upper grades teachers available as formal teacher mentors.

Multiple focus groups mentioned feedback and classroom observations.  The principal reported that getting into classrooms was a high priority of his; teachers and students echoed that the principal is in classrooms frequently.  Teachers reported that the principal is looking for "I can" statements and actively engaged students.  The principal reported giving feedback through an email walkthrough form and then having the Title I coach directly follow up with teachers to provide support.  It was unclear, however, what the expectations for this follow-up were and how invested the staff was in this type of development and support.  The Title I coach does currently meet weekly with teachers on improvement plans.

Many focus groups stated that teachers at Lodge work well together.  One teacher described this collaboration as being "about survival."  The main structure by which teachers work together is the PLC, although many teachers also reported working with their colleagues outside of designated PLC time.  Teachers meet as PLCs within grade levels during two of the five plan periods per week.  Lower grades have 2-3 teachers per grade level; in 7th and 8th grade, many teachers are "singletons" for their grade/content.  Because of this configuration, upper grade teachers changed their PLC structure to meet in smaller groups vertically instead of as one large cohort.  Related Arts teachers meet together as a PLC, although accounts varied on what the expectations for their time were.

The principal noted that this year's priority was to establish PLC time and proficiency plans for units and that next year the focus will be on getting PLCs to "a higher quality."  The lead coach added that PLCs should include conversation about rigor and instruction, ensuring that teachers are using common formative assessments to drive instruction and guide student learning.  Teachers reported using this time for different things; some mentioned sharing assessments, discussing students, or coordinating their coverage of skills and topics.  Focus groups reported that there is some communication and follow-up submitted from PLCs to the principal.  Interviewees also reported that there has been some PD given around PLCs.   Some teachers reported that PLC time was helpful, while others said it was too long or structured for their needs.  Teachers also reported that often they are required to cover other classes during their plan/PLC time as Lodge has a shortage of substitute teachers.

Teacher focus groups reported some attempts to differentiate instruction, including grouping students by ability and moving students between classrooms based on levels.  Lower grade teachers stated that instructionalists are particularly helpful for differentiation.  Several focus groups noted that increasing rigor in the classroom is still a struggle; some teachers acknowledged that they could use more training on how to write higher rigor questions.  One group mentioned turning to Google for their own research.  Administrators echoed a concern about rigor, noting that teachers have strong content

> Classroom observations indicated that rigor as an area of growth within the school, with TED indicators 2.4, 2.5, and 2.6 receiving the lowest scores on an MIE team walkthrough tool.  These indications aligned with focus group feedback, in which teachers' understanding of rigor was unclear.  Teachers reported the use of various sources (both district and non-district resources) to guide their learning.  Coaches shared that there has been some support offered, but there were questions about how comprehensive and sustained that support has been.

knowledge but that they struggle with questioning strategies and other methods for increasing rigor. Some students reported that their classes were easy, although students in advanced classes said that their work was more challenging. Students interviewed reported having a lot of worksheets and instances of the teacher writing on the board at the front of the classroom. Lodge offers Algebra for 8th grade students, but many teachers noted a lack of enrichment opportunities across the school.

Lodge has an RtI team that meets weekly; the counselor, psychologist, Data Coach, Title I Coach, Lead Coach, and principal sit on this team. No teachers or interventionists are included on this team. Based on decisions made at this meeting, interventionists receive lists of students to pull for small group instruction. All grades have a daily intervention block.

Lodge has a high population of English Language Learners and provides services for ELL students within the school with an interventionist. The school also has three special education teachers: one for grades K-4, one for 4-6, and one for 6-8. Teachers noted that the 5th and 6th grades have a particularly large percentage of students needing special education services. Teachers provide both pull-out and inclusion instruction, but interviewees reported that the school seeks to move to all inclusion in grades 4-8 next year.

# Readiness to Act

Lodge has frequently placed staff strategically.  Interviewees reported that the principal has reassigned teachers to different grades and classrooms based on overall need and trying to address issues.  For example, some teachers were placed in the upper elementary grade classrooms to provide stronger discipline for these grades.  Other teachers were moved to maximize grade-level team dynamics.  The principal also has collapsed classes in an attempt to account for enrollment numbers and moderate class sizes.

However, interviewees also reported some areas where staff could be used more purposefully.  Interventionists do not sit on the RTI team.  Additionally, interviewees reported that the school has difficulty finding substitute teachers, so many teachers and the Title I coach are required to cover classes during their planning periods.  Focus groups also indicated that the Title I coach is not always being used strategically, given the number of disparate responsibilities that she holds and her varied levels of ownership over each.

Focus groups revealed Lodge's attempts to design a new school schedule strategically.  Midyear, Lodge administrators replaced upper grade recess with an intervention period.  Interviewees reported that there are also plans for a significant schedule change for middle school students next year.  Leadership reported communicating with leaders at Glenwood Leadership Academy to learn from their schedule design process.  The assistant principal has been tasked with creating Lodge's new schedule, which will include time for homeroom, an intervention block, 45-minute specials periods and 1-hour blocks for core subjects.  Due to lower and upper grade students having different schedules, the school plans to remove bells next year.  Leadership reported that the schedule changes are being made based on identified needs.

Lodge's principal does not have a lot of extra funds available.  He stated that most of the Title I budget is used for staffing: the Title I coach, school social worker, and interventionists.  Teachers reported that school staff often donates money to cover things like shirts for an after-school club.  Teachers also reported frequently purchasing classroom books and materials using their own funds.

Lodge's principal has some control regarding resource authority.  He expressed pride that he has hired almost all of the staff; focus groups also reported satisfaction that there will be little turnover between this year and next year.  Lodge has adequate technology resources available as well as an E-Learning coach to help the school use technology strategically.  Teachers reported using technology frequently.  However, teachers reported being dissatisfied with a lack of instructional resources.  Several focus groups cited not having enough enrichment materials, textbooks, STEM materials, or books for their classes, although one administrator indicated that it may be more of a problem of distribution than acquisition, given boxes of shipped materials that remain unopened.

Lodge has some systems for promoting internal communication throughout the building.  The principal sends a Monday Message newsletter to staff weekly.  Although there are bimonthly faculty meetings, focus groups said that they have moved towards being less informational and more PD-driven.  Lodge has a leadership team that meets weekly.  This team consists of teachers, assistant principal, principal, and Title I coach.  One teacher represents each PLC, although that does not currently mean that every grade level is represented.  Minutes are recorded at leadership team meetings but are not currently shared with the rest of the staff.  Teacher representatives are expected to communicate with their grade-level peers.  Several teachers referred to learning about new initiatives through "gossip" or hearsay, instead of through formalized communication systems.

*In both classroom observations and PLC audits, teachers demonstrated a developing awareness of how to harness technology most effectively in their work, as they cited the physical number of machines in the building as an issue. In PLCs, teachers could refer to multiple resources to guide their planning and data analysis. Groups navigated the technology resources with varying levels of comfort.*

In general, Lodge lacks many systems for holding and communicating data. The school appears to be slowly shifting toward electronic storage systems, with help from the E-Learning coach. Some focus groups referred to using Google Sites although there was also discussion that this could be better optimized and streamlined for next year. The principal reported relying on his secretaries as the key system for keeping things moving in his building.

Several focus groups reported a tension at Lodge between acting proactively and reactively. Although there were some instances of attempts to be proactive – namely, in reaching out to families, providing Special Education services, and trying to understand community needs—many interviewees expressed that Lodge is "generally reacting to scenarios." Teachers reported that Lodge has reactive structures regarding student behavior, acknowledging that often teachers only learn about a student's needs or circumstances after an incident or referral. Some interviewees also expressed frustration that the school's health clinic is only open one day a week, noting that better access to this clinic could help the school proactively support students.

Interviews also revealed challenges regarding shared leadership at Lodge. Although the school supports a number of teams (including PBIS, RtI, Leadership, and Data), some appeared to be closed to teachers and support staff. The division of roles and responsibilities between the principal and assistant principal was not always clear and left questions about how each administrator's capacity was being maximized. The two administrators do not currently hold set check-ins, nor does the assistant principal join in the coach meetings. Although an interview with the principal revealed that he has a clear vision for the school, teacher interviews showed that teachers and other school leaders do not always understand the motivation behind new initiatives or how they all work together. Teachers reported not knowing why many school actions happen (like assigning check-in, check-out mentors or moving students around RtI groups), stating that when something new happens, "that's just the way it is."

Chronic instability in the school has left leadership teams still grappling to form their identity. The principal spoke of still "getting to know" newer leaders, and other school leaders often seemed content to leave the vision for change in the hands of the principal or the superintendent.

Overall, focus groups expressed optimism about the school's potential for growth. Many focus groups reported that the school has had four assistant principals in four years; leadership noted that teachers craved stability. The principal was optimistic that current staff will stay, citing that only three teachers are leaving this summer.

Based upon a thorough review of documents, observations, and focus groups/interviews, SRA team members developed a set of recommendations including relevant next steps for implementation to assist Lodge Community School and Evansville Vanderburgh School Corporation with a continued upward trajectory for school transformation.  Each recommendation lists actionable next steps with an accompanying suggested timeline.  The timeline indicated marks when an action should *begin*, but many of these next steps will continue over time in sustained implementation.

*Note: For some recommendations, Lodge Community School currently employs some school-wide structures and processes that address the readiness elements; for these areas the SRA team suggested next steps that focus on the fidelity and quality of implementation.*

## Readiness to Learn

| 1. Consider revisions to PBIS structures for students in the middle school grades | | | | |
|---|---|---|---|---|
| **Action Steps** | **Timeline** | | | |
| | **May 2015** | **Summer 2015** | **Early fall 2015** | **Late fall 2015** |
| i. Implement new incentives driven by students.  May include middle school student committee that drafts incentive recommendations. | | | ✔ | |
| ii. Increase the representation of teachers of middle school grades on the PBIS committee. | | ✔ | | |
| iii. Consider selecting a PBIS coach specializing in the middle school grades. | | ✔ | | |
| iv. Hold a competition between middle school grade levels to see who can earn the most points/incentives while they are in the hallways during transition times. | | | ✔ | |
| 2. Set school-wide expectations for physical spaces to promote a positive learning environment | | | | |
| **Action Steps** | **Timeline** | | | |
| | **May 2015** | **Summer 2015** | **Early fall 2015** | **Late fall 2015** |

| Action Steps | May 2015 | Summer 2015 | Early fall 2015 | Late fall 2015 |
|---|---|---|---|---|
| i. Develop school-wide guidelines for posting student work in the hallways (e.g., each class posts current work with aligned objectives and rubrics outside classrooms). | | | | ✓ |
| ii. Communicate school-wide expectations with teachers (e.g., hallway procedures and restroom procedures for students of all grades) and monitor implementation beyond initial implementation. | | | ✓ | |
| iii. Consider posting college and career aspiration displays in common spaces. | | ✓ | | |
| iv. Solicit the support of community partners to create displays related to PBIS and other school initiatives. | | ✓ | | |

| 3. Improve acquisition, access, and coordination of wraparound services for students and families ||||| 
|---|---|---|---|---|
| **Action Steps** | **Timeline** ||||
| | **May 2015** | **Summer 2015** | **Early fall 2015** | **Late fall 2015** |
| i. Hold and maintain a regular check-in between the school social worker, counselor, and principal, with consideration of the assistant principal as well. | ✓ | | | |
| ii. Engage community partners intentionally to provide wraparound services. | | ✓ | | |
| iii. Educate teachers about how they can access wraparound services for their students, either themselves or through the school social worker/counselor. | | | ✓ | |

**Readiness to Teach:**

| 4. Reassess the value, purpose, objectives, and membership of all school-wide committees. ||||| 
|---|---|---|---|---|
| **Action Steps** | **Timeline** ||||
| | **May 2015** | **Summer 2015** | **Early fall 2015** | **Late fall 2015** |
| i. Develop a clear document that outlines the value, purpose, objectives, and membership of all school-wide committees. | | ✓ | | |
| ii. Determine gaps in where distributed leadership may be necessary such as student support through anonymous staff feedback process. | | ✓ | | |
| iii. Solicit direct feedback from staff members on this document. Staff members should be able to provide feedback anonymously and within a specific | | | ✓ | |

| | | timeframe. | | | | |
|---|---|---|---|---|---|---|
| iv. | | Ensure each committee has clear communication protocols in place to ensure transparency of the work of each committee. | | | ✔ | |

**5. Develop a clear instructional vision for the school that clearly identifies how each building leader and supporting lead contributes.**

| Action Steps | | Timeline | | | |
|---|---|---|---|---|---|
| | | May 2015 | Summer 2015 | Early fall 2015 | Late fall 2015 |
| v. | Develop a clear instructional vision that outlines how the following components work together: classroom management and culture, backwards planning and design, standards-based instruction, and professional learning communities. The vision should outline how teams of teachers work through a continuum towards mastery of backwards design. | ✔ | ✔ | | |
| vi. | Assess how the vision contributes to both school-wide and grade-level or content-level goals. Ensure the specific actions to achieve this vision are captured in the school improvement plan. | ✔ | ✔ | | |
| vii. | Identify all of the leadership and supporting leads within the school that may contribute to this vision at both the elementary and secondary levels. | ✔ | ✔ | | |
| viii. | Outline specific roles and responsibilities for all leadership and supporting leads towards this vision. Consider establishing a team that focuses on middle school and another that focuses on elementary. | | ✔ | | |
| ix. | Develop a communication plan to outline for all staff not only the instructional vision but the roles and responsibilities of each member of leadership and support along with how . | | | ✔ | |

**6. Develop systems to monitor the quality of PLC time by each grade level**

| Action Steps | Timeline |
|---|---|

| | | May 2015 | Summer 2015 | Early fall 2015 | Late fall 2015 |
|---|---|---|---|---|---|
| i. | Determine who will own the implementation and monitoring of PLCs. | ✓ | | | |
| ii. | Survey teachers to gather teacher feedback and recommendations for PLC s. | ✓ | | | |
| iii. | Revisit PLC expectations, define desired PLC outcomes, and determine PLC non-negotiables first as a leadership team.  Then communicate to staff. | ✓ | | | |
| iv. | Create systems and tools to monitor PLC desired outcomes to ensure quality use of PLC.  In one example of tying self-identified teacher needs to both support and accountability, if teacher's request is to have more time to create lessons for a unit, the deliverable outcome should be the unit plan created by the grade level team during PLC. | | ✓ | | |
| v. | Consider all possible vehicles to regularly remind faculty of PLC expectations; consider all possible places to revisit specific key messages. | | | ✓ | |

| 7. Increase communication and ownership of all school-wide goals outlined in the school improvement plan | | | | | |
|---|---|---|---|---|---|
| **Action Steps** | | **Timeline** | | | |
| | | May 2015 | Summer 2015 | Early fall 2015 | Late fall 2015 |
| i. | Present school year 2015-16 SIP goals and strategies to staff, building in opportunities to invest them in the goals as part of the presentation. | ✓ | | | |
| ii. | Distill school vision into memorable phrase that will allow it to become an easy touchstone within the school.  Incorporate this touchstone into the school's daily workings: morning announcements, weekly newsletter, etc. | | ✓ | | |
| iii. | In communication of each new initiative, draw an explicit connection between the initiative and the school vision.  In daily work with teachers, encourage them to restate that connection as a continuous check for understanding. | | | ✓ | |
| iv. | Use PLC time to break down school-wide goals into individual classroom goals for teachers to increase individual responsibility for student | | | ✓ | |

| | Action Steps | | | | |
|---|---|---|---|---|---|
| | performance. | | | | |
| v. | Establish milestones for teachers to ensure that they continuously reaching for long-term goals. | | | ✔ | |
| vi. | Implement system to monitor teacher goals.  In one example of a fun method, the school would host an internal competition to improve student scores on formative testing between testing cycles or an attendance competition between grade levels or classrooms. | | | | ✔ |

| 8. | Create staff and student celebrations | | | | |
|---|---|---|---|---|---|
| | **Action Steps** | **Timeline** | | | |
| | | **May 2015** | **Summer 2015** | **Early fall 2015** | **Late fall 2015** |
| i. | Provide regular shout-outs every morning and afternoon during announcements.  Offer the opportunity for teachers and/or students to shout out each other. | ✔ | | | |
| ii. | Hold competitions to recognize classes based on academic and/or PBIS achievement. | | | ✔ | |
| iii. | Provide opportunities for staff to recognize each other at faculty meetings. | | | ✔ | |
| iv. | Create bulletins/displays to celebrate student achievements such as attendance, honor roll, etc. | | | | ✔ |

| 9. Develop systems for project management. | | | | |
|---|---|---|---|---|
| **Action Steps** | **Timeline** | | | |
| | **May 2015** | **Summer 2015** | **Early fall 2015** | **Late fall 2015** |
| i. Determine the key initiatives to be implemented school-wide. | | ✔ | | |
| ii. Develop systems to monitor these key initiatives and all those that contribute to it (assistant principal, title I coach, district coach) | | ✔ | | |
| iii. Schedule regular check-ins with all key staff that contribute to the execution of particular initiatives to determine progress, thought partner on challenges, and remove obstacles. | | ✔ | | |

| 10. Develop systems to improve communication of new instructional initiatives to teachers and staff | | | | |
|---|---|---|---|---|
| **Action Steps** | **Timeline** | | | |
| | **May 2015** | **Summer 2015** | **Early fall 2015** | **Late fall 2015** |
| i. Investigate opportunities to gather feedback on how school-wide communications are interpreted by staff | | ✔ | | |
| ii. Based upon feedback from staff members, re-introduce key messages regarding school-wide initiatives as needed (i.e. connection of school strategies to the SIP) | | | ✔ | |
| iii. Reinforce and regularly communicate key messages to ensure staff is always abreast of most recent changes to new instructional initiatives (i.e. new walkthrough tools, etc.) | | | ✔ | |
| iv. Incorporate new methods of communicating with teaching staff such as increased use of notification boards, placing information directly in teacher boxes, and/or positing information in teacher lounge areas | | | ✔ | ✔ |

# School Quality Review Report:

# Joseph Block Middle School

**Review Date:** April 12-14, 2015

**Address:** 2700 Cardinal Drive, East Chicago, IN 46312

**Principal:** Toni Mitchell

**Review Team:** Teresa Brown, Daniel Bundridge, Ashley Cowger, Robert Guffin, Terry Mucha, Linda Randolph

# 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

## Block Middle School

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. Create and communicate a consistent plan with high expectations for academics and behavior.

2. Communicate and model high expectations for students and staff.

3. Professional development and classroom walk-throughs need to be utilized to improve staff understanding of active learning and student engagement strategies.

4. Relevant and meaningful lessons aligned to College and Career Ready State Standards need to be consistently delivered.

5. Revisit the evaluation process and discuss the expectations for staff; monitor progress of staff and provide regular feedback to staff regarding performance.

6. Provide staff with targeted professional development aligned to needs according to the data collected from formative assessments and observations/classroom walk-throughs.

### Turnaround Principle 3 Instruction:

1. Develop and initiate a minimum of three student centered instructional strategies and implement them building wide to move from compliant student engagement to active student engagement. These strategies should be focused on increasing the rigor and relevance of the lesson plan.

2. Require student friendly standards based objectives to be posted in each classroom and reviewed by teachers with students at the beginning of each lesson. Expect students to be able to state these objectives. Strategize with academic coaches and teachers to institute, in all classrooms, checks for understanding both during the lesson and at the conclusion of the lesson with the use of exit tickets.

3. Begin a professional development activity that consistently (weekly or bi-weekly) looks at current student work to discover individual student deficiencies and fosters discussion of the level of rigor of the work.

4. Begin a building-wide study of differentiated instructional strategies to target various levels of student learning. Begin implementing differentiated instruction in addition to the assignment of targeted interventions during the Success period.

## Turnaround Principle 4 Curriculum, Assessment and Intervention:

1. CCRSS and state curriculum maps need to be analyzed to for an ELA and Math core curriculum that all teachers follow with fidelity. The map should include specific focus skills as well as research-based strategies and interventions.

2. A plan for Tier II and Tier III should be developed and implemented to provide interventions for students who are behind.

3. Create pacing guides and calendars to ensure instruction, intervention, and assessment are all tightly aligned.

4. A literacy steering committee consisting of the instructional coach and effective ELA teachers could provide the support needed to implement the core curriculum, offer professional development to other staff, and ensure that research-based strategies are implemented.

5. Develop a Master Schedule that allows for intervention, enrichment and a common planning time for content area and grade level teachers.

## Turnaround Principle # 1        Title:  School Leadership

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

### Description of Improvement Necessary Areas:

The following areas under principle 1 are deemed for improvement necessary.

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.

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

Actionable Statement: The principal will use data to establish a coherent vision that is understood and supported by 100% of the school community. The principal will develop a plan for consistently monitoring progress toward continuous improvement and provide staff with regular feedback. The principal will create and communicate a consistent set of behavioral expectations for students to maintain a safe, orderly, and equitable learning environment.

### Evidence from Data:

- Surveys do not support a rating of effective due to lack of evidence that the entire school community supports, implements, or understands the school mission.
- Surveys indicate teachers do not feel safe.
- School Improvement Plan does not involve the whole school community (Select staff are responsible for developing the plan and other staff are not part of the development of the plan)
- Walkthroughs are not scheduled and the data collected are not used to plan staff professional development.
- There is no clear professional development plan available.
- Formative assessment data from Acuity is present but not clearly defined for all

### Evidence from Observations:

- The hallways, lunchroom and many classrooms did not have a clear set of procedures or set of expectations being enforced.
- Some classrooms have the vision/mission posted.
- Several classrooms lacked a clear instructional focus and effective research-based strategies were not utilized.
- Student engagement was frequently absent.  In some cases, students were compliant, but rigor was not observed.
- Several lessons observed were not aligned to Indiana's CCR standards.

**Evidence from Interviews:**

- Some staff know about the school improvement plan and other staff indicate they know there is one but they were not involved in the development of the plan
- School Improvement Plan is not consistently referenced and revisited by the whole school community
- Not everyone follows the school mission/vision
- Some staff members are unsure of the development of the plan and who develops it.
- Staff indicated they determine what they teach by, "I do what they (students) respond to." Standards were not utilized in planning in most cases.
- Staff indicated in interviews they do not feel safe or supported. "Everyone passes the buck." "This place is up for grabs."
- Further staff indicated a lack of consistent response when students are sent to the office.

## Description of Ineffective Areas:

The following areas have been rated ineffective and need immediate attention.

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

Actionable Statement: The district will provide the principal with operational flexibility in the areas of: hiring, scheduling, and budget. The principal will communicate high expectations to staff, students and families and implement policies to support and achieve them. The principal will ensure staff are properly trained in the Indiana CCR Standards and monitor the consistent implementation of standards in pacing guides and daily lessons.

**Evidence from Data:**

- Many vacancies have been unfilled for long periods of time, which have caused staff to be understaffed and unable to meet student needs. Some of the most vulnerable students were provided with unlicensed substitutes without the credentials to provide quality instruction.
- English Learner students were greatly underserved. Many, 30+, level 2 and 3 students

were not being served and paraprofessionals were given little if any guidance or support.
- A classroom walk-thru schedule was not available.

**Evidence from Observations:**
- Many areas in the building, including hallways, restrooms, lunchroom, and classrooms were chaotic and lacked order. Many discipline issues were observed.
- Classroom instruction was not consistently aligned to Indiana's College and Career Ready standards.
- Many lessons were observed by evaluators to be lacking rigor, relevance, and student engagement.
- Staff collaboration was limited and a system for regular conversations around common data was missing.
- Very few parents are seen throughout a given school day in the building and very few parents attend school activities.

**Evidence from Interviews:**

- Staff indicated they do not feel safe. Student behavior is listed by many as one of the biggest obstacles preventing instruction and inconsistent policies reinforce the idea that the school is "being run by the students."
- Several staff indicated the principal does not have the support of the staff and the principal seemed to give up after the first few weeks of school.
- Several staff stated that it is difficult to get parents and community involved in the school.
- Staff were not able to articulate a clear understanding of the standards and a pacing guide for the curriculum.

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

In the area of leadership, the following first priorities need immediate attention and should be included in the School Improvement Plan:

1. Create and communicate a consistent plan with high expectations for academics and behavior.

2. Communicate and model high expectations for students and staff.

3. Professional development and classroom walk-throughs need to be utilized to improve staff understanding of active learning and student engagement strategies.

4. Relevant and meaningful lessons aligned to College and Career Ready State Standards need to be consistently delivered.

5. Revisit the evaluation process and discuss the expectations for staff; monitor progress of staff and provide regular feedback to staff regarding performance.

6. Provide staff with targeted professional development aligned to needs according to the data collected from formative assessments and observations/classroom walk-throughs.

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

## Description of Improvement Necessary Areas:

2.1. Block Middle School exhibits a clean environment. Halls are well maintained and there is little clutter in the halls. Teachers are in the hallway attempting to control the students between classes. Although this is done inconsistently.

PBIS has been established as a behavior management system school wide but it is not consistently used in classrooms. Teachers new to the system have not been fully trained so results are inconsistent. Rewards have been instituted but consequences are relatively new to the school. Implementation of PBIS on a more consistent basis would be beneficial for school climate.

### Evidence from Data:

PBIS data shows a marked decrease in the number of referrals as the year progressed. This was attributed to widening the scope of PBIS. The PBIS committee has established guidelines for distribution of rewards. The faculty is attempting to move towards more consistent application of PBIS.

Teacher surveys showed a majority disagreed that the school was safe and orderly with rules consistently implemented. Parent surveys supported the efforts to maintain a safe environment although it must be noted that this is based on only 15 parent replies.

### Evidence from Observations:

Tickets are given by teachers for listed behaviors but no distribution was noted during the time we were present. Teachers were observed using their own methods of discipline during class time.

Negative behaviors in the hallways were still prevalent with teachers attempting to keep order. Several observers noted that the student flare ups were common.

### Evidence from Interviews:

Teachers indicated they understood the minor/major system in place but were often unwilling to refer to the office due to a lack of response. Often students were returned to class the same day even if they had been in a physical confrontation.

2.2. Differentiated instruction was not observed in the majority of classrooms. Rigorous instruction seemed to be lacking for all levels of students, especially in the areas of high ability and language development.

Administrators complete regular observations and walk throughs but it has not proven to have a positive change in the quality of instruction in many classes. Observation feedback is not always provided in a timely manner so the effect on productivity is reduced. Professional development is not connected to observation data.

**Evidence from data:**

ISTEP scores have remained stagnant with little to no growth. Following the cohort groups, the growth has often been negative from year to year. Predictive acuity data is available to most teachers but it is not utilized to change instruction.

**Evidence from observations:**

Many classrooms post their standards and objectives but they are seldom reviewed at the beginning of class. Student engagement is minimal since behavior is interfering with the learning process. A few classes had positive student engagement in their learning tasks but it was sporadic and inconsistent.

**Evidence from Interviews:**

Current textbooks are not available for every class according to teacher interviews. The opportunity to meet with other grade levels to discuss articulation is only completed on an informal basis. Teachers stated that more could be accomplished if there was vertical articulation. Data is studied in meetings but the practice of using this to formulate instruction is not widespread according to test results and interviews.

2.3. The principal, assistant principal, and instructional coach conduct observations and walk throughs with staff members but the results are often delayed, causing them to be less effective. Academically, the staff is provided with data from Acuity but it is often just at the grade level and not for individual students. Data use to inform teaching strategies would be a useful professional development for staff members so data can be utilized in a more effective manner.

**Evidence from Data:**

After walk throughs, the principal sends emails to faculty members noting areas of strengths and weaknesses. She also includes information in her weekly notes to teachers. PBIS committee notes include ideas for improvement of the program and some have been implemented including ISS and after school detentions, staffed by teacher volunteers. ISTEP and Acuity data show little improvement over the last three years with low growth for several groups.

**Evidence from observations:**

When observing student behavior in the halls and classrooms, it was evident that some teachers are striving to control student behavior. Academic excellence is inconsistent in classrooms.

**Evidence from Interviews:**

Many teachers and staff members are not supportive of the principal. They view her as ineffective and inconsistent with student discipline, causing the school to be unsafe. Both teacher and student interviews support this point of view. Parent interviews were evenly divided on this subject.

Staff members requested more immediate feedback from observations so they can implement

strategies in their classrooms. The RtI process seems to be nonexistent, which could be used to benefit all levels of learners.

**Turnaround Principle # 3          Title: Effective Instruction**

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

**Description of Ineffective Areas**

**3.1**     Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.

**Summary:**  Some teachers may post learning objectives, but they lack clarity and are not measured regularly in all classrooms.

**Evidence from Data:** Teacher surveys indicate that objectives are specific, measurable, and communicated with the staff, however, **Evidence from Observations does NOT** support those responses.  Student learning objectives are rarely posted and are not explained to students; those that are posted are not clear and measurable. Due to the lack of curriculum maps or guides there are no aligned lesson objectives.

**Evidence from Interviews:** Some teachers indicated that objectives are not tied to curriculum guides but that they do use Indiana Standards to influence lesson development.  Students are not able to articulate learning objectives.

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

**Summary:** Based on observations, a majority of teachers engage in teacher-centered lessons. Students appear passive or off-task as evidenced by teachers frequently calling for students' attention throughout their lessons.  There is little evidence that instructional strategies are intentionally chosen to meet ALL student learning needs.

**Evidence from Interviews and Classroom Observations** confirms lack of student engagement. One teacher commented during interview that he/she would only be teaching to those that want to learn for the rest of the year.

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

**Summary:** Teachers rarely use checks for understanding, and do not always know where students are in terms of mastering the learning. Some teachers use exit tickets, however, other checks for understanding are not frequently applied throughout the lesson.

**Evidence from Observations:**  No follow up was observed for students who indicated they did not understand.  This was observed frequently by several team members.

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

**Summary:** Behavior expectations in the classroom are not clearly and consistently communicated or reinforced. Lack of mastery of objectives demonstrates low expectations.

**Evidence from Data:** Acuity results are flat from Test One to Test Three. Behavior data suggests students are missing classroom learning frequently.

**Evidence from Interviews and Observations:** Teachers stated during interviews that they do not teach to mastery and SQR team members noted that teachers were unable to articulate building wide strategies. A majority of teachers stated that classroom behaviors consistently impact the ability to adequately teach their lessons.


**Description of Needs Improvement Areas**


3.4 Teachers demonstrate necessary content knowledge.

**Summary:** Although the content was delivered with little rigor and relevance, by and large teachers were accurate in delivering content. Some students were engaged and on task while many were passive and behaviorally inappropriate.

**Evidence from Observation:** All SQR team members commented on the low level of student engagement and the absence of rigor or relevance. Note: Low rigor and relevance lead to increased classroom disruptions.

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.

**Summary:** It is noted that while instructional decisions, such as student groupings for success time are based on data, individual teacher lessons (and the lesson plan template) indicate a focus on whole group instruction. High quality work and meaningful feedback is not evident in the classroom. Behavior expectations are not consistently reinforced.

**Evidence from Data:** A review of the pre and post testing results and success period lessons indicate that differentiated lesson planning does not occur.

**Evidence from Observation and Interviews:** Several teachers articulated that they mainly use only one or two sources (ISTEP previous year results and Acuity data) to inform lesson planning. Some indicated that Acuity was their only source. A few indicated that data only partially informed their lesson plans. Pre and Re Teaching were rarely observed.

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

1. Develop and initiate a minimum of three student centered instructional strategies and implement them building wide to move from compliant student engagement to active student engagement. These strategies should be focused on increasing the rigor and relevance of the lesson plan.

2. Require student friendly standards based objectives to be posted in each classroom and reviewed by teachers with students at the beginning of each lesson. Expect students to be able to state these objectives. Strategize with academic coaches and teachers to institute, in all classrooms, checks for understanding both during the lesson and at the conclusion of the lesson with the use of exit tickets.

3. Begin a professional development activity that consistently (weekly or bi-weekly) looks at current student work to discover individual student deficiencies and fosters discussion of the level of rigor of the work.

4. Begin a building-wide study of differentiated instructional strategies to target various levels of student learning. Begin implementing differentiated instruction in addition to the assignment of targeted interventions during the Success period.

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

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

## Description of Ineffective 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.

4.5 An intervention plan is 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.

Summary:

(4.1)  Some teachers follow basic ELA and Math calendars that are laid out to ensure the appropriate standards are taught throughout the school year, however these are teacher-created and do not provide strategies for differentiation and intervention aligned to standards. Teachers seemed unsure of what they needed to be teaching at specific times. Many teachers noted that they just work from what the instructional coach gives them.  Teachers mentioned that they do not use one curriculum consistently. Some teachers use premade lessons from the internet or ISTEP+ practice packets provided by the instructional coach.  It was noted that this lack of consistency made it difficult for the special education teachers, EL support staff, and instructional assistants to stay aligned with the classroom teachers. It would be beneficial for the school to move forward with the development of comprehensive ELA and Math curriculum maps for next school year.

(4.2) Classroom observations are infrequent and not focused on ensuring the taught curriculum is consistent across content area classes. Teachers submit their lesson plans to both the principal and instructional coach weekly but receive infrequent feedback on lesson plans. There is no system in place for ensuring that the lesson plans provided by the teachers are reflective of what exactly is being taught during the lesson execution. It is recommended that the principal and instructional coach develop a schedule to ensure all teachers are seen via a walk through each week to ensure that the lesson plans provided mirror what's actually being taught during instructional time. Additionally, it's critical that the school lesson planning template include space for differentiated instruction.  This is something teachers need to plan.

(4.3)Assessments and some data is provided to teachers in staff meetings. There is no regular system for teachers to analyze data in both content area and grade level groups due to the lack of common planning time. It was noted that the teachers use multiple forms of assessments such as Acuity and Read 180 but there was variability between teachers in how this data is used to inform instructional planning and intervention.  A few teachers had a strong handle on how to use the data to inform their flexible groups and focus on specific weak

standards in Tier I, core instruction.  It was not clear how data was used to identify needs and inform instruction for Tier II and Tier III interventions.  Teachers could not provide data that demonstrated the interventions were working and struggled to identify specific research based interventions to use for SUCCESS periods.  There was no evidence to support that a Tier III intervention for at risk students was in place.  Solidifying the Tier II and Tier III identification process and administering pre/post assessments would be highly recommended. Additionally, developing a PD structure that teachers can follow during common planning times next school year to help teachers analyze their student data together will help support the identification and intervention process.

(4.4)Some instructional materials appear to be aligned to CCRSS but not aligned throughout the grade levels.  There are great inconsistencies in the ELA materials and curriculum that is being taught.  The school has an outdated curriculum that is available, but many teachers only use supplemental materials. Most of which, they find online.  There does not appear to be a current research-based core curriculum that is implemented throughout the building with fidelity.  Interventions are not aligned to a core curriculum, aside from SUCCESS, and there is no evidence that the interventions being used are working (pre/post assessments). It is recommended that the district look into a current adoption of a core reading program that will be implemented with fidelity.

(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 not developed, planned, monitored, or evaluated for effectiveness based on defined student learning goals.  The school inconsistently follows the 8-Step process which incorporates a SUCCESS period for 30 minutes a day focused on Math.  We were unable to find evidence that research-based interventions had been implemented and that data collection was consistent.  We were unable to identify a Tier III focused intervention for students more than two years below grade level.  It is recommended the school review their use of time and resources to better serve struggling students and build the 2015-16 master school calendar accordingly.

**Evidence from Data:**
- Acuity data
- ISTEP+ historical data
- ECA results
- Educator Ratings/Observation Data
- Staff vacancies

**Evidence from Observations:**
- Reading material and curriculum inconsistencies
- Teacher-created basic curriculum calendars
- Math focus and alignment evident across some classes
- Observed Success Period which is solely focused on math intervention
- Lesson plan format

- Teachers worked with students in a small group but students were receiving the same instruction from group to group. Teachers did not appear to utilize this small group time to provide differentiated intervention or enrichment.

**Evidence from Interviews:**
- Success curriculum calendars for Math
- Staff meeting agendas
- ELA curriculum inconsistencies
- Staff stated that they review current data in team meetings; although the meetings are infrequent or done in passing due to lack of common planning time.
- Teachers stated that in the past they had grouped students based on student needs, but no longer utilize this format.
- Teachers were unaware of the type of interventions taking place for ELA and did not have open communication with IA's and the instructional coach providing this support. Many teachers stated that the Instructional Coach was in charge of planning for ELA interventions, but this largely included putting together ISTEP+ practice packets, not regular interventions for students.

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

1. CCRSS and state curriculum maps need to be analyzed to for an ELA and Math core curriculum that all teachers follow with fidelity. The map should include specific focus skills as well as research-based strategies and interventions.

2. A plan for Tier II and Tier III should be developed and implemented to provide interventions for students who are behind.

3. Create pacing guides and calendars to ensure instruction, intervention, and assessment are all tightly aligned.

4. A literacy steering committee consisting of the instructional coach and effective ELA teachers could provide the support needed to implement the core curriculum, offer professional development to other staff, and ensure that research-based strategies are implemented.

5. Develop a Master Schedule that allows for intervention, enrichment and a common planning time for content area and grade level teachers.

**Turnaround Principle # 5          Title: Effective Staffing Practices**
**Circle the Overall Rating:**     1 Ineffective     **2 Improvement Necessary**     3 Effective     4 Highly Effective

### Description of Improvement Necessary Areas:

Staffing needs have been identified and there must be a sense of urgency in regard to filling the vacancies. Recruitment efforts must be extended. Hiring timelines and processes must be in place so that Block can recruit effective and highly qualified teachers. The building administrators need to provide immediate feedback to staff that focuses on helping to improve classroom management and instruction.

The principal has been at Block for two years. There have been some leadership team and staff changes. The assistant principal has been in place for a short period of time and his focus has been on discipline. The instructional coach has some experience and the math coach was recently hired. The principal monitors general education, Transitions, and Real Choices programs. The 6th grade program is self-contained and the 7th and 8th grade programs are departmentalized. More professional development is needed as well as an increase in collaboration opportunities. There must be a sense of urgency in regard to the removal of chronically underperforming staff. Classroom and school-wide expectations and consequences must be clear and consistently acknowledged. There are vacancies that need to be filled and there are teachers in need of a great deal of support.

**Evidence from Data:**
Evaluation and observation data shows that there are some teachers in need of classroom management and instructional support. Some of the improvement plans reviewed were not adequate to meet the needs of the struggling teachers.

**Evidence from Observations:**
Some classrooms were noisy and students were clearly not engaged in quality instruction. Some of the rooms had substitute teachers. At times, there was a great deal of noise in the hallways, particularly near the lunchroom. There appeared to be an adequate amount of staff present but expectations were not communicated to students regarding expected behavior. There was a lack of classroom management noted in some classrooms.

**Evidence from Interviews:**
- The staffing needs of this school have been identified but administrators have not been able to hire teachers to fill the vacancies. Paraprofessionals in the building feel that they need more guidance in regard to their roles. Some staff members who assist with Success time feel that they are not able to adequately assist the students with Math.
- Morale at Block Middle School is very low. Staff interviews consistently indicated that a major area of concern is discipline, which has a strong impact on the instruction at this school. It was stated that Block's reputation prevents good teachers in the district from wanting to transfer to this school. The staff indicated that the PBIS process was not working effectively at Block. Several staff members indicated that the assistant principal has little time to assist with instruction because of all of the discipline issues at the school. The staff reported they were organizing a "walk out" if things did not change. As a result of this threat, the In School Suspension was initiated. Some teachers say they

have volunteered to help man the room on their prep periods. Teachers indicated a need to have the district assign a person to be responsible for this room.

## Description of Ineffective Areas:

The use of long term, untrained substitutes is ineffective. The principal needs operational flexibility in order to select effective teachers.

New teachers and struggling teachers should be provided with mentors.

There needs to be an increase in the number of highly effective teachers at Block. The principal needs to have the operational control and authority to make placement decisions to develop a staff of effective and highly effective teachers.

Monitoring classroom instruction should be ongoing and a priority. Staff members need to be provided immediate feedback to reinforce or refine instructional practices. The coaches and assistant principal should support this process.

### Evidence from Data:

Data shows frequent teacher absences. Staffing leaves, resignations, open positions etc... have created issues throughout the 2014-15 school year.

### Evidence from Observations:

Several teachers are struggling with classroom management. Some paraprofessionals and security staff also have management issues. A great deal of support is needed.

### Evidence from Interviews:

The sixth grade teachers were moved from Franklin to Block with no opportunity to express their concerns. They indicated that next they will be moved to the elementary schools. These teachers are very frustrated and feel that their opinions do not matter. They feel they are never a part of the decision making process. Usually, at some point in the summer, they are told where to go for the next school year.

Interviews with school and district administrators revealed that in the past the principal did not always have the authority to determine who held teacher positions in the school. Some teachers did not interview for the positions that they received in the building. The current principal has been at the building for two years and has had minimal hiring opportunities. The central office administrators indicated that the principal and her team would be an integral part of future teacher selections. It was also indicated that there have been postings for the vacancies but the district has been unable to find good candidates for the principal to interview. It was stated that it took a while to find someone to fill the math coach position. Recruitment efforts will be accelerated by contacting the education departments at the local universities, hosting a job fair, advertising in newspapers, on line, etc.

The administrators did indicate that they will be partnering with Teach for America.

**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 Highly Effective Areas:
N/A
**Evidence from Data: Evidence from Observations: Evidence from Interviews:**

## Description of Effective Areas:
N/A
**Evidence from Data: Evidence from Observations: Evidence from Interviews:**

## Description of Improvement Necessary Areas:
6.1... The school collects some forms of data in a timely and user-friendly manner to drive some climate and culture decisions.  Systems are in place to review data on attendance, tardies, referrals and suspensions using SWIS, (School Wide Information System) and the PBIS committee.  Families are given notice of special events and participation is not tracked.  Climate and culture surveys are seldom given to all stakeholders throughout the school year to collect data.

Summary:  Develop, disaggregate, analyze, and use climate and culture survey data and communicate this data to all stakeholders.  Utilize this data to make academic and nonacademic improvements and ensure the data is correct.  Increase communication between the school and families through surveys and the development of a school newsletter that can be posted on the school's webpage.  Teachers can also take ownership of the newsletters by asking for grade levels to submit current happenings to help celebrate positive programs that are occurring in their classes.  Consider posting attendance and assessment data in classrooms and hallways to celebrate successes.

**Evidence from Data: Evidence from Observations: Evidence from Interviews:**
- SWIS (School Wide Information  System)
- Disaggregated SWIS/PBIS discipline and attendance data
- AdvancED required surveys
- PBIS committee agendas/minutes
- Scheduled calls
- Interviews
- Observations

6.2...The school has a range of student data collected with only certain forms(Math) presented in a friendly and timely manner.  The school does not have user-friendly data accessible for ELA to drive instruction.  Teachers have access to some data systems and are using them to inform student groupings in Success Time.  Some data protocols are utilized during staff meetings (Math).  The range of data collection differs between classrooms and this data is manually created and analyzed by the instructional coaches.  No data is posted in classrooms or hallways.  Eighty-five percent (85%) of teachers indicate that they use multiple forms of user friendly data and that this data is collected across classrooms.  This is true for Success Time, yet not evident in the general education classrooms.  The survey data does not match the artifacts collected.

Summary: Develop a consistent system for teachers to collect and disaggregate data in a user-friendly format across all content and grade levels. Use this disaggregated data to drive grade level, staff and professional development meetings. Leadership should consider having data meetings with teachers/grade levels after each Acuity assessment and Success cycle. Acuity data organizers must be utilized after each Acuity assessment and must also be monitored by instructional coaches and administration. These organizers need to become part of the assessment culture and developed by the teacher with the "guidance" of the coaches. Build on your data collections and post assessment/behavior data in all areas of the school. Utilize your assessment collection and review methods for Success in the general education classes.

**Evidence from Data: Evidence from Observations: Evidence from Interviews:**
- Data binder
- Success binder
- Turnaround Principle 6 binder
- Data room
- Success pre/post data
- Math/ELA teacher data binders
- Interviews
- Observations

## Description of Ineffective Areas:
6.3...The school has a master schedule with core classes scheduled along with a Success Time for students to receive intervention/enrichment time in math. There is not a specific schedule and process embedded into the master schedule that allows for the analysis of formative assessment data. Only 45% of teachers indicated that they have systematic collaboration time to review data. There are two instructional coaches that collect Acuity data and "coach" teachers on the results with little ownership from teachers. Professional development is very loosely linked to the needs of teachers so that they can improve instruction in order to increase student achievement. Leader walk-throughs are not scheduled which doesn't allow for instruction to be monitored on weekly or daily bases.

Summary: The master schedule needs to have built-in collaboration time (PLC's) that are data driven and that will also allow for horizontal/vertical collaboration. A collection method for these PLC meetings needs to be developed. This collection method will enable the staff (PLC's) and leadership to communicate and also will allow leadership to monitor the PLC meetings. Professional development must be systematically linked to student data and the needs of all staff members through the collection of multiple sources of data. Develop and utilize a professional development calendar based on assessment and evaluation data to strategically plan for the year and adjust as needed based on current data. Develop a walk-through schedule that enables an instructional leader to observe instruction on a daily bases. This can be accomplished by identifying uninterrupted time each day that is a non-negotiable and is communicated to both internal and external stakeholders.

**Evidence from Data: Evidence from Observations: Evidence from Interviews:**
- Interviews

- Survey
- Master schedule
- Success time schedule
- Instructional coaches calendars
- Observations
- Cycle groups

## **Actionable Statement:**
Develop surveys for students, staff and parents that are sent out two/three times a year
Develop a system for teachers to use Acuity data organizers
Develop a master schedule with grade level/content collaboration time
Develop a professional development calendar and walk-through schedule

**Turnaround Principle # 7**          **Title: Effective use of Time**
**Circle the Overall Rating:** 1 Ineffective <mark>2 Improvement Necessary</mark> 3 Effective  4 Highly Effective

## Description of Improvement Necessary Areas:

7.1 -2 The master schedule is developed with the counselor and principal but is not structured to meet the needs of all students. Teacher collaboration time is not possible with the current schedule, making articulation difficult.

**Evidence from Data:** Teacher surveys indicate that the master schedule does not meet the learning needs of all of the students. There is no indication that high performing students are given the enrichment necessary to grow academically.

**Evidence from Observations:**
The master schedule reflects time built for Success in the area of Math. There is a transition group for students who are two or more years behind academically. There is not a purposeful time for teachers to work on Language Arts interventions except at the seventh grade level. Teachers indicated a lack of planning for all levels of learners including high ability students.

**Evidence from Interviews:**
Teachers often do not know their teaching schedule until the beginning of the school year. This practice does not allow them to purposely plan for their courses over the summer. There are limited interruptions from the office during academic times. Teachers report that class time is generally free from distractions outside of their classroom.
There are few, if any, times on the calendar for teacher collaboration time. Teachers use informal methods to discuss academic standards and practices with each other. On a professional development day, teachers had some collaboration time and rated it one of their most successful in-service times.
Some subject specific teachers share a plan period with other grade levels but there is no purposeful planning or collaboration for this time. Teachers need guidance on ways to proceed with collaboration with their subject area colleagues.

# Turnaround Principle #8  Title:  Effective Family and Community Engagement:

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

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.

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.

## Description of Improvement Necessary Areas:

Block is a clean facility with security throughout the building.   There is a full time parent liaison with a small parent room.  Parents need to be well informed about student progress and attendance throughout the school year.  Encourage more parents to become involved with the parent organization.  Additionally, parents should be given opportunities to be more involved in the decision making process.  Actively seek more parent representation from the various feeder school communities.   Consider reaching out to business and religious leaders in order to help increase community engagement.  Staff members should help bridge the gap between school and home.   Continue to provide workshops with an academic focus and work to increase parent participation.  Seek mentoring opportunities.  Students who are struggling academically and socially should have a network of support.  Family surveys and community provider surveys should be utilized.

**Evidence from Data:**
- Parent Room Workshops' Data (Agendas/Sign In Sheets)
- List of family/community engagement activities and attendance
- Parent Use of Online RDS
- Back to School Orientation Sign In Sheets
- Review of Title I Parent Involvement Documents
- Communities in Schools Program

**Evidence from Observations:**
- Few Parent Volunteers in building
- Social Worker Support Services available
- Review of Meeting Agendas
- Review of Sign In Sheets
- Active Communities in Schools after school program

**Evidence from Interviews:**
- Staff feels that fewer parents are involved this year.
- Staff feels that students come from many communities and the school must make an effort to reach out to all parents.

- Parent conferences scheduled as needed or by parent request.
- Communication with parents via telephone, letters home, email.
- Parents are not involved in decision making. They are concerned that the board makes major decisions about their school and they find out about the decisions later.
- Building administrators feel that they need a parent liaison who can communicate more effectively with parents.
- Parents feel it is difficult to get in touch with teachers. There are concerns about the special and general education populations.
- Some parents do not feel that the school is safe. It was reported that the police don't try to stop the fights. Parents feel that about 75% of the students do not respect authority. Gang activity is reportedly on the rise at Block.
- Parents have expressed concern regarding students' behavior in some classrooms.
- The parents interviewed do not volunteer at the school.
- Parents indicated they receive report cards but no progress reports.
- Parents acknowledged the grade web site but only half of those interviewed have looked at the grades.
- Most school phone calls are regarding school closings, absences and field trips.
- Some parents expressed low expectations.
- Parent feels that the state needs to help because the situation is out of the control of the administrators and teachers.
- School needs more support from businesses, churches and community agencies.

**Actionable statement:**

Encourage more parents to become involved with the parent organization. Additionally, parents should be given opportunities to be more involved in the decision making process. Actively seek more parent representation from the various feeder school communities. Consider reaching out to business and religious leaders in order to help increase community engagement.

# School Quality Review Report:

# George H. Fisher #93

**Review Date:** May 11-13, 2015

**Address:** 7151 E. 35$^{th}$ Street, Indianapolis, IN 46226

**Principal:** Amanda Pickrell

**Review Team:** Teresa Brown, Ashley Cowger, Starr Hairston, Davin Harpe, John Wofe, Pam Wright

# 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

## George H. Fisher School 93

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. Create and communicate a consistent plan with high expectations for academics and behavior. There is a need for unified systems and expectations for curriculum, instruction and student behavior.

2. Communicate and model high expectations for students and staff.

3. 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.

4. The newly hired principal should have the experience, ability, and skill set to lead the turnaround effort.

5. It will be important for the new principal to serve as a positive role model and a cheerleader for the school. Leadership is a critical need for this school.

### Turnaround Principle 2 School Climate and Culture:

1. The district should make every effort to hire an experienced instructional leader who has the skill set to build relationships at this school. This is critical.

2. Routines, procedures, and expectations need to be determined and shared from one voice to establish a common mission, vision and purpose for all staff members. This is a divided staff that needs to come together again and work as one unit for their students.

3. A research-based behavior intervention program needs to be implemented with fidelity.

4. Staff needs to be provided professional development to assist them with deescalating student disruptions. Teachers are generating hundreds of referrals resulting in excessive loss of instructional time for students.

## Turnaround Principle 3 Instruction:

1. Invest in creating effective teachers. There was not a literacy coach in the building this year to support and develop instructional effectiveness. Ensure there is a professional development plan to improve the instructional effectiveness and development of the teacher's capacity to improve student learning. Provide job embedded professional development linked to teacher observations, formative assessment results and school improvement goals. Utilize effective, instructional coaches and literacy coaches to model best practices in reading, writing and math and demonstrate how to use data to drive planning, instruction, and interventions.

2. Ensure teachers have a rich supply of a variety of appropriate reading materials for their students to work on high accuracy, fluency, comprehension, vocabulary and complex skills.

3. Increase the time spent on reading and writing (guided reading, independent reading, social studies and science reading). There was some math instruction and math packets, but the reading block was not evident. Ensure teachers are being monitored for implementation of effective lesson plan design with an instructional framework infused into every lesson. This would include intentionally planning for student differences and small group instruction to strategically target the needs of all students.

4. Ensure teachers are actively teaching and effectively modeling. Teachers did not demonstrate a readiness for teaching and student learning. Student learning objectives were not consistently clear or measurable. The lessons were not aligned to the new, rigorous College and Career Ready standards. There were some attempts to make the content relevant to students; however, the lessons were not rich, highly engaging or teaching the skills and strategies students need to be successful (de-coding strategies, problem solving strategies, composing strategies, discussion strategies, multiple-response strategies,...)

5. On-going formative assessments of student knowledge, skills and understanding of the curriculum will leverage efforts to differentiate instruction. Student learning data is

shared, but it is not being used to inform the teacher's selection of instructional strategies. Teachers did not have a clear understanding of how to embed interventions into their instructional plan.

# Turnaround Principle #   1        Title:  School Leadership

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

## Description of Improvement Necessary Areas:

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.

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

Actionable Statement: Continue to develop and communicate high expectations to students, staff, and parents through multiple lines of communication: newsletters, updated website, phone calls, social media, etc.

**Evidence from Data:**

- There was a large decrease in ELA ISTEP grade 3 scores between 2012-13 (61.1%) and 2013-14 (39.1%).
- There was a large decrease in Math ISTEP grade 3 scores between 2012-13 (56.4%) and 2013-14 (43.5%).
- There was a -1 penalty in the growth model for math for Overall Group with Low Growth.
- No AMO targets were met for any subgroup in ISTEP ELA or Math.
- There was a decrease in IREAD scores between 2012-13 (66.1) and 2013-14 (54.8) and again in 2014-15 (46.2%).

**Evidence from Observations:**

- The mean scores among all 22 classrooms observed were as follows: Classroom Environment was 2.5, Classroom Culture was 2.4, Behavior Management was 2.5, Instructional Execution was 1.9, and engagement was 2.0. A 2.0 score is "Improvement Necessary," and anything below 2.0 is "Ineffective."
- The principal has some documentation on some of the consistently underperforming staff.
- The principal does not plan or provide professional development that is linked to teacher evaluation, learning outcomes, or school-wide goals.
- The principal provided district interview protocols that were in place for hiring staff and has used traditional channels and procedures to recruit new teachers.
- While interview questions existed for different positions, the principal did not provide a clear selection process for matching staff to specific position expectations.
- The principal ensures family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports, and report cards.
- The principal reported having some partnerships with support services and organizations in the community, and some of the people involved with these partnerships were observed working with students.

**Evidence from Interviews:**

- There was little or no evidence that teachers receive instructional feedback from the

principal that impacts practice.
- Staff members indicated that the principal is rarely in their classrooms. Some staff members indicated that their minimum number of evaluations had not yet been met as of May 12 and 13.
- Teachers reported getting feedback from their colleagues, but not always from the principal.
- Staff members admitted to not understanding who was in charge – the principal or Project Restore.
- Staff members repeatedly reported a tense, hostile, and/or non-collaborative relationship between the principal and Project Restore.
- Staff members indicated that limited practices of utilizing data were tied to Project Restore and usually not the principal.
- The principal read and provided comments on PLC forms but did not set expectations nor monitor teacher collaboration time to ensure it was focused on improving instructional priorities. There were no specified times or meeting locations for PLCs, and the principal did not attend them.
- Parents only receive additional information about students when they are failing or in behavioral trouble.

## Description of Ineffective 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.

Actionable Statement: The principal will use data to establish a coherent vision that is understood and supported by the school community. The principal will develop a plan for monitoring progress toward continuous improvement. The district should create unified systems to support curriculum, professional development, and student behavior. The new principal that will be

hired should have the ability to lead the turnaround effort. It will be important for the new principal to serve as a positive role model and a cheerleader for the school.

**Evidence from Data:**
- Some data were posted in the conference room, but no evidence of a comprehensive diagnosis of the school's strengths and weaknesses was provided or observed.
- The principal does not point out or use data to identify school-wide instructional practices for improvement.

**Evidence from Observations:**
- Decision making on student achievement was not influenced by a clear vision, mission, or core beliefs. Classrooms implemented Project Restore strategies and expectations with varying degrees of fidelity.
- Teachers were observed as having minimal lesson objectives and instructing without a sense of urgency. More class time was spent on directing behavior instead of redirecting with engaging, meaningful lesson content. Affirmation and praising of students was rarely observed anywhere in the school.
- While many teachers reported sending home weekly progress reports, there were no clear benchmarks to monitor student progress.
- A clear and consistent student behavior system has not been put into place. Teacher responses to behavior tended to vary from classroom to classroom.
- Data on attendance, tardies, office referrals and suspensions was not readily available or monitored.
- The principal enables teachers to develop independent lessons that are not systematically linked to standards. While the principal collects lesson plans frequently, classroom observations and opportunities for instructional feedback are infrequent.
- There is not a calendar developed that includes professional development, teacher team meetings, or common meeting times.

**Evidence from Interviews:**

- Staff members repeatedly stated there was no vision for the school and that they did not know who was in charge of things such as professional development.
- Comments from staff members included low expectations for behavior and achievement. Many stated they felt overwhelmed and confused about the direction of the school.
- Several staff stated that it is difficult to get parents and community involved in the school.
- Staff members repeatedly stated they assumed the principal completed the school improvement plan and that it had been rarely referenced.
- Teaches reported getting ideas from each other or Project Restore, but no school-wide calibration of learning expectations and teaching practice was evident.
- The principal noted adults displaying low assumptions about student potential and was upset that staff members were "yelling at kids."
- The principal expects grade level teams to meet in PLCs but does not monitor proper implementation or ensure teachers focus on formative assessments and data-based instructional decisions.

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

1. Create and communicate a consistent plan with high expectations for academics and behavior. There is a need for unified systems and expectations for curriculum, instruction and student behavior.

2. Communicate and model high expectations for students and staff.

3. 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.

4. The newly hired principal should have the experience, ability, and skill set to lead the turnaround effort.

5. It will be important for the new principal to serve as a positive role model and a cheerleader for the school. Leadership is a critical need for this school.

# Turnaround Principle # 2    Title: School Climate and Culture

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

## Description of Ineffective Areas:

2.1.    The school community supports a safe, orderly and equitable learning environment.

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:

While student behavior data indicated an improvement at the beginning of the school year, second semester data reflects an increase in discipline referrals. Additionally, there are several classrooms consistently with high numbers of students being removed and sent to the Project Restore room. 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. Project Restore protocols require teachers to post "promote" and "retention" student lists in each classroom. The review team had serious concerns about this practice and the potential violation of FERPA.

### Evidence from Interviews:

Teachers indicated a decrease in serious behavior offenses, such as fighting, from last year. Staff members had some serious concerns regarding the school's climate and culture. Staff interviews revealed the staff are divided and have been caught in the Project Restore vs. Principal battle. The staff stated they do not know who is in charge and the climate has greatly impacted their ability to be supported or know expectations of them. Additionally, routines, procedures and expectations have not been applied consistently in the building. Staff indicted a great deal of tension and drama and stated the culture is not healthy. Rather, the power struggle has divided the building and caused staff to feel insecure.

During interviews, staff members often blamed one another, administration, Project Restore etc... This failure to take responsibility for the condition of the building and for the lack of student progress in academics and behavior was a consistent message the review team received during many interviews with teachers, parents, para professionals, supplemental staff, and the principal.

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

1. The district should make every effort to hire an experienced instructional leader who has the skill set to build relationships at this school. This is critical.

2. Routines, procedures, and expectations need to be determined and shared from one voice to establish a common mission, vision and purpose for all staff members. This is a divided staff that needs to come together again and work as one unit for their students.

3. A research-based behavior intervention program needs to be implemented with fidelity.

4. Staff needs to be provided professional development to assist them with deescalating student disruptions. Teachers are generating hundreds of referrals resulting in excessive loss of instructional time for students.

## Turnaround Principle 3:       Effective Instruction

**Circle the Overall Rating:**

<mark>1 Ineffective</mark>    2 Improvement Necessary 3 Effective    4 Highly Effective

**Description of Ineffective 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.

**Summary:**

3.1 Teachers may post learning objectives, but they lack clarity and are not measurable. Students are unable to articulate the learning objectives. The "taught" curriculum does not match the new, rigorous College and Career Ready Indiana Academic Standards.

3.2 Teachers demonstrate little variation in their instructional and response strategies with minimal student engagement. There is little evidence to show that the instructional strategies are intentionally chosen to meet student learning needs.

3.3 Teachers teach the lesson without monitoring if students are mastering the lesson objective. Teachers move on to the next lesson without checks for understanding. There are inadequate interventions in place for students who do not master the learning objective. The leadership monitors instruction infrequently and has not focused on ensuring effective student learning.

**Evidence from Data:**

*   District curriculum and pacing guides
*   Lesson plan template
*   Instructional Improvement Plan
*   PLCs (meeting notes)

**Evidence from Observations:**

Overall classroom observation ratings indicating *effective/highly effective* in the following areas:

*   In 19% of the classrooms, the lesson objectives were aligned, posted and referred during the lesson;
*   In 14% of the classrooms, students were able to articulate the lesson objective and its purpose;
*   In 30% of the classrooms, teachers provided real-life scenarios and made relevant connections;
*   In 15% of the classrooms, teachers asked higher level questions and provided higher level tasks to assess learning;
*   In 15% of the classrooms, students are provided differentiated instruction and differentiated tasks;
*   In 30% of the classrooms, the teacher consistently checked for student understanding and adjusted the lesson as needed

**Evidence from Interviews:**
- Lesson plans
- Project Restore math focus
- Need for a literacy coach
- Peer tutoring
- CFUs worksheet
- Weekly bulletin with instructional articles
- Modeling during staff meeting with low engagement/participation from teachers

**Description of Improvement Necessary Areas:**

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.

**Summary:**

3.4 Teachers rely heavily on text to deliver lessons. The content is being delivered with little rigor or relevance for students. Some students are engaged and on task, while others are passive or confused.

3.5 Teachers base instructional decisions on few sources of evidence. The changes to instruction do not adequately address student learning needs. Data are used in some teacher meetings, but is not a standard in every meeting. The principal may share the data with the staff, but there is not an effective data review to drive instruction. There is little to no evidence of readiness for learning through effective lesson plan design.

3.6 High quality work and meaningful feedback are not evident. Behavior expectations are not clearly communicated or consistently reinforced.

**Evidence from Data:**
- PLCs (notes)
- Survey
- District pacing guides
- Lesson plan template
- Walkthrough observations
- Project Restore classroom data

**Evidence from Observations:**

Overall classroom observation ratings indicating *evident* in the following areas:
- In 41% of the classrooms, students are actively engaged in the learning activities (beyond compliance)
- In 36% of the classrooms, students are interested in the content by interacting/reacting to the material personally

- In 20% of the classrooms, students are able to articulate the real-world connection to what they are learning
- In 29% of the classrooms, students have multiple opportunities to discuss material with others

**Evidence from Interviews:**
- Student interviews
- Project Restore common assessments and rubrics
- Lesson plans
- Teachers shared they do not teach science or social studies and that the focus is on math.

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

1. Invest in creating effective teachers. There was not a literacy coach in the building this year to support and develop instructional effectiveness. Ensure there is a professional development plan to improve the instructional effectiveness and development of the teacher's capacity to improve student learning. Provide job embedded professional development linked to teacher observations, formative assessment results and school improvement goals. Utilize effective, instructional coaches and literacy coaches to model best practices in reading, writing and math and demonstrate how to use data to drive planning, instruction, and interventions.

2. Ensure teachers have a rich supply of a variety of appropriate reading materials for their students to work on high accuracy, fluency, comprehension, vocabulary and complex skills.

3. Increase the time spent on reading and writing (guided reading, independent reading, social studies and science reading). There was some math instruction and math packets, but the reading block was not evident. Ensure teachers are being monitored for implementation of effective lesson plan design with an instructional framework infused into every lesson. This would include intentionally planning for student differences and small group instruction to strategically target the needs of all students.

4. Ensure teachers are actively teaching and effectively modeling. Teachers did not demonstrate a readiness for teaching and student learning. Student learning objectives were not consistently clear or measurable. The lessons were not aligned to the new, rigorous College and Career Ready standards. There were some attempts to make the content relevant to students; however, the lessons were not rich, highly engaging or teaching the skills and strategies students need to be successful (de-coding strategies, problem solving strategies, composing strategies, discussion strategies, multiple-response strategies,...)

5. On-going formative assessments of student knowledge, skills and understanding of the curriculum will leverage efforts to differentiate instruction. Student learning data is shared, but it is not being used to inform the teacher's selection of instructional strategies.

Teachers did not have a clear understanding of how to embed interventions into their instructional plan.

**Actionable Statement:**
Ensure teachers are provided professional development consistently throughout the year on research-based, rigorous effective instruction in literacy and math to improve instructional growth and development of teachers.

# 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 aligned to Indiana Academic Standards 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
- Amplify mClass DIBELS, TRC and mathematics scores
- SRI
- Project Restore mathematic and writing data
- Math ISTEP+ scores indicate an increase in grades 4, 5 and 6 during the 12-13 and 13-14 school year.
- Grade 3 Math ISTEP+ experienced a 13% decrease in students passing during the 2013-14 school year.
- English/Language Arts ISTEP+ scores indicate an increase in grades 4, 5 and 6 during the 12-13 and 13-14 school year.
- Grade 3 English/Language Arts ISTEP+ experienced a 22% decrease in students passing during the 2013-14 school year.
- 46.2% of the student population passed IREAD3 during the 2014-15 school year.
- 21.6% of the student population in grade 4 passed ISTEP+ Science during the 2013-14 school year.
- 15.8% of the student population in grade 6 passed ISTEP+ Science during the 2013-14 school year.
- 16.2% of the student population in grade 5 passed ISTEP+ Social Studies during the 2013-14 school year.

**Evidence from Observations:**
- Data posted
- District curriculum guides  are aligned to Indiana Academic Standards
- Objectives posted: I can statements or Indiana Academic Standards in some classrooms
- Reading material and curriculum inconsistencies
- Project Restore math curriculum
- Observed data posted in main hallway.

**Evidence from Interviews:**
- Teachers indicate that principal observes classrooms infrequently

- Teachers do not follow district pacing guides consistently
- Teachers assess students frequently, but do not understand how to use the data for data driven instruction
- Teachers stated that they review data and lessons during grade level PLC's
- Project Restore math curriculum doesn't follow the district pacing guide
- PLC agendas/minutes
- ELA curriculum inconsistencies
- Interventions are sporadic and not effective
- Science and social studies content areas are randomly taught throughout the building
- Teachers submit weekly lesson plans to principal by Sunday/6:00 P.M.
- No professional development aligned to Indiana Academic Standards has been offered


Summary:

(4.1 and 4.2) <u>Mathematics</u>: K-1 teachers have access to the quarterly pacing guides developed by the district and grades 2-6 follow Project Restore calendars that are designed to guide instruction prior to ISTEP+ administration. Teachers were aware of the alignment discrepancy between Project Restore calendars and the district quarterly pacing guides. It would be beneficial for the school to check the alignment between the Project Restore calendars and the district quarterly pacing guides prior to the start of the 2015-16 school year. <u>English/Language Arts</u>: K-6 teachers have access to the quarterly pacing guides developed by the district. Teachers mainly used SuperKids and Reading Wonders as a resource. Teachers used a variety of random materials for reading instruction. It was noted that this lack of consistency make it difficult for the use of the scaffolding scope and sequence provided for the core programs. It would be beneficial for teachers to utilize their core scope and sequence in order to build the foundational skills of reading. The school should investigate and determine any alignment gaps that could evolve between K-2 SuperKids and 3-6 Reading Wonders. It would be beneficial for all teachers in the school to follow the E/LA pacing guides created by the district for the 2015-16 school year.

(4.2) Science and social studies content instruction wasn't evident throughout the school. Teachers should incorporate core content within their reading block.

(4.3)Teachers verified assessments are provided and data is randomly utilized to guide instruction. Flexible small group instruction was missing in core instruction. Tier 1 mainly consisted of whole group instruction. It was not clear how data was used to inform instruction for Tier II interventions. Teachers couldn't provide data that demonstrated the interventions were working and struggled to identify specific research based interventions. There was no evidence to support that a Tier III intervention for at risk students was in place. RtI Tier instruction and the use of classroom observation data to drive professional development would be highly recommended.

(4.4) The school provided the standards aligned E/LA and mathematics quarterly pacing guides and Project Restore calendars for math. There are great inconsistencies in the materials and curriculum that is being taught. There does not appear to be a research based core curriculum that is implemented throughout the building with fidelity in reading or mathematics.

Interventions are not aligned to a core curriculum and there is no evidence that the interventions being used are working. It is recommended that the teachers 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
- Amplify mClass DIBELS, TRC and mathematics scores
- SRI
- Project Restore mathematic and writing data
- ISTEP+ historical data for E/LA, mathematics, science and social studies

**Evidence from Observations:**
- Teachers utilized whole group instruction for all subject areas.
- Teachers did not appear to utilize small group instruction.
- Differentiated intervention or enrichment wasn't evident.

**Evidence from Interviews:**
- Teachers stated that random interventions take place during intervention time.
- Intervention time wasn't consistent throughout the building.
- Many teachers stated that they were unsure if the intervention was working.
- Interventions are sporadic and not effective

Summary:

(4.5) The school doesn't have a structured RtI schedule in place. Teachers reported that they provide Tier 2 and 3 instruction during the day. Teachers couldn't identify research-based interventions. School observations were unable to identify a Tier III focused intervention for students more than two years below grade level. It is recommended the school review their use of time and resources to better serve struggling students.

**Actionable Statement:**

Instructional priorities that need to be established for the Turnaround Principle #4 Curriculum, Assessment, and Intervention System are:
1. Evaluate the math alignment of Project Restore and the district quarterly pacing guides.
2. Utilize the scaffolding scope and sequence of the core reading programs with fidelity (SuperKids and Reading Wonders).

3. Clearly communicate the need to provide intentional direct and explicit instruction of the big five components: phonemic awareness, phonics, vocabulary, fluency and comprehension
4. Provide professional development training opportunities for differentiated instruction.
5. Carefully link Response to Intervention lesson outcomes to core instructional practices.
6. A plan for RtI Tier 1, 2 and 3 should be developed and implemented.
7. Evaluate curriculum needs for core subject areas and Response to Intervention.
8. Provide professional development for all core content instruction.

# Turnaround Principle # 5    Title: Effective Staffing Practices
**Circle the Overall Rating:**    <mark>1 Ineffective</mark>    2 Improvement Necessary    3 Effective    4 Highly Effective

## Description of Effective Areas:
No effective areas.

## Description of Improvement Necessary Areas:
The principal has processes in place to identify staffing needs, recruitment efforts are implemented using traditional channels and procedures and clear selection criteria and processes are in place for interviewing candidates, however, matching staff to specific positions is lacking.

Paraprofessionals may have received some training, but are utilized ineffectively. The principal uses evaluations to ensure compliance with instructional expectations and most, but not all, teachers receive constructive feedback and additional instructional support based on the evaluation. Staff evaluated below effective are identified and supports are provided through an improvement plan.

### Evidence from Data:
Data show that the school has been an F school for 4 years. Students are not showing high growth.

### Evidence from Observations:
Two Paraprofessionals were observed standing in the back of the room watching and listening to the teacher while she taught the class. No interaction occurred with students other than to remove one student from the classroom for a few minutes.

### Evidence from Interviews:
- Many teachers reported that the principal had completed all of the necessary long and short formal observations and provided feedback after each. Walk throughs were reported by some teachers, particularly those on the first floor. Whether the feedback was helpful or not seemed to vary from teacher to teacher.
- Two teachers reported that teachers were reassigned from 6th grade to first grade and from 6th to 4th without thought to matching teacher strengths to particular assignments.
- The sixth grade went without certified teachers at the beginning of the year. When a first year teacher was assigned to 6th grade, the necessary guidance and support was not provided.

## Description of Ineffective Areas:
The principal does not have clear selection processes that match staff to specific positions based on student learning needs or teacher strengths. Staff vacancies persist and long term subs are used to fill the vacancies. Professional Development is considered an "event" and not part of an on-going system of structures in the school. Allocation of instructional resources and professional development choices are not linked to teacher evaluations and time is not allotted for teacher reflection on new information gained through training. Teachers not rated as effective are still ineffective at the end of the year.

There are extreme variances in teacher quality. The principal did not place all ineffective teachers on performance plans.

**Evidence from Data: (same as above)**
Data show that the school has been an F school for 4 years. Students are not showing high growth.

**Evidence from Observations: (same as above)**

Evidence of Professional Development was limited with little research based practices observed. Differentiated instruction was not observed in most classrooms. Whole group instruction was observed in most classes and students were performing independent practice with varied levels of engagement.

**Evidence from Interviews:**

- The principal stated during the interview process, that she was only able to put 3 teachers on performance plans even though many more were needing improvement.
- The principal stated that Project Restore provides PD that focuses more on discipline than instructional strategies. Weekly instructional coaching sessions were implemented at the beginning of the year, but were discontinued in November.
- Teachers mentioned a number of PD opportunities: Orton Gillingham Training, Modeling by Project Restore in teaching Math, PLCs every three weeks, doing a book study, however, no systematic plan of PD delivery is in place and limited follow through exists.
- The principal and the teachers reported that PD is offered at the District Level, but the staff from this building was not permitted to attend this year due to being part of Project Restore. The principal arranged for teachers to attend a summer literacy conference. Only 9 teachers have signed up.

## Turnaround Principle # 6          Title: Use of Data

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

**Description of Improvement Necessary Areas:**

6.1 Data on attendance, tardies, office referrals and suspensions are available with some effort, though there is inconsistent analysis to identify and address students most frequently referred and/or suspended. Climate and culture surveys are seldom given to all stakeholders throughout the school year to collect data.

Summary:  Consider developing a master plan for regular and on-going review of  student behavior data– particularly looking for patterns and those students who are most frequently referred and/or suspended. 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.  Consider posting attendance data for classrooms in the hallways to celebrate your successes.  Develop a data review committee which may include school behavior support (dean), administration, an RtI team member, the school social worker, and the parent/community liaison to have all aspects of the school represented. This collaborative group will need to review and determine next steps for the students most at risk for behavior and attendance and keep an open line of communication among staff members.

6.2  Data review protocols are used sporadically to track and monitor the progress of all students. 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 individual teacher data analysis.  Some data protocols are utilized during teacher collaboration time with limited specific data being the norm.  The range of data collection differs between classrooms and this data is manually created and analyzed.

Summary: It's evident that some PLC or Staff Meetings are used to review student data, but there is not a consistent schedule or protocol to review student data and determine next steps to increase student achievement. PLC meetings, all-staff meetings, and content/grade-level meetings could regularly include a data review component to ensure staff is monitoring student progress and prepared to provide support or interventions if a student is not on track. Administration may also consider developing teacher-level Acuity data binders utilizing the data organizer and reports for each grade level and teacher to disaggregate each Acuity assessment, A, B and C.  Use this disaggregated data to drive PLC and staff meetings.  Principals should consider having data meetings with teachers after each Acuity assessment.

**Evidence from Data: Evidence from Observations: Evidence from Interviews:**
- Master schedule
- PLC meeting minutes
- Cycle groups

- Class assessment data disaggregation sheet
- Behavior reports
- Required parent/staff surveys
- Acuity passing percent board/goals
- Promotion/retention boards

**Description of Ineffective Areas:**
6.1 Input and dialogue from stakeholders regarding school climate and culture is not considered. Decisions are not communicated to stakeholders. Climate and culture surveys are not 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. Consider posting attendance data for classrooms in the hallways to celebrate your successes. Develop a calendar of events for parents and community members by semester so that stakeholders are given time to plan their work schedules, etc accordingly to be able to join school events.

6.2 Systems are not in place that enable staff to review and analyze data to inform decisions.

Summary: A few PLC meeting minutes demonstrated there are a few teachers who are collaborating on student data reviews. However, there is no evidence that staff is using the data to make instructional and leadership decisions in the school. Consider training staff on a data review strategy with expectations on how they will apply their findings to their day-to-day work with students. This can look like a "what I learned from the student data" section in the teacher's lesson plans with a follow-up section of "this is what I plan to do now" so that teacher's identify their next steps with students to improve student learning.

6.3 There is not a specific schedule and process in place for the analysis of on-going formative assessment data. School-wide or PLC specific professional development is not intentionally linked to teacher learning needs as identified through a rigorous analysis of multiple sources of data. Additionally, leader walk-throughs are not scheduled and do not systematically focus on addressing high priority needs.

Summary: There is no set professional development schedule to support teacher needs and student learning needs school-wide and at the individual class level. Some staff choose to lean on each other for support but they are not supported by a system/schedule. From formal teacher observations, 3/10 ineffective or improvement necessary rated teachers were placed on work development plans with little support provided to grow the teacher's practice. Staff's data analysis skills vary greatly. Consider developing a protocol or procedure for on-going review of formative assessment data with clearly defined next steps or expectations. PLC, PD, staff meeting time, or grade-level meeting times can be used to establish a data-rich instructional culture.

**Evidence from Data: Evidence from Observations: Evidence from Interviews:**
- Master schedule
- PLC meeting minutes
- Staff feedback on building-wide RtI
- Lesson plans
- Class assessment data disaggregation sheet
- Behavior reports
- Required parent/staff surveys
- Acuity passing percent board/goals
- Promotion/retention boards

**Actionable Statement:**
-Develop climate and culture surveys to collect data
-Develop teacher Acuity binders.
-Develop master PLC/Staff Meeting/PD schedule that include data reviews/analysis of formative assessments

**Turnaround Principle # 7      Title: Effective use of Time**
**Circle the Overall Rating:**      1 Ineffective      <mark>2 Improvement Necessary</mark>      3 Effective      4 Highly Effective

## Description of Effective Areas:
Students are enrolled in level appropriate classes on the first day of school with few changes required.  The Master Schedule has sufficient flexibility to allow for diagnostic assessments to target students two or more years below grade level.

**Evidence from Data:** Not applicable

**Evidence from Observations**: Not applicable

**Evidence from Interviews:**
- Principal and teachers reported that the master schedule is designed prior to the end of the school year and that students are enrolled in appropriate classes from day one.  The supplemental teachers indicated that students are identified in class as needing additional reading instruction and then are assigned to the supplemental teachers for small group instruction.

## Description of Improvement Necessary Areas:
The master schedule is complete prior to the beginning of the school year but does not ensure core content areas have sufficient time allocated when learning is best for students. Teachers have time scheduled for grade/content level meetings but the time is rarely utilized for joint planning.  Some students two or more years behind attend small group tutoring in reading, though it does not meet research-based guidelines.

**Evidence from Data:** One classroom schedule indicated no content learning was occurring during the first two hours of the morning.

**Evidence from Observations: Not applicable**

**Evidence from Interviews:**
- The master schedule is complete and all students are enrolled in level appropriate classes on the first day of school. (Teacher and Principal interview)
- The principal designs a schedule for teachers and students (Teacher and Principal interview)
- There is a basic calendar of teacher collaboration time (Teacher and Principal interviews) which is rarely used for collaboration.
- Supplemental Teacher indicated students who are two or more years behind come to her for reading remediation during the 90 minute reading block rather than in addition to the 90 minute block.

## Description of Ineffective Areas:
The master schedule is based on teacher availability, not student need.  Transition times are not well executed and waste instructional time.  The master schedule dictates the instructional time

students receive rather than student needs dictating the master schedule. It does not include opportunities for teachers to learn from others.

**Evidence from Data:** Not applicable

**Evidence from Observations:**
Bathroom breaks took an inordinate amount of time away from instructional time. Teachers spent a great deal of time in the hallways stopping to quiet students or making sure they were in a line.

**Evidence from Interviews:**
- Teachers indicate the master schedule dictates the instructional time students receive, rather than student needs dictating the master schedule.
- Instructional time for interventions occur within the 90 minute reading block rather than an additional 30 minutes.
- Although Project Restore initially provided time for teachers to learn from the PR staff, this practice ended in November.

# Turnaround Principle 8:    Effective Family and Community Engagement

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

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.

**Summary**

8.1 Families are informed about student learning progress through traditional means, such as parent teacher conferences, progress reports and report cards. Student/parent feedback is not used as part of the school's improvement efforts. Parents only receive additional information about students when they are failing or are in behavioral trouble.

8.2 Some struggling students are receiving additional supports from school and community programs, but there is no evidence of monitoring the results from such programs. There are some support services and organizations in the community; however there is not a system in place to reflect how services are impacting academic and personal growth of students. School staff is not actively seeking additional supports to ensure student's well-being.

**Evidence from Data:**
- Parent surveys
- F.A.C.E. Swat Analysis and Smart Goals
- Falcon Fan Club
- Parent Commitment Cards
- Connect Eds
- ISTEP Prep Workshop
- Parent Participation Plan

**Evidence from Observations:**

- Parent and Community Room
- Parents in building after school

**Evidence from Interviews:**
- New School Community Coordinator
- Peace Learning Center
- United Way
- Falcon Tutoring Program
- Sixth grade parent meeting

- J.P. Morgan Chase Community Partner; financial literacy workshop
- Fall Festival; JP Morgan (40 volunteers provided)
- Colts Playground
- Spring Fling

## Actionable Statement:

The school's new parent coordinator has started building bridges of meaningful communication between parents, teachers, the school and the community. The F.A.C.E. goals include creating a student council, training parents to support academic achievement, researching best practices, and establishing a parent support group. The family and community engagement rubric should be used to guide the implementation of the priorities.

The parents interviewed expressed a desire to be more connected and informed about instructional decisions in the building with more frequent and direct forms of communication. They do not value the "non-personal" phone calls. They would value more personal connections between school and home. School leadership and teachers should communicate weekly, at a minimum, with parents about the school and student learning.

Parents should know their input on school decisions is valued and included in the school improvement efforts. The parents would welcome more opportunities to partner with classroom teachers and the school leaders. Increase the efforts to reach out to parents and show them how they can volunteer in the classrooms and school.

Inform parents about the curriculum, assessments, learning objectives and student goals. Provide parents with resources and professional development on how best to support their child from home. Create a parent professional development plan that enables parents to reduce barriers and accelerate the academic and personal growth of their child.

Parents would like more afterschool and vocational programs with exposure to technology and real world experiences. Teachers shared they have relationships with local universities (Butler University). This would be an opportunity to connect with one of the universities for field experiences in teaching, social work, tutoring, after school programs, and vocational training.

Ensure families receive positive communication celebrating their child's success and progress with a strong emphasis on the importance of a mutual partnership to increase student learning. Encourage teachers to include parent involvement in their lesson plan design.

The school has cultivated a relationship with a community partner that has committed to actively participate in supporting the school's improvement efforts. Volunteers and funding for special projects are being provided. Continue to proactively seek and connect with appropriate organizations who offer services to address the needs of your students and families. Ensure students who are struggling are receiving quality support services with positive results. Develop a system to monitor and evaluate the effectiveness of the services to ensure they are making a substantive difference for students.

**Actionable Statement:**
Continue to proactively seek and connect with appropriate organizations who offer services to address the needs of your students and families. Develop a system to monitor and evaluate the effectiveness of the services to ensure they are making a substantive difference for students.