

Focus Monitoring Summary Report



Basic Information	
Date:	4/16/2014
District:	Loogootee Community Sch Corp (5525)
School:	Loogootee Jr/Sr High School (6003)
IDOE Outreach Coordinator:	Kara Yates Karen York

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I. Site-Visit Observations	
Classroom Observations	Faculty/Student Group Interview Responses
<p>The team Outreach visited 11 classrooms.</p> <p>The principals shared with the team that rigor, differentiation, and engagement were of particular interest and wished to have these be the focus of walkthrough observations.</p> <p>Classroom Environment</p> <ul style="list-style-type: none"> • Six of the 11 classrooms visited had objectives or standards posted. Three were located at the front of the classroom and large enough to be seen by students. • Teachers were walking about classrooms during team observations. • Classrooms were very teacher-centered. • Desks arranged in traditional rows with teacher positioned in the front. • Very little current student work displayed. <p>Classroom Culture</p> <ul style="list-style-type: none"> • Little evidence of true rigor. • Low sense of urgency demonstrated by teachers and students. • Little collaborative work conducted by students. <p>Behavior Management</p> <ul style="list-style-type: none"> • Students are very well behaved in classrooms. • Very high compliance exhibited by students. 	<p>Turnaround Principle 1: Ensuring that the principal has the ability to lead the turnaround effort.</p> <p style="text-align: center;">Not addressed in the Focus SAP</p> <p>Turnaround Principle 2: Establish a school environment that supports the social, emotional, and learning needs of all students.</p> <ul style="list-style-type: none"> • Not addressed in the Focus SAP <p>Turnaround Principle 3: Ensure that teachers utilize research-based, rigorous effective instruction to meet the needs of all students and aligned with State Standards.</p> <ul style="list-style-type: none"> • Objectives expected to be posted; not sure with fidelity; SWBAT-in high school • Not sure exit tickets are used to inform instruction • Students know what they are expected to learn: learning targets posted in the room; teachers tell them the standards; (at least in ELA department) • Data: really wish they had Acuity (free program) Why are “we” missing this opportunity?; don’t use any data in the classroom outside ISTEP given scores; bellwork & exit slips; • Smekens (some were offered); no formal PD offered in high school; jr high offers more opportunities for PD; first 3 days of school lots of PD given; no follow up on PD with feedback or walkthrough in building • Most PD is on technology and how to use it (Google and Phones) • No formative assessments • Engagement vs compliant: teacher by proximity; hands on learning; no down time in the classroom; teaching talking all period to keep them from having time on their own • Incentive Breakfast (1/9 weeks); Monkey See, Monkey Do (teachers

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Instructional Execution

- Grading rubric presented at onset of student project.
- Pacing is a concern in some classrooms. Time devoted to student activities not associated with learning.
- Little differentiation present.
- Information delivered to students in teacher-centered style.
- Raised hands and choral call checking for understanding used by teachers. Some students do not respond.
- Instruction is very worksheet heavy.

Engagement

- Engagement is inconsistent across classrooms. Some classrooms exhibited higher levels of engagement while others held students who were sitting idle or with heads down on desks.

nominate students and they receive restaurant gift cards every 4 ½ weeks)

- What has happened this year to be different: looking at ISTEP is different; looking at curriculum for first time; communication from Lacey has improved; teachers feel more supported; more urgency around standardized testing; most the English department has ever worked together
- No common preps within departments
- Teachers really desire curriculum maps for their departments; wonder if that can be done in the summer

Turnaround Principle 4: Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college-and career- ready standards.

- Not addressed in the Focus SAP

Turnaround Principle 5: Develop skills to better recruit, retain and develop effective teachers

- Not addressed in the Focus SAP

Turnaround Principle 6: Ensure the school-wide use of data focused on improving teaching and learning.

- Not addressed in the Focus SAP

Turnaround Principle 7: Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning.

- Not addressed in the Focus SAP

Turnaround Principle 8: Increase academically focused family and community engagement.

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	<ul style="list-style-type: none">• Not addressed in the Focus SAP
	Other information: <ul style="list-style-type: none">• Teacher interviews were conducted with members of the ELA team.

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II. Recommended Action Steps

Recommended Action Steps are suggestions for improvement. They are not mandated edicts presented for implementation. Some recommendations can be carried out immediately (short-range) while others may take more planning and processing (long-range).

Short-range recommendations – These suggestions could be implemented before the close of the 2013-2014 academic year.

- **Post learning targets in classrooms to increase transparency of the learning expectation.** In the book *Learning Targets* Moss and Brookhart explain that “*The most effective teaching and the most meaningful student learning happen when teachers design the right learning target for today’s lesson and use it along with their students to aim for and assess understanding.*” These targets can be presented as ‘I can...’ statements displayed and referred to during a learning activity. Examples may be found at <http://www.nassauboces.org/Page/1940> and a pdf copy of *Learning Targets –Helping Students Aim for Understanding in Today’s Lesson* by Connie Moss and Susan Brookhart may be found at <http://www.ascd.org/ASCD/pdf/siteASCD/publications/books/learning-targets-sample-chapters.pdf> A study guide accompanying the Learning Targets book may be found at <http://www.ascd.org/publications/books/112002/chapters/An-ASCD-2012-Study-Guide-for-Learning-Targets@-Helping-Students-Aim-for-Understanding-in-Today's-Lesson.aspx>
- **Plan and conduct purposeful administration walkthroughs for usage of learning targets in classrooms.** Administration shared with the Outreach team that teachers are encouraged to post learning objectives in every classroom. This practice currently is not being implemented with fidelity by teachers. It is important for administrators to “measure what is treasured.” These walkthroughs should not be seen as a piece of staff evaluation but rather as a form of data collection. This is an opportunity for administration to determine if teachers need support in crafting valuable and measurable learning targets to improve student learning. It is recommended that administration documents the dates and findings of the walkthroughs to fulfill the requirements of Turnaround Principles 2.2, 3.4, and 4.2.
- **Utilize varied strategies for checks for understanding and student engagement.** Checks for understanding were evident in some classrooms while opportunities were missed in others. Two resources accompany this summary report. Addition resources for Checking for Understanding and Participation may include:
[*Total Participation Techniques – Making Every Student an Active* Learner](#) by Persida Himmele and William Himmele The Outreach Coordinator left a personal copy of this book with the principal until the May visit.
[*Transformative Assessment*](#) by W. James Popham
[*Checking for Understanding – Formative Assessment Techniques for Your Classroom*](#) by Douglas Fisher & Nancy Frey
Webpages and sites
 - The Teaching Channel – [Formative Assessment Video Clips](#)

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- [Engage NY](#)
- Association for Middle Level Education - [Formative and Summative Assessments in the Classroom](#)
- [Myelearning.org](#)
- [Edutopia.org](#)

Long-range recommendations – The suggestions could be implemented during the 2014-2015 academic year.

- **Develop curriculum maps for all subject areas.** Through administrative and teacher interviews it was learned that curriculum maps are currently nonexistent. It is recommended that the English and Math departments begin the mapping process as soon as possible. This will provide an opportunity for teachers identify specific learning targets for each subject. An Outreach coordinator will be providing professional development to the English team in June 2014. The expectation is that building leaders will then lead the other departments through the process.
- **Increase implementation of student data to drive instruction.** A system of data collection and reflection is necessary to measure student progress and success. The teacher and administrative teams shared that the use of Acuity would be welcomed at Loogootee Jr/Sr High School. If this formative assessment is not in place then an alternative is necessary in the form of standards-based assessments created by teachers.
- **Construct a lesson plan template for teachers to use as a means of communicating classroom learning expectations with administration.** It may be beneficial to allow this process to be a collaborative effort between administration and staff. Lesson plan information and template examples accompany this report.