

School Quality Review Report

Date:	March 15 & 16, 2017	
District:	EVSC	
School:	AIS – Diamond High School	
Principal:	Jason Adams	
Review Team:		
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Information about the School Quality Review

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

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

Summary of First Priorities

The following first priorities should be addressed in school improvement planning and include appropriate interventions aligned to the areas of need.

Turnaround Principle: LEADERSHIP

1. The principal should clearly define and set expectations for the blended learning model. The blended learning instructional model must be refined and clarified so that all teachers operate with a shared understanding of what blended learning is generally, and it is implemented consistently throughout AIS Diamond High School.
 - Shift the instructional focus of the school from course completion to content mastery by establishing consistent expectations for measuring student mastery of course material. Feedback and observations reveal the school-wide focus on expedited credit accumulation or credit recovery has resulted in a lowering of academic expectations for students. Teachers inconsistently administer mastery assessments which are frequently used to determine student proficiency and assign credits. Some teachers require students to pass the assessment paper pencil while others allow students to take them online (allowing students to “Google” answers during the assessment, as was reported during the visit). Teachers were observed providing guidance or assistance to students during the assessment, which further brings into question whether students are actually mastering material.
 - Develop a clear vision for high quality blended instruction that includes higher expectations for student mastery and strategies to ensure off-line instruction is more intentional, rigorous, and aligned to specific student needs. Classroom observations revealed inconsistent and ineffective implementation of the blended learning instructional model. In the majority of classrooms, five to ten students worked independently on the APEX curriculum while the teacher circulated and provided improvised support to students who ran across challenges in the curriculum. That support often reflected teachers using low-level questioning to lead a student directly to the answer. There was a blending of assignments in most classrooms, as reflected in multiple course syllabi, but not of instructional strategies.

With students transitioning in and out of AIS Diamond High School, it is essential that the time they spend at the school prepares them to be successful when they transfer back to their home school. Issuing credits for course completion, without accurately assessing course mastery, only sets the student up to struggle when they return to the traditional high school and are placed in a more rigorous course.

Turnaround Principle: INSTRUCTION

2. Classroom observations revealed inconsistent instructional execution and an overall atmosphere of low academic and behavioral expectations. The current state of instruction across the building reveals a need for targeted professional development in the areas of student engagement and differentiated instruction that align to the unique structure and instructional model at AIS Diamond High School.
 - Increase expectations for instructional planning and student support so that teachers plan weekly mini-lessons to complement where each student is with the online curriculum. The school has developed expectations for tracking student progress weekly on APEX and teachers know where students are in relation to course completion; however, they did not consistently use that information to plan targeted “off-line” learning experiences to complement the online curriculum.
 - Equip teachers with instructional strategies to increase student engagement, and behavioral management strategies to redirect students who are off task that accommodate any emotional needs or oppositional defiance that students may demonstrate. Classroom observations revealed several students disengaged with the curriculum, even while observers were in the room. Complementing more engaging and targeted learning opportunities with behavioral management strategies will help lead to a more rigorous learning environment.
 - With such small class sizes, teachers should be able to plan targeted mini-lessons that align to specific student needs. Reviewing student performance on APEX curriculum and assessments will reveal misconceptions or gaps in learning that allow teachers to intentionally target their instruction to meet specific student needs.

Turnaround Principle: USE OF TIME

3. The current focus on course completion and credit recovery fails to ensure students complete high school prepared for post-secondary educational/training opportunities or to enter the workforce. Students must be provided more opportunities to master skills that will prepare them for college and/or career.
 - Expand course offerings to include career and technical pathways and intentional college and career exploration. The vision for student success at AIS Diamond High School must extend beyond high school graduation to include concrete measures of post-secondary preparedness. The school should invest resources and energy into expanding their current vision and developing the programming and support to execute it. Leveraging resources such as the Hoosier “Hot 50” to inform CTE course offerings and Indiana Career Explorer to support students in developing a meaningful graduation plan.
 - Develop a “work-ethic” certificate or other credential that students may earn to complement their high school diploma. These certifications often include rigorous attendance requirements, behavioral expectations, and drug-free lifestyle, to incentivize student engagement while at school. School and district leadership are encouraged to foster partnerships that will guarantee students who earn this rigorous certification gainful employment upon graduation.

Expanding educational opportunities to include a focus on post-secondary preparedness will ensure students have a pathway for college and career success after graduation.

Turnaround Principle Findings and Evidence

School Leadership

Turnaround Principle #1

Ensure that the principal has the ability to lead the turnaround effort.

Overall Rating			
1 Point	2 Points	3 Points	4 Points
Ineffective	Improvement Necessary	Effective	Highly Effective

Individual Indicator Rating		
1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community.	Improvement Necessary
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	Improvement Necessary
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment	Effective
1.4	The principal communicates high expectations to staff, students, and families, and supports students to achieve them.	Improvement Necessary
1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.	Improvement Necessary
1.6	The principal ensures that classroom level instruction is adjusted based upon formative and summative results from aligned assessments.	Ineffective
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).	Improvement Necessary

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

Description of Improvement Necessary Areas

- 1.1** The principal uses data to establish a coherent vision that is understood and supported by the entire school community
- Actionable Statement:** The principal should establish a formal process of collecting and analyzing data that is applicable to all teachers. Currently, there is a lack of evidence to support the use of data beyond APEX reports. Priority data should be displayed in the data room in an easy to understand manner. Teachers need supported throughout the process of analyzing the data and determining how to use it to drive instruction.
- 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.
- Actionable Statement:** Progress monitoring for academic skill gaps should be utilized in addition to credit tracking on APEX. It was clear that earning credits as quickly as possible is the main goal for both teachers and students. Additionally, the principal should provide very clear expectations regarding the vision of the blended learning model.
- 1.4** The principal communicates high expectations to staff, students, and families, and supports students to achieve them.
- Actionable Statement:** High expectations should be evident, measureable, and clearly communicated to all stakeholders.

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

Actionable Statement: Although academic standards are noted in the teacher lesson plans there was no evidence of alignment to the standards during instruction. State standards should be posted in the classrooms and students should understand the “why” behind the learning opportunities. In order to improve alignment, teachers will need to provide more direct instruction on content (blended learning).

- 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.

Actionable Statement: The principal works on a cycle of classroom observations followed by a coaching session with the teacher. Student achievement data should be utilized within this process to strengthen the collaboration and assist teachers in the area of effective instruction. The principal should establish an expectation of a teacher data share during the observation debrief/coaching session. This would be the appropriate time to discuss specific intervention strategies with the less experienced teachers on staff. Additionally, observation data should be analyzed to identify areas of strength, opportunities for growth, and trends throughout the school. This data will be evaluated to pursue professional development opportunities both as a collective staff and differentiated to meet the needs of all teachers.

- 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 schedule should be revisited to incorporate post-secondary experiences. It is critical that students’ experience authentic learning that will begin to prepare them for their next steps in life.

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

Actionable Statement: The principal should become more involved in the family and community initiatives. The staff members that are leading the charge in this area are doing so without much guidance from building or district leaders. School and district leadership should evaluate the current mentorship program and determine how to build upon the success of this program. Family and community engagement should encompass all critical areas to student success including academics.

Description of Ineffective Areas

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

Actionable Statement: Additional data collection and progress monitoring will need to be implemented in order to guarantee instruction is aligned and appropriate. This will require teachers approaching their daily lesson plans with an intentional focus on the direct instruction piece to blended learning. Formative assessments that are aligned to the standards would help drive more intentional conversations and lesson planning.

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
<ul style="list-style-type: none"> • APEX data is reviewed with students to track progress towards credit completion. • Classroom walkthrough protocol 	<ul style="list-style-type: none"> • Lack of visual data in classrooms and data room. • Majority of classrooms were observed with students on the computer using APEX. • Direct, engaging instruction was minimal throughout the school. • State standards indicated in lesson plans but not posted in the classroom and no observable evidence of alignment during instruction. 	<ul style="list-style-type: none"> • Teachers asked for more PD around data analysis. • Many teachers are lacking “buy-in” on the importance of data. They are unsure of how to use the data and how it applies to their work. • Teachers noted the differences in classrooms truly using the blended learning model and those that are more heavily dependent on APEX. • Teachers expressed a need for clear expectations around the blended model. Most teachers noted that they rely heavily on APEX as their curriculum and instruction. They feel that they are there to support students through the program. • Teachers expressed a desire for more PD around how to

		<p>differentiate instruction in the alternative setting in conjunction with the expectation of blended learning.</p> <ul style="list-style-type: none"> • Volunteers desired more guidance and involvement from upper administration. They believe that F & C engagement is most critical in the alternative setting but that it isn't valued by district leadership.
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In the area of leadership, the following first priorities need immediate attention and should be included in the School Improvement Plan:

1. Develop/adopt a specific data analysis protocol to assist teachers in digging deeper into student data and determining next steps. Support teachers in effective use of data through professional development and collaborative conversations with other teachers and leaders.
2. Incorporate post-secondary conversations and experiences into the school day for students.
3. The district should work with school leadership to determine the ultimate goal for this school. If the school is going to be a blended learning model, then the expectations need to be defined and clearly communicated. Teachers should be held to the high expectation of including instructional best practices in their daily lessons along with the computerized piece of curriculum.

School Climate and Culture

Turnaround Principle #2

Establishing school environments with a climate conducive to learning and a culture of high expectations.

Overall Rating			
1 Point	2 Points	3 Points	4 Points
Ineffective	Improvement Necessary	Effective	Highly Effective

Individual Indicator Rating		
2.1	The school community supports a safe, orderly and equitable learning environment.	Effective
2.2	The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.	Improvement Necessary
2.3	High expectations are communicated to staff, students and families; students are supported to achieve them.	Improvement Necessary

<u>Description of Improvement Necessary Areas</u>
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- 2.2** The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.

Actionable Statement: Cultivating a culture that values learning will require student attendance rates to increase as well as higher levels of student engagement. Students will demonstrate that they value the school experience when they attend on a consistent basis. The school may consider utilizing incentives for student attendance growth. Additionally, students must be engaged in the learning process beyond compliance to a computer program. Students should

have the opportunity to engage in real life learning experiences that begin to prepare them for the world after high school.

- 2.3** High expectations are communicated to staff, students and families; students are supported to achieve them.

Actionable Statement: The principal will ensure staff are properly trained in effective instructional practices to allow for individual learner differences. Holding staff and students to high expectations will require more rigorous instruction and authentic student engagement. The principle and teacher leaders should monitor the consistent implementation of these practices through classroom walkthroughs, lesson plan review, and data collection.

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
	<ul style="list-style-type: none"> • Observations indicated that students are using the computer program APEX during the larger majority of their school day. • Observations indicated there was very little instruction taking place during core classes. 	<ul style="list-style-type: none"> • Staff interviews indicate that teachers are struggling with instructional methods for differentiating instruction for such varied student needs. • It is also difficult to address instructional expectations due to significant inconsistencies with student attendance. The variability of students in attendance daily can make it difficult to meet learner needs.

In the area of culture and climate, 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. Additional focus on increasing student attendance and consistent participation should be a priority.
2. Professional development and classroom walk-throughs need to be utilized to improve staff understanding of effective instructional methods for differentiating to meet individual student learning needs with regard to academic and behavioral instruction. The professional development offered to teachers needs to be directly tied to the teacher needs demonstrated by classroom observation data.

Effective Instruction
Turnaround Principle #3

Ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and aligned with State Standards.

Overall Rating			
1 Point	2 Points	3 Points	4 Points
Ineffective	Improvement Necessary	Effective	Highly Effective

Individual Indicator Rating		
3.1	Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.	Improvement Necessary
3.2	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	Ineffective
3.3	Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.	Improvement Necessary
3.4	Teachers demonstrate necessary content knowledge.	Effective
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.	Improvement Necessary
3.6	Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.	Improvement Necessary

Description of Improvement Necessary Areas

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

Actionable Statement: Student friendly learning objectives should be posted and discussed in each classroom to ensure students understand and connect to the content. Learning should be more authentic and intentional through appropriate planning, differentiated instruction and engaging learning activities.

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

Actionable Statement: The APEX computer program was observed as the main form of both instruction and assessment. In a blended learning model teachers should provide intentional instruction that will allow for monitoring, checks for understanding, and lesson adjustments. This flow of instructional execution was not observed during the visit. It was noted in observations and interviews that teachers checked for understanding through individual conversations and by checking the APEX reports.

- 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.

Actionable Statement: The district should provide specific training on utilizing multiple measures of data to promote differentiation of instruction to improve student achievement. District should support the process of additional training on differentiated instructional strategies to improve student academic achievement – specifically in ELA and Math. Teachers will continue to meet in PLC’s to discuss differentiated instructional strategies, implementation of strategies, and collection of data to assess effectiveness of strategies to improve student achievement.

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

Actionable Statement: School leaders and teachers should increase expectations for both students invested in the learning process and attendance. Teachers should focus on engagement strategies and authentic learning experiences for their students.

Description of Ineffective Areas

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

Actionable Statement: The district will provide specific training for teachers regarding obtaining, implementing, and assessing effectiveness of research-based instructional strategies in order to engage and maintain student engagement – apart from the APEX software currently used for course instruction. Teachers will continue to meet in PLC’s to discuss research-based instructional strategies, implementation of strategies, and collection of data to assess effectiveness of instructional strategies. Teachers will utilize course projects in order to provide collaboration opportunities to promote student engagement, teamwork, and cooperation.

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
<ul style="list-style-type: none"> • According to IDOE Compass, during SY2015-16, 81.9% of students did not pass Grade 10 ISTEP ELA • According to IDOE Compass, during SY2015-16, 98.8% of students did not pass Grade 10 ISTEP MATH 	<ul style="list-style-type: none"> • Classroom observations revealed that teachers offered one-on-one instruction and feedback • Classroom observations revealed that teachers provided students with specific course goals and checklists to meet goals • Classrooms observed utilized APEX software for student instruction 	<ul style="list-style-type: none"> • Teachers indicated that lesson ideas came from Google instead of specific “research-based” instruction

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

1. Implement multiple instructional strategies that can be leveraged to increase student engagement and check for student understanding. Teachers should demonstrate a balance between direct instruction and the APEX computer program.
2. Develop a data protocol that will support teachers in the planning process. Utilize professional development time before and after school to have data conversations and collaborate on the lesson planning process.

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**Assessment and Intervention Systems
Turnaround Principle #4**

Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready state standards.

Overall Rating			
1 Point	2 Points	3 Points	4 Points
Ineffective	Improvement Necessary	Effective	Highly Effective

Individual Indicator Rating		
4.1	The district or school curriculum is aligned with the Indiana Academic Standards	Effective
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.	Improvement Necessary
4.3	The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.	Ineffective
4.4	Instructional materials and resources are aligned to the standards-based curriculum documents.	Improvement Necessary
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.	Improvement Necessary

<u>Description of Improvement Necessary Areas</u>
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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.

Actionable Statement: Multiple forms of student data should be collected, analyzed, and used for lesson planning. Currently, the APEX computer program serves as the central tool for data and curriculum.

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

Actionable Statement: Instructional materials and resources should support student learning and create a culture of authentic learning experiences.

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.

Actionable Statement: An intervention plan should be developed for students demonstrating significant academic deficits. Students should receive intentional intervention instruction in order to begin closing the achievement gaps. Identify students behind in math and ELA through a system of formative assessments and strategically provide specific, research - based interventions while performing progress monitoring to ensure effectiveness.

Description of Ineffective Areas

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

Actionable Statement: A system of formative assessments should be developed to augment the APEX system, while simultaneously providing teachers support to effectively modify their instruction based on the formative assessment data.

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
<ul style="list-style-type: none"> • There was little or no evidence of data collection to support instructional modifications. 	<ul style="list-style-type: none"> • Classroom observations revealed teachers use the APEX program to provide credit recovery. • Few to no other forms of formative assessments were 	<ul style="list-style-type: none"> • Teacher interviews showed that many feel they are using formative assessments but those assessments actually only come from the APEX program

	<p>observed.</p> <ul style="list-style-type: none"> • In classrooms, instruction was essentially driven by the APEX program. 	<ul style="list-style-type: none"> • Teachers indicated there are curriculum/pacing guides that are helpful from the district • Bell work was not evident in the majority of classrooms. Bell work that was observed focused on engagement and lacked instructional value. • Several staff members indicated that the credit recovery courses are not rigorous and students have the ability to Google the answers, questioning whether true academic development is taking place • Staff indicated there is no consistency from classroom to classroom in quality of instruction and rigor of curriculum
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In the area of assessment and intervention systems, the following first priorities need immediate attention and should be included in the School Improvement Plan:

Additional consideration needs to be made for the specific goals the school and district has for this population of students. There appear to be gaps in the long term goals for the students and the curriculum being provided and coursework/instruction is inconsistently applied throughout all classrooms.

1. Workforce credentials need to be offered
2. Additional curricula may need to be adopted to fill gaps in science, math, career exploration, and electives.
3. A system of formative assessments may need developed to augment the APEX system, filling any gaps that program doesn't provide.
4. Professional development for teachers in using formative assessment data to drive instructional approaches.

Staffing Practices
Turnaround Principle #5

Develop skills to better recruit, retain and develop effective teachers.

Overall Rating			
1 Point	2 Points	3 Points	4 Points
Ineffective	Improvement Necessary	Effective	Highly Effective

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

<u>Description of Improvement Necessary Areas</u>
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5.2 School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes.

Actionable Statement: Develop and implement a professional development plan that is data driven to address both the school's purpose and direction as well as to meet individual teacher needs. The plan should be aligned to teacher evaluation data and continuously evaluated for measurable effectiveness on teacher instruction and student achievement.

- 5.3** Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.

Actionable Statement: Developing a data analysis protocol that is utilized during collaborative professional development sessions will enable teachers to truly reflect on their practices. The principal should facilitate conversations around the data to help teachers dig deeper into their instructional execution. This data analysis process should result in changes in practice and be used to inform instructional decisions and student intervention offerings.

- 5.4** Staff assignment is intentional to maximize the opportunities for all students to have access to the staff’s instructional strengths.

Actionable Statement: School and district leadership should prioritize the hiring and placement of highly qualified teachers at AIS Diamond High School that are licensed in their areas and demonstrate highly effective instructional knowledge.

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
<ul style="list-style-type: none"> • Multiple teachers in the school are teaching outside their licensed or certified field. • Teacher survey data revealed that 6 out of 11 (55%) teacher respondents indicated that they disagreed somewhat or agreed somewhat that their professional development opportunities were beneficial and directly related to their changing needs. • Evidence provided indicated that professional development opportunities were more focused on behavioral strategies and there were limited opportunities for professional growth in instruction or the use of data. 	<ul style="list-style-type: none"> • Classroom observations revealed the need for professional growth in maximizing the use of a blended learning model. • Classroom observations revealed the need for professional growth in maintaining rigor and high expectations in a blended learning setting. • Classroom observations indicated an average score of 1.6 (improvement necessary) for the indicator, “students ask and answer higher level questions and/or engage in higher level tasks,” and that this practice was not observed or was needing improvement 	<ul style="list-style-type: none"> • Staff interviews revealed that teachers need additional support and guidance in becoming highly qualified in their teaching areas. • Staff interviews revealed that some teachers were unaware of, did not participate in, or did not find the TNT opportunities beneficial • Staff interviews revealed that while there is a lot of time dedicated to professional development and collaborative learning, it did not meet their individual needs. • Staff interviews revealed that there were not a lot of opportunities for professional

<ul style="list-style-type: none"> • No evidence provided to indicate that professional development goals are monitored and evaluated throughout the school year. 	<p>in 82% of classrooms.</p> <ul style="list-style-type: none"> • Classroom observation data revealed that in 40% of classrooms, improvement was necessary or it was only somewhat evident that students were actively engaged in their learning. 	<p>development outside of weekly scheduled PBIS professional development and PLCs.</p>
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Description of Ineffective Areas – N/A

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

1. Develop a professional development plan that is data driven to address school and individual teacher needs and is consistently monitored for measurable impact. Professional development should specifically address best practices in a blended learning classroom that maintain high expectations, rigor, and engagement.
- 2 Prioritize hiring highly qualified and certified staff and provide individual mentoring and resources to less experienced teachers.

**Use of Data
Turnaround Principle #6**

Ensure the school-wide use of data focused on improving teaching and learning.

Overall Rating			
1 Point	2 Points	3 Points	4 Points
Ineffective	Improvement Necessary	Effective	Highly Effective

Individual Indicator Rating		
6.1	Multiple forms of data are presented in user friendly formats and in a timely manner to drive all decisions for improving climate and culture.	Improvement Necessary
6.2	Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.	Improvement Necessary
6.3	A specific schedule and process for the analysis of ongoing formative assessment data tied to CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.	Improvement Necessary

Description of Improvement Necessary Areas

6.1 Multiple forms of data are presented in user friendly formats and in a timely manner to drive all decisions for improving climate and culture.

Actionable Statement: School and district need to develop a vision for the types of data they deem are important for the success of this population of students, and then begin a system of collection and distribution of data in a timely manner, to influence school staffs' ability to affect student behavior and quality of education.

6.2 Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.

Actionable Statement: School and district need to develop a vision for the types of data they deem are important for the academic success of this population of student and then begin a system of collection and distribution of data in a timely manner to influence school staffs’ ability to affect student achievement and the quality of instruction.

6.3 A specific schedule and process for the analysis of ongoing formative assessment data tied to CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.

Actionable Statement: Additional formative assessments (other than APEX) may need to be created in all courses that are better aligned to the state standards, the school goals, and this population of students. Additionally a system of continuous progress monitoring needs to be established with participation from the school’s entire staff.

All three of the above priorities are very closely connected, it is very difficult to make improvements on one priority without improving or modifying all the priorities. There is evidence that data is being collected but it appears to be very limited in scope and variety. Lastly, it seems teachers are highly reliant on the APEX data and that alone drives their course instruction and sequence

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
<ul style="list-style-type: none"> • Data appears to be collected but the scope and use of the data is not evident • School-wide data systems disproportionately favor credit completion above student achievement. • Individual classroom data tracking is focused on course completion, not student mastery. 	<ul style="list-style-type: none"> • Classrooms did not appear to have student level data posted • No data was posted in the data room 	<ul style="list-style-type: none"> • Outside of APEX, teachers did not indicate using data to change school practices. • Students mentioned the ability to review their progress online • Several teachers mentioned the need for targeted professional development for data • There seemed to be a lack of understanding about formative assessment and their purpose

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

1. Research best practices in student tardiness and attendance then implement strategies to ensure students attend school and classes on time.
2. PLC meetings, all-staff meetings, and content/grade-level meetings must 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.
 - a. Develop a calendar of data meetings and lesson plan reviews
 - b. Data meetings must include analysis and instructional practice components
 - c. Review of lesson plans can be done less but with more thorough/actionable feedback
3. Professional development in the areas of formative assessment and data driven instruction is necessary; including follow up practice and support for teachers.
4. Adopt a common data wall or electronic data dashboard. Establish requirements for the type of data used, frequency of use, and models for how to effectively use the data for instruction.

Use of Time

Turnaround Principle #7

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

Overall Rating			
1 Point	2 Points	3 Points	4 Points
Ineffective	Improvement Necessary	Effective	Highly Effective

Individual Indicator Rating		
7.1	The master schedule is clearly designed and structured to meet the needs of all students.	Needs Improvement
7.2	The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics	Ineffective
7.3	The master schedule is clearly structured and designed to meet the professional development needs of staff.	Needs Improvement

Description of Improvement Necessary Areas

7.1 The master schedule is clearly designed and structured to meet the needs of all students.

Actionable Statement: Determine if there are business or community partnerships that can provide employment opportunities or internships for qualifying students to help extend the school day and infuse career and technical educational opportunities into the school day. The

school and district leaders need to elevate the need for post-secondary experiences and create time in the master schedule for this focus.

- 7.3** The master schedule is clearly structured and designed to meet the professional development needs of staff.

Actionable Statement: Until the school develops a clear vision for the blended instructional model and identifies concrete strategies to develop throughout the school, leadership should explore opportunities to leverage the time before and after school to provide additional instructional support for struggling students.

Description of Improvement Necessary Areas

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

Actionable Statement: Leverage lost instructional time before school, after school, and during lunch to provide targeted interventions based on identified student needs. This may include tutoring programs, counseling services, or other academic/social-emotional supports to improve educational opportunities and increase student success.

Evidence from Data:	Evidence from Observations:	Evidence from Interviews:
<ul style="list-style-type: none"> • Master schedule clearly demonstrates four daily instructional blocks. • The master schedule reflects a traditional six-hour school day. • Data tracking focused on credit accumulation. Therefore, credit accumulation dictated course assignments. 	<ul style="list-style-type: none"> • An observation of a lunch period revealed a relaxed environment where several kids sat around waiting to get food and talking with friends. Observed conversations were not productive, centering around drug use, parties, etc. 	<ul style="list-style-type: none"> • Teachers and staff expressed concerns about where students go after school, suggesting they go home to unstructured and unsupportive environments. • Students expressed a desire to have more elective courses • Many staff members indicated a concern that the focus of the school is to achieve credits quickly and not to prepare students for life after school. • Staff members feel that the counselor should be able to focus on post-secondary experiences but is tied up doing clerical work.

		<ul style="list-style-type: none"> • Conversations with students about their future outside of high school do not occur on a regular basis. If conversations do occur it is informally and often during a time of administrative intervention.
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In the area of use of time, the following first priorities need immediate attention and should be included in the School Improvement Plan:

1. Revisit the use of time during the school day to repurpose any time that is not directly contributing to student success or instructional quality. This includes time dedicated before and after school, along with the 50 minute lunch block.
2. Determine ways to increase the direct impact on student achievement and instructional quality throughout the school day. This may include one-on-one or small group tutoring, individual or groups counseling, rehabilitation services, etc.
3. Restructure the schedule to intentionally plan for post-secondary preparation activities that occur on a regular basis. These activities should be focused and intentional based on the aspirations students have following their high school career. Students should have opportunities to discuss their future plans with adults and receive guidance and feedback.

Effective Family and Community Engagement Turnaround Principle #8

Increase academically focused family and community and engagement.

Overall Rating			
1 Point	2 Points	3 Points	4 Points
Ineffective	Improvement Necessary	Effective	Highly Effective

Individual Indicator Rating		
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.	Needs Improvement
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.	Ineffective

<u>Description of Improvement Necessary Areas</u>
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- 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.

Actionable Statement: Families do not play an active role in school decision-making, academic activities, and an open exchange of information regarding student performance. In order to improve family engagement, the school should dedicate resources to formalize a proactive communication plan that reflects the process implemented by the enrollment coordinator. Components of effective family engagement plans include efficient methods to communicate positive information about student performance, scheduled home visits, and academic-themed family support services.

<u>Description of Ineffective Areas</u>
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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.

Actionable Statement: Identify and prioritize a manageable amount of concrete student needs and develop a clear vision for the scope of support needed to address them.

1. Redirect or invest resources to hire one staff member dedicated to the development and execution of a vision for community engagement and partnerships. Protect this individual from taking on additional administrative work that interferes with the execution of this vision.
2. Conduct student and staff surveys to identify the greatest needs throughout the building. Potential priorities include childcare, drug prevention and rehabilitation, employment opportunities, social-emotional supports, etc.
3. Develop a clear description of the types of support services the school is seeking, and present those opportunities to local organizations and businesses in an effort to develop partnerships that align to specific student needs.

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • The only community partners observed during the visit were a group of male mentors that work ad hoc with students throughout the school. • Staff members currently assigned to community engagement spend a disproportionate amount of their time facilitating administrative tasks related to enrollment. 	<ul style="list-style-type: none"> • Existing community partners expressed a lack of commitment and dedication to building out robust community partnerships. • Staff members expressed a desire for more attention and support from the corporation to cultivate and strengthen community partnerships.

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

1. Identify concrete student needs that the school hopes to address through the cultivation of community and business partnerships in order to set clear expectations for any entity or individual looking to contribute to the school.

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2. Dedicate one staff member with the responsibility of cultivating community and business partnerships for the AIS Diamond campus. Set measurable goals for this position and protect him/her from taking on additional administrative burdens that interfere with the core purpose.