



School Quality Review Report

Date:	March 14, 2017
District:	EVSC
School:	AIS – Diamond Middle School
Principal:	Hannah Kirkman
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: USE OF DATA

1. The school should clearly define an assessment and intervention strategy to inform individualized student support. It is currently unclear how teachers use the numerous student performance data generated by the academic intervention and formative assessment programs currently in place.
 - Audit the existing intervention and assessment programs and clarify the purpose for each so teachers know how to effectively and efficiently use student performance data to inform their practice. Evidence suggests students currently take Locally Designed Assessments (LDAs) at the beginning and end of year, and the NWEA assessment three times a year, each to determine student growth. With students entering and exiting the school throughout the year, it is unclear how effective these data are. Students also participate in academic intervention programs, Achieve 3000 (ELA) and ALEKS (Math); however, observations feedback collected during the visit revealed a gap between these programs, along with the data generated from them, and daily instructional planning.
 - Use student performance data to inform rigorous instructional development, beyond creating heterogeneous groups. The school currently focuses professional development on content-neutral instructional execution strategies, such as those outlined in the book Teach Like a Champion. To transform teaching and learning, the school should use student performance data and student work to determine the specific professional development needs of the teaching staff.

There is plenty of student performance data available within the school. Teachers need the guidance and support to use this data to inform instruction, and training on rigorous instructional strategies to equip them with the tools to improve student results.

Turnaround Principle: Leadership

2. Increase the functional capacity of the leadership team and/or hire another layer of leadership support to ensure the principal can dedicate the necessary amount time and attention to instructional leadership. Without an assistant principal or explicit shared leadership infrastructure, the principal is forced to take on administrative responsibilities that inhibit her ability to be an effective instructional leader.
 - The school corporation should dedicate resources to help increase the capacity of school leadership within AIS Diamond Middle School. While the existence of a teacher leadership

team is helpful, without additional resources or flexibility teachers are only adding to their existing full-time responsibilities. There are multiple ways to accomplish this goal, from assigning a full-time or shared assistant principal to the building to creating career pathways for teachers that allow them to stay in the classroom with a lighter course-load to take on leadership responsibilities within the building.

- Audit and refine the student transition process to help create predictability and limit administrative burden of students entering and exiting the school. The principal has created a formal transition process for students entering the school which has received strong support from teachers and staff; however, the lack of predictability regarding student enrollment has turned this process into a significant administrative burden. Creating more consistency and predictability within the process will immediately free-up leadership capacity to dedicate more attention to instructional development.

The current principal at the school demonstrates the skill and will necessary to lead this school turnaround effort. Given the limited experience within the current teaching staff, the majority of whom are in their first or second year at the school, it is critical that the district infuse additional capacity within the building to ensure the principal can serve as the instructional leader.

Turnaround Principle: Staffing Practices

3. Improve systems to recruit, retain, and develop teachers at AIS Diamond Middle School to build stability within the instructional staff at the building. The majority of the instructional staff at AIS Diamond Middle School has been at the school for two years or less. Teachers are selected based primarily on candidate availability and willingness to work at an alternative school, rather than intentionally recruiting and hiring teachers based on skill and mindset alignment.
 - Develop a system to identify teachers that do not plan to return to the school and determine specific vacancies early in the hiring season. This may include teacher surveys, statements of intent, or other means to measure a teacher's likelihood of remaining at the school. The school has significant teacher turnover from year to year, only 30% of teachers were retained from 15/16 to 16/17, and the existence of long-term subs and teachers assigned to teach outside of their certificated content area reveals the need for more strategic and timely recruitment procedures.
 - Develop strategies to recruit and retain teachers who are particularly passionate about working with the unique student population at AIS Diamond Middle School. This may include non-traditional talent pipelines (including career changers) and innovative means to increase teacher retention at the school such as mentoring programs or financial incentives, if available.

Building and maintaining an experienced and highly-qualified staff should be a priority for AIS Diamond Middle School. The current staff demonstrates a clear commitment and belief in their students; however, multiple teachers reported uncertainty about their future at the school. The school should identify and then prioritize specific challenges that contribute to teacher turnover and develop incentives or other systems to avoid or eliminate them.

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.	Effective
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	Effective
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.	Effective
1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.	Needs Improvement
1.6	The principal ensures that classroom level instruction is adjusted based upon formative and summative results from aligned assessments.	Effective
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).	Effective
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.	Effective
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.	Needs Improvement

1.10	The principal uses data and research-based practices to increase academically focused family and community engagement.	Effective
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Description of Improvement Necessary Areas – Leadership
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1.5 The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.

Actionable Statement: District leaders, Ms. Kirkman, and teacher leaders should work together to increase alignment across standards, curriculum, and assessments. Teachers need to continue to meet in PLC’s to review core content standards and begin lesson planning. Teachers should have a clear understanding of the expected student outcomes and strategically plan for rigorous instruction. Students should also have a clear understanding of the learning objectives and goals. The leadership team needs to prioritize the data and assist teachers in the data analysis process. Professional development should be determined by the leadership team based on the key pieces of data used to drive classroom instruction. Teachers may benefit from professional development around the backward design lesson planning model to increase the focus and intentionality of their lessons.

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 principal should establish clear roles for each member of the leadership team to begin building a culture of shared leadership. Tasks should be delegated to members of the leadership team based on their areas of strength. The district should add additional leadership support to the building, by adding additional leadership positions or investing resources to create career pathways for teachers that allow them to take on additional leadership duties. It is critical that the current principal acquires some flexibility to increase her level of instructional support. Ms. Kirkman has the ability to coach teachers and ultimately have a positive impact on student achievement if her time is honored to do so.

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews</u>
<ul style="list-style-type: none"> • Staff surveys indicate that teachers feel overwhelmed by the amount of data and don’t always know how to use it effectively. • Instructional Execution was the weakest area on the 	<ul style="list-style-type: none"> • Curriculum map for district supports alignment but the AIS teachers indicated a need for additional flexibility due to the high rate of student mobility. • There was a transition 	<ul style="list-style-type: none"> • Teachers noted that they feel a misalignment between PD and actual instructional needs. • Some teachers expressed that they have so much data it is difficult to prioritize the work.

<p>classroom observation worksheet receiving a 1.9 out of 4.</p> <ul style="list-style-type: none"> • 22% of classrooms observed had adequate evidence of student supports posted as academic supports, goals, and/or objectives. 	<p>occurring during the SQR therefore the team observed teachers struggling to provide rigorous and engaging instruction due to students coming and going throughout the week.</p> <ul style="list-style-type: none"> • Ms. Kirkman was observed working with and supporting high need students much of the time the team was in the building. 	<ul style="list-style-type: none"> • Teachers noted that they need additional professional development on ways to teach the standards in a rigorous, engaging manner. • Many teachers expressed concerns regarding the principal's ability to continue working at such an intense rate. Hiring an assistant principal was brought up in multiple interviews. • The staff views Mrs. Kirkman as a true instructional leader and would like more observation/feedback cycles to continue growth in this area.
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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. Increase the functional capacity of the leadership team and/or hire another layer of leadership support to ensure that Mrs. Kirkman can focus on the development of teachers with a focus on instruction.
2. Prioritize the student achievement data that is collected and analyzed during PLC's. Additionally, support teachers in the data analysis process through high quality professional development around this topic.

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.	Improvement Necessary
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

Description of Improvement Necessary Areas

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

Actionable Statement: The principal should establish clear expectations for instructional planning and the use of research based instructional strategies. The principal and teacher leaders should monitor the consistent implementation of these practices through classroom walkthroughs, lesson plan review and data collection.

<p style="text-align: center;"><u>Evidence from Data:</u></p> <ul style="list-style-type: none"> • Discipline disruptions continue to be the primary reason students are removed from classes. • Classroom Culture and Behavior Management 	<p style="text-align: center;"><u>Evidence from Observations:</u></p> <ul style="list-style-type: none"> • There is a clear need to establish consistent procedures and expectations to set high expectations. Less than half of the classrooms observed (38%) showed evidence of reinforcing 	<p style="text-align: center;"><u>Evidence from Interviews:</u></p> <ul style="list-style-type: none"> • Staff interviews indicate that teachers are struggling with instructional methods for differentiating instruction for such varied student needs. • Given the significant number
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received 2.2/4 on the observation worksheets.	positive behaviors.	of students with identified disabilities within this school, this is an area of great need.
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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.
 - o Emphasis on positive behavior support and practices to respond to behavior with regard to routines, and classroom discipline should be the focus in order to reduce chronic absenteeism and out of classroom discipline referrals.
2. Professional development and classroom walk-throughs need to be utilized to improve staff understanding of effective methods for differentiating academics and behavior supports. Relevant and meaningful lessons aligned to College and Career Ready State Standards need to be consistently delivered.

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.	Improvement Necessary
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.	Improvement Necessary
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

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
<ul style="list-style-type: none"> • Subgroup passing performance rate decreased in Math during SY2015-16 • Subgroup passing performance rate decreased in ELA during SY2015-16 • Instructional Execution was the weakest area on the classroom observation worksheet receiving a 1.9 out of 4. • 22% of classrooms observed had adequate evidence of student supports posted as academic supports, 	<ul style="list-style-type: none"> • Minimal observation of researched –based instruction being utilized. • Very low levels of student engagement observed throughout the classroom. 	<ul style="list-style-type: none"> • Teachers indicated that lesson ideas came from Google instead of specific “research-based” instruction

goals, and/or objectives.		
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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: Support teachers in unpacking Indiana Academic Standards to better understand the relationship between learning objectives and the standard, and the tiered nature of specific learning objectives and how they build towards full standard mastery. In math, this should include a focus on the conceptual understanding rooted in each standard, and the coherence of standards both horizontally and vertically across grade levels. In ELA, this should include a focus on the specific aspects of each grade level standard that distinguish it from the same standard in the prior grade, and the grade level above.

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

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

3.4 Teachers demonstrate necessary content knowledge.

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

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

Actionable Statement: The instructional focus should start with a solid understanding of the Indiana Academic Standards. Additionally, the school leadership should assist teachers through the process of identifying instructional priorities in their specific content areas and ensure appropriate professional development is available to help teachers master the necessary skills. Ultimately, teachers should be able to align content standards and strategies to provide students with an authentic, rigorous learning experience.

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.	Effective
4.4	Instructional materials and resources are aligned to the standards-based curriculum documents.	Effective
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: Teachers should work together to create exemplar materials that can be used as models in the classroom. The goal is to ensure Indiana Academic Standards and lesson plans are intentionally aligned. The expectation should be that teachers identify specific standards and student exemplars in their lesson plans and plans should be checked for understanding by building leaders.

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.

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: Identify students behind in math and ELA through a system of formative assessments, and strategically provide specific interventions aligned to their demonstrated needs. Build systems to share specific standards or objectives that students have not mastered, and provide a student-friendly system to track their own progress.

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
	<ul style="list-style-type: none"> • Teachers had posted student scores from some classroom summative assessments • Several teachers had performed bell-work and exit tickets to track progress. • There is a data team that reviews data and district provides coaching. • Several teachers quiz students every couple of days • Only way to get back to home school is to achieve a behavioral benchmarks. 	<ul style="list-style-type: none"> • When asked what formative assessment was utilized, several teachers indicated their unit summative assessments. • Teachers indicated there are curriculum/pacing guides that are helpful from the district • Student interviews indicated the curriculum is desperately lacking in other area than math and ELA, they would like science and social studies. • Teachers indicated they need more specific strategies in formative assessment to more promptly adjust their instruction • Additionally, teachers indicated they would like consistency from classroom to classroom.

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

There are significant gaps in the curriculum if science and social studies are not being taught. This is also an area that could be leveraged for engagement and relevancy for students as well as a way to address the content in math, reading and English Language Arts. Additionally, if students are to have success when they return to their home school, they need to be up to speed in all areas of the curriculum.

1. Develop a consistent and strategic schoolwide system of formative assessment

2. Ensure that all standards are being adequately addressed in the school's curriculum
3. A great deal of professional development is taking place but it doesn't appear to be strategic. Consider reducing the variety of PD but going more deeply with a few key research based strategies.

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.	Improvement Necessary
5.2	School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes.	Improvement Necessary
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.	Improvement Necessary
5.4	Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.	Ineffective
5.5	Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.	Improvement Necessary

<u>Description of Improvement Necessary Areas</u>
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- 5.1** Hiring timelines and processes allow the school to competitively recruit effective teachers.
- 5.2** School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes.
- 5.3** Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.
- 5.5** Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth

Actionable Statement: School and district leadership should work together to establish a protocol for hiring at AIS Diamond Middle School that follows a competitive timeline, involves school staff in the recruitment and hiring process, and is intentional in placing highly qualified teachers at the school. This protocol should enable ample time to properly induct and train staff prior to the start of the school year.

Description of Ineffective Areas

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 Middle School that are licensed in their areas, demonstrate proficient content knowledge, and express an intention to remain at the school. Staffing should be strategically considered at the district level to meet the unique needs of the students at AIS Diamond Middle School.

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
<ul style="list-style-type: none"> • School staff are not all highly qualified or certified in their teaching placements. • School staff is comprised of many new and inexperienced teachers. • 60% of the teachers have 5 or less years total teaching experience. • School staff turnover is consistently high, and few staff members have been at the school for multiple years. • 100% of the teaching staff has 3 or less years of experience at the school. 	<ul style="list-style-type: none"> • Instructional Execution received an overall rating of 1.9, indicating that staff needs improvement in instructional strategies. • Classroom culture and behavior management received an overall rating of 2.2, indicating that it is only somewhat evident that staff have strategies to maintain productive classroom environments. • Engagement received an overall rating of 2.2, indicating that it is only somewhat evident that staff have strategies to engage students in their learning. 	<ul style="list-style-type: none"> • Staff interviews revealed that many teachers were hired shortly before the start of the school year. • Staff interviews revealed that there is no additional considerations made for staffing at AIS Diamond Middle School to strategically address the needs of their school and students. • Staff interviews revealed that teaching positions at AIS Diamond Middle School are not typically perceived as first choice positions. • Staff interviews revealed that many teachers do not see a long-term future at the school.

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

1. School and district leadership should develop a protocol to strategically hire and place teachers at AIS Diamond Middle School that involves a competitive timeline, includes school leadership and staff in the recruitment and hiring process, and prioritizes the placement of highly qualified staff.
2. School and district leadership should develop a protocol to strategically retain teachers at AIS Diamond Middle School.

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

<u>Description of Improvement Necessary Areas</u>
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- 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.
- 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: Multiple forms of data are utilized in the decision making process for teachers and students. Teachers report that they feel overwhelmed at times by the amount of data which makes

it difficult to prioritize and plan. Data from Achieve, ALEKS, NWEA, and ISTEP area all analyzed when determining student work groups. In addition to the academic data, teachers reflect on student behavior data which greatly impacts the academic next steps. It will benefit the teachers and students to narrow the focus of the data that is analyzed during PLC's and have continuous conversations around specific skill gaps and appropriate pacing.

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: In conjunction with general data review it is recommended to establish a data analysis protocol for teachers and leaders to follow during PLC's. Establishing specific procedures will help streamline the process and ensure there is an instructional focus on closing achievement gaps that are specific to individual students.

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
<ul style="list-style-type: none"> • Examples of monthly data chats uploaded. 	<ul style="list-style-type: none"> • Inconsistent data points utilized in different classrooms. • Some classrooms were lacking any visual evidence of data tracking and/or student data ownership. 	<ul style="list-style-type: none"> • Teachers feel overwhelmed by the amount of data. • The school is rich in the amount of data but lacking in execution of how to use it.

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

1. Prioritize data to ensure teachers have a clear understanding of which data points should be driving their decision making process.
2. Develop/adopt a specific data analysis process that teachers and leaders will use each time they review new student data.

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

Description of Improvement Necessary Areas

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
<ul style="list-style-type: none"> Master schedule clearly articulates that students have 100 minute math and reading blocks each day. The master schedule reflects a traditional six-hour school day. 	<ul style="list-style-type: none"> Classroom observations of one math class revealed tight and effective transitions through the different components of the 100 minute instructional block. 	<ul style="list-style-type: none"> Teacher interviews revealed a shared vision for the structure of math and reading block that included built-in interventions and direct instruction. Students expressed positive feedback towards the inclusion of physical education in each student's daily schedule. Students expressed a desire to have more curricular options within their daily schedule, suggesting the 50 min lunch block can be shortened to provide additional support for students.

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.	Improvement Necessary
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.	Improvement Necessary

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.

Actionable Statement: The current student transition protocol must be monitored and improved to ensure effectiveness and sustainability of the system. The school leader, along with the Student & Family Support Coordinator should monitor time spent facilitating this process and determine if the investment is resulting in demonstrable results through increased student success and parental engagement. Select a few leading indicators of success that should improve as a result of this process and regularly monitor them to determine the return on such a significant investment of resources.

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: Redirect or invest additional resources to build meaningful partnerships with community groups, non-profit organizations, and other schools to expand social/emotional supports and transform the educational experience for students at AIS Diamond Middle School.

For example, students sometime receive referrals to outside clinics to address health needs; however, it is unclear if they ever follow-through. Creating a full-service clinic within the building, open to the public,

will increase access to much needed medical care not only for the students, but for the community. Embedding services directly within the school will increase access and ensure more students take advantage of opportunities that are available within the community.

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
<ul style="list-style-type: none"> • Example student transition profiles reveal comprehensive analysis of student interests, learning styles, and behavioral challenges. 	<ul style="list-style-type: none"> • The student experience at AIS Diamond Middle School is not unlike what they otherwise would receive at a traditional middle school. 	<ul style="list-style-type: none"> • The Student & Family Support Coordinator expressed that the transition process has helped support families and students at Diamond Middle School. • Teachers and administrators expressed they are expected to call home at least once a week for each student. • Multiple staff members reported a need for additional student supports. • Teachers and administrators expressed they are expected to call home at least once a week for each student.

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 specific student needs and seek out community partners that could help address these areas.
2. Develop a system to monitor the student transition protocol to gauge the impact on student success and parental engagement that includes clear metrics with regular monitoring and reflection.