

School Readiness Assessment

Lodge Community School
Evansville, Indiana

Mass Insight Education | SY 14-15



Site Visit Dates: April 20-21, 2015

Principal: Bob Eberhart

Assistant Administrator: Amy Bonenberger

SRA Team Lead: Ami Magunia

SRA Team: Sara R. Shaw, Leah Goldman, Tammy Dexter, Kelsey Wright

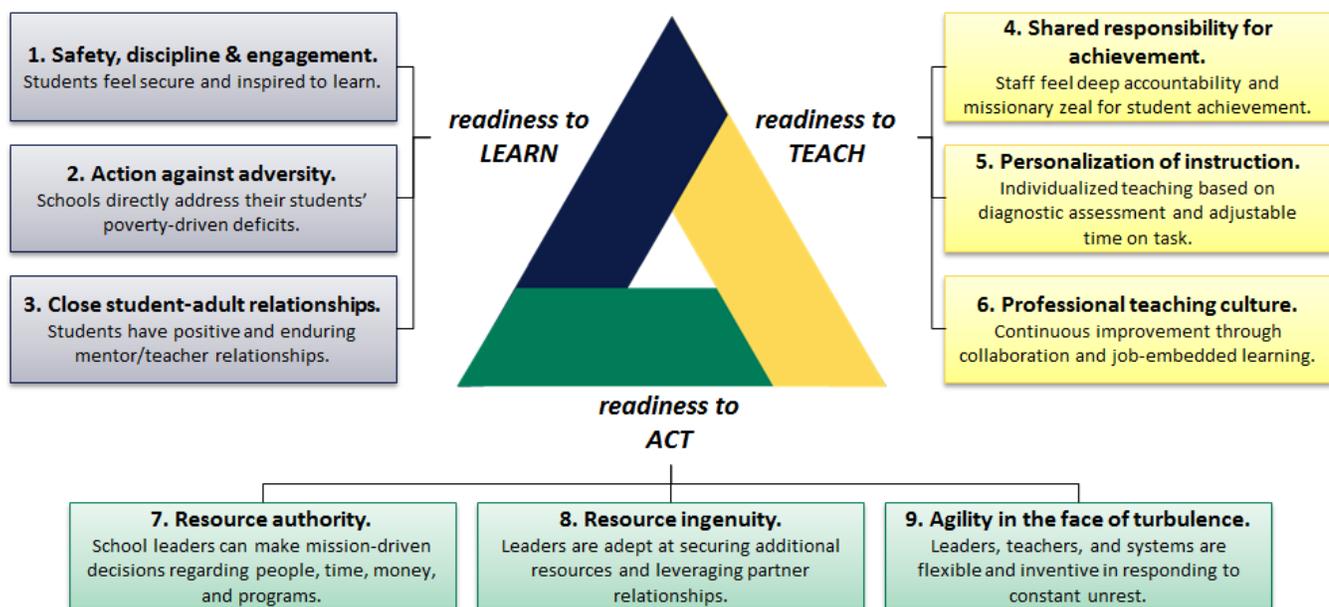
SRA Report Preparer: Sara R. Shaw

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

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

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

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



Student Demographics

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

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

- 92.9% of students were eligible to receive free or reduced price lunches¹
- 20.4% of students received special education services²
- 12.4% of students were identified as English Language Learners³

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

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

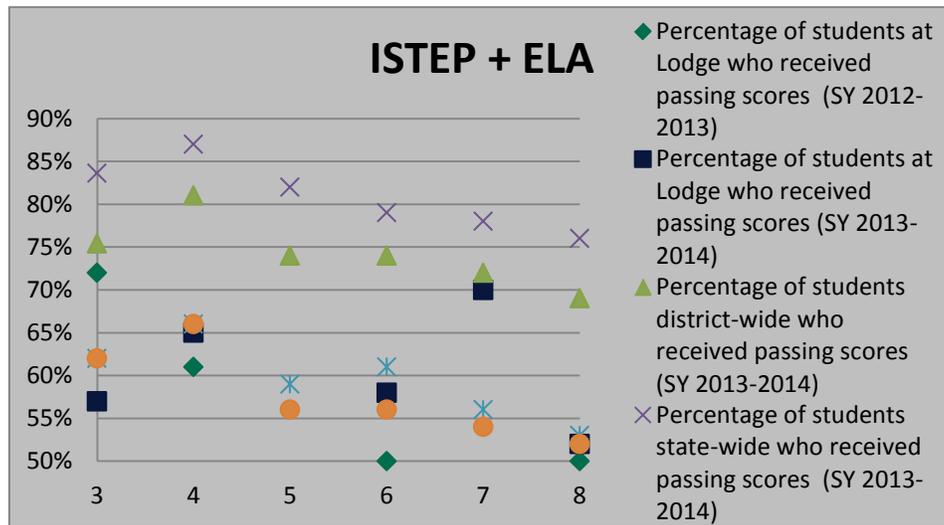
Student Performance

Based on 2013-2014 preliminary ISTEP+ data, most Lodge students are performing below state and district averages. The percentages of students who are meeting state standards for proficiency are listed below.

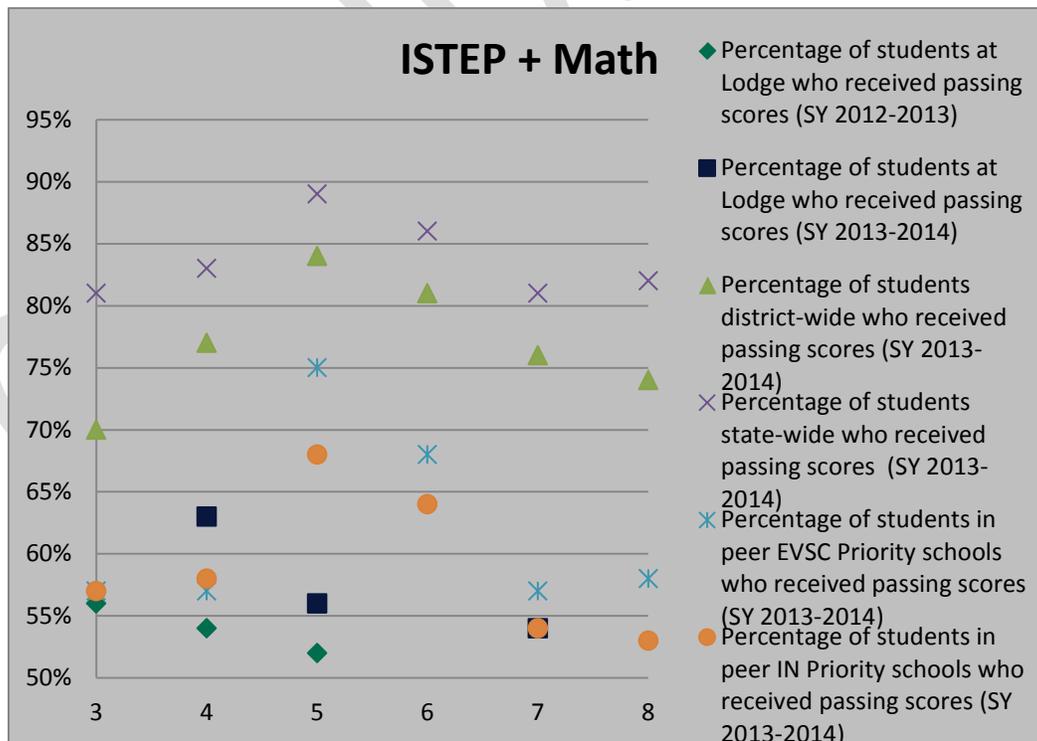
¹ SY 2014-15 data

² SY 2013-14 data

³ SY 2013-14 data



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



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

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Lodge School Data Profile

Academic Indicators

ISTEP+ ELA, by Grade

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

ISTEP+ Math, by Grade

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

Readiness to Learn

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

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

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

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

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

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

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

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

Several focus groups noted that behavior problems increase for upper grades students during unstructured time, such as in the hallways, during restroom breaks, or at recess. Lower school teachers reported being generally satisfied with having established routines for their students during these times but expressed frustration that older students were not as orderly. Teachers reported that at the beginning of the year there were structured lessons about expectations in common areas but some acknowledged that “we didn’t practice enough” or noted that the lessons were “in the classroom...not outside and in real life.” In response to behavior concerns during recess, the administration removed middle school recess mid-year and replaced it with Intervention/Remediation/

Enrichment (IRE), an intervention block. Interviewed students could largely cite the reasons for recess being removed but complained that it was unfair, punishing whole grades rather than the individuals responsible.

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

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

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

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

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

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

Readiness to Teach

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Readiness to Act

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

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

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

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

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

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

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

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

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

noting that better access to this clinic could help the school proactively support students.

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

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

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

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

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

Readiness to Learn

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

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

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

Readiness to Teach:

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

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

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

6. Develop systems to monitor the quality of PLC time by each grade level	
Action Steps	Timeline

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

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

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

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

Readiness to Act

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

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