

## School Quality Review Report

Date:	May 8 – 9, 2017
District:	South Bend Community School Corporation
School:	Navarre Intermediate Academy
Principal:	Cristina Campos
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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 studied survey and school data 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 for Navarre Intermediate Academy, the reviewers used the Quality School Review Indicators and Rubric to indicate progress on the eight Federal Turnaround Principles for Priority Schools (Turnaround Principles). The Turnaround Principles have been identified by the U.S. 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 demographic and academic data to make determinations of highly effective, effective, improvement necessary, or ineffective for each of the Turnaround Principle indicators. 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 to 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 1: Leadership

Staff interviews noted inconsistency in policies, procedures, expectations of staff and students, a lack of walkthroughs/observations and feedback, initiatives that start then fade away (PLCs, lesson plan reviews, PBIS), no accountability for success or instruction, no clear understanding of chain of command (Title supports functioning as APs, getting information from other teachers and students rather than from administration – including serious student incidents), and being told certain ways to deal with students at different times for different situations.

A differentiated instruction action plan, policy and procedure handbook, and Student Achievement Plan (SAP) were submitted as evidence – staff have reported differentiated instruction is only continuing in pockets throughout the school; multiple policies and procedures are no longer being followed with fidelity (committees, lesson plans, student discipline, substitute expectations, supervision, and teacher schedules); staff are focused on individual classroom goals, but overall building (SAP) goals not evident throughout the school.

Safety was stated as a concern throughout interviews, particularly a lack of support on procedures to ensure safety in the building; students enter the building at 7 am without full staff in building, our team was able to walk in with students without checking into the building on both days, inconsistencies in consequences, and concerns about number of suspensions were also reported.

Staff reported conflicting messages from district and administration in regards to priorities. Concerns regarding the observation process with assistant principal coming on, the formative assessment plan, and a lack of regular communication from leadership of building on expectations were noted regularly from staff interviews. A lack of understanding in regards to district supports (why things may change or have been removed – understanding of funding changes, etc.) was clear in staff interviews as well.

High expectations for staff and students are not demonstrated by leadership. There is a clear lack of classroom walkthroughs and observations to support teacher growth and rigor of instruction. Staff shared that they regularly adjust curriculum maps and instruction to meet low needs of students. Instances of enrichment were not shared or observed throughout the visit.

*District and building priorities need to be aligned and communicated; additionally, rationale for decisions need to be understood by all.*

*The principal must identify key elements of an educational program and be able to recognize and support this in classrooms. The leadership must consistently share the belief in the potential of the students*

*through quality educational experiences, requiring staff to challenge students, and differentiating supports based on student need.*

*District must work to develop an administration team for Navarre who is able to model high expectations through demonstration of an energetic commitment to impact the culture of school community.*

*Creation of a comprehensive strategic plan that promotes accountability through an honest examination of community challenges and leadership responsibilities is needed. Regular systemic reviews of the strategic plan/school improvement plan must be conducted with integrity, making additional and thoughtfully communicated adjustments to the action plan based on results.*

#### Turnaround Principle 2: Culture and Climate

Safety was stated as a concern throughout interviews, particularly a lack of support on procedures to ensure safety in the building; students enter the building at 7 am without full staff in building, our team was able to walk in with students without checking into the building on both days, inconsistencies in consequences, and concerns about number of suspensions were also reported. PRIDE (school behavior program) is not implemented consistently and effectively across the building.

*Administration and staff must develop or revise behavior plans to address staff, family, and student safety concerns as well as consequences for infractions. The plan must be implemented schoolwide and regularly monitored for fidelity of implementation. Staff who have continued behavior incidents or who are observed as not implementing plan with fidelity need to be given supports from administration and coaches. A tracking system for student incidents and behaviors must be created and reviewed to provide additional support to students with multiple and repeated incidents.*

#### Turnaround Principle 5: Staffing Practices

High expectations for staff and students are not demonstrated by leadership. There is a clear lack of classroom walkthroughs and observations to support teacher growth and rigor of instruction. Staff shared that they regularly adjust curriculum maps and instruction to meet low needs of students. Instances of enrichment were not shared or observed throughout the visit.

*Administration needs to utilize the district evaluation system in place and develop and execute meaningful teacher observations with frequent classroom visits and feedback. An emphasis needs to be put on focusing on supporting staff in advancing academic and behavioral expectations. Clear and consistent expectations related to the use of data to inform instructional decisions must be established. And the administrative and leadership team needs to leverage opportunities to be supportive and proactive through leadership relationships and consistency in values and practice.*

## School Leadership Turnaround Principle #1

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

Individual Indicator Ratings		
1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community.	Ineffective
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	Ineffective
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment	Ineffective
1.4	The principal communicates high expectations to staff, students, and families, and supports students to achieve them.	Ineffective
1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.	Ineffective
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).	Ineffective
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.	Ineffective
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.	Ineffective
1.10	The principal uses data and research-based practices to increase academically focused family and community engagement.	Ineffective

## Description of Ineffective Areas

- 1.1 The principal uses data to establish a coherent vision that is understood and supported by the entire school community.
- 1.2 The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurement goals, aligned strategies, and a plan for monitoring progress and driving continuous improvement.

**Actionable Statement:**

Leadership must examine schoolwide data with all stakeholders to determine vision, goals, and implementation plan. Vision must be understood by all and part of the culture of the school. Goals must drive all interventions, strategies, and expectations in school and a clear monitoring plan must be in place to determine benchmarks in relation to goals.

- 1.3 The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.

**Actionable Statement:**

Leadership must review data and use it to drive a behavior plan schoolwide. Clear expectations for all staff, students, and common areas of the school must be established and adhered to. Principal must involve staff and stakeholders in determining expectations and next steps.

- 1.4 The principal communicates high expectations to staff, students, and families, and supports students to achieve them.

**Actionable Statement:**

Leadership must demonstrate high expectations for staff and students through regular classroom walkthroughs and observations to support teacher growth and rigor of instruction. As well as communicating goals and expectations to staff, students, and families through a variety of types of communication and on a regular basis. Leadership must implement a consistent manner to communicate high expectations for staff and students. There should also be a systematic manner to ensure accountability via walkthroughs, coaching, and utilization of observation data. This data should drive targeted professional development for staff to ensure they are meeting high expectations with fidelity. A consistent vision of implementation from school leadership is needed to ensure students are receiving individualized and differentiated support to ensure struggling students and advanced students have the opportunity to achieve the high behavioral, social, and academic expectations set by the school and community.

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

**1.7** The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELs).

**Actionable Statement:**

Leadership must identify rigorous, standards-aligned instructional practices and staff should receive support and professional development on implementation of practices. Curriculum maps should not be adjusted and instruction should be higher level, not lowered as staff noted. Enrichment must be integrated during regular school day. Assessments must be aligned, data discussed regularly and analyzed across grade levels to drive instruction and interventions. The principal must monitor these areas through walkthroughs, data conversations, and supporting staff in implementation.

**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:**

Leadership must consider the schedule and current inconsistencies. The schedule should be reviewed in relation to school goals and the school improvement plan. Adjustments should be minimal after the start of each term. Leadership should work together in adding interventions and enrichments into the schedule.

**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:**

Leadership must consider needs of school and students when hiring staff. Examination of student data and needs should be taken into account when making hiring decisions. Current staff members should be involved in the hiring process.

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

**Actionable Statement:**

Leadership must share student performance/achievement with parents on a consistent and frequent basis. Parents should be included in the school as part of the school improvement process.

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
<p>School self-evaluation rating for “the principal is flexible and inventive in responding to conflicts and challenges” as a 1 on a 4 point scale.</p> <p>School self-evaluation and administration self-evaluation rated “how effective is your school overall” as a 2 on a 4 point scale.</p> <p><u>Staff Survey Data:</u></p> <ul style="list-style-type: none"> <li>• 59% of staff disagreed strongly or somewhat with “our principal uses data to establish a coherent vision that is understood and supported.”</li> <li>• 64% of staff disagreed strongly or somewhat with “our principal and staff members continually articulate and inspire the school community.”</li> <li>• 82% of staff disagreed strongly or somewhat or did not know with “our school uses creative and traditional means to proactively recruit teachers”</li> <li>• 54% of staff disagreed strongly or somewhat “our principal ensures students and teachers feel safe and ready to learn”</li> <li>• 82% of staff disagreed strongly or somewhat “our principal and school leaders observe and provide meaningful feedback to each teacher”</li> </ul>	<p>Principal was unable to answer many of questions in leadership team interview – would defer question to another team member.</p> <p>Principal had difficulty organizing time to meet with SQR team. One member gave principal a time to meet and then waited for about 20 minutes for principal to talk. Another member, principal offered to do interview in car while going to pick up a parent.</p> <p>Principal arrived late to leadership team interview on day one of SQR visit.</p> <p>Principal did not know who was absent or where schedule changes would need to be made; coach supported principal in these areas.</p>	<p>Staff interviews noted a lack of high expectations for staff and students by administration in majority of interviews.</p> <p>Multiple staff noted the lack of lack of classroom walkthroughs and observations to support teacher growth and rigor of instruction. Administration also noted this has been a difficult piece to implement this year with changes in administration and issues with who was allowed to observe.</p> <p>Staff interviews noted inconsistency in policies, procedures, expectations of staff and students, lack of walkthroughs/observations and feedback, initiatives that start then fade away (PLCs, lesson plan reviews, PBIS), no accountability for success or instruction, no clear understanding of chain of command (Title supports functioning as APs, getting information from other teachers and students rather than from administration – including serious student incidents), being told certain ways to deal with students at different times for different situations.</p> <p>Safety was stated as a concern throughout interviews – lack of support on procedures to ensure safety in the building –</p>

<ul style="list-style-type: none"> <li>• 56% of staff disagreed strongly or somewhat “our principal communicates high expectations to staff, students, and families”</li> <li>• 54% of staff disagreed strongly or somewhat “our principal ensures that classroom level instruction is adjusted based on formative assessments”</li> <li>• 62% of staff disagreed strongly or somewhat “our principal is on a quest to see school improvement in every classroom”</li> </ul>		<p>students entering the building at 7 am without full staff in building, inconsistencies in consequences and concerns about number of suspensions were reported.</p> <p>Staff reported conflicting messages from district and administration – observation process with AP coming on, formative assessment plan, lack of regular communication from leadership of building on expectations, lack of understanding in regards to district supports (why things may change or have been removed – understanding of funding changes, etc are not evident).</p> <p>Action plan, policy and procedure handbook, and SAP submitted as evidence – staff reported DI (action plan) is only continuing in pockets throughout the school; multiple policies and procedures are no longer being followed with fidelity (committees, lesson plans, student discipline, substitute expectations, supervision, and teacher schedules); SAP – staff are focused on individual classroom goals – overall building goals not evident).</p> <p>The principal stated she hires teachers who are available and is unable to match instructional strengths with student needs. She follows district policy in hiring.</p>
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		<p>According to parent and staff interviews, families are rarely engaged in academically related activities. The parent survey was completed by only one percent, or six, of the parents. Parent participation was reported as being low by staff and parents.</p> <p><u>Staff survey quotes:</u></p> <ul style="list-style-type: none"><li>• I don't think our district leadership supports our school and administrators.</li><li>• Our school is extremely consistent in every way possible.</li><li>• The administrators are absent often so students get sent to ISS and return back to class the next day.</li><li>• We lack leadership in our building from administration. There are no clear expectations for students or staff. Parents seem to be against us and administration sometimes sticks up for the teachers and sometimes gives into the parents. Students see that teachers have no "power."</li><li>• We need help! We need consistency! We expect it for and from our students and we need it from and for the adults in the building too! Please help!</li></ul>
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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:*

- *Align and communicate district priorities and rationale for decisions that are understood by all.*
- *Principal must recognize key elements of an educational program.*
- *Develop administrator who is able to model high expectations through demonstration of an energetic commitment to impact the culture of school community.*
- *Consistently share the belief in the potential of the students through quality educational experiences.*
- *Create and utilize a comprehensive strategic plan that promotes accountability through an honest examination of community challenges and leadership responsibilities.*
- *Conduct regular systemic reviews with integrity and make additional and thoughtfully communicated adjustments to the action plan based on results.*

***SBCSC Response:***

***The district has reassigned leadership at Navarre. The assigned leader has proven “turnaround/transformational” experience and data to support the growth goals required for the success of Navarre. The assigned leader has more than twenty-five years of experience. The last four years as a turnaround/transformational Title I building leader within South Bend School. In addition, Navarre will continue as a Title I school for the 2017-18 as afforded by the Title I State allocation budget. Under the Title I plan, a restructure of the current Title I staff will also be conducted.***

## School Climate and Culture Turnaround Principle #2

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

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

<b>Description of Ineffective Areas</b>
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**2.1** The school community supports a safe, orderly and equitable learning environment.

**Actionable Statement:**

Consistent behavioral expectations must be implemented school-wide to ensure an orderly and equitable learning environment. Behavioral data should be collected and utilized by school leadership to ensure implementation with fidelity and target areas that are in need of improvement.

**2.2** The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.

**Actionable Statement:**

Leadership must implement a consistent and systematic walk through and observation protocol that communicates instructional expectation and supports students and teachers in personal and professional growth. This data should be utilized to improve instructional practices and strategies for staff in addition to targeting instructional supports for students.

Leadership must implement a system of professional growth and coaching that is targeted to the needs of teachers and staff. Staff should have ongoing access to opportunities to engage in practices that

promote professional development. Consistent instructional expectations should be set for staff in order to improve student achievement.

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

**Actionable Statement:**

Leadership must implement a consistent manner to communicate high expectations for staff and students. There should also be a systematic manner to ensure accountability via walkthroughs, coaching, and utilization of observation data. This data should drive targeted professional development for staff to ensure they are meeting high expectations with fidelity. A consistent vision of implementation from school leadership is needed to ensure students are receiving individualized and differentiated support to ensure struggling students and advanced students have the opportunity to achieve the high behavioral, social, and academic expectations set by the school and community.

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
<p>School self-evaluation rated “our school is regarded highly by its students and parents – the school culture/ environment is safe and conducive to learning – students feel secure and inspired to learn” as a 2 on a 4 point scale.</p>	<p>Inconsistent implementation of behavioral and instructional standards and expectation for staff and students. Classrooms showed a wide range of academic and behavioral expectations that were in various stages of implementation. During classroom observations conducted by SQR team “students’ behavior indicates rules and procedures are established” were evident or very evident 69% of the time, and “students respond quickly to teacher’s management techniques” were evident or very evident 56% of the time.</p>	<p>Staff interviews revealed a lack of support and accountability to ensure high expectations were consistently communicated and verified.</p>
<p>School self-evaluation rated the following areas: “the school has a strong organizational culture, characterized by trust, respect, and mutual responsibility – there is a clear, consistent behavior plan in place that is equitable for all; and school and/or district leaders frequently visit classrooms (at least once a week); ” as a 1 on a 4 point scale.</p>	<p>Instruction is altered to a low level; lack of differentiation to ensure all students are supported to meet high expectations, whether students struggle or are advanced. During classroom observations conducted by SQR team “students ask and answer higher level questions and/or engage in higher level tasks” were evident or very evident 28% of the time; and “students are provided differentiated instruction and/or tasks to meet individual learning needs” were evident or very evident 52% of the time.</p>	<p>Staff interviews revealed that staff and teachers do not feel safe in the current school environment. Incidents included verbal altercations and, in extreme cases, physical violence by students toward staff. Staff indicated lack of manpower leads to an environment where behavior is not corrected and allowed to escalate. Observers did not see this behavior first hand, but interviews consistently presented this as an area of improvement. Additionally, teachers indicated a lack of consistency in behavioral expectations across the school and no constancy in the application of consequences when expectations are not met.</p>
<p>Navarre Intermediate has had five students arrested this school year.</p>	<p>There was no evidence of a comprehensive needs assessment of professional growth needs that is tied to professional development opportunities offered.</p>	<p>Behavioral data was not referenced in interviews nor was it presented as evidence for the review.</p>
<p><u>Staff Survey Data:</u></p> <ul style="list-style-type: none"> <li>● 64% of staff disagree strongly or somewhat “the school supports a safe, orderly, and equitable learning environment”</li> <li>● 69% of staff disagree strongly or somewhat “our classrooms and hallways provide an attractive and stimulating environment”</li> <li>● 74% of staff disagree strongly or somewhat “our school rules and procedures are implemented consistently</li> </ul>		<p>Staff interviews with teachers and building support staff indicated a lack of consistent messaging for expectations of staff and voiced concerns regarding the lack of accountability on the part of school leaders.</p> <p>Staff interviews noted staff attendance as an issue – it</p>

<p>and communicated clearly”</p> <p><u>Administration self-evaluation noted:</u></p> <ul style="list-style-type: none"> <li>• “60% Hispanic population with large percentage of Spanish speaking families. Language is an issue.”</li> <li>• “African American population needs support academically and through a variety of interventions to support poverty.”</li> <li>• “50% transient population each school year.”</li> </ul>	<p>Our SQR team was able to enter and leave school at multiple times of day through unlocked doors with no school staff monitoring the entrances.</p>	<p>was noted that staff attendance is low because of the work environment and that causes more behavior issues.</p> <p>Interviews with families and students demonstrated a lack of high expectations for students and staff. While families believe that some teachers strived to meet high expectations, this was inconsistent across the school. They expressed concerns that students were not supported to achieve these expectations; parents expressed concerns that both students who struggle and students who are more advanced did not receive adequate support to meet high expectations.</p> <p>Walkthrough and/or observations are sporadic and several teachers indicated that they had not been observed, observation feedback was not valuable or not provided. Instruction is not effectively monitored and common instructional expectations were not observed. Lesson plans are not systematically monitored for quality and consistency.</p> <p><u>Staff survey quotes:</u></p> <ul style="list-style-type: none"> <li>• Behavior in the building is atrocious! Students don’t follow the uniform policy and nothing happens. Students cuss out teachers and totally disregard some staff</li> </ul>
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		<p>directives, and nothing happens.</p> <ul style="list-style-type: none"> <li>• We have a high number of students with ongoing behavior issues, but little is done to help students improve future behaviors.</li> <li>• I love my students, and I love teaching, but this is not how education is supposed to look or feel.</li> <li>• Navarre is made up of the most sincere and valuable community members, both students and teachers. Our school is in dire need of consideration...the failure that Navarre is considered, is not a reflection of these children, it is a reflection of us, the adults charged with meeting their dynamic needs.</li> </ul>
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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:*

- *Develop or revise behavior plans to address staff, family, and student safety concerns as well as consequences for infractions.*
- *Implement plan schoolwide and monitor fidelity of implementation.*
- *Offer support to staff who have continued behavior incidents or who are observed as not implementing plan with fidelity.*
- *Track student incidents and behaviors to provide additional support to students with multiple and repeated incidents.*

**SBCSC Response:**

***The district will continue to work with Navarre creating and implementing a schoolwide PBIS “PRIDE” and Character Education program. Support from district level will include:***

- ***Renewal of the PBIS Grant from United Way***
- ***Continued professional development August, 2017***
- ***Grant submission for Lilly Endowment Counseling Grant***

## Instruction Turnaround Principle #3

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

Individual Indicator Ratings		
3.1	Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.	2
3.2	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	2
3.3	Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.	2
3.4	Teachers demonstrate necessary content knowledge.	3
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.	2
3.6	Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.	1

<u>Description of Improvement Necessary Areas</u>	
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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.
- 3.2** Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.
- 3.3** Teachers use frequent check for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
- 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:**

Establish schoolwide instructional expectations. Provide support to staff via coaches on integrating varied instructional strategies and checks for understanding into regular lessons. Hold teachers accountable to using the scheduled daily collaborative planning periods to prepare to deliver quality instructional practices. Establish data protocols for guiding instruction and provide professional development and follow-up support to staff based on their individual needs. Evaluate these practices with regular and meaningful observations and set high performance standards for teachers.

**Description of Ineffective Areas**

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

**Actionable Statement:**

Establish schoolwide expectations for staff in relation to student work and learning opportunities. Rigorously evaluate the quality of the student work expected by the teachers. Create a sense of the importance and a value in educational opportunities by providing authentic connections to solving real-life problems. Spread the belief in the potential of students to achieve success through quality educational experiences.

<b><u>Evidence from Data:</u></b>	<b><u>Evidence from Observations:</u></b>	<b><u>Evidence from Interviews:</u></b>
<p>Majority of instruction related areas on staff survey responses were “agree somewhat.”</p> <p>Evidence submitted consisted of district teacher evaluation plan, differentiated instruction (DI) groups for professional learning communities (PLCs), Reading with PRIDE expectations, and schedules.</p>	<p><i><u>Observation Summary from onsite SQR observations (based on a 4 point scale):</u></i></p> <p>A. Classroom Environment 2.8            B. Classroom Culture &amp; Behavior Management 2.5            C. Instructional Execution 2.3            D. Engagement 2.6</p> <p>Posted objectives seldom were measurable or posted in a way to be measured. During classroom observations conducted by the SQR team, “The lesson objective is aligned to IAS, posted, and addressed in the execution of the lesson” was evident of very evident 32% of the time.</p> <p>Use of instructional strategies and CFUs span the full range of effectiveness, depending on the teacher. Some teachers demonstrated strong, caring relationships with the students in their classrooms. Less evidence existed of a technical understanding of student performance level. During classroom observations conducted by the SQR team,</p>	<p>About half of the teachers interviewed were able to show how their student learning objectives align to standards.</p> <p>Multiple teachers referenced themselves as independently surviving in interviews. Systems are not in place to recognize good practice or to identify and invest in improvements.</p> <p>Staff interviews revealed many teachers expressed frustration with lack of assessments as promised from the district and could not articulate how they measure student performance in their classrooms beyond teacher-made unit assessments.</p> <p>During staff interviews, teachers were able to describe how they once used formative and diagnostic assessments and were able to articulate the skills needed to do this well. Removal of assessment tools and resources was cited as the reason for no longer being supported in the practice.</p>

	<p>“students ask and answer higher level questions and/or engage in higher level tasks” was evident or very evident 28% of the time; and “there are consistent checks for student understanding” was evident or very evident 45% of the time. Additionally, during classroom observations by the SQR team, “students interact with and support each other in their learning” was evident or very evident 48% of the time; and “students strive to meet expectations” was also evident or very evident 48% of the time.</p> <p>During classroom observations conducted by the SQR team, “lessons and activities move with a sense of urgency/ appropriate pace” was evident or very evident 31% of the time.</p> <p>In informal observations of classrooms and student instruction, student work lacked rigor and grade-level appropriateness. Some students finished quickly and were bored. And, success period activities were not driven by assessment data and were either silent reading or a loosely enforced study hall.</p> <p>No examples were provided or observed of teachers using diagnostic or formative assessments.</p>	<p>Support staff interviews shared frustration with the poor quality of lesson plans and the low level of performance required of students.</p>
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**SBCSC Response:**

***ELA and Math Curriculum Guides are updated annually using the core reading/ELA and math text adoptions. The assessment calendar supports the pace of instructional practice. The district will create common assessments to measure student mastery. The district will ensure implementation and teacher support to increased high quality Tier I instruction. June 2017 Navarre participated in district level professional development focusing on monitoring student learning outcomes and Tier I instruction in partnership with Harvard University, Data Wise. The professional learning will continue for the 2017-18 academic year.***

## Assessment and Intervention Systems Turnaround Principle #4

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

Individual Indicator Ratings		
4.1	The district or school curriculum is aligned with the Indiana Academic Standards	Improvement Necessary
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.	Ineffective
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.	Ineffective

<b>Description of Improvement Necessary Areas</b>
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**4.1** The district or school curriculum is aligned with the Indiana Academic Standards.

**Actionable Statement:**

Lesson plans and observations must indicate an alignment to the standards for each grade level and content area. District curriculum maps should be a guide for content, pacing and planning.

School instructional leadership team needs to build expectations around planning and instructional practices. Teachers will need to be offered and provided learning on these practices to be sure that teachers are equipped to teacher the level of rigor required at each grade level, and to be confident that the curriculum that is being taught is aligned to Indiana Academic Standards and district curriculum maps. In addition frequent monitoring, checks of lesson plans, and classroom visits by administration should occur to support fidelity of implementation.

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

**Actionable Statement:**

School and district streamlining of instructional materials must occur to provide a consistent and viable access of learning to students. By increasing consistency in the curriculum materials, instructional practices and assessments, teachers will be able to track learning and instruction to support students.

**Description of Ineffective Areas**

**4.2** Teachers and school leaders collect classroom level data to verify that the adopted curriculum is aligned to Indiana Academic Standards and is the “taught” curriculum.

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

**Actionable Statement:**

School instructional leadership team needs to build expectations around examples of classroom level data, creating classroom level rigorous assessments, and types of classroom level data to be collected. Teachers will need to be offered, and provided learning on these practices. In addition, frequent monitoring, checks of lesson plans, and classroom visits by administration should occur to support fidelity of implementation.

School and district leaders must work collaboratively to determine what will be utilized as a formative assessments to gauge progress. Once the assessments are determined they must then be utilized to track progress. Focused and consistent assessments will gauge the progress, rigor, and next steps for instruction. Building focus on this will work to increase knowledge and capacity of curriculum, instruction, and assessment.

Leadership must establish clear expectations for consistent use of Academic Standards across all grade levels and content areas. Administration should provide clarity of this being the non-negotiable expectation. Support and monitoring is critical to this being implemented.

**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:**

Leadership must revisit the plan for use of the data to determine success groups. Utilize data to support the 8-step process for data utilization. Success time needs to be redesigned as a true intervention with daily expectations, students being regrouped based on needs, and instruction being provided at a reteach and enrichment level. Groups should be based on classroom and school assessment data and student need.

Review the program plan for ELL and make needed adjustment to be compliant with Federal Laws for students.

Interventions and supports for ELs are largely provided by uncertified staff who are not adequately trained in language acquisition. Students are pulled out without the supervision of certified staff members. A separate curriculum that is not aligned to the general education curriculum is taught to students. Classroom observation displayed a lack of integration of the academic language being taught in the general education classrooms. Interviews with staff indicated that there is no collaboration between general education and EL staff regarding student data used to drive instruction based on the core curriculum.

A self-contained classroom was also observed where EL levels 1.0-4.9 were placed in the same class without access to native English-speaking peers. A class roster and corresponding WIDA ACCESS scores were provided. Research-based practices call for increasing access to native language peers who will model English for the EL students. Similarly, the US Department of Education, Office of Civil Rights dictates that English learners not be segregated from native speakers of English for longer than programmatically necessary.

Federal laws, which include *Lau v. Nichols* (1974), *Castaneda v. Pickard* (1981), and the Equal Education Opportunities Act (1974), require a public school to provide English language development services in addition to the regular education program afforded to all students, which must be provided by a licensed teacher in the state of Indiana. The EEOA 1974 requires a public school to take affirmative action in order for the students to overcome language barriers that impede equal participation by its students in its instructional programs.

The Office of Civil Rights requires that the language program is carried out by teachers who have received adequate training to fulfill the program. It is essential that school and district administrators have a comprehensive system in place to monitor the level of implementation of the chosen English language development program.

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
<p>Decrease in passing in 7/7 subgroups on ISTEP Math</p> <p>Decrease in passing in 5/7 subgroups in ELA</p> <p>NWEA Reading MAP Data performance indicates a decrease from BOY to MOY 5th - Decrease in Hi, HiAv 6th - Decrease in Avg. 7th - Decrease in Hi, HiAv, sustained Avg. 8th - Decrease in HiAv, Avg.</p> <p>NWEA Language MAP Data performance indicates a decrease from BOY to MOY: 5th - Decrease in Hi, HiAv, 6th - Decrease in Hi Avg 7th - Decrease in Hi, HiAv, Avg. 8th - Decrease in Hi, HiAv</p> <p>NWEA Math MAP Data performance indicates a decrease from BOY to MOY: 5th - Decrease in Hi, HiAv, Avg 6th - Decrease in HiAv, Sustained Hi, Avg 7th - Decrease in Hi, HiAv 8th - Decrease in Avg.</p> <p>No concrete analysis, tracking, or mapping assessment data.</p> <p>School self-evaluation rated “vertical and horizontal curriculum maps aligned with IAS are in use in all academic areas” as a 2 on a 4 point scale.</p> <p>According to the interviews with staff members and provided documentation there are district curriculum maps. In addition there are curriculum resources</p>	<p>Some posted learning targets, more frequently the students were not aware of what the learning target was for the lesson. During classroom observations conducted by SQR team, “students are able to articulate the lesson objective and its purpose” was evident or very evident 40% of the time; and “the lesson objective is aligned to IAS, posted, and addressed in the execution of the lesson” was evident or very evident 32% of the time.</p> <p>Classroom observations indicated that expectations and instruction practices were below grade level in many instances. During classroom observations conducted by SQR team, “current exemplars are present and support student learning” was evident or very evident 47% of the time; “students ask and answer higher level questions and/or engage in higher level tasks” was evident or very evident 28% of the time; and “students are actively engaged in the learning activities” was evident or very evident 55% of the time.</p> <p>Differentiated instruction was not prevalent. During classroom observations conducted by SQR team, “students are provided differentiated instruction and/or tasks to meet individual learning needs” was evident or very evident 52% of the time; and “lesson provides guided</p>	<p>Staff interviews reported a shared concerns regarding lack of support and guidance in instructional planning; staff regularly adjust curriculum maps and instruction to meet low needs of students.</p> <p>Instances of enrichment were not shared or observed throughout the visit.</p> <p>Interviews with staff indicates that there are varying levels of utilization of the instructional materials provided. Interviews indicate inconsistency in the selection of materials, this varies across the grade level as well, determined based on the needs and abilities of the students.</p> <p>NWEA is administered and interviews and survey notes indicate that the data is intended to drive instruction, but lack of expectation, lack of guidance, and jumping to new initiatives were shared as root causes of this not being a common practice across the school.</p> <p>According to observations and interviews there has been intent and a plan for preparing district assessments that are created and prepared for use to monitor student progress. As a result there is not a district wide assessment plan or a clear set of materials that are available to gauge progress.</p> <p>According to provided evidence, observations, and interviews</p>

<p>that are provided to each grade level teacher. There are curriculum resources that have been adopted by the school corporation.</p> <p>Evidence submitted: bubble student list, assessment calendar, LA guides, math curriculum textbook resources, DI PLC documents, and schedules.</p>	<p>and/or independent practice” 54% of the time.</p> <p>Informal observations of success time yielded a majority of classrooms using success to read quietly or fill out books forms; the students shared that this is the daily expectation. In success rooms 45% or few of students were utilizing the success time in an academic way by reading. Many were engaged in conversations, or sitting unengaged.</p>	<p>school curriculum is documented as aligned to Indiana Academic Standards. In practice there is varying consistency in this.</p> <p><u>Staff survey quotes:</u></p> <ul style="list-style-type: none"> <li>● We have a lot of teachers that do not engage students, use instructional time, or they choose to teach from worksheets.</li> <li>● I have 5th graders who can barely read, there is such a lack in rigor because I have to teach from what I create to meet their needs, they are not ready for 5<sup>th</sup> grade standards.</li> <li>● There is little consistency as far as academics and behavior goes.</li> <li>● There is a core of teachers that have been at Navarre that do anything and everything to help students be successful, however, there are many that just throw worksheets, have no classroom management skills and are not differentiating their instruction.</li> <li>● The district leadership does not support our school and administrators.</li> <li>● Our school is extremely inconsistent in every way possible.</li> </ul>
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**SBCSC Response:**

***ELA and Math Curriculum Guides are updated annually using the core reading/ELA and math text adoptions. The assessment calendar supports the pace of instructional practice. The district will create common assessments to measure student mastery. The district will ensure implementation and teacher support to increased high quality Tier I instruction. June 2017 Navarre participated in district level***

*professional development focusing on monitoring student learning outcomes and Tier I instruction in partnership with Harvard University, Data Wise. The professional learning will continue for the 2017-18 academic year.*

*General Education and English Learner Teachers will continue SIOP (Sheltered Instruction) training and support. Teachers will continue certification work with Holy Cross College to obtain ENL licensing August 2017. As noted, self-contained ENL classes will be configured for the 2017 school in accordance with the 50/50 student balance. The ENL school-based supervisor will be supported to ensure monitoring and compliance.*

## Staffing Practices Turnaround Principle #5

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

Individual Indicator Ratings		
5.1	Hiring timelines and processes allow the school to competitively recruit effective teachers.	Ineffective
5.2	School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes.	Ineffective
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.	Ineffective
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

<b>Description of Improvement Necessary Areas</b>
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**5.5** Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.

**Actionable Statement:**

Leadership must address inconsistencies in policies and procedures and initiatives starting then fading away. A clear professional development plan must be established based on the school improvement plan, needs of students and staff, and school goals. Professional development should be differentiated based on the needs and interests of staff. Weekly collaboration time should be focused on staff needs and growth. Walkthroughs by administration must occur to follow up on fidelity of implementation of professional development and further identify staff need.

**Description of Ineffective Areas**

- 5.1 Hiring timelines and processes allow the school to competitively recruit effective teachers.
- 5.4 Staff assignment is intentional to maximize the opportunities for all students to have access to the staff’s instructional strengths.

**Actionable Statement:**

District leadership and human resources need to support administration at Navarre to intentionally staff Navarre with teachers who match the specific needs of Navarre’s students. School leadership needs to work with leadership team and current staff to support interview process. Administration needs to evaluate and analyze current staff strengths in relation to building needs and reassign staff where applicable.

- 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.

**Actionable Statement:**

Leadership must demonstrate high expectations for staff and students. Regular classroom walkthroughs and observations must occur to support teacher growth and rigor of instruction. Curriculum maps should be followed and not adjusted or lowering of standards. Enrichment should be occurring throughout the regular school day.

Leadership must utilize the district evaluation system and develop and execute meaningful teacher observations with frequent classroom visits and feedback. An emphasis needs to be put on focusing on supporting staff in advancing academic and behavioral expectations. Clear and consistent expectations related to the use of data to inform instructional decisions must be established. And the administrative and leadership team needs to leverage opportunities to be supportive and proactive though leadership relationships and consistency in values and practice.

<b><u>Evidence from Data:</u></b>	<b><u>Evidence from Observations:</u></b>	<b><u>Evidence from Interviews:</u></b>
<p>SAP showed a plan for PD that began at the beginning of the school year but did not continue.</p> <p>Administration self-evaluation rated “how effective is the school at recruiting, hiring, and retaining teachers” as a 2 on a 4 point scale.</p>	<p>Differentiated instruction was not prevalent. During classroom observations conducted by SQR team, “students are provided differentiated instruction and/or tasks to meet individual learning needs” was evident or very evident 52% of the time; and “lesson provides guided and/or</p>	<p>Interviews with staff revealed that PLCs were working in pockets but not schoolwide. Interviews revealed a desire by the staff for more training and guidance.</p> <p>The principal stated that she selects teachers from a pool</p>

<p>Administration self-evaluation rated “how effective is the PD provided to teachers” as a 3 on a 4 point scale, but also added “needs improvement.”</p> <p>School self-evaluation rated each of the following: “school and/or district leaders frequently visit classrooms (at least once a week); staff members are included in the hiring process of new teachers (including grade/content area teacher); and new teachers are provided a qualified mentor and actively supported throughout the year” as a 1 on 4 point scale.</p> <p>School self-evaluation rated each of the following: “the professional culture promotes faculty and staff participation, collaboration and training to enhance student learning; and staff is provided with PD for best practices of data use” as a 2 on a 4 point scale.</p> <p>A system for classroom observations and a PD is described in the SAP.</p> <p>District human resources handles initial teacher interviews and then creates a pool of candidates from which the principal can choose.</p>	<p>independent practice” 54% of the time.</p> <p>PLC observations provided is a lack of consistent use and training in PLCs. Staff are focused on classroom goals; overall building goals not evident.</p>	<p>created through HR. Vacancies are filled with whoever is available.</p> <p>Teachers shared they are not systematically observed and would welcome feedback. Pockets of staff work to make their PLC work but there is not a building wide effort maintained. Some staff do not have a PLC to work with.</p> <p>According to interviews, there is a disconnect with HR: jobs not posted quickly, background checks take too long, vacancies not realized until August, staff is not intentionally selected for Navarre, but placed here when there is no place else to go.</p> <p>Staff interviews revealed, there is a clear lack of classroom walk-throughs and observations to support teacher growth and rigor of instruction; PD initiatives start then fade away. And, there is little evidence of a building wide plan for PLCs or DI.</p> <p>The principal noted she hires teachers who are available and is unable to match instructional strengths with student needs.</p>
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*In the area of staffing practices, the following first priorities need immediate attention and should be included in the School Improvement Plan:*

- *Use evaluation system in place and develop and execute meaningful teacher observations with frequent classroom visits and feedback.*
- *Focus on supporting staff in advancing academic and behavioral expectations.*

- *Establish clear and consistent expectations related to the use of data to inform instructional decisions.*
- *Leverage opportunities to be supportive and proactive through leadership relationships and consistency in values and practices.*

***SBCSC Response:***

***The district will continue utilizing the Standards for Professional Learning, Data Wise, Coaching for Results to building high performing PLC's that: review student learning outcomes (formative, summative and independent practice data), design, implement and evaluate high-performing Tier I instructional practices.***

***Continue to support leadership at the building level by:***

- ***Providing Academic Teacher Leaders***
- ***Assigning a district level ELA and Math Data Coach***

## Use of Data Turnaround Principle #6

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

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

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

**Actionable Statement:**

Leadership must put systems in place to routinely analyze data in the areas of attendance, tardies, and behaviors. This data should be utilized within the leadership team as well as with teachers to drive conversations around the climate and culture of the school as well as next steps for improvement. User-friendly communication with parents and community members should be a priority for the school leaders. Climate and culture surveys should be utilized to ensure the school is meeting the needs of the entire school community.

The use of the student council and other student organizations should be enlisted to assist with advertising campaigns promoting school functions both within the building and within the community. Outreach with community organizations, local churches and businesses should also be coordinated through the student council, other student organizations, and the school leadership

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

Leadership must make data readily available to teachers and incorporate consistent data analysis protocols. Teachers should have regular PLC's with a data focus and this time needs to be honored by school leaders. Additional professional development should be organized based on student data and teacher needs. Teacher walkthrough data should be collected and disaggregated to ensure the instructional needs of teachers are being met. School leaders should implement a coaching cycle to target instructional deficits and ultimately increase student outcomes. In order to improve sustainability with data protocols the school leaders should train multiple teacher leaders to take on this important work.

<b><u>Evidence from Data:</u></b>	<b><u>Evidence from Observations:</u></b>	<b><u>Evidence from Interviews:</u></b>
<p>Attendance and behavior data showed by year summaries, and what was provided had little, if any, context.</p> <p>Interim/NWEA results and ISTEP+ results provided. Very little change was noted from BOY to MOY performance. EOY was to be given the following week.</p> <p>School self-evaluation rated the following areas: "students' academic achievement is improving, especially in the core subjects; teachers have an established protocol for analyzing data; data is reviewed and discussed weekly; and we always analyze data to make decisions" as a 2 on a 4 point scale.</p>	<p>Few classrooms had student work, goals, or data posted. Though it should be noted that ISTEP+ had just ended and it requires the removal of student work from the walls.</p> <p>According to observations very little data appears to be used or made available in any systematic way.</p>	<p>Teachers identified frustration about the lack of data available, or lack of properly using PLC time to review data and sort students by areas of need.</p> <p>According to interviews very little data appears to be used or made available in any systematic way.</p> <p>Descriptions of the procedures for compiling, reviewing, and using data during the first semester of the school year differ dramatically with the second semester. Teachers noted that this change could be due to a Title I teacher going on maternity leave. Teachers reported that PLC time was frequently compromised. Teachers stated that they are often asked to sub during this time.</p> <p>Parents are notified about school events using fliers and word of mouth.</p>

## Use of Time Turnaround Principle #7

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

Individual Indicator Ratings		
7.1	The master schedule is clearly designed and structured to meet the needs of all students.	Improvement Necessary
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.	Ineffective

### Description of Improvement Necessary Areas

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

**Actionable Statement:**

Leadership should ensure consistent expectations regarding the maximization of instructional time. The expectation needs to be set that instructional time is valued and honored by school leaders, teachers, and students. School-wide expectations should be communicated and verified through walkthrough and observation data. Additional monitoring of times between classes would ensure instructional time is maximized.

### Description of Ineffective 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.

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

**Actionable Statement:**

Leadership must make it a requirement that student progress data is the focus of PLC's in order to appropriately meet the needs of all students. Success time should reflect the needs of the students based

on their data. Students can be placed in flexible groups based on their intervention or enrichment needs. PLC's provide an ongoing format for teacher reflection and conversations regarding student growth. Teachers should work collaboratively (both vertically and horizontally) to ensure the intervention and enrichment needs of all students are met during Success Time.

Professional development initiatives need be clear, focused, and sustainable. When choosing professional development topics, school leaders need to ensure that complete follow through is able to be executed. Leaders should review student/teacher data and seek input from the teachers in regards to areas of need for PD. Implementation of the PLC structure and professional development offerings should be systematic and reevaluated frequently based on student data, classroom observation data, and a professional development survey given to staff. The teacher's time for collaboration and professional development needs to be honored by the school leaders.

District leadership must ensure fidelity to the stated Lau Plan submitted in the approved Title III application. Similarly, district leadership will need to ensure English learners have equitable access to the core curriculum, native English-speaking peers, certified staff trained in language acquisition, and are enrolled in an EL program that is designed to meet the language acquisition needs of ELs in the least segregated manner.

<b><u>Evidence from Data:</u></b>	<b><u>Evidence from Observations:</u></b>	<b><u>Evidence from Interviews:</u></b>
<p>Master schedule provided by school</p> <p>Administration self-evaluation rated "how effective is the school at engaging families in school decision-making and monitoring students' progress" as a 1 on a 4 point scale and noted "students face many challenges outside of school – parental neglect, homelessness, basic needs not being met."</p> <p>School self-evaluation rated "the principal is adept at securing additional resources and leveraging partner relationships" as a 1 on a 4 point scale.</p>	<p>Self-contained classrooms were observed where EL levels 1.0-4.9 were placed in the same class without access to native English-speaking peers.</p> <p>Inconsistent observation data on classroom transitions</p> <p>Students were observed coming in late to class frequently.</p> <p>Lack of adult supervision in the hallways during transitions were noted by the team.</p>	<p>Teacher interviews revealed: a lack of systematic PLC implementation; a lack of vertical collaboration between grade-level teams.</p> <p>Teachers expressed lack of observations used to collect data and drive professional development sessions.</p> <p>Teachers reported often being pulled from prep time intended for professional development/PLCs to cover staff absences.</p> <p>Interviews and observations revealed intentions and supports for ELs are largely provided by uncertified staff who are not adequately trained in language acquisition.</p>

<p>Six parents completed the parent survey.</p> <p>School self-evaluation rated “maintaining instructional time is a focus of our school. Class time is rarely interrupted.” as a 2 on a 4 point scale.</p>		<p>Staff reported separate curriculum that is not aligned to the general education curriculum is taught to EL students.</p> <p>Interviews with staff indicate the lack of collaboration between general education and EL staff regarding student data used to drive instruction.</p>
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## Effective Family and Community Engagement Turnaround Principle #8

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

Individual Indicator Ratings		
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

<b><u>Description of Improvement Necessary Areas</u></b>
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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:**

Leadership must engage families in academically related activities. Student performance/achievement data needs to be shared with parents on a regular basis. Parents need to be included in the school as part of the school improvement process. Staff and parents both reported that parent engagement was not a priority at Navarre. The school needs to develop and implement programs that create an environment where parents become a true partner in the academic success of their students. Additionally, it was noted that the school has two parent liaisons which were indicated to be a positive resource for the school from the teachers.

**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:**

Leadership must work with community partners to purposefully support and foster student growth academically, behaviorally, and socially. Additionally, partners should not be working in isolation from the others. Coherent systems must be put in place to support students academically and personally. The

school leaders should utilize the data to reflect how to maximize the quality services of the existing community partnerships to make a substantive difference for students and families.

<b><u>Evidence from Data:</u></b>	<b><u>Evidence from Observations:</u></b>	<b><u>Evidence from Interviews:</u></b>
<p>The parent survey was completed by only one percent, or six, of the parents No data provided to show how students are chosen for certain programs as well as if programs work/don't work.</p> <p><u>Staff survey data:</u></p> <ul style="list-style-type: none"> <li>• 67% of staff disagree strongly or somewhat "our principal encourages community participation in the decision making process"</li> <li>• 51% of staff disagree strongly or somewhat "our school works with parents to build positive relationships and engage them as partners"</li> </ul>	<p>No parent volunteers were observed in classrooms</p>	<p>Only 3 parents came to the interviews and all 3 were African-American even though only 35% of the student population is African American (53% are Hispanic). Parents mentioned that they would like more information on their child's progress than just a letter grade.</p> <p>Parents mentioned that most communication is done via a systematized phone call or Power School and voiced concern for those parents who do not have access to internet and/or technology.</p> <p>Parents felt that communication is 'hit and miss' and depends on the teacher.</p> <p>Parents didn't feel they knew enough about higher ability classes for their children. Six community partners attended the interviews.</p> <p>None of the partners knew if they were written into the school improvement plan.</p> <p>No one could articulate the vision of the school (each had ideas but there was no consensus).</p> <p>Anonymous community partner identified lack of leadership as an issue.</p>

***SBCSC Response:***

***The Title I FACSS personnel will be assigned a district level support. The FACSS job descriptions were rewritten to include:***

- ***More time in class monitoring student performance***
- ***Working with teachers in identifying and planning interventions for students (proactive)***