

Turnaround Principle # 1 Title: School Leadership

Circle the Overall Rating: **1 Ineffective** 2 Improvement Necessary 3 Effective 4 Highly Effective

Description of Improvement Necessary Areas:

The following areas under principle 1 are deemed for improvement necessary.

- 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.
- 1.3 The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.
- 1.10 The principal uses data and research-based practices to increase academically focused family and community engagement.

Actionable Statement: The principal will use data to establish a coherent vision that is understood and supported by 100% of the school community. The principal will develop a plan for consistently monitoring progress toward continuous improvement and provide staff with regular feedback. The principal will create and communicate a consistent set of behavioral expectations for students to maintain a safe, orderly, and equitable learning environment.

Evidence from Data:

- Surveys do not support a rating of effective due to lack of evidence that the entire school community supports, implements, or understands the school mission.
- Surveys indicate teachers do not feel safe.
- School Improvement Plan does not involve the whole school community (Select staff are responsible for developing the plan and other staff are not part of the development of the plan)
- Walkthroughs are not scheduled and the data collected are not used to plan staff professional development.
- There is no clear professional development plan available.
- Formative assessment data from Acuity is present but not clearly defined for all

Evidence from Observations:

- The hallways, lunchroom and many classrooms did not have a clear set of procedures or set of expectations being enforced.
- Some classrooms have the vision/mission posted.
- Several classrooms lacked a clear instructional focus and effective research-based strategies were not utilized.
- Student engagement was frequently absent. In some cases, students were compliant, but rigor was not observed.
- Several lessons observed were not aligned to Indiana's CCR standards.

Evidence from Interviews:

- Some staff know about the school improvement plan and other staff indicate they know there is one but they were not involved in the development of the plan
- School Improvement Plan is not consistently referenced and revisited by the whole school community
- Not everyone follows the school mission/vision
- Some staff members are unsure of the development of the plan and who develops it.
- Staff indicated they determine what they teach by, “I do what they (students) respond to.” Standards were not utilized in planning in most cases.
- Staff indicated in interviews they do not feel safe or supported. “Everyone passes the buck.” “This place is up for grabs.”
- Further staff indicated a lack of consistent response when students are sent to the office.

Description of Ineffective Areas:

The following areas have been rated ineffective and need immediate attention.

- 1.4 The principal communicates high expectations to staff, students, and families, and supports students to achieve them.
- 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).
- 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.
- 1.9 The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instruction and meet student learning goals

Actionable Statement: The district will provide the principal with operational flexibility in the areas of: hiring, scheduling, and budget. The principal will communicate high expectations to staff, students and families and implement policies to support and achieve them. The principal will ensure staff are properly trained in the Indiana CCR Standards and monitor the consistent implementation of standards in pacing guides and daily lessons.

Evidence from Data:

- Many vacancies have been unfilled for long periods of time, which have caused staff to be understaffed and unable to meet student needs. Some of the most vulnerable students were provided with unlicensed substitutes without the credentials to provide quality instruction.
- English Learner students were greatly underserved. Many, 30+, level 2 and 3 students

were not being served and paraprofessionals were given little if any guidance or support.

- A classroom walk-thru schedule was not available.

Evidence from Observations:

- Many areas in the building, including hallways, restrooms, lunchroom, and classrooms were chaotic and lacked order. Many discipline issues were observed.
- Classroom instruction was not consistently aligned to Indiana's College and Career Ready standards.
- Many lessons were observed by evaluators to be lacking rigor, relevance, and student engagement.
- Staff collaboration was limited and a system for regular conversations around common data was missing.
- Very few parents are seen throughout a given school day in the building and very few parents attend school activities.

Evidence from Interviews:

- Staff indicated they do not feel safe. Student behavior is listed by many as one of the biggest obstacles preventing instruction and inconsistent policies reinforce the idea that the school is "being run by the students."
- Several staff indicated the principal does not have the support of the staff and the principal seemed to give up after the first few weeks of school.
- Several staff stated that it is difficult to get parents and community involved in the school.
- Staff were not able to articulate a clear understanding of the standards and a pacing guide for the curriculum.

Summary of First Priorities that need to be intentionally addressed in your School Improvement Plan:

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

1. Create and communicate a consistent plan with high expectations for academics and behavior.
2. Communicate and model high expectations for students and staff.
3. Professional development and classroom walk-throughs need to be utilized to improve staff understanding of active learning and student engagement strategies.
4. Relevant and meaningful lessons aligned to College and Career Ready State Standards need to be consistently delivered.
5. Revisit the evaluation process and discuss the expectations for staff; monitor progress of staff and provide regular feedback to staff regarding performance.
6. Provide staff with targeted professional development aligned to needs according to the data collected from formative assessments and observations/classroom walk-throughs.

Turnaround Principle # 2 Title: School Climate and Culture

Circle the Overall Rating: 1 Ineffective **2 Improvement Necessary** 3 Effective 4 Highly Effective

Description of Improvement Necessary Areas:

2.1. Block Middle School exhibits a clean environment. Halls are well maintained and there is little clutter in the halls. Teachers are in the hallway attempting to control the students between classes. Although this is done inconsistently.

PBIS has been established as a behavior management system school wide but it is not consistently used in classrooms. Teachers new to the system have not been fully trained so results are inconsistent. Rewards have been instituted but consequences are relatively new to the school. Implementation of PBIS on a more consistent basis would be beneficial for school climate.

Evidence from Data:

PBIS data shows a marked decrease in the number of referrals as the year progressed. This was attributed to widening the scope of PBIS. The PBIS committee has established guidelines for distribution of rewards. The faculty is attempting to move towards more consistent application of PBIS.

Teacher surveys showed a majority disagreed that the school was safe and orderly with rules consistently implemented. Parent surveys supported the efforts to maintain a safe environment although it must be noted that this is based on only 15 parent replies.

Evidence from Observations:

Tickets are given by teachers for listed behaviors but no distribution was noted during the time we were present. Teachers were observed using their own methods of discipline during class time.

Negative behaviors in the hallways were still prevalent with teachers attempting to keep order. Several observers noted that the student flare ups were common.

Evidence from Interviews:

Teachers indicated they understood the minor/major system in place but were often unwilling to refer to the office due to a lack of response. Often students were returned to class the same day even if they had been in a physical confrontation.

2.2. Differentiated instruction was not observed in the majority of classrooms. Rigorous instruction seemed to be lacking for all levels of students, especially in the areas of high ability and language development.

Administrators complete regular observations and walk throughs but it has not proven to have a positive change in the quality of instruction in many classes. Observation feedback is not always provided in a timely manner so the effect on productivity is reduced. Professional development is not connected to observation data.

Evidence from data:

ISTEP scores have remained stagnant with little to no growth. Following the cohort groups, the growth has often been negative from year to year. Predictive acuity data is available to most teachers but it is not utilized to change instruction.

Evidence from observations:

Many classrooms post their standards and objectives but they are seldom reviewed at the beginning of class. Student engagement is minimal since behavior is interfering with the learning process. A few classes had positive student engagement in their learning tasks but it was sporadic and inconsistent.

Evidence from Interviews:

Current textbooks are not available for every class according to teacher interviews. The opportunity to meet with other grade levels to discuss articulation is only completed on an informal basis. Teachers stated that more could be accomplished if there was vertical articulation. Data is studied in meetings but the practice of using this to formulate instruction is not widespread according to test results and interviews.

2.3. The principal, assistant principal, and instructional coach conduct observations and walk throughs with staff members but the results are often delayed, causing them to be less effective. Academically, the staff is provided with data from Acuity but it is often just at the grade level and not for individual students. Data use to inform teaching strategies would be a useful professional development for staff members so data can be utilized in a more effective manner.

Evidence from Data:

After walk throughs, the principal sends emails to faculty members noting areas of strengths and weaknesses. She also includes information in her weekly notes to teachers. PBIS committee notes include ideas for improvement of the program and some have been implemented including ISS and after school detentions, staffed by teacher volunteers. ISTEP and Acuity data show little improvement over the last three years with low growth for several groups.

Evidence from observations:

When observing student behavior in the halls and classrooms, it was evident that some teachers are striving to control student behavior. Academic excellence is inconsistent in classrooms.

Evidence from Interviews:

Many teachers and staff members are not supportive of the principal. They view her as ineffective and inconsistent with student discipline, causing the school to be unsafe. Both teacher and student interviews support this point of view. Parent interviews were evenly divided on this subject.

Staff members requested more immediate feedback from observations so they can implement

strategies in their classrooms. The RtI process seems to be nonexistent, which could be used to benefit all levels of learners.

Turnaround Principle # 3

Title: Effective Instruction

Circle the Overall Rating: **1 Ineffective** 2 Improvement Necessary 3 Effective 4 Highly Effective

Description of Ineffective Areas

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

Summary: Some teachers may post learning objectives, but they lack clarity and are not measured regularly in all classrooms.

Evidence from Data: Teacher surveys indicate that objectives are specific, measurable, and communicated with the staff, however, **Evidence from Observations does NOT** support those responses. Student learning objectives are rarely posted and are not explained to students; those that are posted are not clear and measurable. Due to the lack of curriculum maps or guides there are no aligned lesson objectives.

Evidence from Interviews: Some teachers indicated that objectives are not tied to curriculum guides but that they do use Indiana Standards to influence lesson development. Students are not able to articulate learning objectives.

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

Summary: Based on observations, a majority of teachers engage in teacher-centered lessons. Students appear passive or off-task as evidenced by teachers frequently calling for students' attention throughout their lessons. There is little evidence that instructional strategies are intentionally chosen to meet ALL student learning needs.

Evidence from Interviews and Classroom Observations confirms lack of student engagement. One teacher commented during interview that he/she would only be teaching to those that want to learn for the rest of the year.

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

Summary: Teachers rarely use checks for understanding, and do not always know where students are in terms of mastering the learning. Some teachers use exit tickets, however, other checks for understanding are not frequently applied throughout the lesson.

Evidence from Observations: No follow up was observed for students who indicated they did not understand. This was observed frequently by several team members.

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

Summary: Behavior expectations in the classroom are not clearly and consistently communicated or reinforced. Lack of mastery of objectives demonstrates low expectations.

Evidence from Data: Acuity results are flat from Test One to Test Three. Behavior data suggests students are missing classroom learning frequently.

Evidence from Interviews and Observations: Teachers stated during interviews that they do not teach to mastery and SQR team members noted that teachers were unable to articulate building wide strategies. A majority of teachers stated that classroom behaviors consistently impact the ability to adequately teach their lessons.

Description of Needs Improvement Areas

3.4 Teachers demonstrate necessary content knowledge.

Summary: Although the content was delivered with little rigor and relevance, by and large teachers were accurate in delivering content. Some students were engaged and on task while many were passive and behaviorally inappropriate.

Evidence from Observation: All SQR team members commented on the low level of student engagement and the absence of rigor or relevance. Note: Low rigor and relevance lead to increased classroom disruptions.

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.

Summary: It is noted that while instructional decisions, such as student groupings for success time are based on data, individual teacher lessons (and the lesson plan template) indicate a focus on whole group instruction. High quality work and meaningful feedback is not evident in the classroom. Behavior expectations are not consistently reinforced.

Evidence from Data: A review of the pre and post testing results and success period lessons indicate that differentiated lesson planning does not occur.

Evidence from Observation and Interviews: Several teachers articulated that they mainly use only one or two sources (ISTEP previous year results and Acuity data) to inform lesson planning. Some indicated that Acuity was their only source. A few indicated that data only partially informed their lesson plans. Pre and Re Teaching were rarely observed.

Summary of First Priorities that need to be intentionally addressed in your School Improvement Plan:

1. Develop and initiate a minimum of three student centered instructional strategies and implement them building wide to move from compliant student engagement to active student engagement. These strategies should be focused on increasing the rigor and relevance of the lesson plan.
2. Require student friendly standards based objectives to be posted in each classroom and reviewed by teachers with students at the beginning of each lesson. Expect students to be able to state these objectives. Strategize with academic coaches and teachers to institute, in all classrooms, checks for understanding both during the lesson and at the conclusion of the lesson with the use of exit tickets.
3. Begin a professional development activity that consistently (weekly or bi-weekly) looks at current student work to discover individual student deficiencies and fosters discussion of the level of rigor of the work.
4. Begin a building-wide study of differentiated instructional strategies to target various levels of student learning. Begin implementing differentiated instruction in addition to the assignment of targeted interventions during the Success period.

Turnaround Principle # 4 Title: Curriculum, Assessment, and Intervention System

Circle the Overall Rating: **1 Ineffective** 2 Improvement Necessary 3 Effective 4 Highly Effective

Description of Ineffective Areas:

- 4.1 The district or school curriculum is aligned with CCRSS
- 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’s progress and inform instructional decisions at the classroom and team levels.
- 4.4 Instructional materials and resources are aligned to the standards based curriculum documents.
- 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.

Summary:

(4.1) Some teachers follow basic ELA and Math calendars that are laid out to ensure the appropriate standards are taught throughout the school year, however these are teacher-created and do not provide strategies for differentiation and intervention aligned to standards. Teachers seemed unsure of what they needed to be teaching at specific times. Many teachers noted that they just work from what the instructional coach gives them. Teachers mentioned that they do not use one curriculum consistently. Some teachers use premade lessons from the internet or ISTEP+ practice packets provided by the instructional coach. It was noted that this lack of consistency made it difficult for the special education teachers, EL support staff, and instructional assistants to stay aligned with the classroom teachers. It would be beneficial for the school to move forward with the development of comprehensive ELA and Math curriculum maps for next school year.

(4.2) Classroom observations are infrequent and not focused on ensuring the taught curriculum is consistent across content area classes. Teachers submit their lesson plans to both the principal and instructional coach weekly but receive infrequent feedback on lesson plans. There is no system in place for ensuring that the lesson plans provided by the teachers are reflective of what exactly is being taught during the lesson execution. It is recommended that the principal and instructional coach develop a schedule to ensure all teachers are seen via a walk through each week to ensure that the lesson plans provided mirror what’s actually being taught during instructional time. Additionally, it’s critical that the school lesson planning template include space for differentiated instruction. This is something teachers need to plan.

(4.3) Assessments and some data is provided to teachers in staff meetings. There is no regular system for teachers to analyze data in both content area and grade level groups due to the lack of common planning time. It was noted that the teachers use multiple forms of assessments such as Acuity and Read 180 but there was variability between teachers in how this data is used to inform instructional planning and intervention. A few teachers had a strong handle on how to use the data to inform their flexible groups and focus on specific weak

standards in Tier I, core instruction. It was not clear how data was used to identify needs and inform instruction for Tier II and Tier III interventions. Teachers could not provide data that demonstrated the interventions were working and struggled to identify specific research based interventions to use for SUCCESS periods. There was no evidence to support that a Tier III intervention for at risk students was in place. Solidifying the Tier II and Tier III identification process and administering pre/post assessments would be highly recommended. Additionally, developing a PD structure that teachers can follow during common planning times next school year to help teachers analyze their student data together will help support the identification and intervention process.

(4.4) Some instructional materials appear to be aligned to CCRSS but not aligned throughout the grade levels. There are great inconsistencies in the ELA materials and curriculum that is being taught. The school has an outdated curriculum that is available, but many teachers only use supplemental materials. Most of which, they find online. There does not appear to be a current research-based core curriculum that is implemented throughout the building with fidelity. Interventions are not aligned to a core curriculum, aside from SUCCESS, and there is no evidence that the interventions being used are working (pre/post assessments). It is recommended that the district look into a current adoption of a core reading program that will be implemented with fidelity.

(4.5) An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is not developed, planned, monitored, or evaluated for effectiveness based on defined student learning goals. The school inconsistently follows the 8-Step process which incorporates a SUCCESS period for 30 minutes a day focused on Math. We were unable to find evidence that research-based interventions had been implemented and that data collection was consistent. We were unable to identify a Tier III focused intervention for students more than two years below grade level. It is recommended the school review their use of time and resources to better serve struggling students and build the 2015-16 master school calendar accordingly.

Evidence from Data:

- Acuity data
- ISTEP+ historical data
- ECA results
- Educator Ratings/Observation Data
- Staff vacancies

Evidence from Observations:

- Reading material and curriculum inconsistencies
- Teacher-created basic curriculum calendars
- Math focus and alignment evident across some classes
- Observed Success Period which is solely focused on math intervention
- Lesson plan format

- Teachers worked with students in a small group but students were receiving the same instruction from group to group. Teachers did not appear to utilize this small group time to provide differentiated intervention or enrichment.

Evidence from Interviews:

- Success curriculum calendars for Math
- Staff meeting agendas
- ELA curriculum inconsistencies
- Staff stated that they review current data in team meetings; although the meetings are infrequent or done in passing due to lack of common planning time.
- Teachers stated that in the past they had grouped students based on student needs, but no longer utilize this format.
- Teachers were unaware of the type of interventions taking place for ELA and did not have open communication with IA's and the instructional coach providing this support. Many teachers stated that the Instructional Coach was in charge of planning for ELA interventions, but this largely included putting together ISTEP+ practice packets, not regular interventions for students.

Summary of First Priorities that need to be intentionally addressed in your School Improvement Plan:

1. CCRSS and state curriculum maps need to be analyzed to for an ELA and Math core curriculum that all teachers follow with fidelity. The map should include specific focus skills as well as research-based strategies and interventions.
2. A plan for Tier II and Tier III should be developed and implemented to provide interventions for students who are behind.
3. Create pacing guides and calendars to ensure instruction, intervention, and assessment are all tightly aligned.
4. A literacy steering committee consisting of the instructional coach and effective ELA teachers could provide the support needed to implement the core curriculum, offer professional development to other staff, and ensure that research-based strategies are implemented.
5. Develop a Master Schedule that allows for intervention, enrichment and a common planning time for content area and grade level teachers.

Turnaround Principle # 5

Circle the Overall Rating: 1 Ineffective

Title: Effective Staffing Practices

2 Improvement Necessary

3 Effective

4 Highly Effective

Description of Improvement Necessary Areas:

Staffing needs have been identified and there must be a sense of urgency in regard to filling the vacancies. Recruitment efforts must be extended. Hiring timelines and processes must be in place so that Block can recruit effective and highly qualified teachers. The building administrators need to provide immediate feedback to staff that focuses on helping to improve classroom management and instruction.

The principal has been at Block for two years. There have been some leadership team and staff changes. The assistant principal has been in place for a short period of time and his focus has been on discipline. The instructional coach has some experience and the math coach was recently hired. The principal monitors general education, Transitions, and Real Choices programs. The 6th grade program is self-contained and the 7th and 8th grade programs are departmentalized. More professional development is needed as well as an increase in collaboration opportunities. There must be a sense of urgency in regard to the removal of chronically underperforming staff. Classroom and school-wide expectations and consequences must be clear and consistently acknowledged. There are vacancies that need to be filled and there are teachers in need of a great deal of support.

Evidence from Data:

Evaluation and observation data shows that there are some teachers in need of classroom management and instructional support. Some of the improvement plans reviewed were not adequate to meet the needs of the struggling teachers.

Evidence from Observations:

Some classrooms were noisy and students were clearly not engaged in quality instruction. Some of the rooms had substitute teachers. At times, there was a great deal of noise in the hallways, particularly near the lunchroom. There appeared to be an adequate amount of staff present but expectations were not communicated to students regarding expected behavior. There was a lack of classroom management noted in some classrooms.

Evidence from Interviews:

- The staffing needs of this school have been identified but administrators have not been able to hire teachers to fill the vacancies. Paraprofessionals in the building feel that they need more guidance in regard to their roles. Some staff members who assist with Success time feel that they are not able to adequately assist the students with Math.
- Morale at Block Middle School is very low. Staff interviews consistently indicated that a major area of concern is discipline, which has a strong impact on the instruction at this school. It was stated that Block's reputation prevents good teachers in the district from wanting to transfer to this school. The staff indicated that the PBIS process was not working effectively at Block. Several staff members indicated that the assistant principal has little time to assist with instruction because of all of the discipline issues at the school. The staff reported they were organizing a "walk out" if things did not change. As a result of this threat, the In School Suspension was initiated. Some teachers say they

have volunteered to help man the room on their prep periods. Teachers indicated a need to have the district assign a person to be responsible for this room.

Description of Ineffective Areas:

The use of long term, untrained substitutes is ineffective. The principal needs operational flexibility in order to select effective teachers.

New teachers and struggling teachers should be provided with mentors.

There needs to be an increase in the number of highly effective teachers at Block. The principal needs to have the operational control and authority to make placement decisions to develop a staff of effective and highly effective teachers.

Monitoring classroom instruction should be ongoing and a priority. Staff members need to be provided immediate feedback to reinforce or refine instructional practices. The coaches and assistant principal should support this process.

Evidence from Data:

Data shows frequent teacher absences. Staffing leaves, resignations, open positions etc... have created issues throughout the 2014-15 school year.

Evidence from Observations:

Several teachers are struggling with classroom management. Some paraprofessionals and security staff also have management issues. A great deal of support is needed.

Evidence from Interviews:

The sixth grade teachers were moved from Franklin to Block with no opportunity to express their concerns. They indicated that next they will be moved to the elementary schools. These teachers are very frustrated and feel that their opinions do not matter. They feel they are never a part of the decision making process. Usually, at some point in the summer, they are told where to go for the next school year.

Interviews with school and district administrators revealed that in the past the principal did not always have the authority to determine who held teacher positions in the school. Some teachers did not interview for the positions that they received in the building. The current principal has been at the building for two years and has had minimal hiring opportunities. The central office administrators indicated that the principal and her team would be an integral part of future teacher selections. It was also indicated that there have been postings for the vacancies but the district has been unable to find good candidates for the principal to interview. It was stated that it took a while to find someone to fill the math coach position. Recruitment efforts will be accelerated by contacting the education departments at the local universities, hosting a job fair, advertising in newspapers, on line, etc.

The administrators did indicate that they will be partnering with Teach for America.

Turnaround Principle # 6

Title: Use of Data

Circle the Overall Rating: 1 Ineffective **2 Improvement Necessary** 3 Effective 4 Highly Effective

Description of Highly Effective Areas:

N/A

Evidence from Data: Evidence from Observations: Evidence from Interviews:

Description of Effective Areas:

N/A

Evidence from Data: Evidence from Observations: Evidence from Interviews:

Description of Improvement Necessary Areas:

6.1... The school collects some forms of data in a timely and user-friendly manner to drive some climate and culture decisions. Systems are in place to review data on attendance, tardies, referrals and suspensions using SWIS, (School Wide Information System) and the PBIS committee. Families are given notice of special events and participation is not tracked. Climate and culture surveys are seldom given to all stakeholders throughout the school year to collect data.

Summary: Develop, disaggregate, analyze, and use climate and culture survey data and communicate this data to all stakeholders. Utilize this data to make academic and nonacademic improvements and ensure the data is correct. Increase communication between the school and families through surveys and the development of a school newsletter that can be posted on the school's webpage. Teachers can also take ownership of the newsletters by asking for grade levels to submit current happenings to help celebrate positive programs that are occurring in their classes. Consider posting attendance and assessment data in classrooms and hallways to celebrate successes.

Evidence from Data: Evidence from Observations: Evidence from Interviews:

- SWIS (School Wide Information System)
- Disaggregated SWIS/PBIS discipline and attendance data
- AdvancED required surveys
- PBIS committee agendas/minutes
- Scheduled calls
- Interviews
- Observations

6.2...The school has a range of student data collected with only certain forms(Math) presented in a friendly and timely manner. The school does not have user-friendly data accessible for ELA to drive instruction. Teachers have access to some data systems and are using them to inform student groupings in Success Time. Some data protocols are utilized during staff meetings (Math). The range of data collection differs between classrooms and this data is manually created and analyzed by the instructional coaches. No data is posted in classrooms or hallways. Eighty-five percent (85%) of teachers indicate that they use multiple forms of user friendly data and that this data is collected across classrooms. This is true for Success Time, yet not evident in the general education classrooms. The survey data does not match the artifacts collected.

Summary: Develop a consistent system for teachers to collect and disaggregate data in a user-friendly format across all content and grade levels. Use this disaggregated data to drive grade level, staff and professional development meetings. Leadership should consider having data meetings with teachers/grade levels after each Acuity assessment and Success cycle. Acuity data organizers must be utilized after each Acuity assessment and must also be monitored by instructional coaches and administration. These organizers need to become part of the assessment culture and developed by the teacher with the “guidance” of the coaches. Build on your data collections and post assessment/behavior data in all areas of the school. Utilize your assessment collection and review methods for Success in the general education classes.

Evidence from Data: Evidence from Observations: Evidence from Interviews:

- Data binder
- Success binder
- Turnaround Principle 6 binder
- Data room
- Success pre/post data
- Math/ELA teacher data binders
- Interviews
- Observations

Description of Ineffective Areas:

6.3...The school has a master schedule with core classes scheduled along with a Success Time for students to receive intervention/enrichment time in math. There is not a specific schedule and process embedded into the master schedule that allows for the analysis of formative assessment data. Only 45% of teachers indicated that they have systematic collaboration time to review data. There are two instructional coaches that collect Acuity data and “coach” teachers on the results with little ownership from teachers. Professional development is very loosely linked to the needs of teachers so that they can improve instruction in order to increase student achievement. Leader walk-throughs are not scheduled which doesn’t allow for instruction to be monitored on weekly or daily bases.

Summary: The master schedule needs to have built-in collaboration time (PLC’s) that are data driven and that will also allow for horizontal/vertical collaboration. A collection method for these PLC meetings needs to be developed. This collection method will enable the staff (PLC’s) and leadership to communicate and also will allow leadership to monitor the PLC meetings. Professional development must be systematically linked to student data and the needs of all staff members through the collection of multiple sources of data. Develop and utilize a professional development calendar based on assessment and evaluation data to strategically plan for the year and adjust as needed based on current data. Develop a walk-through schedule that enables an instructional leader to observe instruction on a daily bases. This can be accomplished by identifying uninterrupted time each day that is a non-negotiable and is communicated to both internal and external stakeholders.

Evidence from Data: Evidence from Observations: Evidence from Interviews:

- Interviews

- Survey
- Master schedule
- Success time schedule
- Instructional coaches calendars
- Observations
- Cycle groups

Actionable Statement:

Develop surveys for students, staff and parents that are sent out two/three times a year

Develop a system for teachers to use Acuity data organizers

Develop a master schedule with grade level/content collaboration time

Develop a professional development calendar and walk-through schedule

Turnaround Principle # 7**Title: Effective use of Time**

Circle the Overall Rating: 1 Ineffective **2 Improvement Necessary** 3 Effective 4 Highly Effective

Description of Improvement Necessary Areas:

7.1 -2 The master schedule is developed with the counselor and principal but is not structured to meet the needs of all students. Teacher collaboration time is not possible with the current schedule, making articulation difficult.

Evidence from Data: Teacher surveys indicate that the master schedule does not meet the learning needs of all of the students. There is no indication that high performing students are given the enrichment necessary to grow academically.

Evidence from Observations:

The master schedule reflects time built for Success in the area of Math. There is a transition group for students who are two or more years behind academically. There is not a purposeful time for teachers to work on Language Arts interventions except at the seventh grade level. Teachers indicated a lack of planning for all levels of learners including high ability students.

Evidence from Interviews:

Teachers often do not know their teaching schedule until the beginning of the school year.

This practice does not allow them to purposely plan for their courses over the summer.

There are limited interruptions from the office during academic times. Teachers report that class time is generally free from distractions outside of their classroom.

There are few, if any, times on the calendar for teacher collaboration time. Teachers use informal methods to discuss academic standards and practices with each other. On a professional development day, teachers had some collaboration time and rated it one of their most successful in-service times.

Some subject specific teachers share a plan period with other grade levels but there is no purposeful planning or collaboration for this time. Teachers need guidance on ways to proceed with collaboration with their subject area colleagues.

Turnaround Principle #8 Title: Effective Family and Community Engagement:

Circle Overall Rating: 1 Ineffective **2 Improvement Necessary** 3 Effective 4 Highly Effective

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.

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.

Description of Improvement Necessary Areas:

Block is a clean facility with security throughout the building. There is a full time parent liaison with a small parent room. Parents need to be well informed about student progress and attendance throughout the school year. Encourage more parents to become involved with the parent organization. Additionally, parents should be given opportunities to be more involved in the decision making process. Actively seek more parent representation from the various feeder school communities. Consider reaching out to business and religious leaders in order to help increase community engagement. Staff members should help bridge the gap between school and home. Continue to provide workshops with an academic focus and work to increase parent participation. Seek mentoring opportunities. Students who are struggling academically and socially should have a network of support. Family surveys and community provider surveys should be utilized.

Evidence from Data:

- Parent Room Workshops' Data (Agendas/Sign In Sheets)
- List of family/community engagement activities and attendance
- Parent Use of Online RDS
- Back to School Orientation Sign In Sheets
- Review of Title I Parent Involvement Documents
- Communities in Schools Program

Evidence from Observations:

- Few Parent Volunteers in building
- Social Worker Support Services available
- Review of Meeting Agendas
- Review of Sign In Sheets
- Active Communities in Schools after school program

Evidence from Interviews:

- Staff feels that fewer parents are involved this year.
- Staff feels that students come from many communities and the school must make an effort to reach out to all parents.

- Parent conferences scheduled as needed or by parent request.
- Communication with parents via telephone, letters home, email.
- Parents are not involved in decision making. They are concerned that the board makes major decisions about their school and they find out about the decisions later.
- Building administrators feel that they need a parent liaison who can communicate more effectively with parents.
- Parents feel it is difficult to get in touch with teachers. There are concerns about the special and general education populations.
- Some parents do not feel that the school is safe. It was reported that the police don't try to stop the fights. Parents feel that about 75% of the students do not respect authority. Gang activity is reportedly on the rise at Block.
- Parents have expressed concern regarding students' behavior in some classrooms.
- The parents interviewed do not volunteer at the school.
- Parents indicated they receive report cards but no progress reports.
- Parents acknowledged the grade web site but only half of those interviewed have looked at the grades.
- Most school phone calls are regarding school closings, absences and field trips.
- Some parents expressed low expectations.
- Parent feels that the state needs to help because the situation is out of the control of the administrators and teachers.
- School needs more support from businesses, churches and community agencies.

Actionable statement:

Encourage more parents to become involved with the parent organization. Additionally, parents should be given opportunities to be more involved in the decision making process. Actively seek more parent representation from the various feeder school communities. Consider reaching out to business and religious leaders in order to help increase community engagement.