



**Indiana  
Department of Education**

**Glenda Ritz, NBCT**  
Indiana Superintendent of Public Instruction

# **School Quality Review Report:**

## **Dr. Bernard C. Watson Academy For Boys**

**Review Date:** May 28-30, 2014

**Address:** 2065 Mississippi Street, Gary, IN 46407

**Principal:** William Roberts

**Review Team:** Daniel Bundridge, Robert Guffin, Linda Randolph, John Wolf

## **School Quality Review First Priorities**

### **Dr. Bernard C. Watson Academy for Boys**

The following First Priorities should be addressed in school improvement planning and be included in your Student Achievement Plan with appropriate interventions aligned to the Turnaround Principles cited:

#### **Turnaround Principle 1: School Leadership**

1. Continue to build on data disaggregation from the leadership level down to the teacher level. Collect evidence of these meetings.
2. Create and utilize surveys on a regular basis to gather data on all aspects of school-wide programs and communicate results with all stakeholders.
3. Consider having teachers write SMART goals during data meetings to assist with the intentional use of data to drive instruction.

#### **Turnaround Principle 3: Instruction**

1. Evaluate curriculum needs for core subject areas and Response to Intervention.
2. Utilize the scaffolding scope and sequence of the core reading program Scott Foresman Reading Street.
3. Adopt a new core reading program from the State Board approved core list.
4. Provide an uninterrupted reading block for Tier 1 instruction.
5. Provide a higher level of rigor for increased student achievement
6. Provide a strong understanding of RTI for all stakeholders

#### **Turnaround Principle 4: Curriculum, Assessment and Intervention**

1. Continued professional development around lesson planning and delivery of instruction.
2. Increase and target monitoring of lesson planning process to ensure the rigor of the CCRSS within the lessons.

## 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 were 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. Additionally, all reviewers were trained in the Effective Learning Environments Observation Tool (ELEOT) from AdvancED and were able to identify best instructional practices. Reviewers reviewed survey and school data information before the on-site visit. Interview questions were also selected before the visit and were revised as necessary throughout the visit to allow the reviewers to obtain reliable and verifiable feedback.

In preparing the School Quality Review Report, the reviewers used the Quality School Review Rubric Indicators and Rubric to indicate progress on the 8 Federal Turnaround Principles for Priority Schools. The Turnaround Principles have been identified by the US Department of Education (USED) as being critical to the success of turning around a struggling school. The reviewers examined evidence provided by the school leadership team as well as school data to make determinations of highly effective, effective, improvement necessary or ineffective for each of the indicators for the turnaround principles. After reviewing the rubric ratings, the review team designated, "First Priorities" based on the areas needing to be addressed first in school improvement planning. While many ineffective areas may be discussed in the report, the team wanted to prioritize improvement areas and assist the school in identifying next steps for immediate action.

Indiana Department of Education Outreach staff will continue to monitor and support educators with implementing first priorities in School Improvement and Student Achievement Plans in all year four schools to ensure the review team's findings and recommendations are implemented with fidelity.

## Quality School Review Rubric Indicators

### SCHOOL LEADERSHIP

**TURNAROUND PRINCIPLE 1: Ensure that the principal has the ability to lead the turnaround effort.** Under the definition of “turnaround principles” in the document titled ESEA flexibility, an LEA that has reviewed the performance of the current principal in a priority school and determined that it would like to retain that principal to lead the turnaround effort must “demonstrate to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort” The SEA has the responsibility of ensuring that an LEA has either made this demonstration or replaced the principal for each priority school that is implementing interventions aligned with the turnaround principles. The principal review that is required to meet the turnaround principle regarding providing strong leadership in a priority school is fairly narrow and is conducted for the specific purpose of determining whether the principal has the ability to lead the turnaround effort.

### INDICATORS

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 measurable 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.
1.4	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 on 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 ELLs).
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, tenure review) in order to continuously improve instructional and meet student learning goals.
1.10	The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.

## SCHOOL CLIMATE & CULTURE

**TURNAROUND PRINCIPLE 2: Establish a school environment that supports the social, emotional, and learning needs of all students.** To determine which non-academic services or activities will be appropriate and useful under this principle, an LEA should examine the needs of students in a priority school. Based on the results of that examination, an LEA might choose to carry out a number of activities to address emotional, and health needs; implementing approaches that improve school climate and discipline such as implementing a system of positive behavioral interventions and supports or taking steps to eliminate bullying and student harassment; or initiating a community stability program to reduce the mobility rate of students in the school.

### INDICATOR

2.1	The school community supports a safe, orderly and equitable learning environment.
2.2	The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.
2.3	High expectations* are communicated to staff, students and families; students are supported to achieve them.  <i>*Expectations of professionalism, instruction, communication and other elements of the school's common teaching framework to staff; Expectations of attendance, academic performance, behavior, postsecondary attainment, etc. to families</i>

## EFFECTIVE INSTRUCTION

**TURNAROUND PRINCIPLE 3: Ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and aligned with State Standards.** As part of meeting the turnaround principle regarding strengthening the school's instructional program based on student needs, and LEA may choose to improve the school's kindergarten or preschool program so that it is research-based, rigorous, and aligned with State Standards.

### INDICATORS

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 checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
3.4	Teachers demonstrate necessary content knowledge.
3.5	Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.
3.6	Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

**CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM**

**TURNAROUND PRINCIPLE 4: Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college- and career-ready standards.**

**INDICATORS**

4.1	The district or school curriculum is aligned with the Common Core Ready State Standards (CCRSS).
4.2	Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCSS curriculum 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.
4.4	Instructional materials and resources are aligned to the standards-based curriculum documents.
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 planned, monitored and evaluated for effectiveness based on defined student learning goals.

**EFFECTIVE STAFFING PRACTICES**

**TURNAROUND PRINCIPLE 5: Develop skills to better recruit, retain and develop effective teachers.**

**INDICATORS**

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

### ENABLING the EFFECTIVE USE of DATA

**TURNAROUND PRINCIPLE 6: Ensure the school-wide use of data focused on improving teaching and learning.** Examples of data that an LEA may consider include: student outcome data, such as student achievement data, graduation rates, dropout rates, student attendance rates, percentage of students completing advanced coursework, discipline incidents, truants, distribution of teachers by performance level on the LEA's teacher evaluation and support system, and teacher attendance rate. An LEA may also wish to examine the results of formative or interim assessments to help improve classroom instruction.

#### INDICATORS

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

### EFFECTIVE USE of TIME

**TURNAROUND PRINCIPLE 7: Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning.** An LEA has flexibility in determining how to meet the turnaround principle regarding redesigning the school day, week, or year in a priority school. An LEA should examine the current use of time in the school and redesign the school day, week, or year based on the particular needs of the school. For example, an LEA may choose to add time to the school day or add days to the school year. However, an LEA is not required to add time; it may also redesign the school day by for example, moving to block scheduling to reduce transition time between classes and increase instructional time.

#### INDICATORS

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

**EFFECTIVE FAMILY and COMMUNITY ENGAGEMENT**

**TURNAROUND PRINCIPLE 8: Increase academically focused family and community engagement.** An LEA might conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA might choose to establish organized parent groups, hold public meetings involving parents and community members to review school performance and help develop school improvement plans, use surveys to gauge parent and community satisfaction and support, implement complaint procedures for families, coordinate with local social and health service providers to help meet student and family needs, provide wraparound services for students, or provide parent education classes (including GED, adult literacy, and EL programs).

**INDICATORS**

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.

**Turnaround Principle # 1      Title: School Leadership**

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

Description of Highly Effective Areas: N/A

Description of Effective Areas: N/A

**Description of Improvement Necessary Areas:**

**1.1**

The principal used data from multiple sources to create a mission and vision that is focused on student achievement that was presented to the school community. Some stakeholders can articulate the mission and vision and there are no benchmarks/milestones for the realization of the vision.

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

Mission and vision statements are posted around the school and inside classrooms. During interviews with stakeholders, students and staff, only a few could articulate the mission and vision of the school or direction. The vision was created within a collaborative process of internal and external stakeholders. The school's handbook has the mission and vision statement within the book.

**1.2**

The leadership team used previous student achievement data to drive the development of a school improvement plan (SIP) that included goals and some benchmarks for progress. Some staff members have been made aware of the priorities of the plan, yet have a hard time articulating details of this plan or school vision. The leadership is focused on implementing some key parts of this plan and the results are not systematically reviewed to assess progress and make adequate changes to the plan.

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

The school has a SIP that is reviewed by the leadership team on a semi-regular basis. Mission and vision statements are posted throughout the school and some surveys are used to gather some evidence of stakeholder views. Administrative walk through data is gathered on regular bases.

**1.3**

The principal ensures that the building is safe and clean with some issues still persisting. There is a stated and consistent behavior system with rewards and consequences but these are not consistently tracked using data. There is evidence that teachers respond to incidents in their classrooms inconsistently. There are some procedures for monitoring and supporting a safe and orderly environment, yet they are not always followed by all staff. The administrative team reviews data on attendance, tardies, and behavior referrals. Interventions are not consistently in place for students who are persistently referred.

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

The principal has engagement data based on a walk through schedule. Some surveys are utilized to gather data on engagement. The school has a discipline plan, along with a handbook and master class and bell schedule. Leadership meeting agendas and notes are regularly kept. Formal and informal observation data is reviewed. Self-evaluations are used to gather data from teachers.

#### 1.4

The principal has an expectation of high quality teaching in all classrooms and conducts frequent formal and informal observations. There are high expectations set for students to receive a curriculum that is aligned to the state standards. The principal communicates a belief that all students can learn. The principal also communicates with parents his high expectations for students by interacting with them on a regular basis through a variety of avenues.

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

Administrative walk through data is collected and utilized to ensure high expectations are set in every classroom. Some surveys are utilized for internal and external stakeholders. A PBIS discipline guide is used to inform behavior decisions. Behavior expectations are posted around the school building, along with academic expectations and a mission and vision statement. The PBIS behavior rubric is posted in most classrooms.

#### 1.5

The principal articulates that all staff will implement a standards based curriculum and assessments, yet there is not a systematic way of monitoring that this is being done across all classrooms. Formative assessments are used in ELA and Math. There is a lack of systematic scheduling of these assessments from the district level. Lesson plans are reviewed on a somewhat regular basis, though a systematic process is not in place for teacher feedback. Some processes are in place for teachers to have access to a standards based curriculum, assessments and resources. Teachers may still be using their own materials that are not always aligned to the standards.

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

During interviews with the staff, it was consistently stated that there is not a district wide curriculum or maps that all schools follow. There are coaching groups in place directed by the instructional coaches and administrators. The school uses the Sunguard Management System and the staff needs more training on this system and its effectiveness. There is time in the master schedule for co-planning opportunities throughout the day. There are formative assessments that are utilized in all classrooms with monitoring of these assessments from the administrative team.

#### 1.6

The principal has the expectation that teachers will use collaboration time to focus on instruction but there is limited monitoring of this process. Walk-throughs are utilized to gather data on best practices.

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

There is a master schedule in place with some common planning times. The principal uses a walk-through system to gather data on instruction. There is a professional development plan in place. Grade level meetings regularly take place and some notes taken during these meetings are shared with the leadership team. Agendas and minutes are consistently utilized during leadership data meetings.

#### 1.7

The principal and leadership team uses some different forms of disaggregated data to select a few key school-wide priorities to improve instructional strategies. A walk-through schedule is used to focus on best practices. The principal and leadership team uses informal and formal observation data to select a few priority areas to provide job embedded professional development.

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

The leadership team keeps an up to date professional development binder based on a few sets of data points. There are coaching groups in place to address weak instructional areas and staff. Informal and formal observations are used through a walk-through schedule to address instructional weaknesses.

#### 1.8

The master schedule is completed in a timely manner by the principal so that all students are enrolled in a grade level appropriate class. There is also intervention time built into the master schedule for all students. This time does not meet research-based guidelines. The master schedule is somewhat inflexible to make grade level changes to address students' needs. There is time in the master schedule for common grade level planning. There is limited time built in the master schedule for teachers to observe other teachers.

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

The principal has developed a master schedule that allows all students to be assigned to the appropriate grade level along with school-wide intervention time and success time. There are minutes and notes collected during common grade level meeting times.

#### 1.9

Traditional methods are used by the principal to recruit new teachers and staff to the school. The selection processes are limited due to the district's teacher's contract and not following the SIG guidelines. The principal regularly visits teacher's classrooms and provides some feedback with inconsistent monitoring of feedback. The principal has ensured with the leadership team that there is a clear and viable professional development plan and calendar in place that aligns to school improvement goals.

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

There is a master schedule in place with staffing assignments aligned to the needs of the school. Some climate surveys are utilized on a minimal basis. Formal and informal observation data is collected and used to drive professional development. Grade level meetings take place through the common planning time embedded into the master schedule.

#### 1.10

The principal ensures that family members are informed about student academic progress through traditional communication tools, like student report cards. The principal encourages support and school structures. There are some partnerships developed outside of the school through local organizations and support services.

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

The principal utilizes some climate surveys to collect climate data. There is list of community organizations which have a working relationship with the school.

#### **Description of Ineffective Areas: N/A**

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

Continue to build on data disaggregation from the leadership level down to the teacher level. Collect evidence of these meetings. Create and utilize surveys on regular basis to gather data on all aspects of school-wide programs and communicate results with all stakeholders. Consider having teachers write SMART goals during data meetings to assist with the intentional use of data to drive instruction.

## Turnaround Principle # 2 School Climate and Culture

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

Description of Highly Effective Areas: NA

### Description of Effective Areas:

2.1 The school community supports a safe, orderly and equitable learning environment

#### **Evidence:**

The building is fairly well maintained as evidenced by clean hallways and classrooms (observation).

Teachers, parents, and students all indicated they felt safe while at school. School has established PBIS as the discipline system and all staff have adopted it into their practice (interviews and observation).

#### **Next steps:**

Create a more secure building entry procedure so that there is controlled access into the facility.

### Description of Effective Improvement Necessary Areas:

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

#### **Evidence:**

Observations noted a few interruptions to learning time. Attendance tracking procedure by a leadership team member to verify the attendance stopped interruption in each classroom at least one time per day in each class period. Differentiated instruction is not observed in some classrooms; however some groupings for remediation do reflect a beginning step for this to occur more frequently.

A toolbox of best practice strategies for teachers has not been developed for delivering instruction. The major strategy observed was grouping. Checks for understanding throughout the lessons were not observed in all classrooms. Small group instruction occurs as a result of the workshop model implementation. Varied instructional strategies were not observed.

The building staff uses groupings (Success Period) as their source for academic interventions.

#### **Next steps:**

Create RTI process with structures and procedures that are clear and implement the process with fidelity.

Decide on 4 or 5 best practice instructional strategies that all teachers are expected to use. Monitor classrooms and recognize teachers who are using the promoted strategies.

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

#### **Evidence:**

Observations indicated rigor was lacking in most classrooms. Remediation is strong, however, classroom instruction would benefit from more professional development (recommend Doug Lemov's *Teach Like a Champion* as a book study with selected strategies chosen as school-wide focus).

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

1. Increase security for building entry.
2. Create a process for identifying and implementing RTI school-wide.
3. Select instructional strategies for professional development, model the strategies with coaches, have teachers practice the strategies with coaches, and monitor classrooms for implementation of the strategies.

**Turnaround Principle # #3****Effective Instruction**

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

**Description of Highly Effective Areas: N/A**

**Description of Effective Areas: N/A**

**Description of Improvement Necessary Areas:**

Principle Turnaround Indicators 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 checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction, 3.4 Teachers demonstrate necessary content knowledge, 3.5 Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement, and 3.6 Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

**Evidence from Data:**

1. Limited Teacher Survey Results
2. Parent Interview Results
3. IREAD3 Results 51.7% passing 2013-14 (A 16.2% drop in passing from 2012-13)
4. Classroom Observations-ELEOT Worksheet
5. A-F Accountability Report
6. IMAST Report 38.1% of all students passed both E/LA and Math
7. School Self-Evaluation Form
  - Most PLC's work together to create proficiency plans before lesson planning 2.5
8. ISTEP Results only 25.7% passed both the ELA and Math portion of ISTEP+ 2013 (all grades).
9. ISTEP+ Results 2012-13 Passing Percentage

	English/Language Arts	Math
Grade 3	60.9%	34.8%
Grade 4	80%	41.4%
Grade 5	26.3%	55%
Grade 6	17.6%	47.1%

**Evidence from Observations:**

1. Watson provides full inclusion.
2. Differentiated instruction is lacking during instruction.
3. Equitable Learning Environment (2.2 rating)
  - Students have differentiated learning opportunities and activities that meet her/his needs 42% Not Observed
4. High Expectations (2.0 ratings)
  - Students are engaged in rigorous coursework, discussions, and/or tasks 33% Not Observed
  - Students are asked and respond to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) 50% Not observed
5. Supporting Learning (2.3 rating)
  - Students are provided support and assistance to understand content and accomplish tasks 33% Partially Observed
6. Active learning (2.1 rating)
  - Students make connections from content to real-life experiences 58% Partially Observed
7. Progress Monitoring (1.8 rating)
  - Students asked and/or quizzed about individual progress/learning 42% Not Observed
  - Students respond to teacher feedback to improve understanding 42% Not Observed

- Students demonstrate or verbalize understanding of the lesson/content 42% Partially Observed
- Students understand how work is assessed 75% Not Observed

**Evidence from Interviews:**

1. Faculty/Staff/Student Interviews evidence include:
  - Students are engaged in intervention lessons
  - Teachers utilize checks for understanding, but do not have a strong understanding of student mastery of the learning objective
  - Whole group instruction was main component of instructional practice for core instruction
  - Teachers generally understand differentiation, but application wasn't evident
  - Interventions were purposeful
  - Little evidence that lessons engage various learning styles in instructional delivery
  - Student engagement is lacking
  - Lessons do not provide differentiation of learning objective
  - Data is utilized as a standard part of teacher meetings for intervention purposes
  - Lessons do not provide pre-teach, reteach or spiraling for student learning

**Description of Ineffective Areas: N/A**

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

Instructional priorities that need to be established for the Turnaround Principle entitled **Effective Instruction** are:

1. Evaluate curriculum needs for core subject areas and Response to Intervention.
2. Utilize the scaffolding scope and sequence of the core reading program Scott Foresman Reading Street.
3. Adopt a new core reading program from the State Board approved core list.
4. Provide an uninterrupted reading block for Tier 1 instruction.
5. Provide a higher level of rigor for increased student achievement
6. Provide a strong understanding of RTI for all stakeholders.

**Turnaround Principle # 4 Curriculum, Assessment & Intervention System**

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

**Description of Highly Effective Areas: NA**

**Description of Effective Areas: NA**

**Description of Improvement Necessary Areas:**

**4.2 Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCRSS curriculum is the "taught" curriculum.**

**Evidence:**

Coaches conduct frequent and regular observations in classrooms with the main focus being remediation and workshop strategies (observation). The district has not provided a curriculum guide and teachers plan their lessons using the instructional calendar and the acuity blueprint (interview and observation).

**Next Steps:**

1. District to provide a CCRSS curriculum guide for the 2014-15 school year.
2. Coaches and Administrators to review lesson plans and monitor for both CCRSS and objectives tied to the state standards.

**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.**

**Evidence:**

Acuity assessments are in place and teachers review and analyze results (observation, interviews, and data from learning log meetings). Although teachers have a sense of what students are to know and be able to do this understanding is not guiding the development of all lesson planning (interviews). There is collaboration and discussion using formative data (observation, interviews, and notebook evidence).

**Next Steps:**

1. Develop additional data points (ISTEP, IREAD, Exit ticket data) to guide instructional planning.

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

**Evidence:**

Teachers are developing their own materials for use with the district instructional calendar. Materials are not regularly distributed to teachers for lesson planning.

**Next Steps:**

1. The district development of a curriculum guide, and textbook adoption of materials that raise the level of rigor is important for the school's continued instructional improvement. This will allow vertical alignment within the school.

**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 planned, monitored and evaluated for effectiveness based on defined student learning goals.**

**Evidence:**

Diagnostic data (Acuity and DIBELS analysis, Learning Log meetings) identifies student gaps. All teachers use groupings during success periods for all students (observation and interviews). Intervention groupings change every few weeks (interviews) but no additional efforts were evident to address individually students who are two or more years behind academically.

**Description of Ineffective Areas:**

**4.1 The district or school curriculum is aligned with College and Career Ready State Standards CCRSS).**

**Evidence:**

There is no district wide curriculum guide. There is an instructional calendar. Interviews with staff suggest that not all are aware of the CCRSS and that learning objectives are not linked to CCRSS. Although teachers use the workshop model lesson planning tool, interviews and observations suggest that not all teachers can articulate what students are to know and be able to do as a result of the lesson.

**Next Steps:**

1. Introduce the lesson objectives to students daily and refer to them throughout the lesson.  
*(Student Asia—please describe which of the three objectives for today your answer fulfills).*

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

1. Continued professional development around lesson planning and delivery of instruction.
2. Increase and target monitoring of lesson planning process to ensure the rigor of the CCRSS within the lessons.

**Turnaround Principle # 5      Effective Staffing Practices**

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

**Description of Highly Effective Areas: N/A**

**Description of Effective Areas: N/A**

**Description of Improvement Necessary Areas:**

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

**Evidence from Data:**

1. IREAD3 Percent Passing trend for 2013-14 51.7%
2. IREAD3 Percent Passing trend for 2012-13 67.9%
3. ISTEP+ Overview 2012-13

	<b>E/LA</b>	<b>Math</b>
<b>Grade 3</b>	<b>60.9%</b>	<b>34.8%</b>
<b>Grade 4</b>	<b>80%</b>	<b>41.2%</b>

**Evidence from Observations:**

1. Classroom observations indicated whole group instruction and lacked differentiated instruction.
2. Classroom observations indicated that lessons were aligned to standards, but overall students couldn't articulate what the learning objective was and how it related to their learning.
3. Small group intervention practices were strong and staff assignments were intentional to maximize opportunities for students.

**Evidence from Interviews:**

1. Principal survey indicates that the school needs support with recruiting, hiring and retaining effective teachers.
2. Principal survey indicates that the principal has some input on the hiring process.
3. Principal would like to increase the amount of time he spends in providing feedback for teachers.

**Description of Ineffective Areas:**

Principle Turnaround Indicators 5.1 Hiring timelines and processes allow the school to competitively recruit effective teachers. and 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.,

**Evidence from Data:**

1. IREAD3 Percent Passing trend for 2013-14 51.7%
2. IREAD3 Percent Passing trend for 2012-13 67.9%
3. ISTEP+ Overview 2012-13

	<b>E/LA</b>	<b>Math</b>
<b>Grade 3</b>	<b>60.9%</b>	<b>34.8%</b>
<b>Grade 4</b>	<b>80%</b>	<b>41.2%</b>
<b>Grade 5</b>	<b>26.3%</b>	<b>55%</b>
<b>Grade 6</b>	<b>17.6%</b>	<b>47.1%</b>

4. Principal survey indicates that the school needs support with recruiting, hiring and retaining effective teachers.
5. Principal survey indicates that the principal has some input on the hiring process.

**Evidence from Observations:**

1. Teachers were not utilizing the highly engaging strategies offered from workshops.

**Evidence from Interviews:**

1. Numerous professional development workshops are offered throughout the year. Unfortunately, professional development is planned for all staff members and not based on their specific needs.

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

Leadership priorities that need to be established for the Turnaround Principle entitled **Effective Staffing Practices** are:

1. Staff professional development needs should be based on student data and the teacher’s specific needs based on observation.
2. Be intentional to offer professional development that is differentiated for all teachers.
3. Provide a clear understanding for classroom observations and follow-up.

**Turnaround Principle # 6      Enabling the Effective Use of Data**

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

**Description of Highly Effective Areas: N/A**

**Description of Effective Areas: N/A**

**Description of Improvement Necessary Areas:**

6.1, 6.2, 6.3

6.1

Data on attendance, tardies and behavior are available with some effort but there is not a systematic process to identify and address students most frequently referred. There is some data that is tracked on the participation of families at school events. Some climate and culture surveys are utilized and are analyzed by the leadership team.

Evidence from data: Evidence from observations: Evidence from interviews

A climate survey is used throughout the school year along with discipline, referral, and attendance data. Progress reports are sent home on quarterly bases. ISTEP, Acuity, cycle, DIBELS, and Burst data is regularly collected and analyzed.

#### 6.2

A range of student data is collected across grade levels and classrooms which is managed manually. Teachers have access to data through school-wide data binders. Some data review protocols are in place to analyze and disaggregate assessment and behavior data.

Evidence from data: Evidence from observations: Evidence from interviews  
Leadership provided evidence of data presented to staff through professional development and staff meetings. There was a great wealth of data provided in the school-wide assessment data, PD and discipline binders.

#### 6.3

Teachers and staff have events where data is the focus. All professional development is loosely linked to addressing both student and staff needs. Leadership walk-throughs are scheduled and mostly adhered to which focus on best practices and are aligned to some PD.

Evidence from data: Evidence from observations: Evidence from interviews  
There is a master schedule in place at the beginning of the school year. Samples of data presented to staff were evident along with many types of data analysis at the leadership level.

#### **Description of Ineffective Areas: N/A**

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

The school needs to develop and utilize climate and culture surveys to keep a pulse on internal and external stakeholders. Acuity data organized needs to be utilized at all appropriate grade levels and used to drive instruction and intervention for the next acuity round. There needs to be a systematic process in place to analyze all forms of data and communicate the findings to all stakeholders.

#### **Turnaround Principle # 7      Effective Use of Time**

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

#### **Description of Highly Effective Areas: N/A**

#### **Description of Effective Areas:**

##### 7.1

There is a master schedule available for review. Schedules are posted in classrooms and in binders in resource room. Overall, transitions were orderly and there were few interruptions during the instructional block.

##### 7.2

Students who are two or more years behind in math or reading are receiving additional support. The master schedule reflects the intervention times and the classroom schedules show the groupings of students. Diagnostic assessments are used to identify students that are in need of support.

7.3

Teachers have scheduled planning time. There is a calendar for staff professional development. Professional development topics are listed in the School Improvement Plan as well as the Student Achievement Plan. Substitutes are used for the teacher release times.

Evidence from Data: Binders of information show that Watson has adjusted their schedule to accommodate the interventions being offered. There has been a substantial amount of professional development, specifically from the Pearson instructional coach.

Evidence from Observations: Observed intervention charts in classrooms. Several classrooms were engaged in intervention activities.

Evidence from Interviews: Staff understands the rationale for the schedule in place to accommodate the needs of the students. They indicate they receive a lot of guidance and support. It is clear that teachers have time for collaboration. The Pearson Coach is very knowledgeable and focused regarding what needs to be done to move from collaboration to effective instruction. Transition times appear to be orderly and the instructional time had no interruptions during this observation. The school needs to make sure that the school year begins with a schedule in place so that staff and students are ready to start instructional programs as soon as possible.

**Description of Improvement Necessary Areas: N/A**

**Description of Ineffective Areas: N/A**

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

More intervention needed for students in need of acceleration. Need to make sure that there are opportunities for more vertical and horizontal collaboration. Teachers should submit interest surveys to ensure they are getting professional development in areas of interest to them.

**Turnaround Principle # 8      Effective Family & Community Engagement**

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

**Description of Highly Effective Areas: N/A**

**Description of Effective Areas: N/A**

**Description of Improvement Necessary Areas:**

8.1

Family members are informed through traditional methods but the concern is that only a few parents are actively participating in school activities. More information should be shared more frequently regarding the academic progress of the students. There are a few parents that are consistent in regard to their commitment to supporting the school.

8.2

There is minimal support from community organizations. Because most students are transported, there is minimal opportunity for afterschool support. There is a need to develop formal partnerships to provide assistance for struggling students.

Evidence from Data: Binders of information show that Watson has had several opportunities for parents to be engaged. The concern is that there is not a high percentage of parent participation. Approximately 16 parents responded and appear to be satisfied with the Watson Academy.

Evidence from Observations: Observed parent and community volunteers in the classrooms. Invitations to various school functions were noted. The meetings of academic focus were Family Literacy and Math Nights, progress reporting and report card review. Parent participation is not as consistent as desired. The administrators and staff have noted this as a major concern.

Evidence from Interviews: The staff has put forth some effort to plan opportunities for parent participation but they are discouraged because few parents attend the events. Many of the students are transported to school and the parents may not be able to get to the school since there is no dependable transportation. The only students that walk (less than 50) are from the nearby housing authority.

The parents and grandparents interviewed are very supportive of the Watson Academy for Boys. Two of the parents were regular volunteers and a grandparent was a retired teacher. At least 3 parents have had multiple students at this school. The group was well-informed and very positive about the school. They spoke highly of the administrators and the teachers. The parents interviewed should be used as a core PTA/PTO group since they are informed and committed to the students at Watson. It was expressed that information needs to be received in a timely fashion. Some parents are in need of training in order to access their student's information.

**Description of Ineffective Areas: N/A**

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

There is definitely a need to devise strategies that will increase parent involvement. It was suggested that the staff find ways to go into the community. For example, they can hold meetings at the libraries near the students' homes or at the community centers in the housing projects. They should develop relationships with businesses that will provide incentives for students and parents. The school should offer more Language Arts and Math activities. Staff should be encouraged to reach out and do more to involve parents. If students are motivated to bring parents they will be the catalyst to get the parents to the school. Teachers should use technology to support their efforts. They can text and email parents. Parents should be taught to use the portals available to review students' attendance, grades, etc. There is a need to broaden the community relationships so the school can receive more support for students that are struggling academically. There is a need for more after school offerings; however, it is recognized that most students are transported and cannot stay for after school support. Watson should make sure that there is a system in place to monitor and evaluate the community support provided to the Watson Boys' Academy. More feedback from the community is needed. Circulate surveys at registration, orientation, report card pick-up, etc. Increase the network of community providers that can assist the boys at Watson.