School Quality Review Report

Pierre Moran Middle School

Elkhart Community Schools

March 8 – 9, 2018

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I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

> *(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric (see Appendix B) aligned to the 8 Turnaround Principles. The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Pierre Moran Middle School's strengths and areas for improvement organized around the United States Department of Education's Eight School Turnaround Principles. In particular, the School Quality Review process focused three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, community members, and parents, (2) observed three professional learning community meetings with teachers, (3) observed instruction in 29 classrooms, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 32 of 47 teachers participating. Parents were also invited to complete a survey, with 15 parent survey submissions. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

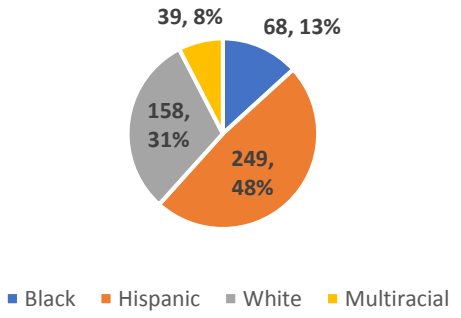
III. Data Snapshot for Pierre Moran Middle School[1]

School Report Card

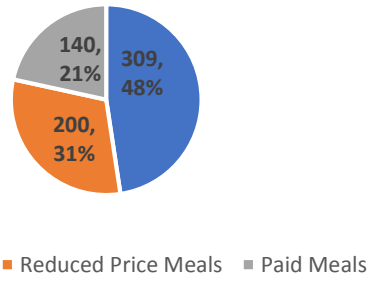
2015-2016 Report Card	*Points*	*Weight*	*Weighted Points*	*2016-2017 Report Card*	*Points*	*Weight*	*Weighted Points*
Performance Domain Grades 3-8	36.5	0.5	18.13	*Performance Domain Grades 3-8*	31.30	0.5	15.65
Growth Domain Grades 4-8	76.40	0.5	38.20	*Growth Domain Grades 4-8*	69.10	0.5	34.55
Overall Points			56.4	*Overall Points*			50.2
Overall Grade			F	*Overall Grade*			F

Enrollment 2017-2018: 518 students

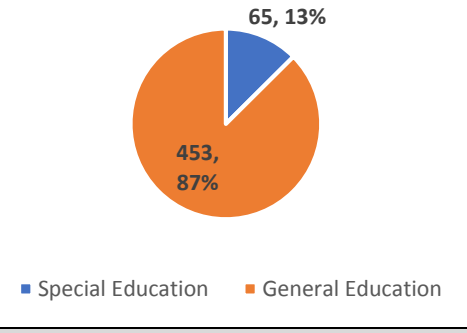
Enrollment 2017-2018 by Ethnicity



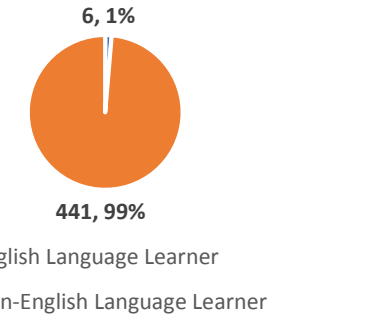
Enrollment 2017-2018 by Free/Reduced Price Meals



Enrollment 2016-2017 by Special Education



Enrollment 2016-2017 by English Language Learners

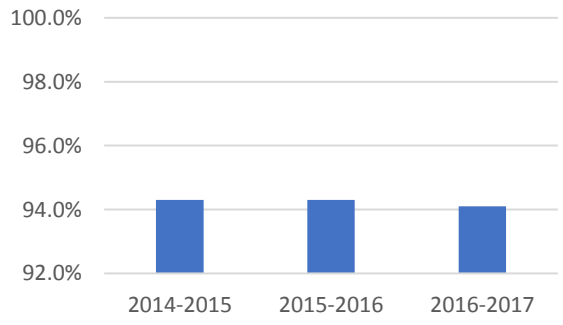


Attendance

Attendance by Grade

Grade	'14-'15	'15-'16	'16-'17
7	94.4%	94.5%	94.2%
8	94.2%	94.1%	94.0%

Attendance Rate Trend

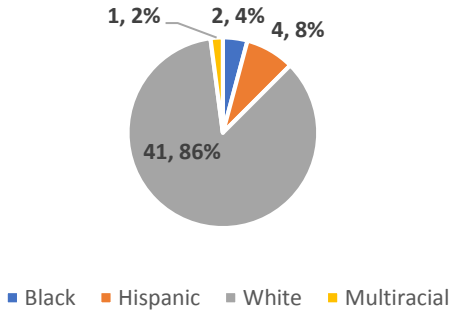


School Personnel

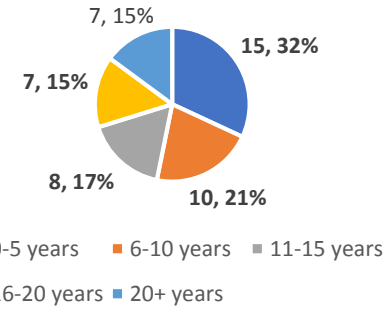
[1] The data included in this snapshot was retrieved from the Indiana Department of Education's Compass website on March 15, 2018.

Teacher Count 2015-2016: 47 Teachers

Teacher Count 2015-2016 by Ethnicity

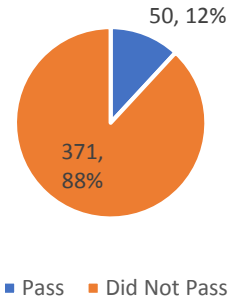


Teacher Count 2015-2016 by Years of Experience

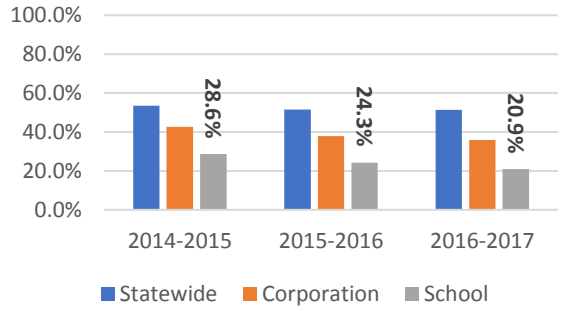


Student Academic Performance

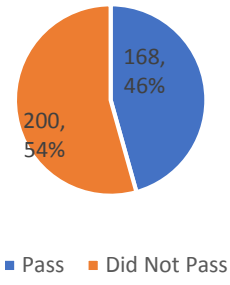
ISTEP+ 2016-2017
Both English/Language Arts and Math



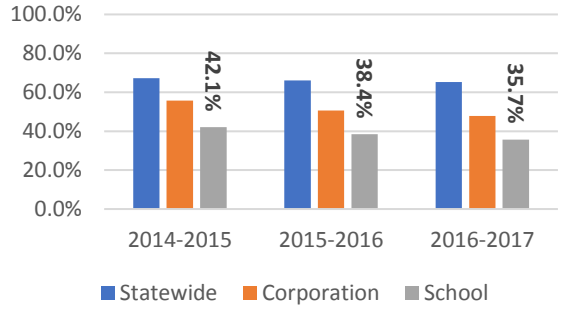
ISTEP+ Percent Passing Trend
Both English/Language Arts and Math



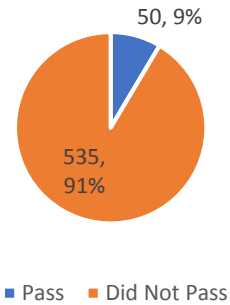
ISTEP+ 2016-2017: English/Language Arts



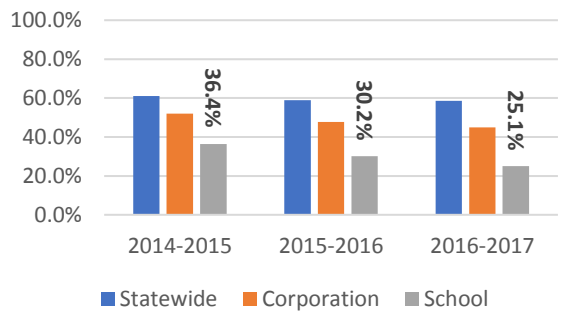
ISTEP+ Percent Passing Trend: English/Language Arts



ISTEP+ 2016-2017
Math



ISTEP+ Percent Passing Trend
Math



IV. Evidence and Rating for School Turnaround Principle #2: School Climate and Culture

Background
The next three sections of the report illustrate the Technical Assistance Team's key findings, supporting evidence, and overall rating for each of the school's prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a "Turnaround Principle Alignment Tool" provided by the Indiana State Board of Education to determine the three Turnaround Principles that most closely align with the goals and strategies outlined in the school's improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

School Turnaround Principle #2: School Climate and Culture			
Evidence Sources			
Teacher Surveys, Parent Surveys, Classroom Observation Aggregated Quantitative Data, Classroom Observation Qualitative Data, Teacher Focus Group, Parent Focus Group, Community Focus Group, Student Focus Group, Conversations with District and Building Leadership, Professional Learning Community Observations			
Rating			
1 Ineffective *No evidence of this happening in the school*	2 Improvement Necessary *Limited evidence of this happening in the school*	3 Effective *Routine and consistent*	4 Highly Effective *Exceeds standard and drives student achievement*
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
• Students and parents note a feeling of safety within the building, with an obvious pride in the cleanliness and good working order of the building. (2.1)			• 2.1
• Professional development is available for educators in order to promote building capacity through cultural growth; educators are able to access professional development both from the district and school level. (2.2)			• 2.2

• In most classrooms, interactions among teachers and students are positive and respectful as based on classroom observation data. (2.1)	• 2.1
Areas for Improvement	Aligned Turnaround Principle Indicator(s)
• A clear, consistent, and communicated behavior policy has been developed; however, it is not implemented with fidelity throughout the building. (2.1)	• 2.1
• There is a calendar in place for academic interventions to promote student growth; however, the interventions are not differentiated or monitored for consistent implementation. (2.2)	• 2.2
• Behavioral data is available; however, not utilized throughout Professional Learning Communities in order to inform academic and socio-emotional supports for students. (2.3)	• 2.3

V. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

School Turnaround Principle #3: Effective Instruction			
Evidence Sources			
Teacher Surveys, Parent Surveys, Classroom Observation Aggregated Quantitative Data, Classroom Observation Qualitative Data, Teacher Focus Group, Parent Focus Group, Student Focus Group, Conversations with District and Building Leadership, Professional Learning Community Observations			
Rating			
1 Ineffective *No evidence of this happening in the school*	2 Improvement Necessary *Limited evidence of this happening in the school*	3 Effective *Routine and consistent*	4 Highly Effective *Exceeds standard and drives student achievement*

Evidence	
Strengths	Aligned Turnaround Principle Indicator(s)
• In most classrooms, a structure is in place for daily learning objectives intended to address what students will learn in order to accomplish mastery of a standard.	• 3.1
• Classroom observations and content specific calendars indicate lessons that align to Indiana Academic Standards.	• 3.1
• There is a structure in place for re-teaching Indiana Academic Standards not mastered as evidenced by Window assessments.	• 3.5
• An expectation of bell work is evident in every classroom observed.	• 3.3
Areas for Improvement	Aligned Turnaround Principle Indicator(s)
• A standards-based, comprehensive curriculum is not available throughout content areas; lesson planning is either inconsistent or not evident.	• 3.1, 3.4
• Few teachers demonstrate variation in their instructional and response strategies; little student engagement is present with a lack of rigor or relevance for the students.	• 3.2
• Data is collected throughout the building; however, a system for analyzing the multiple forms of data in a user-friendly, student-focused format in order to inform differentiated instruction is not present.	• 3.5, 3.6

• Technology integration is not implemented effectively in the building due to a lack of student and educator understanding of use and expectations.	• 3.2

VI. Evidence and Rating for School Turnaround Principle #6: Enabling the Effective Use of Data

School Turnaround Principle #6: Enabling the Effective Use of Data			
Evidence Sources			
Teacher Surveys, Parent Surveys, Classroom Observation Aggregated Quantitative Data, Classroom Observation Qualitative Data, Teacher Focus Group, Parent Focus Group, Community Focus Group, Student Focus Group, Conversations with District and Building Leadership, Professional Learning Community Observations			
Rating			
1 Ineffective *No evidence of this happening in the school*	2 Improvement Necessary *Limited evidence of this happening in the school*	3 Effective *Routine and consistent*	4 Highly Effective *Exceeds standard and drives student achievement*

Evidence	
Strengths	Aligned Turnaround Principle Indicator(s)
• One period per week is designated for content collaboration during Professional Learning Communities, intended to analyze data and plan for instruction.	• 6.3
• Common Window assessments created at the building level are present to annually revise and administer in order to collect data over standard mastery.	• 6.2
• NWEA assessment data is available to track student progress for the mastery of standards.	• 6.2
Areas for Improvement	Aligned Turnaround Principle Indicator(s)
• Data is analyzed at a high level to inform Success groups; however, data is not analyzed at the student level in order to inform differentiated intervention plans to support student growth.	• 6.3
• A coaching cycle that connects classroom observation data to differentiated, job-embedded professional development and coaching, linked to student and educator needs, is not evident.	• 6.3
• Climate and culture data is available; however, not analyzed in a process that drives conversations and decisions between educators, administrators, and caregivers.	• 6.1

VII. Recommendations

Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Pierre Moran Middle School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

Recommendation 1
Building off of the blueprint of standards established at the school level, collaboratively design and implement viable and rigorous content-specific curriculum maps with the core components of (1) the processes and skills to be emphasized, (2) the content in terms of essential concepts and topics, and (3) the products and performances that are the assessments of learning. Within the curriculum maps, include the revised, rigorous Window assessments that allow for remediation and enrichment stemming from student mastery of the standards-based curriculum.
Aligned Turnaround Principle(s)
1.4, 1.5, 2.2, 3.1, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 6.3
Rationale
Collaboratively designing curriculum maps for vertical alignment allows teachers to gain information about (1) what others are teaching, (2) identify gaps between school improvement goals and what is actually taught, (3) identify both content and skill repetitions, (4) identify potential areas for integration, and (5) coordinate assessments with standards in order to deepen accountability. [2] Research-based, clear goal-setting through curriculum mapping has proven to be a direct correlation to student achievement. The achievement scores in classes where clear learning goals were exhibited were 0.55 standard deviations higher than the achievement scores for classes where clear learning goals were not established. This differential translates into a 21% point difference in achievement. [3] Evidence from the school quality review indicates that departments utilize a blueprint of essential standards established at the school level in order to create a scope and sequence per unit of study. Embedded in the units of study are school-based Window assessments, which are intended to provide educators data needed in order to remediate or enrich

[2] Jacobs, Heidi Hayes. *Mapping the Big Picture: Integrating Curriculum & Assessment, K-12*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1997.

[3] Marzano, Robert J. *What Works in Schools: Translating Research into Action*. Alexandria, Va: Association for Supervision and Curriculum Development, 2003. Print.

students based on their mastery of the essential standards on a three-week cycle. The observation of an English/ Language Arts and Math Professional Learning Community demonstrates task-oriented lesson plans stemming from the blueprint of standards for each Window assessment, with a lack of identifying the clear academic goals and checks for understanding embedded into each unit of study.

The qualitative observational findings as noted during Professional Learning Communities were coupled with focus group conversations with building leaders, district leaders, and teachers in which building leaders in particular stated, “Curriculum is not systematic.” Further, English/ Language Arts teachers expressed during the focus groups with teachers that the majority of writing instruction responsibility was placed on Social Studies teachers due to a lack of time to focus on both reading comprehension and writing skills within their curriculum. Building leadership is not currently knowledgeable on the process or assessment for writing instruction during Social Studies classes. Additionally, teachers in the Math department state that the resources needed to instruct with their blueprint of Indiana Academic Standards must derive generally from online resources; thus Google was cited as the primary avenue for ensuring they are providing content in order to ensure mastery of skills. The district focus group acknowledged that school level curriculum maps are autonomous without a current curriculum map template provided from the district level. The district embraces the phrase, “fixed versus flexible,” providing the school guidance on creating blueprints based on essential standards, with autonomy for content-specific curriculum maps emerging from the fixed blueprints.

Quantitatively, evidence shows a barrier between a lack of viable and rigorous curriculum maps with effective classroom instruction. Indiana Academic Standards were observed in 59% of classrooms, and learning objectives aligned to the standards were evident in 76% of observed classrooms. Teachers were observed asking higher level questions in 10% of classroom observations, with high expectations for academics evident in 34% of classroom observations. Moreover, rigorous use of Depth of Knowledge was evident in only 14% of classroom observations.

Further, on the administered teacher survey, 35% of teachers somewhat agree or agree with the statement, “Our instructional sequence is calendared across all grade levels.” While 47% of teachers range from somewhat agree to strongly agree with following statement: “Our teachers are planning lessons collaboratively using curriculum maps with sequenced student-learning objectives.”

Recommendation 2
Research and implement a system for analyzing academic and behavioral data, aggregated, not only at the classroom and grade level, but at the student level as well in order to support educators in making data-based decisions for individual student growth and achievement. Provide ample coaching and monitoring for (1) initial implementation, (2) active application, and (3) sustained use of the data analysis system embedded into Professional Learning Communities in order to inform Tier I instruction as well as academic and behavioral interventions and supports.
Aligned Turnaround Principle(s)
1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 3.3, 3.5, 4.2, 4.5, 5.3, 5.5, 6.1, 6.2, 6.3, 7.2
Rationale
Educators currently discuss academic and behavioral data presented in the aggregate to make data-driven decisions at the level of the school, grade, or class. Although these analyses can help facilitate the effective implementation of higher level initiatives, analyzing student-level data shifts the conversation from what students were taught to what individual students actually learned – the turning point of data-driven instruction. If assessments define the ultimate goals, this type of student data analysis will enable educators to identify the strategies needed to advance students towards them. By examining student-level assessment data effectively, teachers and school leaders can systemically identify students' strengths and weaknesses and determine what specific steps they must take to achieve their goals. [4] Not only is researching and implementing a system for data analysis vital to student growth and achievement, but most importantly, creating a monitoring plan of how you will verify that the elements of the system are being implemented properly is a main lever to effective application. Research has indicated that a quality management component to an implemented system reduces variation in the system. When little variation is present, more consistent results are produced. Thus, monitoring reduces that variation in your change effort so results are consistent. [5] Evidence from the school quality review indicates that academic data is analyzed at the classroom and grade level in order to plan for remediation and spiraling of specific non-mastered skills. Professional Learning Community observations in English/ Language Arts and Math demonstrate planning for Success (a structure for remediation and enrichment three days a week at twenty-seven minutes per day) based on grade level data from administered Window assessments. Teachers indicate that they do not currently have a threshold for deciding a percentage of mastery indicates remediation is needed; rather they make the decision based on the grade level percentage data and general qualitative classroom knowledge.

[4] Bambrick-Santoyo, Paul, Driven by Data: A Practical Guide to Improve Instruction. San Francisco: Jossey-Bass, 2012. Print.

[5] Hinckley, Peggy, Monitoring: Keeping Your Finger on the Pulse of School Improvement. Indianapolis: IBJ, 2012. Print

Additional information given about Success during the student focus group indicates that remediation is not based on student-specific data analysis. Students expressed that after they take the Window assessment, they are grouped with the same students each time for Success periods. Additionally, students state that Success period consists of review and going over content already mastered as evidenced by their Window assessment. The student group articulates an overall lack of engagement during Success class with the statement, “half of the class have their heads down listening to music.”

Further focus groups mirror the same expressions as the students about data-driven Success class placements. Building leadership questions the effectiveness of Success period as remediated standards have yet to support 80% mastery utilizing grade level data analysis. Additionally, teacher focus groups express concern with Success, as although students are grouped based on mastery level from Window assessments, teachers are given the same lesson plans to follow from the English/ Language Arts and Math teachers without regard to the students placed in each Success classroom. One teacher in particular stated, “I don’t think there is complete buy-in to the Success period process for the entire building and for students.” Another teacher expressed, “We are working on the best way to incorporate re-teaching. Those that get it, are just getting more practice, and that gives students a chance to be more correct.” Additionally, English/ Language Arts and Math teachers expressed that they have no supplementary teaching periods free in order to write differentiated plans for the multiple levels of student mastery. Due to the lack of preparation time for the responsibility of writing all Success plans, the plans do not incorporate the differentiation needed for this time to be maximized. Moreover, there is no tracking protocol for Success period to ensure that students are mastering the deficient standards after remediation, nor are enrichment groups created based on Window assessment data.

Quantitative data indicates a lack of student-level data analysis as observed during classroom instruction. In 28% of classroom observations, students were provided differentiated instruction, while 62% of classrooms observed had consistent use of checks for understanding to adjust lessons as needed.

Teacher survey data indicates that 53% of staff somewhat agree or agree with the statement, “Our school uses multiple forms of user-friendly data.” Further, 50% of teachers somewhat agree or agree that, “teachers have scheduled time and a systematic process for analyzing formative assessment data.” Moreover, 53% of teachers somewhat agree or agree according to the teacher survey with the statement, “Teachers in our school use data gathered from multiple types of assessments to plan instruction and activities that support the learning styles and needs of all students.” Additionally, 40% of parents somewhat agree or agree on the parent survey that they are, “informed if their child is struggling and given suggestions to help them at home,” and that, “students who are struggling are quickly identified and provided with additional instructional support.”

Recommendation 3
With district and building leaders, collaboratively define and institute structures and expectations for effective technology integration by providing continuous professional learning opportunities for staff to integrate supplemental, technological practices into classroom instruction. Monitor the effective utilization of technology at both the student and educator level in order to ensure technology acts as a benefit to student learning, instead of a barrier between students and standards-based, rigorous instruction that leads to growth and achievement.
Aligned Turnaround Principle(s)
1.4, 1.5, 1.7, 2.3, 3.2, 3.6, 4.4, 5.2, 5.3, 5.5
Rationale
When effectively integrating technology into the classroom, technology tools can support the curricular objectives, while also aiding students in effectively reaching their individual growth and achievement goals. Successful technology integration displays the attributes of a willingness to (1) embrace change, (2) collaborate over implementation, and (3) set clear guidance and expectations over how to effectively embed technological tools into current instructional practices. Combined with ample support, these attributes can move a school from a transactional use of technology to a transformational use of technology. [6] Consequently, technology integration approaches that do not reflect disciplinary knowledge differences, the corresponding processes for developing such knowledge, and the critical role of context, ultimately are of limited utility and significance as they ignore the full complexity of the dynamic realities of teaching effectively with technology. Understanding that introducing new educational technologies into the learning process changes more than the tools used, is an important realization as teachers will need to be supported with the new pedagogical approaches among which teachers can select. [7] Evidence from the school quality review demonstrates that technology serves as a supplement to effective instruction in minimal classrooms. In 17% of classroom observations, “teachers use technology to effectively support and clarify instruction.” Further, in 45% of classroom observations “students were interested in the content by interacting or reacting to the materials personally.” This classroom observation data couples with statements made from students during the student focus group. One student in particular made the statement, “A fourth or less of students use the iPads for what they are supposed to use them for, then the rest of them use it for YouTube.” Additional students in the focus group agreed with that statement admitting that they play games during class, listen to music, and watch videos with little monitoring of their activities. Students express concern about the integration of iPads stating that they are

[6] Frontier, T. and Rickabaugh, J. (2014). *Five Levers to Improve Learning: How to Prioritize for Powerful Results in Your School*. Hawker Brownlow Education. Print.

[7] Harris, Mishra, and Koehler, “Teachers’ Technological Pedagogical Content Knowledge and Learning Activity Types: Curriculum-based Technology Integration Reframed,” Journal of research on Technology in Education, (2009): 393-416, Web.

not confident in using them to complete class assignments and overall believe they are a roadblock to their learning. When asked what students would change about their school, all of the students stated that they would start over with the iPads, indicating the need for a policy and expectations for their use to benefit instruction.

Along with students, teachers and building leaders expressed a need to understand the use of technology at a deeper level. Building leadership acknowledges that after district summer training, 75% of teachers do not know how to embed the iPads into their instruction effectively. Teachers express the need for more support over technology integration stating, "We got initial training for the iPads, but nothing happens after these trainings." Teachers cited feeling overwhelmed, frazzled, and confused over technology integration; emphasizing that the lack of a student policy or agreement of use makes it difficult to utilize iPads as the tool they are meant to be for instruction.

Further, parents express frustration with the implementation of iPads during the parent focus group stating, "It enables my student to do whatever he wants in class." All parents in the focus group echoed this statement adding, "I feel like things they need to know they now don't because technology is taking the place of instruction for readiness." Additionally, parents noted that their student's teachers are learning how to utilize the technology this year, making them fear their child is receiving a less rigorous classroom learning opportunity.

VIII. Appendix A: Evidence for Remaining School Turnaround Principles

Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

School Turnaround Principle #1: School Leadership
Evidence Sources
Teacher Surveys, Parent Surveys, Teacher Focus Group, Parent Focus Group, Community Focus Group, Student Focus Group, Conversations with District and Building Leadership, Professional Learning Community Observations
Evidence Summary
Strengths • Staff is familiar with priorities for improvement and details of the school improvement plan. (1.2) • The principal fosters an unwavering belief in the potential of all students by communicating this belief frequently and passionately. (1.4) • The principal creates a master schedule that intentionally addresses the needs of students as it pertains to priority areas for improvement; noting that the master schedule will likely change next year to accommodate the need for increased attendance, with a particular focus on attendance during Success, or Tier II instruction. (1.8) Areas for Improvement • A vision and mission are not actively present or shared throughout the building. (1.1) • A consistent and positive behavior system to promote high behavioral expectations is not implemented throughout the building. (1.3) • Principal observational walk-throughs are aligned to monthly instructional strategies; yet a system for aggregating data in order to determine the effectiveness of implementation on instructional strategy focuses, in order to determine further opportunities for teacher development, is not evident. (1.6)

School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems

Evidence Sources

Teacher Surveys, Parent Surveys, Teacher Focus Group, Parent Focus Group, Community Focus Group, Student Focus Group, Conversations with District and Building Leadership, Professional Learning Community Observations

Evidence Summary

Strengths

- The master schedule has a current structure for Tier II instruction, Success class, to occur three days a weeks for twenty-seven minutes each day. (4.5)
- Content-areas utilize Window assessments in three-week cycles in order to teach and remediate. (4.3)
- Data is collected from Window assessments to drive decisions and to group students into Success classes. (4.5)

Areas for Improvement

- Although content-areas have a scope and sequence of standards based on Window assessments, no comprehensive curriculum map exists. (4.1)
- Locally-created assessments may not reach higher levels of Depth of Knowledge as they are not audited or monitored for administration aligned to reaching multiple levels of Depth of Knowledge. (4.3)
- There is time set aside in the master schedule schedule three days a week for intervention, but the intervention is not student focused in that it only addresses general re-teaching of skills. For example, during the teacher focus group, it was stated that, "If 50% of students didn't master this standard, we will reteach." These intervention lessons are created by the ELA and Math teachers for the whole grade level. They are the same for all students, so all students receive the same remedial instruction, regardless of their score on the Window assessments. (4.5)

School Turnaround Principle #5: Effective Staffing Practices

Evidence Sources

Teacher Surveys, Parent Surveys, Teacher Focus Group, Parent Focus Group, Community Focus Group, Student Focus Group, Conversations with District and Building Leadership, Professional Learning Community Observations

Evidence Summary

Strengths

- In alignment with the school's effort to integrate STEAM, the newest staff member indicated she was asked STEAM questions when interviewed. (5.1)
- The evaluation system, Standards for Success, has been implemented this year; its use is based on the Danielson model. (5.2)
- District and building PD is provided through Wednesday early-releases and the district offers a menu of options for teachers to utilize. (5.3, 5.5)

Areas for Improvement

- There are a number of Special Education and Instructional Assistant vacancies; additionally, there is a vacancy for a building instructional coach. (5.1)
- An instructional coaching cycle is not present in a formalized manner, but exists very informally (i.e. the use of the half-slips with no data attached). (5.2)
- There is no true job-embedded PD due to the lack of instructional coach. (5.3)
- The principal is limited in her recruitment potential due to a lack of training on the district psychoanalytic tool; therefore, participation in a diverse amount of recruitment activities is restricted. (5.1)

School Turnaround Principle #7: Effective Use of Time

Teacher Surveys, Parent Surveys, Teacher Focus Group, Parent Focus Group, Community Focus Group, Student Focus Group, Conversations with District and Building Leadership, Professional Learning Community Observations

Evidence Summary

Strengths

- The master schedule reflects staff input (i.e. teachers collaboratively created the lunch schedule). (7.1)
- Teachers have one PLC meeting scheduled per week to collaborate over data and instruction. (7.3)
- Wednesday extended staff meetings are dedicated to staff PD. (7.3)

Areas for Improvement

- The master schedule may not meet all students who are two or more years behind in ELA and math (i.e. only EL and SPED students receive Read 180 instruction, students receive remediation in a loop of two weeks math, two weeks ELA, and remediation is based on Window Assessment score only. Remediation is the same for all students. (7.2)
- Students do not move in and out of the Read 180 class; they are assigned for the year. (7.2)
- ELA schedule does not efficiently connect students to appropriately differentiated instruction (i.e. all general education students take an ELA class and an additional semester of Reading Literature which focuses on reading non-fiction. For 7th grade students, it is assigned, while it is remedial for 8th grade students. Lower level English language learners receive two periods of Read 180 instruction per day. While higher level ELLs have one period of ELA and one of an EL skills course. Special Education students receive one period of Read 180 and one of an ELA course (but not Reading Literature). (7.2)

School Turnaround Principle #8: Effective Family and Community Engagement

Evidence Sources

Teacher Surveys, Parent Surveys, Teacher Focus Group, Parent Focus Group, Community Focus Group, Student Focus Group, Conversations with District and Building Leadership

Evidence Summary

Strengths

- Community partners are strong and willing to do whatever it takes to help kids. (8.2)
- Parents feel their students are safe and in good hands. (8.1)
- Parents noted that the administrators are always available when they are needed. (8.1)

Areas for Improvement

- There is no existing Parent/Teacher organization. There needs to be more opportunity for parent involvement. (8.1)
- Parents could not speak to the data collected on their student because it was not made available to them. (8.1)
- Parents want to know more about the initiatives at the school level. (8.1)