

School Quality Review Report

Date:	April 11 & 12, 2017
District:	IPS
School:	Wendell Phillips 63
Principal:	Paul Wirth
Review Team:	
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Information about the School Quality Review

In 1999, the Indiana General Assembly enacted Public Law 221 (P.L. 221) which serves as Indiana's accountability model for schools and districts. In response to the accountability process, the State Board of Education developed a requirement that schools in year four of probationary, or "F", status participate in the School Quality Review process to assist with identifying priorities for school improvement.

The goal of the School Quality Review is to identify the school's strengths and areas needing immediate improvement. Reviewers examined school data and survey information, observed every classroom, interviewed stakeholder groups, and interviewed every staff member with standardized questions to identify areas for reinforcement or correction. Additionally, reviewers worked collaboratively before, during, and after the on-site visit to review and prepare findings. Schools are directed to include first priorities in their School Improvement Plans.

To provide reliable and high-quality feedback to the schools, a rigorous training process was followed for all review team members. Reviewers studied survey and school data before the on-site visit. Interview questions were also selected before the visit and were revised as necessary throughout the visit to allow the reviewers to obtain reliable and verifiable feedback.

In preparing the School Quality Review Report for Wendell Phillips School 63, the reviewers used the Quality School Review Indicators and Rubric to indicate progress on the eight Federal Turnaround Principles for Priority Schools (Turnaround Principles). The Turnaround Principles have been identified by the U.S. Department of Education (USED) as being critical to the success of turning around a struggling school. The reviewers examined evidence provided by the school leadership team as well as school demographic and academic data to make determinations of highly effective, effective, improvement necessary, or ineffective for each of the Turnaround Principle indicators. After reviewing the rubric ratings, the review team designated "First Priorities" based on the areas needing to be addressed first in school improvement planning. While many ineffective areas may be discussed in the report, the team wanted to prioritize improvement areas to assist the school in identifying next steps for immediate action.

Summary of First Priorities

The following first priorities should be addressed in school improvement planning and include appropriate interventions aligned to the areas of need.

Turnaround Principle 2 – Climate and Culture:

1. Though there is a behavior system in place and all staff shared behavior issues have improved, staff are not implementing on a consistent basis across the school. Additionally, a lack of support for students with multiple incidents exists. Multiple behavior supports are in place between the discipline plan, the SOAR objectives, the Climate and Culture staff, the work with Peace Learning Center, and the character curriculum, but they are not aligned and utilized with fidelity. These supports and expectations need to be aligned and re-established with staff and students. Expectations and follow-through need to be consistent from core classrooms to specials classrooms to hallways to library and beyond.

Turnaround Principle 3 – Instruction:

1. Support is needed in the area of focused lessons with relevant resources that are connected to the standards. Lessons and resources should be rich with relevant content connected to standards. Lessons should also approach content from multiple angles. Focus on increasing rigor, expectations, and depth of knowledge should be provided to staff. And support on varied instructional strategies to meet the needs of students and increase engagement needs to be provided. Coaches and multi classroom leads should focus support to grow staff usage of a variety of response strategies, actively engaging students in learning and using student learning data to inform response strategy choices. Additionally, staff should receive support in incorporating more student collaboration to allow for student growth and peer to peer instruction.
2. Staff are examining multiple forms of data, but not digging deeper into the data and exploring the true causes behind student success or lack thereof. Data analysis focuses on whole student group and does not provide next steps for individualizing instruction based on individual student-level data. Next step for staff work is to drill down and talk about not just what the standard is saying, but what are students doing correctly or incorrectly in regards to the standard? What are kids not getting and why? What strategy do the kids need to understand the concept? Staff should address specific student misconceptions. This information should drive instructional decisions, including student groupings, and students not mastering should receive additional supports quickly and appropriately. PLC agendas should include time for disaggregation and analysis of individual students and their understanding - close, far from, at proficiency – review of test items and student

work, planning strategies for specific student groups and needs, and accountability to bring that back to next meeting.

Turnaround Principle Findings and Evidence

School Leadership Turnaround Principle #1

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

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

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
<ul style="list-style-type: none"> • Committees formed for School Based Leadership (SOAR), Multi-Tiered Systems of Support (MTSS), Positive Behavior Intervention Supports (PBIS), and Climate. • Teachers have non-negotiables in their classrooms, established by administration. • Weekly SOAR report is shared with staff and includes vision, due dates, expectations, and DIY professional development resources. • Student support staff team (counselor, Parent Involvement Educator, and Climate/Culture Specialist) review attendance data monthly for trends. • Mission Statement: The mission of Wendell Phillips 63 is to educate the whole child by meeting their individual academic and social needs in preparing them for the next chapter in their educational career. • Vision Statement: Wendell Phillips 63 will establish a positive, engaging, and rigorous learning environment that allows each child to “SOAR to Excellence” as a member of the Cardinal Family. 	<ul style="list-style-type: none"> • Principal has strong rapport and respectful relationships with staff. • Principal out in building and in classrooms almost every minute of visit. • Students know principal and interacted with him every chance they could get. • Evident from principal demeanor and questions that he is committed to the work happening at Wendell Phillips. 	<ul style="list-style-type: none"> • Leadership team interviews noted it has been a challenge to have a lot of turnover in leadership. Shared that when Mr. Wirth came from NC there was also lot of change happening in IPS. Staff feel this is the first stretch we have been able to be consistent in a couple of years. • Principal and leadership team shared the leadership focuses on collaborative planning for school improvement. • Principal noted the teachers in the building want to be here; want to help the kids; want the feedback and use the feedback; that he gets pushback on where and when they will receive feedback; and the staff has built the collaborative process. He focuses on trying to highlight the positives - but acknowledging and knowing there is still room to grow. • The principal shared multiple ways in which the student based allocation has allowed the school to have more ownership and flexibility in using funds to support school needs. • Students noted they can go to Mr. Wirth when they need help or have a problem. • Teachers noted Mr. Wirth is very open when it comes to communication, ideas, and support.

School Climate and Culture Turnaround Principle #2

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

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

<u>Description of Improvement Necessary Areas</u>
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2.1 The school community supports a safe, orderly and equitable learning environment.

Actionable Statement:

Though there is a behavior system in place and all staff shared behavior issues have improved, staff are not implementing on a consistent basis across the school. Additionally, a lack of support for students with multiple incidents exists. Multiple behavior supports are in place between the discipline plan, the SOAR objectives, the Climate and Culture staff, the work with Peace Learning Center, and the character curriculum, but they are not aligned and utilized with fidelity. These supports and expectations need to be aligned and re-established with staff and students. Expectations and follow-through need to be consistent from core classrooms to specials classrooms to hallways to library and beyond.

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

Actionable Statement:

Though a mission and vision of high expectations is in place, it is not always evident in classrooms across the school. Coaches and multi-classroom leads should support teachers in increasing higher level questions and

tasks, connecting content to real-life scenarios, and providing feedback/checking for understanding within lessons. These areas would focus expectations of professionalism, instruction, and communication within the teaching framework for students.

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
<ul style="list-style-type: none"> • 500+ serious incidents reported through Daily Discipline Tracker since October 2016. • Data does not support there are interventions in place for “high flier” students or students with multiple behavior incidents. Data evidence: 279 incidents with actions submitted as data for 16-17: 31 = 1 incident; 37 = 2-4 incidents; 12 = 5-9 incidents; 1 = 11 incidents; 1 = 17 incidents; 1 = 18 incidents. • Discipline Plan - Level 1 or 2 (minor) behavior violation based on IPS Code of Conduct <ul style="list-style-type: none"> 1: Access Center IPS Online and completes classroom issues documentation under interventions tab. 2: teacher follows classroom management system and provides response to student misbehavior. Student only changes location by predetermined plan (buddy teacher, bounce, etc). 3: when the student reaches 3 minor behavior violations of the same behavior in a 2 week period. Teacher contacts the administrator to investigate. And Discipline Plan - Level 3 or 4 (major) behavior violation based on IPS Code of Conduct <ul style="list-style-type: none"> 1: teacher goes to teacher access center in IPS online 	<ul style="list-style-type: none"> • Some teachers do not implement the behavior policies consistently. • Procedures to monitor and support a safe and orderly environment are in place but are not followed consistently. • Behavior policies and procedures and their implementation vary widely from classroom to classroom. The school-wide system is evident, but classroom-based PBIS was observed only sporadically – classroom observations indicate that “teacher recognizes and reinforces positive behaviors” as evident/very evident 58% of the time. • Both classroom instruction and student work vary in rigor and are not always consistent – classroom observations indicated “students ask higher level questions and/or engage in higher level tasks” as evident/very evident 15% of the time and “students connect content to real-life scenarios and/or other areas” as evident/very evident 23% of the time. • Students receive sporadic feedback without systems in place to ensure improvement – classroom observations indicate “There are consistent checks for student understanding” as 	<ul style="list-style-type: none"> • Teacher interviews reported a noticeable improvement in behavior policies and outcomes in the school, but acknowledged the need for additional support to proactively address behavior concerns and implement PBIS with fidelity. • Culture and Climate specialist noted that teachers have own classroom management plans. That culture and climate is addressed in walkthroughs, and CCS has worked individually with teachers on positive reinforcement, seating, etc. The school is looking at dojo for schoolwide next year. They want to have consistency, but also want to have autonomy in classrooms. • School counselor shared information around the “Character First” program she uses with students consisting of “I will” statements, activities, lessons, and color sheets for skills. • Teacher interviews noted they receive the topics students will be discussing in “Character First” but do not get the lesson plans – or the instruction that goes along. Interest was expressed around getting PD from the counselor in addition to the counselor

<p>and completes conduct referral documentation under the interventions tab. Teacher contacts by email or phone for interview. Student remains in classroom.</p> <p>2: student is released to administrator or designee to conduct investigation.</p> <p>3: administrator investigates incident and makes disciplinary decision; teacher is notified via email.</p> <ul style="list-style-type: none"> • Though discipline levels in place, teacher classroom management systems vary widely across the building, as each classroom teacher creates their own system. 	<p>evident/very evident 39% of the time.</p>	<p>presenting to students so teachers could implement with fidelity in their classrooms.</p> <ul style="list-style-type: none"> • Custodial staff noted they wished students would take more pride in the building; they would like to see students helping in the cafe'; they really appreciate the work of the staff, principal, and teachers, but do not always feel respected by the teachers.
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In the area of culture and climate, the following first priorities need immediate attention and should be included in the School Improvement Plan:

1. Though there is a behavior system in place and all staff shared behavior issues have improved, staff are not implementing on a consistent basis across the school. Additionally, a lack of support for students with multiple incidents exists. Multiple behavior supports are in place between the discipline plan, the SOAR objectives, the Climate and Culture staff, the work with Peace Learning Center, and the character curriculum, but they are not aligned and utilized with fidelity. These supports and expectations need to be aligned and re-established with staff and students. Expectations and follow-through need to be consistent from core classrooms to specials classrooms to hallways to library and beyond.

Instruction Turnaround Principle #3

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

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

Description of Improvement Necessary Areas

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

Actionable Statement:

Coaches and multi classroom leads should work with staff on integrating conversation about standards into classroom instruction – moving beyond the “I can” statement to why students are learning skills. Additionally, all staff should have measurable objectives for each day which students understand and can articulate.

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

Actionable Statement:

Teachers are occasionally checking for understanding during instruction, but it is not clear throughout the lesson that teachers have an understanding of where every student is in terms of mastering content and lesson objective. Instructional strategies used did not vary from classroom to classroom and did not show evidence of focused strategies based on student needs. Though clear intervention times are built into the school day, teachers could not articulate specifics across the board in terms of how students are receiving intervention supports and how those supports change and adapt to student need throughout the school year. Coaches and multi classroom leads should focus cycles of support in relation to implementing and utilizing multiple checks for understanding and varied instructional strategies regularly. Additionally, staff should revisit intervention times and goals to establish clear guidelines for this time in the day, when and how students are put into groups, and how students will show progress.

3.4 Teachers demonstrate necessary content knowledge.**Actionable Statement:**

Student engagement is related to the strategies used within the curriculum. Teachers noted having to regularly pull resources, which may not directly connect to Indiana Academic Standards. Teachers need support in focusing lessons and resources to be rich with relevant content connected to standards, approaching said content from multiple angles and instructional strategies to meet the needs of students, and increase engagement. Job embedded professional development around these areas is essential to support the staff and their growth as educators.

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.

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

Actionable Statement:

Staff are examining multiple forms of data, but not digging deeper into the data and exploring the true causes behind student success or lack thereof. Staff need to drill down into the data and examine individual students, questions, responses, and evidence to explore options for reteach and enrichment for students. Instructional decisions, including student groupings should be based on multiple forms of data and students not mastering should receive additional supports quickly and appropriately. Additionally, students should have a clear understanding of their data, what it represents and measures, and how they can grow.

<p><u>Evidence from Data:</u></p> <ul style="list-style-type: none"> ● Mastery Learning and Gradual Release models are expected based on data submitted. ● Lesson plan templates are submitted weekly. ● 30% of teachers were new this year. 	<p><u>Evidence from Observations:</u></p> <ul style="list-style-type: none"> ● Instructional Execution scored a 2.2 on a 4 point scale based on observations during review – which was the lowest of the four areas (instructional execution, classroom environment, class culture and behavior management, and engagement). ● Observations indicated: <ul style="list-style-type: none"> ○ “Lesson objective is aligned to IAS, posted, and addressed in the execution of the lesson” as evident/very evident 60% of the time. ○ “Students are able to articulate the lesson objective and its purpose” as evident/very evident 47% of the time. ○ “Students ask and answer higher level questions and/or engage in higher level tasks” as evident/very evident 15% of the time ○ “Students connect content to real-life scenarios and/or other areas” as evident/very evident 23% of the time. ○ “There are consistent checks for student understanding” as evident/very evident 39% of the time. ○ “Lesson provides guided and/or independent practice” as evident/very evident 60% of the time. 	<p><u>Evidence from Interviews:</u></p> <ul style="list-style-type: none"> ● Leadership team interviews shared information regarding mastery learning model and gradual release as pieces which staff should be incorporating, but staff did not discuss these areas in interviews. ● Teachers noted lessons to be rigorous, but also geared toward the entire class. ● Interviews focused on following curriculum map and pacing guides, not on how staff are implementing instructional strategies for students. ● MTSS in place, but multiple staff shared it is still a work in progress. ● Information regarding interventions was varied in staff understanding and implementation. ● Interviewees shared how they want work to be rigorous but did not expand on how implementing rigorous work or instruction in the classroom. ● Few strategies were shared in interviews: small group, fact/option, graphic organizers, push-in. ● Interviews revealed from multiple teachers that a lot of time is spent looking for adequate resources.
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	<ul style="list-style-type: none"> ○ “Lesson indicates pre-planning to include instructional strategies” as evident/very evident 41% of the time. ○ “Students have the opportunity to discuss materials with others” as evident/very evident 39% of the time. ○ “Lessons and activities move with a sense of urgency/appropriate pace” as evident/very evident 41% of the time. ○ “Lesson provides guided and/or independent practice” as evident/very evident 60% of the time. ○ “Lesson indicates pre-planning to include instructional strategies” as evident/very evident 41% of the time. 	
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Description of Ineffective Areas

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

Actionable Statement:

Teachers need support in focusing lessons and resources to be rich with relevant content connected to standards, approaching said content from multiple angles and instructional strategies to meet the needs of students, and increase engagement. Coaches and multi classroom leads should focus support to grow staff usage of a variety of response strategies, actively engaging students in learning and using student learning data to inform response strategy choices. Additionally, staff should receive support in incorporating more student collaboration to allow for student growth and peer to peer instruction.

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
<ul style="list-style-type: none"> • Rubric used for classroom observations does not focus on multiple instructional strategies. Comments generally related to “I can” statements, transitions, engagement, schedule, and behaviors. Notes on tweaking instruction, but ideas for new strategies not consistently given. • Lesson plan template includes areas for checks for understanding and differentiation. 	<ul style="list-style-type: none"> • Observations indicated: <ul style="list-style-type: none"> ○ “Students interact with and support each other in their learning” as evident/very evident 37% of the time. ○ “Students are provided differentiated instruction and/or tasks to meet individual learning needs” as evident/very evident 28% of the time. 	<ul style="list-style-type: none"> • Leadership team interviews shared information regarding mastery learning model and gradual release as pieces which staff should be incorporating, but staff did not discuss these areas in interviews. • Interviews focused on following curriculum map and pacing guides, not on how staff are implementing instructional strategies for students. • MTSS in place, but multiple staff shared it is still a work in progress. • Few strategies were shared in interviews: small group, fact/option, graphic organizers, push-in.

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

1. Support is needed in the area of focused lessons with relevant resources that are connected to the standards. Lessons and resources should be rich with relevant content connected to standards. Lessons should also approach content from multiple angles. Focus on increasing rigor, expectations, and depth of knowledge should be provided to staff. And support on varied instructional strategies to meet the needs of students and increase engagement needs to be provided. Coaches and multi classroom leads should focus support to grow staff usage of a variety of response strategies, actively engaging students in learning and using student learning data to inform response strategy choices. Additionally, staff should receive support in incorporating more student collaboration to allow for student growth and peer to peer instruction.

2. Staff are examining multiple forms of data, but not digging deeper into the data and exploring the true causes behind student success or lack thereof. Data analysis focuses on whole student group and does not provide next steps for individualizing instruction based on individual student-level data. Next step for staff work is to drill down and talk about not just what the standard is saying, but what are students doing correctly or incorrectly in regards to the standard? What are kids not getting and why? What strategy do the kids need to understand the concept? Staff should address specific student misconceptions. This information should drive instructional decisions, including

student groupings, and students not mastering should receive additional supports quickly and appropriately. PLC agendas should include time for disaggregation and analysis of individual students and their understanding - close, far from, at proficiency – review of test items and student work, planning strategies for specific student groups and needs, and accountability to bring that back to next meeting.

Assessment and Intervention Systems Turnaround Principle #4

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

Individual Indicator Ratings		
4.1	The district or school curriculum is aligned with the Indiana Academic Standards	Effective
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.	Effective
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.	Effective
4.4	Instructional materials and resources are aligned to the standards-based curriculum documents.	Improvement Necessary
4.5	An intervention plan is designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.	Improvement Necessary

<u>Description of Improvement Necessary Areas</u>
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4.4 Instructional materials and resources are aligned to the standards-based curriculum documents.

Actionable Statement:

Though staff are following a clear curriculum map, evidence of a set adopted curriculum across content areas and grade levels was not evident. Open resources are being utilized that are mostly standards based, but not consistently aligned across grade level. Staff need support from coaches and multi-classroom leaders on consistent use of instructional materials and resources that are standards based in the selected core curriculum. Vertical discussion of the instructional materials and resources that are standards based in the selected curriculum should occur through multi-level PLCs or professional development meetings.

- 4.5** An intervention plan is designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.

Actionable Statement:

While some classrooms showed evidence of diagnostic data, there was not consistent evidence of research based interventions occurring. Additionally, PLC observations and interviews did not provide evidence of drill down discussions on data to plan specific intervention for those students two or more years behind. There is clear times throughout the day for intervention time, in addition to small group supports within core teaching time. PLC discussions should include vertical discussion on adopted instructional material in relation to student data to explore gaps in instruction. Research based interventions should be provided during intervention times according to the individual needs of students per assessments given on a regular basis.

<u>Evidence from Data:</u>	<u>Evidence from Observations:</u>	<u>Evidence from Interviews:</u>
<ul style="list-style-type: none"> • Lack of consistent growth in subgroups on ISTEP + <ul style="list-style-type: none"> ○ Math scores on ISTEP+ show a significant decrease of 18.2 in the area of special education from 14-15 to 15-16. ○ ELA scores grew for subgroups- Hispanic with an increase of 7.8 and ELL with 15.3 while white students decreased by 17.9 from 14-15 to 15-16. • Lesson plans are submitted and reviewed weekly. 	<ul style="list-style-type: none"> • The adopted core curriculum in ELA and math was not used 100% of the time as evidenced in the instructional materials used during classroom observations. Teacher were observed using open resources to teach the core curriculum, rather than as additional resources: <ul style="list-style-type: none"> • Teacher Pay Teachers • UTube videos • Kahn Academy • Interventions observed were teacher-driven. Using WRAPS 360 and running records as indicators, but not implemented consistently across grade levels. Additionally, Interventions were more whole group based due to the low overall academic achievement as commented by a teacher. • In grades K, 1, and 2 there were stations with a variety of differentiated tasks for ELA and math. Students 	<ul style="list-style-type: none"> • Extensive data sheets are kept on benchmarking 1-6 in ELA and math with all the student grouped in tiers for intervention, however the discussion via interviews was not specific nor did it drill down. <ul style="list-style-type: none"> ○ Third grade referenced method of delivery as being whole group instruction for ELA to address deficiency and in math, drills were used and problem of the day. ○ Fourth grade used whole group and success time in ELA remediation without specific drill down discussion on differentiation of instruction. In math, it was noted that students would “get more” instruction during Corrective Instruction Week. ○ Fifth grade noted that students would get

	<p>were compliant with the activities which lacked rigor and no evidence of alignment to their standard mastery or lack of mastery.</p> <ul style="list-style-type: none">• Using engage NY for math - having to compare engage NY standards to IAS and check what is missing what isn't needed.	<p>more Library time to practice typing responses for the test in ELA. High Ability would use higher level materials. Math students would get reteaching during Corrective Instruction Week.</p> <ul style="list-style-type: none">• 100% of the teachers interviewed could not identify the adopted curriculum without prompting.• All teachers interviewed could identify the scope and sequence with the assessments used by IPS in ELA and math.• 100% of the teachers provided examples of a variety of resources used in ELA and math, but several teachers also noted that resources had to be shared and this would cause teachers to be at different points in the curriculum map to adjust for this.• Additionally, teacher interviews revealed the need for more resources and time to address what data tells them students need to support learning.• Interviews defined "corrective instruction" on the calendar as a piece intended to be done about once a quarter - showing up more in math. This is built into the curriculum map/calendar.• When asked about Smekens and Learning A-Z in Title I application, principal noted that some staff have been trained on writing with Smekens and this will be
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		<p>picked up again next year when the school starts implementing writers workshop. The Learning A to Z suite was purchased to use in guided reading, they started in late fall/early winter with this and are still working with teachers on using that to drive instruction.</p>
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Staffing Practices
Turnaround Principle #5

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

Individual Indicator Ratings		
5.1	Hiring timelines and processes allow the school to competitively recruit effective teachers.	Effective
5.2	School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes.	Effective
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.	Effective
5.4	Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.	Effective
5.5	Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.	Effective

<p><u>Evidence from Data:</u></p> <ul style="list-style-type: none"> • Walkthrough for includes areas of focus with room for notes, feedback and next steps. • School tracks teacher and administration data - who is being observed, by whom, how often, etc. • 0-5 years of experience for 50% of the teachers; 1 is not effective, with 19 effective. • Teacher Non-Negotiables: <ul style="list-style-type: none"> ★ Instructional schedules will be posted and followed daily. Any deviation that occurs will need prior approval from the principal. ★ I CAN Statements will be posted daily and aligned with the purpose of each instructional block lesson. ★ Students will know their present levels of performance in reading and math. This will be supported through the use of posted data in your classrooms. ★ Lesson plans will be submitted by Monday at 9:00 am to our Sharepoint Site. Lesson plans should be named teachername.date and placed into your respective folder. ★ PLC attendance is mandatory and it is expected you will be on time and prepared to engage in instructional conversations and activities designed to increase student achievement. • Opportunity Culture School 	<p><u>Evidence from Observations:</u></p> <ul style="list-style-type: none"> • PLC time allows for leveraging of teacher strengths – teachers have the opportunity to discuss and share content and pedagogy. 	<p><u>Evidence from Interviews:</u></p> <ul style="list-style-type: none"> • Interviews with administration and teachers indicated Multi-Classroom Leader positions and aspiring teachers are a positive addition to the school. • Interview with principal revealed staff includes one transition to teach, one aspiring teacher recently promoted, and all other are licensed in appropriate areas; the EL teacher has EL license; and no teachers are on emergency permits. • Interview with principal revealed a plan for two teacher moves between grade levels for next year. These are due to teacher request and principal anticipates this will be a better fit. • Interview with principal revealed no staff are on improvement plans, though some are on coaching cycles with coaches due to need for support; these staff are continuing to make the growth. • Interviews with teachers noted staff usually have feedback within 24 hours of an observation. • Interviews with staff revealed coaches do walkthroughs on a weekly basis to assigned grade levels; administration is in classes weekly completing a mix of observations and walkthroughs.
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Use of Data Turnaround Principle #6

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

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

<u>Description of Improvement Necessary Areas</u>
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- 6.1** Multiple forms of data are presented in user friendly formats and in a timely manner to drive all decisions for improving climate and culture.
- 6.2** Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.

Actionable Statement:

The school has multiple forms of both behavior data and academic data available to staff. Data is easily accessible and used to drive interventions. The examination of both behavior data and academic data now needs to go deeper.

Behavior data should connect to initiatives in place (character trait work, SOAR, Peace Learning Center work) and be examined for trends and high flier students. Tiers and next steps need to be put in place to address data trends and to support students who continue to have multiple behavior incidents.

Academic data must be reviewed weekly in PLCs. Current practice of data review includes looking at the standard, who didn't perform, and grouping kids on standards not mastered. The next step is to drill down and explore not just what the standard is saying, but what students are doing correctly or incorrectly in regards to the standard. Teachers should be able to answer the following in terms of academic data and make adjustments to instruction based on their answers: What are kids not getting and why? What strategy do the kids need to understand the concept? What are specific student misconceptions?

<p><u>Evidence from Data:</u></p> <ul style="list-style-type: none"> • Benchmark data and instructional plan - individual indicators, students names (mastery/non-mastery). Original instruction and reteach instruction plan. • MTSS - four essential components. 7 steps with referral form. • Data evidence: 279 incidents with actions submitted as data for 16-17: 31 students had 1 incident; 37 had between 2 and 4 incidents; 12 students had between 5 and 9 incidents; 1 student had 11 incidents; 1 student had 17 incidents; 1 student 18 incidents. 	<p><u>Evidence from Observations:</u></p> <ul style="list-style-type: none"> • Observed OG work with lower grade levels • Observed some success groups • PLCs observed focused more on lesson planning than student data • Discipline data tracked by specific students, incident, and action step. Supports for repeat offenders not evident. 	<p><u>Evidence from Interviews:</u></p> <ul style="list-style-type: none"> • Teacher interviews noted staff are screening kids to see where they are level wise and completing a lot of observation on students. • All staff interviews noted behavior as a piece that has improved, but still has a ways to go. Most staff noted consistency and repeat offenders as an issue. • Some teachers shared ways in which they explore data with students: look at how the class is performing, discussing results and sharing so class can see growth from one assessment to the next. • Teachers noted in interviews that most students should know their reading level and where they are performing. Guided reading is to be at student level and math centers are based on data for small group one-on-one support.
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Use of Time Turnaround Principle #7

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

Individual Indicator Ratings		
7.1	The master schedule is clearly designed and structured to meet the needs of all students.	Effective
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	Effective
7.3	The master schedule is clearly structured and designed to meet the professional development needs of staff.	Improvement Necessary

Description of Improvement Necessary Areas

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

Actionable Statement:

Though teachers do have opportunities to take part in PLCs at each grade level, not all teachers are able to participate due to scheduling. Examine schedule to maximize time for all staff (EL, SPED, related arts, and content teachers) to have regular opportunities to participate in professional development together.

Additionally, examine opportunities for job-embedded professional development from peers and other experts are needed.

<p><u>Evidence from Data:</u></p> <ul style="list-style-type: none"> • Data submitted by school shows evidence of a PD plan for all staff and a PLC schedule. • Master schedule provides intervention time for students who are two or more years behind in ELA and math. 	<p><u>Evidence from Observations:</u></p> <ul style="list-style-type: none"> • Improvement in instructional execution was identified as a first priority based on classroom observations. Although PLC structures are in place, the observed PLC time focused on lesson planning rather than data analysis and growth in instructional execution. 	<p><u>Evidence from Interviews:</u></p> <ul style="list-style-type: none"> • Teachers reported little job-embedded PD outside of their PLC time. Teacher descriptions of PLC focused on surface-level lesson planning rather than deeper data analysis and instructional execution through broadening their base of instructional strategies. • Interviews with teachers
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		revealed some teachers outside of core content areas (EL, SPED, related arts) are not participating in PLCs.
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Effective Family and Community Engagement Turnaround Principle #8

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

Individual Indicator Ratings		
8.1	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.	Effective
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.	Effective

<p><u>Evidence from Data:</u></p> <ul style="list-style-type: none"> Evidence suggests the school prioritized this work. When the parent involvement educator went out on maternity leave, the principal split her duties among other staff members to ensure the work continued. All information is shared with families in English and Spanish. Some community partners include: Mary Rigg Foundation, Peace Learning Center, and local churches. <p>Parent Survey data indicated:</p> <ul style="list-style-type: none"> 92.3% of respondents agree that parents feel welcome, supported, and are actively involved at the school. 88.4% of respondents agree that the school addresses family needs so they can better support their child. 92.3% of respondents agree the school works with 	<p><u>Evidence from Observations:</u></p> <ul style="list-style-type: none"> Students were observed installing a garden at the school through a partnership with a local community organization. After school programming was provided to students through a partnership with Indy Parks and IMPD. 	<p><u>Evidence from Interviews:</u></p> <ul style="list-style-type: none"> Community Partners expressed they were welcome in the building. Community Partners expressed they had a clear point of contact to coordinate with the school. Community partners shared they provide training to parents and staff, including CPR certifications, and cultural competency/ culturally responsive teaching. Parents interviews expressed the school was a welcoming environment, mentioning the regular opportunities to have "coffee with the principal." Parents identified the Climate & Culture Dean as a positive influence on students and conflict resolution. Parents expressed appreciation for the school's monthly parent nights
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<p>parents to build positive relationships and engage them as a partner.</p>		<p>during which they participate in activities to help them support their child.</p> <ul style="list-style-type: none">• Parents expressed communication was consistent and predictable. Weekly calls from the principal through ConnectED and other means.
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Addendum – additional evidence summary provided by Wendell Phillips –
June 5, 2017

Indicator	Evidence	Rationale for change in Rating
<p>2.1 The school community supports a safe, orderly and equitable learning environment.</p>	<p>PBIS Systems- Tier I, II, III Tier II Check In/Check Out Sheets Tier III- FBA/BIP Processes Tier III- Midtown Referrals, MTSS, ITeam Agendas</p>	<p>There is a system in place for all students behaviorally. Tier I is our SOAR procedures. Tier II is our Check in/Check Out system facilitated by our Climate/Culture Specialist. If students are not showing improvement on this, then students are referred through the MTSS process for an FBA and BIP; also look at referrals to Midtown Mental Health Services.</p>
	<p>SOAR Reports https://www.smore.com/u/paulwirth8</p>	<p>These are weekly and contain information regarding behavioral expectations and procedures for working with our high risk population of students. Character ED program “Character Counts” traits are shared with teachers bi-weekly; the facilitation of the lessons are done through our counselor during related arts</p>
	<p><i>Statement from SQR-Behavior policies and procedures and their implementation vary widely from classroom to classroom.</i></p>	<p>Teachers have autonomy in the implementation of their classroom management system, therefore a universal system would not be seen across all classrooms. However, a classroom behavior system can be observed as they are posted and taught to students. Expectations and management plan template are located in the Staff Handbook; teachers are required to turn this in to the Culture and Climate Specialist.</p>

Indicator	Evidence	Rationale
<p>2.3- High expectations are communicated to staff, students and families; students are supported to achieve them.</p>	<p>PLC agendas discussing data and expectations for instruction</p>	<p>Weekly assessments, unit assessments, benchmark assessments, and anecdotal notes from progress monitoring/running records are discussed weekly. These are the catalyst for the planning sessions held outside of structured PLC time. All grade levels and planning teams meet a minimum of two times per week that are required, all meet outside of this time as well for additional planning support.</p>
	<p>SOAR Reports https://www.smores.com/user/paulwirth8</p>	<p>These are weekly and contain information regarding behavioral expectations and procedures</p>
	<p>State of the Schools</p>	<p>School Goals, the School Improvement Plan, and real-time data are shared with teachers and staff to ensure all stakeholders understand their role in the data and to ensure everyone knows if we are on track to meet our goals.</p>

Indicator	Evidence	Rationale
<p>3.2- Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.</p>	Walkthrough Data	Walkthrough Data analyzed and meet with Academic Coaches 1:1 weekly to review and plan for teacher support.
	SOAR Reports https://www.smore.com/u/p/aulwirth8	These are weekly and contain information about instructional strategies to implement in the classroom
	Coaching Logs	Our MCL's spent time with teachers outside the school day to plan instruction
	Benchmark Data- Growth	Based on Benchmark Data, we saw a steady increase in students achievement between Benchmark 2 and Benchmark 3.
	TRC Data	Based on Benchmark Data, we saw a steady increase in students achievement between BOY and EOY on TRC testing.

Indicator	Evidence	Rationale
<p>4.4- Instructional materials and resources are aligned to the standards-based curriculum documents.</p>	<p>Unit Plans and Sample Lesson Plans</p>	<p>As evidenced by the attachments, all lessons and units are aligned with the Indiana Academic Standards. Our teachers show how they will introduce a concept, spiral the concept, and ensure mastery of the standard/skill within their unit plans and daily lesson plans. The unit plans help the teachers pace their work to ensure all students are meeting the same expectations.</p>
	<p>SOAR Reports https://www.smore.com/u/paulwirth8</p>	<p>These are weekly and contain information about instructional strategies to implement in the classroom</p>
	<p>Coaching Logs</p>	<p>Our MCL's spent time with teachers outside the school day to plan instruction.</p>
	<p>Benchmark Data-Growth</p>	<p>Based on Benchmark Data, we saw a steady increase in students achievement between Benchmark 2 and Benchmark 3.</p>
	<p>TRC Data</p>	<p>Based on Benchmark Data, we saw a steady increase in students achievement between BOY and EOY on TRC testing.</p>

Indicator	Evidence	Rationale
<p>6.2- Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.</p>	<p>Admin and Coaches use Google docs to conduct walkthroughs- walkthrough doc summary</p>	<p>Walkthrough Data analyzed and admin meets with Academic Coaches 1:1 weekly to review and plan for support.</p>
	<p>SOAR Reports https://www.smore.com/u/paulwirth8</p>	<p>These are weekly and contain information about instructional strategies to implement in the classroom</p>
	<p>Benchmark Data- Growth</p>	<p>Based on Benchmark Data, we saw a steady increase in students achievement between Benchmark 2 and Benchmark 3.</p>
	<p>TRC Data</p>	<p>Based on Benchmark Data, we saw a steady increase in students achievement between BOY and EOY on TRC testing.</p>