



School Quality Review Report:

Caze Elementary School

Review Date: April 20-23, 2014

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School Quality Review First Priorities

Caze Elementary School

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

Turnaround Principle 1: School Leadership

1. Put into place a system of accountability for school structures: PLC meetings, observations, feedback, 90 minute reading block, and any data meetings.
2. Put into place a systematic intervention program that is clearly communicated to all faculty/staff members. The interventions will need to support one consistent program to ensure key components of reading are not lost.

Turnaround Principle 3: Instruction

1. Evaluate curriculum needs for core subject areas and Response to Intervention.
2. Utilize the scaffolding scope and sequence of the core reading program Reach for Reading.
3. Clearly communicate the need to provide intentional direct and explicit instruction of the big five components: phonemic awareness, phonics, vocabulary, fluency and comprehension.
4. Provide professional development training opportunities for differentiated instruction.
5. Carefully link Response to Intervention lesson outcomes to core instructional practices.
6. Provide professional development for core content materials.

Turnaround Principle 4: Curriculum, Assessment and Intervention

1. Ensure focused, research-based interventions and remediation practices are implemented and identified in the master schedule of classes. Identify which

interventions are effective and aligned to core instruction and eliminate those not proving productive.

2. Develop a systematic and systemic procedure for submitting uniform lesson plans and Professional Learning Community work to ensure consistency and accountability in all classrooms and grade level teams. It is the responsibility of administration to communicate the expectation of accountability of PLC teams and lesson planning. It is also the responsibility of administration to regularly monitor and provide feedback to PLC teams and teachers in regards to lesson planning.

Turnaround Principle 7: Effective Use of Time

1. Provide a clear Master Schedule that is easy to read and understand for all stakeholders.
2. Evaluate the Master Schedule in order to provide a protected 90 minute reading block and Tier 2 and Tier 3 interventions outside of the block.
3. Be intentional of the additional instructional minutes for Tier 2 and Tier 3 interventions.
4. Provide a clear focus to ensure meaningful Tier 2 and Tier 3 interventions.

Information about the School Quality Review

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

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

To provide reliable and high-quality feedback to the schools, a rigorous training process was followed for all review team members. Additionally, all reviewers were trained in the Effective Learning Environments Observation Tool (ELEOT) from AdvancED and were able to identify best instructional practices. Reviewers reviewed survey and school data information before the on-site visit. Interview questions were also selected before the visit and were revised as necessary throughout the visit to allow the reviewers to obtain reliable and verifiable feedback.

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

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

Quality School Review Rubric Indicators

SCHOOL LEADERSHIP

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

INDICATORS

1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community
1.2	The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.
1.4	The principal communicates high expectations to staff, students and families, and supports students to achieve them.
1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.
1.6	The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.
1.7	The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).
1.8	The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.
1.9	The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals.
1.10	The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.

SCHOOL CLIMATE & CULTURE

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

INDICATOR

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

EFFECTIVE INSTRUCTION

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

INDICATORS

3.1	Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.
3.2	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.
3.3	Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
3.4	Teachers demonstrate necessary content knowledge.
3.5	Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.
3.6	Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM

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

INDICATORS

4.1	The district or school curriculum is aligned with the Common Core Ready State Standards (CCRSS).
4.2	Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCSS curriculum is the “taught” curriculum.
4.3	The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.
4.4	Instructional materials and resources are aligned to the standards-based curriculum documents.
4.5	An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.

EFFECTIVE STAFFING PRACTICES

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

INDICATORS

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

ENABLING the EFFECTIVE USE of DATA

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

INDICATORS

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

EFFECTIVE USE of TIME

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

INDICATORS

7.1	The master schedule is clearly designed and structured to meet the needs of all students.
7.2	The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.
7.3	The master schedule is clearly structured and designed to meet the professional development needs of staff.

EFFECTIVE FAMILY and COMMUNITY ENGAGEMENT

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

INDICATORS

8.1	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.
8.2	Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

Turnaround Principle # 1 Title: School Leadership

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

Description of Improvement Necessary Areas:

The following principles require improvement: 1.2 The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement; 1.3 The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment; 1.5 The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity; 1.9 The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instruction and meet student learning goals; and 1.10 The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.

Evidence from Data:

- A-F Accountability Report
- ISTEP Results
- ISTEP Disaggregated Reports
- IREAD 3 Results
- Teacher Survey Results
 - 60% of teachers somewhat disagree that the principal uses data to establish a coherent vision that is understood and supported by the entire school community

Evidence from Observations:

- Equitable Learning Environment (2.3 rating)
- High Expectations (2.3 rating)
- Supporting Learning (2.6 rating)
- Active Learning (2.4 rating)
- Progress Monitoring (2.3 rating)
- Well Managed Learning (2.7 rating)
- Digital Learning (1.4 rating)

Evidence from Interviews:

1. **Faculty/Staff Interviews:** The faculty/staff interviews indicated that the principal is not clear on establishing an accountability system for various procedures/policies. Examples include:
 - Not establishing high expectations to staff, students, and families.
 - Not ensuring curriculum is rigorous.
 - Not establishing a clear direction of PLC meetings
 - Interventions are sporadic in accompaniment with the core reading program

- Not providing clear support for the bottom 25% of low growth students.
- Not providing clear instructional strategies using student learning data.
- Not establishing environments conducive to learning (major behavior problems reported)
- Not providing a system of consistent progress monitoring.
- Not providing consistent observations and feedback of staff.
- Not having a systematic review of timely data.

2. **Principal Interview:** The principal did not have clear answers on the following items.

- Minimum hours for teachers PLC's.
- Grasp of the 90 minute reading block
- Concept on the master schedule (did not include a 90 minute reading block)
- Interventions and intervention time built into the schedule
- Knowing who met during PLC time (some departmentalized teachers never met with other grade level teachers)
- Accountability for PLC's, intervention plan, and lesson plan checks.

Description of Ineffective Areas:

The following principles have been rated ineffective and need immediate attention: 1.1 The principal uses data to establish a coherent vision that is understood and supported by the entire school community; 1.4 The principal communicates high expectations to staff, students and families, and supports students to achieve them; 1.6 The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments 1.7 The principal uses informal and formal observation data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including students with disabilities and English Language Learners) 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.

Evidence from Data:

- A-F Accountability Report
- ISTEP Results
- ISTEP Disaggregated Reports
- IREAD 3 Results
- Teacher Survey Results
 - i. 60% of teachers somewhat disagree that the principal uses data to establish a coherent vision that is understood and supported by the entire school community.

Evidence from Observations:

- Equitable Learning Environment (2.3 rating)
- High Expectations (2.3 rating)

- Supporting Learning (2.6 rating)
- Active Learning (2.4 rating)
- Progress Monitoring (2.3 rating)
- Well Managed Learning (2.7 rating)
- Digital Learning (1.4 rating)

Evidence from Interviews:

Faculty/Staff Interviews: The faculty/staff interviews indicated that the principal is not clear on establishing an accountability system for various procedures/policies. Examples include:

- Not establishing a systematic intervention program (many staff members could not explain the intervention program)
- Not establishing high expectations to staff, students, and families.
- Not ensuring curriculum is rigorous.
- Not establishing a clear direction of PLC meetings
- Interventions are sporadic in accompaniment with the core reading program
- Not providing clear support for the bottom 25% of low growth students.
- Not providing clear instructional strategies using student learning data.
- Not establishing environments conducive to learning (major behavior problems reported)
- Not providing a system of consistent progress monitoring.
- Not providing consistent observations and feedback of staff.
- Not having a systematic review of timely data.

Principal Interview: The principal did not have clear answers on the following items.

- How many Burst seats are being used and how many are available.
- RTI process
- IREAD passing rate
- Stated several times she is not good with numbers.
- Minimum hours for teacher PLC's.
- Grasp of the 90 minute reading block (could not explain 90 minute reading block)
- Concept on the master schedule (did not include a 90 minute reading block)
- Interventions and intervention time built into the schedule
- Knowing who met during PLC time (some departmentalized teachers never met with other grade level teachers)
- Accountability for PLC's, intervention plan, and lesson plan checks.

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

The first priorities that need to be established for the Turnaround Principle entitled School Leadership are:

1. Put into place a system of accountability regarding PLC meetings, observations, feedback, 90 minute reading block, and any data meetings.
2. Put into place a systematic intervention program that is clearly communicated to all faculty/staff members. The interventions will need to be one consistent program to ensure key components of reading are not lost.

Turnaround Principle # 2

Circle the Overall Rating:

1 Ineffective

Title: School Climate and Culture

2 Improvement Necessary

3 Effective

4 Highly Effective

Description of Improvement Necessary Areas:

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

Evidence from Data:

- The school building is safe and clean; with limited facility issues.
- Sixty percent of the parents agree according to a survey.
- In a self-evaluation, staff expressed locked doors and a keyless entry system would increase the safety of the school.
- PBIS has been incorporated but more training and support is needed for Tiers 2 and 3 for students with both academic and behavioral needs.
- In examining the behavior log for Caze, there were 17 student suspensions during the timeframe the review team was on-site and 13 of the students received 2 days of suspension, the entire on-site visit timeframe. Only 6 students from this group were actually in the behavior log for committing an infraction. The review team was very concerned about these statistics and the large number of students removed during the timeframe of the School Quality Review. This number was disproportionate compared to any other time period examined during the two month period preceding the review.

Evidence from Observations:

The quality of instruction varies among classrooms. Little differentiation was observed. There are attempts in place for reading interventions (Burst, LLI, Dr. Cupp, etc..). a more clear systematic approach would be helpful.

Evidence from Interviews: Student behavior is the biggest challenge according to teachers and staff.

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

No first priorities are addressed in Principle #2.

Turnaround Principle # 3

Title: Effective Instruction

Circle the Overall Rating: 1 Ineffective
Effective

2 Improvement Necessary

3 Effective 4 Highly Effective

Description of Effective Areas: 3.1 Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum and 3.6 Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

Evidence from Data:

- Teacher Survey Results
 - My Students can clearly articulate the learning objective 80% Agree Strongly
- Parent Survey Results
 - School has clear goals for students 60% Agree Strongly
- Classroom Observations-ELEOT Worksheet
- School Self-Evaluation Form
 - Caze Teachers are using the EVSC district maps 2.5
 - Teachers are directed to implement the EVSC curriculum guides and maps that are aligned to Indiana Standards 3.0

Evidence from Observations:

- Equitable Learning Environment (2.3 rating)
 - Knows that rules and consequences are fair, clear, and consistently applied 2.7
- High Expectations (2.3 ratings)
 - Is tasked with activities and learning that are challenging but attainable 2.6
- Supporting Learning (2.6 ratings)
 - Demonstrates positive attitude about the classroom and learning 2.8
 - Is provided support and assistance to understand content and accomplish tasks
- Well-Managed learning (2.7 ratings)
 - Knows classroom routines, behavioral expectations and consequences 2.9
 - Speaks and interacts respectfully with teacher(s) and peers 2.9

Evidence from Interviews:

- Faculty/Staff/Student Interviews evidence include:
 - Daily learning objectives were clearly posted in classrooms
 - Students were aware of the daily learning objective
 - EVSC curriculum maps are aligned to State Standards
 - Student progress is documented in their "I Can" folder
 - Designated Caze RtI leadership team meets regularly to discuss student progress and needs

Description of Improvement Necessary Areas:

Principle Turnaround Indicators 3.2 Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs, 3.3 Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction, 3.4 Teachers demonstrate necessary content knowledge, and 3.5 Teachers demonstrate the necessary skills to use multiple measures of data, including the

use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.

Evidence from Data:

- Teacher Survey Results
 - Our teachers use frequent checks for understanding throughout each lesson to gauge student learning 40% Disagree Somewhat
 - Our teachers ensure that student-learning objectives are specific, measurable and are aligned to the standard-based learning 40% Disagree Somewhat
- Parent Survey Results
 - Students are actively involved in learning and are given frequent assessments 10 % Disagree strongly
- ISTEP Results
- ISTEP Disaggregated Results
- IREAD3 Results
- Classroom Observations-ELEOT Worksheet
- A-F Accountability Report
- IMAST Report
- School Self-Evaluation Form
 - Most PLC's work together to create proficiency plans before lesson planning 2.5/4.0

Evidence from Observations:

- Equitable Learning Environment (2.3 rating)
 - Has differentiated learning opportunities and activities that meet her/his needs 2.3
 - Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences 1.5
- High Expectations (2.3 ratings)
 - Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) 2.2
 - Is provided exemplars of high quality work 2.2
- Supporting Learning (2.6 ratings)
 - Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs 2.2
- Active Learning (2.4 ratings)
 - Makes connections from content to real-life experience 2.2
- Progress Monitoring (2.3 ratings)
 - Is asked and/or quizzed about individual progress/learning 2.4
- Well-Managed learning (2.7 ratings)
 - Collaborates with other students during student-centered activities 2.0

Evidence from Interviews:

- Faculty/Staff/Student Interviews evidence include:
 - Students are engaged in lessons and discussion
 - Teachers utilize checks for understanding, but do not have a strong understanding of student mastery of the learning objective

- Whole group instruction was main component of instructional practice-
- Teachers generally understand differentiation, but application wasn't evident
- Interventions lack intentional purpose
- Little evidence that the lessons engage various learning styles in instructional delivery
- Student engagement is lacking
- Lessons do not provide differentiation of learning objective
- Data is not utilized as a standard component of teacher meetings
- Lessons do not provide pre-teach, reteach or spiraling for student learning
- Data is observed at special "data" meetings

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

- Instructional priorities that need to be established for the Turnaround Principle entitled Effective Instruction are:
 1. Evaluate curriculum needs for core subject areas and Response to Intervention.
 2. Utilize the scaffolding scope and sequence of the core reading program Reach for Reading.
 3. Clearly communicate the need to provide intentional direct and explicit instruction of the big five components: phonemic awareness, phonics, vocabulary, fluency and comprehension.
 4. Provide professional development training opportunities for differentiated instruction.
 5. Carefully link Response to Intervention lesson outcomes to core instructional practices.
 6. Provide professional development for core content materials.

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

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

Description of Effective Areas:

Evidence from Data:

Required formative assessments (Acuity, DIBELS, etc...) are delivered in accordance to the state calendar.

Evidence from Observations: Not applicable

Evidence from Interviews: Not applicable

Description of Improvement Necessary Areas:

4.1 The district or school curriculum is aligned with College and Career Ready State Standards (CCRSS); 4.2 Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCRSS curriculum is the “taught” curriculum; 4.3 The district provides formative assessments in Literacy and Math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels; 4.4 Instructional materials and resources are aligned to the standards-based curriculum documents.

Evidence from Data:

Teacher survey results do not strongly indicate alignment with College and Career Ready State Standards (CCRSS). Only 66% declare that the curriculum is aligned with CCRSS.

Administrative walk-through forms collect information on “I Can...” statements but there is no assurance of these statements aligning with CCRSS. The document referred to as the EVSC Curriculum Map is more accurately described as a pacing guide with little or no alignment to sequence mapping across grade levels.

Evidence from Observations: Not applicable

Evidence from Interviews:

Evidence gathered through teacher and administrative interviews indicates that lesson plans are required to be submitted by teachers; the process is not uniform school wide. There is a lack of consistency in the format and means of delivery and administrative feedback for the plans. (Some teachers submit lessons electronically while other plans are documented in a lesson plan book on the teachers’ desks). Teachers shared that walk-throughs were conducted more regularly at the beginning of the school year and have “fallen off” lately. Currently, walkthroughs vary from once every two weeks to monthly.

Assessment review through Professional Learning Communities is present but again, consistency issues are of concern. Administration shared that PLCs are required to meet four hours a week.

In actuality, the teams meet for two hours weekly. The staffing practice of fully departmentalizing grades 2 – 5 does not encourage a team effort of grade level teachers working together to support the students consistently in all subject areas. There is evidence that some PLCs are one member teams. This does not follow a PLC structure where data is examined and collaborative instructional decision-making occurs in teams. Communication of PLC findings, progress, and next steps are not communicated to administration in a consistent fashion. Some teams have binders which are stored in classrooms and other teams submit notes electronically to the principal.

Description of Ineffective Areas:

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

Evidence from Data: Not applicable

Evidence from Observations:

Whole group was the primary means of instruction observed during review team classroom walk-throughs.

Evidence from Interviews:

Not all interventions/remediation programs are research based. Grades 4 and 5 are teacher developed intervention programs and reflect more of a teacher interest than student need. Only those students identified in the primary grades (K-3) are provided intervention support, if room is available, in fourth grade. Students in need of ELA or Mathematics remediation in the upper grades are supported while the remaining students are supported “through differentiation” in other classrooms. This may be conducted as a science or social studies lesson. Currently there is a scattered implementation of intervention systems. There is concern that the interventions are not aligned with base core instruction and therefore gaps in essential ELA skills may be present.

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

- Ensure focused, research-based interventions and remediation practices are implemented and identified in the master schedule of classes. Identify which interventions are effective and aligned to core instruction and eliminate interventions not achieving improved student achievement.
- Develop a systematic and systemic procedure for submitting uniform lesson plans and Professional Learning Community work to ensure consistency and accountability in all classrooms and grade level teams. It is the responsibility of administration to communicate

the expectation of accountability of PLC teams and lesson planning. It is also the responsibility of administration to regularly monitor and provide feedback to PLC teams and teachers regarding lesson planning.

Turnaround Principle # 5

Circle the Overall Rating:

1 Ineffective

Title: Effective Staffing Practices

2 Improvement Necessary

3 Effective

4 Highly Effective

Description of Improvement Necessary Areas:

5.1 Hiring timelines and processes allow the school to competitively recruit effective teachers; 5.2 School leadership uses teacher evaluation to provide feedback for improving classroom practices informing professional development and increasing learning outcomes; 5.3 Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually; 5.4 Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths; 5.5 Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.

Evidence from Data:

The principal and teachers indicated that students are departmentalized for content instruction in grades 2-5. This practice does not seem to be benefitting the students based on student achievement data. Our review team was especially concerned about this practice in the primary grades as we know students at that age need stability, consistency, and structure, particularly when developing literacy skills. By switching teachers and not having one professional following student progress and needs, some students appear to be getting lost in the system. Additionally, teachers are not always sharing during PLC meeting times student progress and data as a team, which contributes to the disconnect in their academic programming. Interventions are also a concern, since the teacher providing the support is not always aware of student needs. The system developed to support departmentalization at Caze appears to be based on an adult desire, rather than a student best practice (staff interviews).

Evidence from Observations:

While some teachers observed were using effective instructional strategies, many teachers were not employing research-based best practices. Student engagement was poor in many classrooms and teachers did not have a strong understanding of student mastery of the learning objective and did not adjust instruction accordingly. Professional development training opportunities are needed in the area of differentiation.

Evidence from Interviews:

- Not establishing a clear direction of PLC meetings
- The principal did not have clear answers on the following items:
 - Minimum hours for teachers PLC's.
 - Knowing who met during PLC time (some departmentalized teachers never met with other grade level teachers)
 - Accountability for PLC's, intervention plan, and lesson plan checks.
- Not providing consistent observations and feedback of staff.

Turnaround Principle # 6

Title: Use of Data

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

Description of Improvement Necessary Areas:

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

Evidence from Data: Not Observed

Evidence from Observations: Not Observed

Evidence from Interviews: Teachers are not utilizing the district curriculum map with fidelity. They feel the maps are confusing and not aligned to Acuity or reading resources; at times the resources listed are in multiple places and teachers are unable to teach without knowing if this has already been taught in another classroom. Walkthroughs by administration are not scheduled or completed regularly for all teachers, so no data can be collected to drive professional development decisions or ensure standards are being taught appropriately. Teachers are not receiving feedback on lesson plans. Teachers are required to leave them in the Dropbox or on their desks by Friday afternoon. However, since no feedback is left, teachers perceive that no real checks are in place to monitor. There is not a school wide formative assessment schedule in place. Teachers, for the most part, are using some formative assessments to drive their instruction, but the collaboration pieces are missing to utilize the data at a stronger level. PLC are sporadic and inconsistent in their meeting protocols. There is no systematic process to utilize data for those students who are two or more year behind. Interventions are not implemented with fidelity across the grade levels; not all interventions are research-based in the upper grades.

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

- Create master schedule that includes remediation/interventions and enrichment
- Intentional focus on targeted data collection

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

Circle the Overall Rating:

1 Ineffective

2 Improvement Necessary

3 Effective

4 Highly Effective

Description of Improvement Necessary Areas: 7.1 The master schedule is clearly designed and structured to meet the needs of all students and 7.3 The master schedule is clearly structured and designed to meet the professional development needs of staff.

Evidence from Data:

- Master Schedule Provided by School Leader
 - The master schedule does not provide intervention needs for students needing Tier 3 services
 - The master schedule does not clearly provide academic learning without interruptions
- Teacher Survey Results
 - Our master schedule is clearly designed and structured to meet the needs of all students 10% Disagree Somewhat
 - Our instructional time is protected with few interruptions 20% Disagree Somewhat
- Parent Survey Results
 - Our school provides me with a copy of the schedule 50% Agree Somewhat
 - The school schedule is structured to meet the needs of all students 70% Agree Somewhat
 - Our school has a schedule that allows for parent communication with teachers 10 Disagree Strongly
- ISTEP Results
- ISTEP Disaggregated Results
- IREAD3 Results
- Classroom Observations-ELEOT Worksheet
- A-F Accountability Report
- IMAST Report

Evidence from Observations:

- Equitable Learning Environment (2.3/4.0 rating)
 - Has differentiated learning opportunities and activities that meet her/his needs 2.2
 - Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences 1.5
- Supporting Learning (2.6 rating)
 - Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs 2.2
- Progress Monitoring (2.3 rating)
 - Is asked and/or quizzed about individual progress/learning 2.4

- Understands how her/his work is assessed 2.0

Description of Ineffective Areas:

7.2 The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.

Evidence from Data:

- Master Schedule Provided by School Leader
 - Overall interventions do not account for research-based practices
- Teacher Survey Results
- Parent Survey Results
 - The school schedule is structured to meet the needs of all students 70% Agree Somewhat
- School Self-Evaluation Form
- ISTEP Results
- ISTEP Disaggregated Results
- IREAD3 Results
- Classroom Observations-ELEOT Worksheet
- A-F Accountability Report
- IMAST Report

Evidence from Observations:

- Equitable Learning Environment (2.3 rating)
 - Has differentiated learning opportunities and activities that meet her/his needs (2.3)
- Supporting Learning (2.6 rating)
 - Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs (2.2)

Evidence from Interviews:

- Faculty/Staff/Student Interviews evidence include:

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

- Instructional priorities that need to be established for the Turnaround Principle entitled **Effective Use of Time** are:
 1. Provide a clear Master Schedule that is easy to read and understand for all stakeholders.

2. Evaluate the Master Schedule in order to provide a protected 90 minute reading block and Tier 2 and Tier 3 interventions outside of the block.
3. Be intentional of the additional instructional minutes for Tier 2 and Tier 3 interventions.
4. Provide a clear focus to ensure meaningful Tier 2 and Tier 3 interventions.

Turnaround Principle 8: Effective Family and Community Engagement:

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

Description of Highly Effective Areas:

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.

Evidence from Interviews: Interviews demonstrated overwhelmingly that there is strong parent involvement in school and after-school activities. The parent interview with our team was attended by several community partners (local business and service groups). Their feedback made it clear that many instances of consistent parent and community partner involvement have been happening at Caze Elementary. Events sponsored by teachers and community partners demonstrate a concerted, coordinated effort to support the students and the school's mission. Caze should be proud of these efforts, and use prior successes with family and community engagement to continue to improve upon this integrated and holistic approach to educating each child.

Description of Effective Areas:

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.

Evidence from Interviews: (see improvement feedback below)

Description of Improvement Necessary Areas:

Evidence from Interviews: Although a substantial level of participation in the school environment by family and community partners was evident, it was suggested by some interviewees that a more concerted effort to reach out to those parents not as involved is needed. Further, educating parents regarding communication tools and resources available at Caze would benefit families.

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

Caze Elementary is encouraged to continue to utilize and expand the various successful family and community engagement practices that they have worked effectively to create.