



**Indiana
Department of Education**

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School Quality Review Report:

Central Middle School

Review Date: April 27-30, 2014

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School Quality Review First Priorities

Central Middle 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. Structures need to be put in place for overall system frameworks. Areas to address are formative assessments, Response to Intervention, data, PLC's, PBIS (behavior), and classroom walk-through processes, including regular and intentional feedback to staff.

Turnaround Principle 4: Curriculum, Assessment, and Intervention System

1. It is imperative for staff to design a system of formative assessments for Mathematics and English/Language arts. The formative assessments must be aligned to academic standards in Math and English/Language arts. The formative assessments must be used by all staff in each discipline and integrated into curriculum maps for each grade level.
2. The data generated from formative assessments must be analyzed and used by staff to design a system of immediate interventions for students in Mathematics and English/Language Arts. This intervention must provide remediation time for students not demonstrating proficiency as well as enrichment time for students demonstrating proficiency. Time must be the variable and learning the constant in the intervention system.

Turnaround Principle 5: Effective Staffing Practices

1. Professional development for staff needs to be directly aligned to student academic needs and teacher instructional needs. A standardized process for classroom walk-throughs should be utilized consistently to inform professional learning needs and validate the use of best research-based instructional practices.

Turnaround Principle 6: Use of Data

1. Develop professional development schedule that focuses on effective use of assessments and data, based on teacher need.
2. Build the master schedule to provide collaboration time for teachers, and establish a structure and protocol for teacher collaboration time/professional learning communities that includes time to focus on the intentional use of data to drive instructional strategies and practices.
3. Administer climate and culture surveys a few times a year to collect data.
4. Develop a master student assessment schedule and plan for specific times that acuity/cycle data are used to make differentiated instruction groups and instructional decisions. Ensure that this schedule incorporates formative assessments aligned to College and Career Ready Standards and curriculum.

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 Effective Areas:

- Principal ensures that students and adults feel safe and ready to engage in teaching and learning; the facility is clean and in good working order
- The principal responds when adults display low assumptions about student potential.

Evidence from Data: Not applicable

Evidence from Observations:

The facility is clean and in good working order. Custodians are present in the hallways and keep the building clean throughout the school day.

Team observed students that were ready for learning and highly engaged in the classrooms.

Evidence from Interviews:

The principal provided the team with a copy of an email as evidence of how she responds when adults display low assumptions about student potential.

During interviews, students/parents explained that they feel safe and that there are very low incidents of student misbehavior.

Description of Improvement Necessary Areas:

- Past student achievement data are used to inform the development of a school improvement plan.
- The school improvement plan includes goals, some milestones and benchmarks of progress.
- Staff have knowledge of the priorities of the school but cannot articulate actionable details or school vision.
- The leadership team focuses on implementing some of the key priorities of the plan.
- Results are not systematically reviewed to assess progress and adjust strategies.
- The principal has anecdotal evidence that teachers' response to incidents in their classrooms is inconsistent across classrooms and deals with issues as they arise.
- The principal reviews data on attendance, tardies, office referrals and suspensions, but systems are not in place for quick interventions for students most frequently referred and/or suspended.
- The principal persuasively communicates a belief in the potential of all students.
- The principal articulates the expectation that all teachers will implement a coherent Standards aligned curriculum and assessment system, though does not put in place a systematic way to determine the extent to which teacher instruction is aligned with the Standards across all classrooms.
- The principal monitors implementation of district provided formative assessments in ELA and Math; challenges persist keeping to the district formative assessment schedule.
- The principal has systems in place to review lesson plans to ensure implementation fidelity, though systematic review and feedback remains a challenge
- The principal ensures access to Standards aligned materials and resources. Teachers may also be using their own materials not necessarily aligned to the Standards.

- The principal completes the master schedule in a timely manner and all students are enrolled in level appropriate classrooms.
- The master schedule provides time for ELA and Math interventions, though the time allocated does not meet research-based guidelines.
- The master schedule is sufficiently inflexible to make reintegration into grade appropriate core content classes cumbersome and complicated.
- Through the master schedule, the principal creates time for teachers to have opportunities to learn from others outside the teacher community...
- There is a basic calendar of teacher collaboration time.
- The principal ensures family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports and report cards.
- The principal supports and encourages structures such as PTOs, PTAs and Parent Councils
- The principal has some partnerships with and has contact information for support services and organizations in the community.
- The principal uses traditional channels and procedures to recruit new teachers.
- The principal ensures clear selection criteria and processes are in place, including interview.
- The principal visits classrooms when time permits and provides teachers with constructive feedback.
- Follow-up monitoring is inconsistent.
- The principal ensures the school has a clear professional development calendar and topics are aligned to established school improvement goals.

Evidence from Data:

No evidence that the data on attendance, tardies, office referrals and suspensions is used to create interventions to support students.

Evidence from Observations: Not applicable

Evidence from interviews:

While there is a SIP, the teachers indicated that they do not know the goals of this document. There are a select few that create the SIP and teachers stated that it is not revised throughout the year to their knowledge. School staff has a vague sense of the mission of the school however, they cannot articulate actionable items. The staff does not know how this mission has been articulated to the community and the principal stated that this was an area for growth as well. The principal articulates the expectation that all teachers will implement a coherent Standards aligned curriculum and assessment system, though has not put in place a systematic way to determine the extent to which teacher instruction is aligned with the Standards across all classrooms. According to the principal, classroom walk-throughs are not done in a systematic way and there is no documentation of those walk-throughs. Both teachers and the principal stated that feedback is rarely given to teachers after walk-throughs. Likewise, the principal indicated that she does not review lesson plans regularly in a systematic way that provides feedback. While there is an Acuity lab added to the day, it does not offer adequate time for students to make significant

progress and it is the only intervention in place at this time. The principal indicated that there are no school-wide interventions in place for students 2 or more years behind. There is a basic calendar of collaboration time. Teachers indicated that they meet weekly with their teams; however there are no systems in place for this collaboration time. Teachers stated that they plan the agendas for these team meetings and that they spend much of the time talking about students, planning lessons, and preparing for “events” for the students. According to the principal and staff members, there are limited opportunities for parents and community to become deeply involved in the school as stakeholders in the decision-making process. The principal has had limited opportunities to hire new staff due to the short time she has been a Principal at Central. She explained that she used traditional means (resume and interview) when she has hired.

Description of Ineffective Areas:

- There may be a school mission and vision but it is not evident in the daily life at the school.
- The vision and underlying core beliefs do not influence and guide decision-making and student achievement.
- The actions and comments from staff contradict the vision and its core beliefs about what students are capable of achieving.
- The principal has not successfully put in place a clear and consistent student behavior system, either stated or in practice.
- The principal assumes and accepts that teachers’ response to classroom incidents varies from classroom to classroom.
- The principal may express a vision for high quality teaching, but does not have systems in place to foster or monitor it in every classroom.
- The principal leaves it to each teacher to foster student learning expectations, with little or no calibration of what it means for students to produce grade level work.
- The principal communicates infrequently with families about the student’s academic, social- emotional, behavioral, attitudinal progress.
- The principal does not set expectations for how teachers use collaboration time.
- There are not systems in place to collect and analyze formative assessment data.
- Leader walk-throughs do not focus on instructional improvement.
- The principal does not use data to identify school-wide instructional practices for improvement.
- Leader walk-throughs are infrequent and do not focus on targeted areas for school-wide improvement.

Evidence from Data:

Assistant principal’s behavior data indicates that some teachers have drastically higher referral rates than other teachers that teach the same students.

Evidence from Observations:

The SQR team was able to observe the difference in behavioral expectations from classroom to classroom. Some of these expectations were posted on the classroom walls and were therefore visibly different from one another. Other rooms did not have posted expectations and the team was able to observe the difference in acceptable behavior vs. unacceptable behavior from room to room.

Evidence from Interviews:

Principal Herrera and the staff of Central Middle school have a vague understanding of what the mission of the school is however they are not certain of the exact components and it is not evident that it influences and guides decision-making and student achievement. Staff indicated that each team creates their own behavior plan and that there is not a school-wide behavior plan in place. The principal, assistant principal, and teachers all indicated that the behavior expectations are not consistent from classroom to classroom. The principal stated that she has not set expectations in place for a school-wide behavior system, how to use collaboration time, how to use data to inform instruction, and does not systematically conduct walk-throughs and provide meaningful feedback.

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

Structures need to be put in place for overall system frameworks. Areas to address are formative assessments, Response To Intervention, data, PLC's, PBIS (behavior), and classroom walk-through processes, including regular and intentional feedback to staff.

Turnaround Principle # 2

Circle the Overall Rating: 1 Ineffective

Title: School Climate and Culture**2 Improvement Necessary**

3 Effective

4 Highly Effective

Description of Effective Areas:

- Students and adults feel safe and ready to engage in teaching and learning; the facility is clean and in good working order.
- Academic learning time is protected and prioritized.

Evidence from Data:

Evidence from Observations: In personally walking through the building- staff members are in the halls between passing periods to assure student safety; the building is well-maintained and clean.

Evidence from Interviews: From the parent interview all the parents stated they believed the school was safe and measures had been put in place to keep staff and students safe. According to the leadership team they have altered the passing period this year to two minutes from four for safety reasons and to prioritize instruction. Teachers report students are rarely pulled from core instruction for any reason.

Description of Improvement Necessary Areas:

- The quality of instruction varies from classroom to classroom, though little instructional differentiation is in place to meet varied student needs.
- Few classrooms are regularly monitored, without a systematic focus targeting specific instructional strategies.
- There are sporadic attempts to address academic interventions and supports.
- Student work varies in its rigor and is not always consistent with the Standards.
- Students and adults receive inconsistent feedback without systems in place to ensure improvement occurs.
- A system of support has been identified to address students' academic, social/emotional and behavioral needs. However, there is little evidence the system is being utilized.

Evidence from Data: Not applicable

Evidence from Observations:

In some classrooms, students could not articulate how they were graded. Curriculum and lesson differentiation were limited and sporadic. Observers also noted the level of lesson rigor was focused solely on IB more so than a standards-based curriculum. Professional learning was centered on IB training rather than using actual observed needs or data to inform staff development needs.

Evidence from Interviews:

- In teacher interviews with their project based curriculum some of the teachers specifically listed out how they differentiate to meet student needs based on individual student need

or interest. Some teachers also reported they do not know how to differentiate student work.

- According to staff interviews the school is focused on the IB curriculum more than State Standards. According to staff and parent interviews there is minimal awareness of the RtI process and how student needs are being met.
- Staff reported they are observed twice a year per contract for 15 minutes; beyond that they receive little consistent feedback from administrators or team leaders.
- Staff and administration report the academic remediation consists of a twenty minute learning lab at the beginning of the day that is loosely based on Acuity data. Classroom teachers have little or no experience in disaggregating data to inform instruction to remediate or extend student learning as needed.
- Staff members were unsure how high expectations were communicated to students and community members. They felt attempts were made, but were unsure how. It was also mentioned there was limited internet connectivity for many stakeholders so electronic methods were unsuccessful.
- According to staff interviews, walk-throughs are inconsistent with no systemization or attempts to gather data or monitor for trends that inform instruction.
- According to staff interviews teachers have little or no experience at utilizing data from formative assessments to inform instruction and help them meet individual student needs. One teacher interviewed did utilize Acuity data to inform her instruction, but she learned this from her previous placement.
- Evidence from interviews indicate the RTI process and student assistance team is a voluntary process, so there is no uniform process to refer students to this team or to identify students in need of individual support.

Evidence from data: Not applicable

Evidence from observations: Not applicable

Description of Ineffective Areas:

- There is not a clear and consistent policy for behavior, either stated or in practice.
- Teachers' response to classroom incidents varies from classroom to classroom.
- Procedures to monitor and support a safe and orderly environment are not evident

Evidence from Data:

According to administrators Power School contains Log data that indicates there is some inconsistency across classrooms; although the principal indicates she has informed the staff regarding what constitutes an office referral.

Evidence from observations: Not applicable

Evidence from Interviews:

- According to staff interviews, there is no consistent building-wide discipline system. Each team implements their team norms; although, there is some similarity. All staff members report behavior is better this year due to a change in student demographics.
- Information from interviews of staff members indicate there is inconsistent record keeping on disciplinary incidents

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

Improvement Plan:

There are no first priorities in this area at this time.

Turnaround Principle # 3

Title: Effective Instruction

Circle the Overall Rating: 1 Ineffective
Effective

2 Improvement Necessary

3 Effective 4 Highly

Description of Effective Areas:

- Some instructional strategies and groupings are adapted based on teachers' checks for understanding, as well as other forms of data.
- Some lessons are rich with relevant content connected to standards.
- Some teachers approach content from many angles to support all learning styles.
- Some students are engaged and asking relevant questions that are clearly addressed, either by the teacher or other students

Evidence from Data: Not applicable

Evidence from Observations:

- Students have engaging activities and projects to meet their needs and align to standards in some classrooms.
- Some teachers use multiple teaching strategies to introduce lessons rich in content.
- Some students were engaged and asking questions relevant to their learning.
- Students collaborate with each other on many activities.
- Units of study are collected and monitored by the IB coordinator and the principal.

Evidence from Interviews:

- Units of study are collected and monitored by the IB coordinator and the principal.
- Teachers stated that they are observed formally twice per year and some have had 2 to 4 additional informal walk-throughs

Description of Improvement Necessary Areas:

- Teachers post and explain student learning objectives, though they are not always clear and measurable.
- Students can articulate what the learning objective is, though not always why it matters to their learning and growth.
- Lesson objectives are not consistently aligned to the standards-based curriculum
- Teachers use a few instructional and response strategies and students are moderately engaged.
- The teacher can articulate a rationale for selecting specific instructional strategies that tie to addressing student learning needs.
- Interventions for students who do not master student learning objectives are sporadic and not embedded into instructional practice.
- Administrators occasionally monitor the use of CFU as an instructional strategy, and occasionally provide input to foster teacher's effective use.
- Data are used in some teacher team meetings, but is not a standard part of

every meeting.

- A data review process takes place several times a year or at special “data” events or faculty meetings.

Evidence from Data: Not applicable

Evidence from Observations:

Some teachers posted learning objectives in classrooms and explain the objectives to students. Many teachers do not use formative assessments to assess student progress throughout the unit.

Evidence from Interviews:

The main focus and standards addressed are designed to meet the IB curriculum and requirements. Students receive interventions through Acuity tutorials for approximately 15 minutes per day and other students receive additional instruction in problem solving during MYP. Teachers mentioned that they were just trained in Acuity and how to analyze the data. In the past, the teams looked at data at the beginning and end of the year.

Description of Ineffective Areas:

- Data are not used in instructional planning
- Data are not used in teacher meetings
- Interim or formative assessments are not analyzed
- There is little or no evidence of readiness for learning through pre-teaching or re-teaching.
- There are few walk-throughs

Evidence from Data: Not applicable

Evidence from Observations: Not applicable

Evidence from Interviews:

Teachers stated that they don't have frequent walk-throughs and many stated they are observed informally from 2-4 times per year and rarely receive feedback on the walk through. The staff also stated during the interview that they mainly receive professional development in the IB program and just recently received professional development for Acuity and analyzing the assessment data. Teachers mentioned that they use summative assessments at the end of the unit.

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

Not applicable

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:

The curriculum utilized at Central Middle School is founded on the International Baccalaureate (IB) Program. Teachers have access to and are using engaging materials to teach the curriculum. It is suggested staff take action to issue alignment of the IB curriculum to Indiana Standards. Likewise, materials must be budgeted to support instruction of the curriculum.

Evidence from Data:

2012-2013 = 65.2% pass math / 63.9% pass English/language arts

Evidence from Observations: Not applicable

Evidence from Interviews: Not applicable

Description of Improvement Necessary Areas:

Central Middle School staff design learning objectives with IB Standards with variance across classrooms. In addition, evidence was not demonstrated consistently. IB curriculum was aligned with Indiana State Academic Standards. Instructional sequence is mapped by grade level. However, there is very little evidence of “vertical articulation” of instructional mapping between grade levels. Likewise, no evidence exists of planning of standards-based instruction between disciplines.

Based on staff interviews, the administration is present in classrooms regularly for observations. The majority of classroom observations are brief and thus labeled “walk throughs.” Staff appreciates the support offered by the administration during the “walk through” observation. However, no evidence exists that the observation results in a systematic method to assure instruction is aligned to standards nor does a systematic method exist to review teacher lesson plans to ensure instruction is aligned to standards.

Evidence from Data:

- 2012-2013 – 65.2% pass math / 63.9% pass English/language arts
- 2011-2012 – 64.1% pass math / 67.9% pass English/language arts
- Both years are below state average and below state goal.

Evidence from Observations: Not applicable

Evidence from Interviews:

Central Middle School staff design learning objectives with IB Standards with variance across classrooms. In addition, evidence was not demonstrated consistently. IB curriculum was aligned with Indiana State Academic Standards. Instructional sequence is mapped by grade level. However, there is very little evidence of “vertical articulation” of instructional mapping between grade levels. Likewise, no evidence exists of planning of standards-based instruction between disciplines.

Based on staff interviews, the administration is present in classrooms regularly for observations. The majority of classroom observations are brief and thus labeled “walk throughs.” Staff appreciates the support offered by the administration during the “walk through” observation. However, no evidence exists that the observation results in a systematic method to assure instruction is aligned to standards nor does a systematic method exist to review teacher lesson plans to assure instruction is aligned to standards.

Description of Ineffective Areas:

The development and use of formative assessments is not in place. Teachers do use quizzes and tests. However, as validated in observations and interviews, no plan exists to develop formative assessments nor is there a plan to design common formative assessments to be used by all staff at a grade level.

Furthermore, there is no evidence of a plan to collect, analyze, and use formative assessment data for remedial or enrichment purposes. In general, the perception of staff is the IB curriculum/program will improve student assessment results. A remediation period titled MYP is offered four days per week when students identified by ISTEP+ performance are assigned to the activity lab. However, no immediate intervention based on short, formative assessments is in place. Although cooperative learning and project-based learning were observed multiple times, whole group instruction is the primary method utilized.

Evidence from Data: Not applicable

Evidence from Observations: Not applicable

Evidence from Interviews: Not applicable

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

Improvement Plan:

First, it is imperative for staff to design a system of formative assessments for Mathematics and English/Language arts. The formative assessments must be aligned to academic standards in Math and English/Language arts. The formative assessments must be used by all staff in each discipline and integrated into curriculum maps for each grade level.

Second, the data generated from formative assessments, must be analyzed and used by staff to design a system of immediate interventions for students in Mathematics and English/Language Arts. This intervention must provide remediation time for students not demonstrating proficiency as well as enrichment time for students demonstrating proficiency. Time must be the variable and learning the constant in the intervention system.

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; 5.4 Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strategies; 5.5 Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth

Evidence from Data: Not applicable

Evidence from Observations:

The quality of instruction varied widely. Although some classrooms showed excellent differentiated instruction, student engagement, and use of technology as an educational resource, some classrooms had students who spent large amounts of time unengaged.

Evidence from Interviews:

- According to the principal, classroom walk-throughs are not done in a systematic way and there is no documentation of those walk-throughs.
- Both teachers and the principal stated that feedback is rarely given to teachers after walk-throughs.
- Likewise, the principal indicated that she does not review lesson plans regularly in a systematic way that provides feedback.

Description of Ineffective Areas:

5.3 Professional development is not linked to teacher evaluation, learning outcomes or school-wide goals. Teacher collaboration is not based on student learning objectives, student learning data or common research-based planning practices.

Evidence from Data: Not applicable

Evidence from Observations:

The quality of instruction varied widely. Although some classrooms showed excellent differentiated instruction, student engagement, and use of technology as an educational resource, some classrooms had students who spent large amounts of time unengaged.

Evidence from Interviews:

- The principal does not set expectations for how teachers use collaboration time.
- Leader walk-throughs do not focus on instructional improvement.
- The principal does not use data to identify school-wide instructional practices for improvement.
- Leader walk-throughs are infrequent and do not focus on targeted areas for school-wide improvement.

- The staff also stated during the interviews that they primarily receive professional development in the IB program and just recently received professional development for Acuity and analyzing the assessment data.

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

Improvement Plan:

Professional development for staff needs to be directly aligned to student academic needs and teacher instructional needs. A standardized process for classroom walk-throughs should be utilized consistently to inform professional learning needs and validate the use of best research-based instructional practices.

Turnaround Principle # 6

Title: Use of Data

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

Description of Ineffective 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.

- While the school collects data on attendance, tardies, office referrals and suspensions/expulsions, there is inconsistent and infrequent analysis of the data conducted. The school is not intentionally using the data to identify and address the most frequently referred and/or suspended students, and does not have a formal system in place to analyze this data beyond reporting it to PowerSchool.
- The school does provide notice of school events to families, but the school does not have in place a system to track family involvement in school activities.
- School climate and culture surveys, which generate input from and dialogue with stakeholders, are seldom given throughout the school year to collect data.

Actionable Statement:

- The school should consider the use of data to drive climate and culture decisions, such as posting attendance data in the hallways or classrooms, and identifying those students that need additional attention and addressing their academic and nonacademic needs.
- The school should consider developing climate and culture surveys to administer to stakeholders on a more regular basis, and establish a system of communication with staff and stakeholders regarding the results of surveys.

6.2: Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.

- The school does not have formal systems in place that enable staff to review and analyze data to inform student groupings, instructional strategies and targeted intervention groups during PLC meetings and independent teacher data analysis.
- While there are some teacher groups that use a portion of their teacher collaboration time to review data, there is no school-wide protocol for staff to follow. Additionally, data are not necessarily presented in a user-friendly format and teachers are not given guidance as to what data to review or how to utilize that data. The range of data collection differs between grade levels and teacher collaboration groups.
- Teachers have periodic access to data, specifically Acuity data, but data is not necessarily utilized or reviewed during teacher collaboration time to inform instructional strategies, student groupings and targeted instruction.
- The school leadership is aware of the deficiency and need for user-friendly data and a protocol for reviewing data, and is focusing its energies on building up this area of need.

Actionable Statement:

- The school should conduct more professional development that focuses on the analysis and effective utilization of data.
- The school should establish a structure and protocol for teacher collaboration time/professional learning communities that include time to focus on the intentional use of data.

6.3: A specific schedule and process for the analysis of on-going formative assessment data tied to the college and career ready standards aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.

- Professional development is provided at both the school and district levels, and scheduled on an annual basis. However, there has been minimal professional development to address the instructional needs of teachers. Additionally, there is no system in place to identify in which areas staff need additional professional development.
- The school has designed its master schedule to allow for collaboration time for teachers, but no guidance has been provided regarding how this time should be utilized. Specifically, the school has not established goals for utilizing formative assessment data during this collaboration time in order to define specific goals for improvement.
- The school does not have a schedule in place for administering formative assessments aligned to standards and curriculum. The school only administers Acuity. Additionally, there has been very little professional development provided on how to utilize Acuity to identify strategies for improvement.
- Leader walk-throughs are not scheduled consistently, and don't systematically address the high-priority needs of teachers and staff.

Summary:

- Develop a master student assessment schedule and communicate this schedule with staff members to keep an open line of communication.
- Develop a master plan for specific times that Acuity/cycle data are used to make differentiated instruction groups and instructional decisions.
- Provide more professional development opportunities based on assessment and evaluation data; Use assessment and evaluation data to strategically make a professional development calendar and schedule.

Evidence from Data, Observations & Interviews:

- Data Room at school
- Postings of ISTEP passage goals
- Teacher interviews discussing infrequent use of data; lack of awareness of data in driving instruction

- Principal interview and survey acknowledging lack of focus on data

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

Improvement Plan:

- Develop professional development schedule that focuses on effective use of assessments and data, based on teacher need.
- Build the master schedule to provide collaboration time for teachers, and establish a structure and protocol for teacher collaboration time/professional learning communities that includes time to focus on the intentional use of data to drive instructional strategies and practices.
- Administer climate and culture surveys a few times a year to collect data.
- Develop a master student assessment schedule and plan for specific times that Acuity/cycle data are used to make differentiated instruction groups and instructional decisions. Ensure that this schedule incorporates formative assessments aligned to College and Career Ready Standards and curriculum.

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

Circle the Overall Rating: 1 Ineffective

2 Improvement Necessary

3 Effective

4 Highly Effective

Description of Effective Areas:

7.1 Teacher planning time is scheduled by grade level and all teachers have common planning time during the week to work on common planning themes and objectives.

- All students have 20-minutes of MYP time in their classrooms at the beginning of each school day. On Monday, students work on problem solving, Tuesday is reading time, Wednesday and Thursday can be used for resource time, study hall, homework, and for the completion of projects, and on Friday, students spend time working on current events.
- Each of the four teams do something different in the area of scheduling interventions, based on the needs of the students on their team.
- Students also have opportunities to receive academic support between 7:45am-8:05am before school, during their lunch periods, and students can go to the computer lab afterschool to work on their projects.

Actionable Statement:

Ensure that all students are enrolled in grade level appropriate classes, to include intervention strategies, ensure that all instructional time is aligned with the State Standards.

Description of Improvement Necessary Areas:

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

Evidence from Interviews:

- Twelve staff members went to Spain and Morocco for IB professional development over the summer. All teachers were provided at least 20-hours of professional development on the IB program.
- Staff is provided PD every-other Thursday, by the school leadership team or the district office and structured PD is provided at staff meetings once each month.
- There is ongoing PD from the Kokomo District office in the areas of Blackboard, Google Tech, Special Education, and Power School.

Actionable Statement:

It is recommended that all staff have ongoing and consistent professional development in their content area and in the area of instructional practices. Vertical staff articulation and collaboration is recommended. Horizontal and vertical alignment in grade and content areas is also recommended. This planning should be included in the master schedule and aligned with the SIP/SAP.

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 Interviews:

Tier III students, those who are two or three years behind, are not receiving additional intentional support.

It is recommended that all students who are two or more years below grade level receive diagnostic assessments throughout the school year to monitor progress. All students who are two or more years behind in ELA or Math should be enrolled in intervention programs and provided additional support with sufficient time allocated to allow for implementation with fidelity. The master schedule should have sufficient flexibility to allow for students to enter and exit the intervention programs throughout the school year, based on their academic needs, including growth and/or low-growth, strengths and weaknesses.

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

Not applicable

Turnaround Principle 8: Effective Family and Community Engagement:

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

Description of Improvement Necessary 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:

- There are several beginning of the year activities, which include a 6th grade orientation, a parent night for all students and an Open House for parents and families.
- There are community in-service programs being offered at Kokomo HS, along with a community night at Memorial Gym.
- Student led conferences are held during the first semester, along with the Middle Years Program night for all IB parents and community members.
- There is currently an open exchange of information regarding students' progress, but an evaluation for effectiveness needs to occur.

Summary:

- It is recommended that programs and strategies that create supportive and academically-focused relationships between teachers and families are developed, implemented, and evaluated for effectiveness.
- The creation of school focus groups and a student/parent handbook is recommended, along with engaging parents in academically related activities and school-wide decision making.

Description of Improvement Necessary 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 Data: Not applicable

Evidence from Observations: Not applicable

Evidence from Interviews:

- There are several partnerships in place with local business, including the Kokomo Public library, Ball State University, IU-Kokomo University, Purdue University, and the First Friday's event in downtown Kokomo, which involves students, staff, and families. There is a community in-service requirement for the IB program, which allows for students to do a variety of community service projects.

- A partnership is in place with a local church, called the Bridges afterschool program, and it is housed within CMS. On a voluntary basis, students can stay afterschool and complete homework, participate in social and academic activities, and attend field trips.
- It is recommended that students who are struggling academically and/or socially receive quality and integrated support services by a network of professionally trained providers. Community partnerships should be created that offer a range of services to address the needs of students and families. Data should be collected from these partnerships to ensure that these services are making a substantive difference for students.
- It is recommended that a system be put in place to ensure a consistent approach to selecting, monitoring, and evaluating the effectiveness of all student/family programs and community partnerships.
- All staff members in the building, including para-professionals, should be trained to identify early warning signs of student academic and behavior concerns and know the process to access support.

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

Not applicable