

## 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:

- 1.9 The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instruction and meet student learning goals.
- 1.10 The principal uses data and research-based practices to increase academically focused family and community engagement.

Actionable Statement: Continue to develop and communicate high expectations to students, staff, and parents through multiple lines of communication: newsletters, updated website, phone calls, social media, etc.

### **Evidence from Data:**

- There was a large decrease in ELA ISTEP grade 3 scores between 2012-13 (61.1%) and 2013-14 (39.1%).
- There was a large decrease in Math ISTEP grade 3 scores between 2012-13 (56.4%) and 2013-14 (43.5%).
- There was a -1 penalty in the growth model for math for Overall Group with Low Growth.
- No AMO targets were met for any subgroup in ISTEP ELA or Math.
- There was a decrease in IREAD scores between 2012-13 (66.1) and 2013-14 (54.8) and again in 2014-15 (46.2%).

### **Evidence from Observations:**

- The mean scores among all 22 classrooms observed were as follows: Classroom Environment was 2.5, Classroom Culture was 2.4, Behavior Management was 2.5, Instructional Execution was 1.9, and engagement was 2.0. A 2.0 score is "Improvement Necessary," and anything below 2.0 is "Ineffective."
- The principal has some documentation on some of the consistently underperforming staff.
- The principal does not plan or provide professional development that is linked to teacher evaluation, learning outcomes, or school-wide goals.
- The principal provided district interview protocols that were in place for hiring staff and has used traditional channels and procedures to recruit new teachers.
- While interview questions existed for different positions, the principal did not provide a clear selection process for matching staff to specific position expectations.
- 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 reported having some partnerships with support services and organizations in the community, and some of the people involved with these partnerships were observed working with students.

### **Evidence from Interviews:**

- There was little or no evidence that teachers receive instructional feedback from the

principal that impacts practice.

- Staff members indicated that the principal is rarely in their classrooms. Some staff members indicated that their minimum number of evaluations had not yet been met as of May 12 and 13.
- Teachers reported getting feedback from their colleagues, but not always from the principal.
- Staff members admitted to not understanding who was in charge – the principal or Project Restore.
- Staff members repeatedly reported a tense, hostile, and/or non-collaborative relationship between the principal and Project Restore.
- Staff members indicated that limited practices of utilizing data were tied to Project Restore and usually not the principal.
- The principal read and provided comments on PLC forms but did not set expectations nor monitor teacher collaboration time to ensure it was focused on improving instructional priorities. There were no specified times or meeting locations for PLCs, and the principal did not attend them.
- Parents only receive additional information about students when they are failing or in behavioral trouble.

#### **Description of Ineffective Areas:**

- 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 measurement 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 upon 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 ELs).
- 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.

Actionable Statement: The principal will use data to establish a coherent vision that is understood and supported by the school community. The principal will develop a plan for monitoring progress toward continuous improvement. The district should create unified systems to support curriculum, professional development, and student behavior. The new principal that will be

hired should have the ability to lead the turnaround effort. It will be important for the new principal to serve as a positive role model and a cheerleader for the school.

**Evidence from Data:**

- Some data were posted in the conference room, but no evidence of a comprehensive diagnosis of the school's strengths and weaknesses was provided or observed.
- The principal does not point out or use data to identify school-wide instructional practices for improvement.

**Evidence from Observations:**

- Decision making on student achievement was not influenced by a clear vision, mission, or core beliefs. Classrooms implemented Project Restore strategies and expectations with varying degrees of fidelity.
- Teachers were observed as having minimal lesson objectives and instructing without a sense of urgency. More class time was spent on directing behavior instead of redirecting with engaging, meaningful lesson content. Affirmation and praising of students was rarely observed anywhere in the school.
- While many teachers reported sending home weekly progress reports, there were no clear benchmarks to monitor student progress.
- A clear and consistent student behavior system has not been put into place. Teacher responses to behavior tended to vary from classroom to classroom.
- Data on attendance, tardies, office referrals and suspensions was not readily available or monitored.
- The principal enables teachers to develop independent lessons that are not systematically linked to standards. While the principal collects lesson plans frequently, classroom observations and opportunities for instructional feedback are infrequent.
- There is not a calendar developed that includes professional development, teacher team meetings, or common meeting times.

**Evidence from Interviews:**

- Staff members repeatedly stated there was no vision for the school and that they did not know who was in charge of things such as professional development.
- Comments from staff members included low expectations for behavior and achievement. Many stated they felt overwhelmed and confused about the direction of the school.
- Several staff stated that it is difficult to get parents and community involved in the school.
- Staff members repeatedly stated they assumed the principal completed the school improvement plan and that it had been rarely referenced.
- Teachers reported getting ideas from each other or Project Restore, but no school-wide calibration of learning expectations and teaching practice was evident.
- The principal noted adults displaying low assumptions about student potential and was upset that staff members were "yelling at kids."
- The principal expects grade level teams to meet in PLCs but does not monitor proper implementation or ensure teachers focus on formative assessments and data-based instructional decisions.

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

1. Create and communicate a consistent plan with high expectations for academics and behavior. There is a need for unified systems and expectations for curriculum, instruction and student behavior.
2. Communicate and model high expectations for students and staff.
3. Professional development and classroom walk-throughs need to be utilized to improve staff understanding of effective instructional strategies. Many inexperienced staff members would benefit from intentional professional development targeted to needs identified during observations and classroom walk-throughs.
4. The newly hired principal should have the experience, ability, and skill set to lead the turnaround effort.
5. It will be important for the new principal to serve as a positive role model and a cheerleader for the school. Leadership is a critical need for this school.

## Turnaround Principle # 2

Circle the Overall Rating:

**1 Ineffective**

## Title: School Climate and Culture

2 Improvement Necessary

3 Effective

4 Highly Effective

### Description of Ineffective 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:**

While student behavior data indicated an improvement at the beginning of the school year, second semester data reflects an increase in discipline referrals. Additionally, there are several classrooms consistently with high numbers of students being removed and sent to the Project Restore room. Students are removed from rooms depending on an individual teacher's tolerance level and ability to deescalate situations. As a result, many students are missing a great deal of direct instruction time.

### **Evidence from Observations:**

Student behavior varies greatly from classroom to classroom, grade level to grade level. Some classrooms are not safe or orderly and student behavior is regularly preventing instruction. Project Restore protocols require teachers to post "promote" and "retention" student lists in each classroom. The review team had serious concerns about this practice and the potential violation of FERPA.

### **Evidence from Interviews:**

Teachers indicated a decrease in serious behavior offenses, such as fighting, from last year. Staff members had some serious concerns regarding the school's climate and culture. Staff interviews revealed the staff are divided and have been caught in the Project Restore vs. Principal battle. The staff stated they do not know who is in charge and the climate has greatly impacted their ability to be supported or know expectations of them. Additionally, routines, procedures and expectations have not been applied consistently in the building. Staff indicated a great deal of tension and drama and stated the culture is not healthy. Rather, the power struggle has divided the building and caused staff to feel insecure.

During interviews, staff members often blamed one another, administration, Project Restore etc... This failure to take responsibility for the condition of the building and for the lack of student progress in academics and behavior was a consistent message the review team received during many interviews with teachers, parents, para professionals, supplemental staff, and the principal.

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

1. The district should make every effort to hire an experienced instructional leader who has the skill set to build relationships at this school. This is critical.

2. Routines, procedures, and expectations need to be determined and shared from one voice to establish a common mission, vision and purpose for all staff members. This is a divided staff that needs to come together again and work as one unit for their students.
3. A research-based behavior intervention program needs to be implemented with fidelity.
4. Staff needs to be provided professional development to assist them with deescalating student disruptions. Teachers are generating hundreds of referrals resulting in excessive loss of instructional time for students.

## Turnaround Principle 3: Effective Instruction

### Circle the Overall Rating:

**1 Ineffective** 2 Improvement Necessary 3 Effective 4 Highly Effective

### Description of Ineffective Areas:

- 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.

### **Summary:**

3.1 Teachers may post learning objectives, but they lack clarity and are not measurable. Students are unable to articulate the learning objectives. The “taught” curriculum does not match the new, rigorous College and Career Ready Indiana Academic Standards.

3.2 Teachers demonstrate little variation in their instructional and response strategies with minimal student engagement. There is little evidence to show that the instructional strategies are intentionally chosen to meet student learning needs.

3.3 Teachers teach the lesson without monitoring if students are mastering the lesson objective. Teachers move on to the next lesson without checks for understanding. There are inadequate interventions in place for students who do not master the learning objective. The leadership monitors instruction infrequently and has not focused on ensuring effective student learning.

### **Evidence from Data:**

- District curriculum and pacing guides
- Lesson plan template
- Instructional Improvement Plan
- PLCs (meeting notes)

### **Evidence from Observations:**

Overall classroom observation ratings indicating *effective/highly effective* in the following areas:

- In 19% of the classrooms, the lesson objectives were aligned, posted and referred during the lesson;
- In 14% of the classrooms, students were able to articulate the lesson objective and its purpose;
- In 30% of the classrooms, teachers provided real-life scenarios and made relevant connections;
- In 15% of the classrooms, teachers asked higher level questions and provided higher level tasks to assess learning;
- In 15% of the classrooms, students are provided differentiated instruction and differentiated tasks;
- In 30% of the classrooms, the teacher consistently checked for student understanding and adjusted the lesson as needed

**Evidence from Interviews:**

- Lesson plans
- Project Restore math focus
- Need for a literacy coach
- Peer tutoring
- CFUs worksheet
- Weekly bulletin with instructional articles
- Modeling during staff meeting with low engagement/participation from teachers

**Description of Improvement Necessary Areas:**

- 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 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.

**Summary:**

3.4 Teachers rely heavily on text to deliver lessons. The content is being delivered with little rigor or relevance for students. Some students are engaged and on task, while others are passive or confused.

3.5 Teachers base instructional decisions on few sources of evidence. The changes to instruction do not adequately address student learning needs. Data are used in some teacher meetings, but is not a standard in every meeting. The principal may share the data with the staff, but there is not an effective data review to drive instruction. There is little to no evidence of readiness for learning through effective lesson plan design.

3.6 High quality work and meaningful feedback are not evident. Behavior expectations are not clearly communicated or consistently reinforced.

**Evidence from Data:**

- PLCs (notes)
- Survey
- District pacing guides
- Lesson plan template
- Walkthrough observations
- Project Restore classroom data

**Evidence from Observations:**

Overall classroom observation ratings indicating *evident* in the following areas:

- In 41% of the classrooms, students are actively engaged in the learning activities (beyond compliance)
- In 36% of the classrooms, students are interested in the content by interacting/reacting to the material personally

- In 20% of the classrooms, students are able to articulate the real-world connection to what they are learning
- In 29% of the classrooms, students have multiple opportunities to discuss material with others

**Evidence from Interviews:**

- Student interviews
- Project Restore common assessments and rubrics
- Lesson plans
- Teachers shared they do not teach science or social studies and that the focus is on math.

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

1. Invest in creating effective teachers. There was not a literacy coach in the building this year to support and develop instructional effectiveness. Ensure there is a professional development plan to improve the instructional effectiveness and development of the teacher's capacity to improve student learning. Provide job embedded professional development linked to teacher observations, formative assessment results and school improvement goals. Utilize effective, instructional coaches and literacy coaches to model best practices in reading, writing and math and demonstrate how to use data to drive planning, instruction, and interventions.
2. Ensure teachers have a rich supply of a variety of appropriate reading materials for their students to work on high accuracy, fluency, comprehension, vocabulary and complex skills.
3. Increase the time spent on reading and writing (guided reading, independent reading, social studies and science reading). There was some math instruction and math packets, but the reading block was not evident. Ensure teachers are being monitored for implementation of effective lesson plan design with an instructional framework infused into every lesson. This would include intentionally planning for student differences and small group instruction to strategically target the needs of all students.
4. Ensure teachers are actively teaching and effectively modeling. Teachers did not demonstrate a readiness for teaching and student learning. Student learning objectives were not consistently clear or measurable. The lessons were not aligned to the new, rigorous College and Career Ready standards. There were some attempts to make the content relevant to students; however, the lessons were not rich, highly engaging or teaching the skills and strategies students need to be successful (de-coding strategies, problem solving strategies, composing strategies, discussion strategies, multiple-response strategies,...)
5. On-going formative assessments of student knowledge, skills and understanding of the curriculum will leverage efforts to differentiate instruction. Student learning data is shared, but it is not being used to inform the teacher's selection of instructional strategies.

Teachers did not have a clear understanding of how to embed interventions into their instructional plan.

**Actionable Statement:**

Ensure teachers are provided professional development consistently throughout the year on research-based, rigorous effective instruction in literacy and math to improve instructional growth and development of teachers.

## 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 Improvement Necessary Areas:

- 4.1 The district or school curriculum is aligned with Indiana Academic Standards
- 4.2 Teachers and school leaders collect classroom level data to verify that the adopted curriculum aligned to Indiana Academic Standards is the “taught” curriculum.
- 4.3 The district provides formative assessments in literacy and math to enable teachers to effectively gauge student’s 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:**

- Acuity scores
- Amplify mClass DIBELS, TRC and mathematics scores
- SRI
- Project Restore mathematic and writing data
- Math ISTEP+ scores indicate an increase in grades 4, 5 and 6 during the 12-13 and 13-14 school year.
- Grade 3 Math ISTEP+ experienced a 13% decrease in students passing during the 2013-14 school year.
- English/Language Arts ISTEP+ scores indicate an increase in grades 4, 5 and 6 during the 12-13 and 13-14 school year.
- Grade 3 English/Language Arts ISTEP+ experienced a 22% decrease in students passing during the 2013-14 school year.
- 46.2% of the student population passed IREAD3 during the 2014-15 school year.
- 21.6% of the student population in grade 4 passed ISTEP+ Science during the 2013-14 school year.
- 15.8% of the student population in grade 6 passed ISTEP+ Science during the 2013-14 school year.
- 16.2% of the student population in grade 5 passed ISTEP+ Social Studies during the 2013-14 school year.

### **Evidence from Observations:**

- Data posted
- District curriculum guides are aligned to Indiana Academic Standards
- Objectives posted: I can statements or Indiana Academic Standards in some classrooms
- Reading material and curriculum inconsistencies
- Project Restore math curriculum
- Observed data posted in main hallway.

### **Evidence from Interviews:**

- Teachers indicate that principal observes classrooms infrequently

- Teachers do not follow district pacing guides consistently
- Teachers assess students frequently, but do not understand how to use the data for data driven instruction
- Teachers stated that they review data and lessons during grade level PLC's
- Project Restore math curriculum doesn't follow the district pacing guide
- PLC agendas/minutes
- ELA curriculum inconsistencies
- Interventions are sporadic and not effective
- Science and social studies content areas are randomly taught throughout the building
- Teachers submit weekly lesson plans to principal by Sunday/6:00 P.M.
- No professional development aligned to Indiana Academic Standards has been offered

Summary:

(4.1 and 4.2) Mathematics: K-1 teachers have access to the quarterly pacing guides developed by the district and grades 2-6 follow Project Restore calendars that are designed to guide instruction prior to ISTEP+ administration. Teachers were aware of the alignment discrepancy between Project Restore calendars and the district quarterly pacing guides. It would be beneficial for the school to check the alignment between the Project Restore calendars and the district quarterly pacing guides prior to the start of the 2015-16 school year. English/Language Arts: K-6 teachers have access to the quarterly pacing guides developed by the district. Teachers mainly used SuperKids and Reading Wonders as a resource. Teachers used a variety of random materials for reading instruction. It was noted that this lack of consistency make it difficult for the use of the scaffolding scope and sequence provided for the core programs. It would be beneficial for teachers to utilize their core scope and sequence in order to build the foundational skills of reading. The school should investigate and determine any alignment gaps that could evolve between K-2 SuperKids and 3-6 Reading Wonders. It would be beneficial for all teachers in the school to follow the E/LA pacing guides created by the district for the 2015-16 school year.

(4.2) Science and social studies content instruction wasn't evident throughout the school. Teachers should incorporate core content within their reading block.

(4.3) Teachers verified assessments are provided and data is randomly utilized to guide instruction. Flexible small group instruction was missing in core instruction. Tier 1 mainly consisted of whole group instruction. It was not clear how data was used to inform instruction for Tier II interventions. Teachers couldn't provide data that demonstrated the interventions were working and struggled to identify specific research based interventions. There was no evidence to support that a Tier III intervention for at risk students was in place. RtI Tier instruction and the use of classroom observation data to drive professional development would be highly recommended.

(4.4) The school provided the standards aligned E/LA and mathematics quarterly pacing guides and Project Restore calendars for math. There are great inconsistencies in the materials and curriculum that is being taught. There does not appear to be a research based core curriculum that is implemented throughout the building with fidelity in reading or mathematics.

Interventions are not aligned to a core curriculum and there is no evidence that the interventions being used are working. It is recommended that the teachers implement the current district adopted math and core reading program with fidelity.

### **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:**

- Acuity scores
- Amplify mClass DIBELS, TRC and mathematics scores
- SRI
- Project Restore mathematic and writing data
- ISTEP+ historical data for E/LA, mathematics, science and social studies

#### **Evidence from Observations:**

- Teachers utilized whole group instruction for all subject areas.
- Teachers did not appear to utilize small group instruction.
- Differentiated intervention or enrichment wasn't evident.

#### **Evidence from Interviews:**

- Teachers stated that random interventions take place during intervention time.
- Intervention time wasn't consistent throughout the building.
- Many teachers stated that they were unsure if the intervention was working.
- Interventions are sporadic and not effective

#### **Summary:**

(4.5) The school doesn't have a structured RtI schedule in place. Teachers reported that they provide Tier 2 and 3 instruction during the day. Teachers couldn't identify research-based interventions. School observations were unable to identify a Tier III focused intervention for students more than two years below grade level. It is recommended the school review their use of time and resources to better serve struggling students.

#### **Actionable Statement:**

Instructional priorities that need to be established for the Turnaround Principle #4 Curriculum, Assessment, and Intervention System are:

1. Evaluate the math alignment of Project Restore and the district quarterly pacing guides.
2. Utilize the scaffolding scope and sequence of the core reading programs with fidelity (SuperKids and Reading Wonders).

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. A plan for RtI Tier 1, 2 and 3 should be developed and implemented.
7. Evaluate curriculum needs for core subject areas and Response to Intervention.
8. Provide professional development for all core content instruction.

**Turnaround Principle # 5**Circle the Overall Rating: **1 Ineffective****Title: Effective Staffing Practices**

2 Improvement Necessary

3 Effective

4 Highly Effective

**Description of Effective Areas:**

No effective areas.

**Description of Improvement Necessary Areas:**

The principal has processes in place to identify staffing needs, recruitment efforts are implemented using traditional channels and procedures and clear selection criteria and processes are in place for interviewing candidates, however, matching staff to specific positions is lacking.

Paraprofessionals may have received some training, but are utilized ineffectively. The principal uses evaluations to ensure compliance with instructional expectations and most, but not all, teachers receive constructive feedback and additional instructional support based on the evaluation. Staff evaluated below effective are identified and supports are provided through an improvement plan.

**Evidence from Data:**

Data show that the school has been an F school for 4 years. Students are not showing high growth.

**Evidence from Observations:**

Two Paraprofessionals were observed standing in the back of the room watching and listening to the teacher while she taught the class. No interaction occurred with students other than to remove one student from the classroom for a few minutes.

**Evidence from Interviews:**

- Many teachers reported that the principal had completed all of the necessary long and short formal observations and provided feedback after each. Walk throughs were reported by some teachers, particularly those on the first floor. Whether the feedback was helpful or not seemed to vary from teacher to teacher.
- Two teachers reported that teachers were reassigned from 6<sup>th</sup> grade to first grade and from 6<sup>th</sup> to 4<sup>th</sup> without thought to matching teacher strengths to particular assignments.
- The sixth grade went without certified teachers at the beginning of the year. When a first year teacher was assigned to 6<sup>th</sup> grade, the necessary guidance and support was not provided.

**Description of Ineffective Areas:**

The principal does not have clear selection processes that match staff to specific positions based on student learning needs or teacher strengths. Staff vacancies persist and long term subs are used to fill the vacancies. Professional Development is considered an “event” and not part of an on-going system of structures in the school. Allocation of instructional resources and professional development choices are not linked to teacher evaluations and time is not allotted for teacher reflection on new information gained through training. Teachers not rated as effective are still ineffective at the end of the year.

There are extreme variances in teacher quality. The principal did not place all ineffective teachers on performance plans.

**Evidence from Data: (same as above)**

Data show that the school has been an F school for 4 years. Students are not showing high growth.

**Evidence from Observations: (same as above)**

Evidence of Professional Development was limited with little research based practices observed. Differentiated instruction was not observed in most classrooms. Whole group instruction was observed in most classes and students were performing independent practice with varied levels of engagement.

**Evidence from Interviews:**

- The principal stated during the interview process, that she was only able to put 3 teachers on performance plans even though many more were needing improvement.
- The principal stated that Project Restore provides PD that focuses more on discipline than instructional strategies. Weekly instructional coaching sessions were implemented at the beginning of the year, but were discontinued in November.
- Teachers mentioned a number of PD opportunities: Orton Gillingham Training, Modeling by Project Restore in teaching Math, PLCs every three weeks, doing a book study, however, no systematic plan of PD delivery is in place and limited follow through exists.
- The principal and the teachers reported that PD is offered at the District Level, but the staff from this building was not permitted to attend this year due to being part of Project Restore. The principal arranged for teachers to attend a summer literacy conference. Only 9 teachers have signed up.

## 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 Data on attendance, tardies, office referrals and suspensions are available with some effort, though there is inconsistent analysis to identify and address students most frequently referred and/or suspended. Climate and culture surveys are seldom given to all stakeholders throughout the school year to collect data.

Summary: Consider developing a master plan for regular and on-going review of student behavior data— particularly looking for patterns and those students who are most frequently referred and/or suspended. Develop, utilize, disaggregate, and analyze climate and culture survey data and communicate this data to all stakeholders. Use this data to make academic and nonacademic improvements. Consider posting attendance data for classrooms in the hallways to celebrate your successes. Develop a data review committee which may include school behavior support (dean), administration, an RtI team member, the school social worker, and the parent/community liaison to have all aspects of the school represented. This collaborative group will need to review and determine next steps for the students most at risk for behavior and attendance and keep an open line of communication among staff members.

6.2 Data review protocols are used sporadically to track and monitor the progress of all students. The school has multiple forms of data with only certain forms presented in a friendly and timely manner. Teachers have access to data systems and are somewhat using them to inform individual teacher data analysis. Some data protocols are utilized during teacher collaboration time with limited specific data being the norm. The range of data collection differs between classrooms and this data is manually created and analyzed.

Summary: It's evident that some PLC or Staff Meetings are used to review student data, but there is not a consistent schedule or protocol to review student data and determine next steps to increase student achievement. PLC meetings, all-staff meetings, and content/grade-level meetings could regularly include a data review component to ensure staff is monitoring student progress and prepared to provide support or interventions if a student is not on track. Administration may also consider developing teacher-level Acuity data binders utilizing the data organizer and reports for each grade level and teacher to disaggregate each Acuity assessment, A, B and C. Use this disaggregated data to drive PLC and staff meetings. Principals should consider having data meetings with teachers after each Acuity assessment.

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

- Master schedule
- PLC meeting minutes
- Cycle groups

- Class assessment data disaggregation sheet
- Behavior reports
- Required parent/staff surveys
- Acuity passing percent board/goals
- Promotion/retention boards

### **Description of Ineffective Areas:**

6.1 Input and dialogue from stakeholders regarding school climate and culture is not considered. Decisions are not communicated to stakeholders. Climate and culture surveys are not given to all stakeholders throughout the school year to collect data.

Summary: Develop, utilize, disaggregate, and analyze climate and culture survey data and communicate this data to all stakeholders. Use this data to make academic and nonacademic improvements. Consider posting attendance data for classrooms in the hallways to celebrate your successes. Develop a calendar of events for parents and community members by semester so that stakeholders are given time to plan their work schedules, etc accordingly to be able to join school events.

6.2 Systems are not in place that enable staff to review and analyze data to inform decisions.

Summary: A few PLC meeting minutes demonstrated there are a few teachers who are collaborating on student data reviews. However, there is no evidence that staff is using the data to make instructional and leadership decisions in the school. Consider training staff on a data review strategy with expectations on how they will apply their findings to their day-to-day work with students. This can look like a “what I learned from the student data” section in the teacher’s lesson plans with a follow-up section of “this is what I plan to do now” so that teacher’s identify their next steps with students to improve student learning.

6.3 There is not a specific schedule and process in place for the analysis of on-going formative assessment data. School-wide or PLC specific professional development is not intentionally linked to teacher learning needs as identified through a rigorous analysis of multiple sources of data. Additionally, leader walk-throughs are not scheduled and do not systematically focus on addressing high priority needs.

Summary: There is no set professional development schedule to support teacher needs and student learning needs school-wide and at the individual class level. Some staff choose to lean on each other for support but they are not supported by a system/schedule. From formal teacher observations, 3/10 ineffective or improvement necessary rated teachers were placed on work development plans with little support provided to grow the teacher’s practice. Staff’s data analysis skills vary greatly. Consider developing a protocol or procedure for on-going review of formative assessment data with clearly defined next steps or expectations. PLC, PD, staff meeting time, or grade-level meeting times can be used to establish a data-rich instructional culture.

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

- Master schedule
- PLC meeting minutes
- Staff feedback on building-wide RtI
- Lesson plans
- Class assessment data disaggregation sheet
- Behavior reports
- Required parent/staff surveys
- Acuity passing percent board/goals
- Promotion/retention boards

**Actionable Statement:**

-Develop climate and culture surveys to collect data

-Develop teacher Acuity binders.

-Develop master PLC/Staff Meeting/PD schedule that include data reviews/analysis of formative assessments

## Turnaround Principle # 7

Circle the Overall Rating: 1 Ineffective

## Title: Effective use of Time

**2 Improvement Necessary**

3 Effective

4 Highly Effective

### Description of Effective Areas:

Students are enrolled in level appropriate classes on the first day of school with few changes required. The Master Schedule has sufficient flexibility to allow for diagnostic assessments to target students two or more years below grade level.

**Evidence from Data:** Not applicable

**Evidence from Observations:** Not applicable

### **Evidence from Interviews:**

- Principal and teachers reported that the master schedule is designed prior to the end of the school year and that students are enrolled in appropriate classes from day one. The supplemental teachers indicated that students are identified in class as needing additional reading instruction and then are assigned to the supplemental teachers for small group instruction.

### Description of Improvement Necessary Areas:

The master schedule is complete prior to the beginning of the school year but does not ensure core content areas have sufficient time allocated when learning is best for students. Teachers have time scheduled for grade/content level meetings but the time is rarely utilized for joint planning. Some students two or more years behind attend small group tutoring in reading, though it does not meet research-based guidelines.

**Evidence from Data:** One classroom schedule indicated no content learning was occurring during the first two hours of the morning.

**Evidence from Observations: Not applicable**

### **Evidence from Interviews:**

- The master schedule is complete and all students are enrolled in level appropriate classes on the first day of school. (Teacher and Principal interview)
- The principal designs a schedule for teachers and students (Teacher and Principal interview)
- There is a basic calendar of teacher collaboration time (Teacher and Principal interviews) which is rarely used for collaboration.
- Supplemental Teacher indicated students who are two or more years behind come to her for reading remediation during the 90 minute reading block rather than in addition to the 90 minute block.

### Description of Ineffective Areas:

The master schedule is based on teacher availability, not student need. Transition times are not well executed and waste instructional time. The master schedule dictates the instructional time

students receive rather than student needs dictating the master schedule. It does not include opportunities for teachers to learn from others.

**Evidence from Data:** Not applicable

**Evidence from Observations:**

Bathroom breaks took an inordinate amount of time away from instructional time. Teachers spent a great deal of time in the hallways stopping to quiet students or making sure they were in a line.

**Evidence from Interviews:**

- Teachers indicate the master schedule dictates the instructional time students receive, rather than student needs dictating the master schedule.
- Instructional time for interventions occur within the 90 minute reading block rather than an additional 30 minutes.
- Although Project Restore initially provided time for teachers to learn from the PR staff, this practice ended in November.

## 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.
- 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.

### Summary

8.1 Families are informed about student learning progress through traditional means, such as parent teacher conferences, progress reports and report cards. Student/parent feedback is not used as part of the school's improvement efforts. Parents only receive additional information about students when they are failing or are in behavioral trouble.

8.2 Some struggling students are receiving additional supports from school and community programs, but there is no evidence of monitoring the results from such programs. There are some support services and organizations in the community; however there is not a system in place to reflect how services are impacting academic and personal growth of students. School staff is not actively seeking additional supports to ensure student's well-being.

### Evidence from Data:

- Parent surveys
- F.A.C.E. Swat Analysis and Smart Goals
- Falcon Fan Club
- Parent Commitment Cards
- Connect Eds
- ISTEP Prep Workshop
- Parent Participation Plan

### Evidence from Observations:

- Parent and Community Room
- Parents in building after school

### Evidence from Interviews:

- New School Community Coordinator
- Peace Learning Center
- United Way
- Falcon Tutoring Program
- Sixth grade parent meeting

- J.P. Morgan Chase Community Partner; financial literacy workshop
- Fall Festival; JP Morgan (40 volunteers provided)
- Colts Playground
- Spring Fling

**Actionable Statement:**

The school's new parent coordinator has started building bridges of meaningful communication between parents, teachers, the school and the community. The F.A.C.E. goals include creating a student council, training parents to support academic achievement, researching best practices, and establishing a parent support group. The family and community engagement rubric should be used to guide the implementation of the priorities.

The parents interviewed expressed a desire to be more connected and informed about instructional decisions in the building with more frequent and direct forms of communication. They do not value the "non-personal" phone calls. They would value more personal connections between school and home. School leadership and teachers should communicate weekly, at a minimum, with parents about the school and student learning.

Parents should know their input on school decisions is valued and included in the school improvement efforts. The parents would welcome more opportunities to partner with classroom teachers and the school leaders. Increase the efforts to reach out to parents and show them how they can volunteer in the classrooms and school.

Inform parents about the curriculum, assessments, learning objectives and student goals. Provide parents with resources and professional development on how best to support their child from home. Create a parent professional development plan that enables parents to reduce barriers and accelerate the academic and personal growth of their child.

Parents would like more afterschool and vocational programs with exposure to technology and real world experiences. Teachers shared they have relationships with local universities (Butler University). This would be an opportunity to connect with one of the universities for field experiences in teaching, social work, tutoring, after school programs, and vocational training.

Ensure families receive positive communication celebrating their child's success and progress with a strong emphasis on the importance of a mutual partnership to increase student learning. Encourage teachers to include parent involvement in their lesson plan design.

The school has cultivated a relationship with a community partner that has committed to actively participate in supporting the school's improvement efforts. Volunteers and funding for special projects are being provided. Continue to proactively seek and connect with appropriate organizations who offer services to address the needs of your students and families. Ensure students who are struggling are receiving quality support services with positive results. Develop a system to monitor and evaluate the effectiveness of the services to ensure they are making a substantive difference for students.

**Actionable Statement:**

Continue to proactively seek and connect with appropriate organizations who offer services to address the needs of your students and families. Develop a system to monitor and evaluate the effectiveness of the services to ensure they are making a substantive difference for students.