



**Indiana  
Department of Education**

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Indiana Superintendent of Public Instruction

# **School Quality Review Report:**

## **Benjamin Franklin Academy**

**Review Date:** April 6-9, 2014

**Address:** 2400 Cardinal Drive, East Chicago, IN 46312

**Principal:** Kimberly Bradley

**Review Team:** Kathryn Brennan, Lindsey Brown, Teresa Brown, Daniel Bundridge,  
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## School Quality Review First Priorities

### Benjamin Franklin Academy

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. Currently the district is out of compliance with the Indiana Department of Education guidelines according to the ESEA Waiver requirements for Priority School principals pertaining to Operational Flexibility. The principal has not been given the authority to hire or be involved in the school budget process. These are foundational requirements for Priority School principals according to the USED.

#### **Turnaround Principle 3: Effective Instruction**

1. Student-centered instructional strategies must be employed daily at a strategic level in order to increase student engagement and learning in the classroom.
2. Differentiated instructional strategies must be utilized to target various levels of student learning; these strategies should be employed at the classroom level in addition to the assignment of targeted interventions.

#### **Turnaround Principle 4: Curriculum, Assessment and Intervention**

1. CCRSS and state curriculum maps need to be analyzed to form an ELA core curriculum that all teachers will follow with fidelity. The map should include specific focus skills as well as research based strategies and interventions. A plan for Tier II and Tier III should be developed and implemented. This may require a restructuring of the master calendar to allow for more focused intervention time. A literacy committee consisting of the instructional coach and effective ELA teachers could provide the scaffolded support needed to implement the core curriculum, offer professional development, and ensure that research based strategies are implemented.

#### **Turnaround Principle 6: Use of Data**

1. Develop climate and culture surveys multiple times a year to collect data
2. Develop teacher Acuity binders.

### **Turnaround Principle 8: Effective Family and Community Engagement**

1. The Franklin Academy is a beautiful facility that houses all of the 5<sup>th</sup> and 6<sup>th</sup> grade students from all of the East Chicago communities. The school has a full time parent liaison. There is a wonderful parent room that has several resources in Spanish and English. The attendance at your parent events is low for a school with over 700 students. Please survey parents regarding their involvement at your school. Discover if there are issues with transportation, babysitting, etc. Consider partnering with the parent liaisons at the local elementary schools. Arrange opportunities to meet with the parents at those sites. Perhaps you can have a representative at some of the elementary events. Send home information to parents who are not in attendance at informative workshops. The parents interviewed were unaware of many of the topics discussed at your parent meetings. Plan to share at least one or two important points at activities where students are highlighted or performing in some capacity. Examples would be attendance recognition, Christmas musical, etc. Those events are usually well attended. Use them as an opportunity to disperse information critical to the academic success of students. Encourage the district to allow you to distribute information at basketball games, board meetings, etc.
2. Encourage parents to take an active part in the decision making process. They should be aware of your curriculum, assessments, and the proficiency level of their children. Encourage the staff to take an active role in bridging the gap between home and school.
3. It is imperative that the school develop relationships with the religious leaders, agencies, businesses, and community groups in East Chicago. The school is in close proximity of the Boys and Girls Club, police station, courthouse, library, banks, hospital, churches and local businesses. Students who are struggling academically and socially could benefit from the support of a network of providers in the immediate area. Seek support from groups willing to mentor, support your incentive program, participate in Career Days or provide any other services that are needed. There are some nonprofit organizations in the area that may be approached for support. Develop a partnership with Ivy Tech, Calumet College, Purdue University Calumet and Indiana University Northwest. Request that Franklin be considered as a site for field experiences and student teachers. Parents and staff are concerned about the behavior of students. You may also be eligible to receive support from university interns in areas such as psychology, counseling and social work. The staff and parents also indicated that more should be offered in terms of after school activities. Seek community volunteers that can assist with sponsoring extended day programs. Community partnerships can offer a range of services to help address the needs of your students and families. Actively seek the support of your community.

## 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 ESFA 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:

The school leader displays effectiveness in six areas (1.3, 1.4, 1.5, 1.6, 1.7, & 1.8) according to School Leadership Principle 1.

1. 1.3- It is evident the principal has worked to create a climate that is safe, orderly, and equitable. There is a system in place to monitor behavior with proper rewards and consequences (PBIS). Principal sets high expectations for learning and teaching consistently through modeling, walkthroughs, meetings, and observations. Principal uses data to work collaboratively with staff.

#### **Evidence from Data:**

- Suspension data indicates a dramatic decrease in suspensions from 1,696 to 394 over the past two years.
- Attendance has met the 95% state expectation since current principal took over. The previous five years the 95% expectation was not met under former administration.
- PLC meeting forms and staff meeting sign in sheets indicate that staff meets on a consistent basis
- Teacher surveys indicate that the principal sets high expectations and works collaboratively with the staff.

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

- Morning announcements start the day off with a character building theme for the day.
- Students and staff review the school's mission on the morning announcements daily and set expectations for behavior for the day. Hallways overall are orderly.
- The building is clean and secure.
- Overall, in classrooms, students display a respect for the teacher and their peers.

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

- Staff indicates that principal has them create clear, focused goals pertaining to PBIS and academic goals which are posted in classrooms.
- Staff reports that they meet regularly to review data with team members.

2. 1.4 & 1.5 & 1.6 & 1.7 & 1.8- The principal effectively communicates high expectations to staff, students and families, and supports students to achieve them. The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment. The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments. The principal uses informal and formal observation data and ongoing student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students. The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.

**Evidence from Data:**

- Walkthrough forms indicate that principal is obsessed with high quality teaching and ensures every classroom is visited, at least briefly, every day to support and monitor student achievement.
- Data Cards- Provide teachers with data to appropriately differentiate instruction during Reading and Math Success time.
- PLC meetings- Principal provides support to review data and stresses high expectations to the staff.
- Evaluations- Principal responds to ineffective teaching and five teachers are currently rated ineffective.
- Development of School Mission- Students will excel academically, productively, socially and become contributing members of society. This is shared with all stakeholders at the school.
- Parent Newsletters-Newsletters are sent out monthly to inform parents of school's expectations
- Curriculum Calendars
- Master schedule reflects time built in for Success Periods in Reading and Math
- Bottom 25% of students with low growth are identified and given additional tutoring

**Evidence from Observations:**

- Lesson objectives are posted in the classroom
- Acuity and ISTEP goals are posted in classroom
- Lesson plans contain standards/Principal checks to ensure standards are being taught and teachers are pacing appropriately
- SMART GOALS developed to create high expectations to help support students to achieve
- Principal provides both positive and constructive feedback during walkthrough to help teachers with their lessons

**Evidence from interviews:**

- Principal is professional and treats everyone fairly
- Principals tells staff what is expected and holds staff to expectations
- Lesson plans are reviewed during walkthroughs and feedback is given to help improve or foster instruction
- Expectations are communicated through staff meetings, email, newsletter, school messenger
- Research material on best practices is given to staff; book studies have been utilized to build knowledge and skills
- Teachers are given 1 hour a day to plan; they have time to meet in PLCS, and faculty meetings
- Progress reports and report cards are sent out to inform on student progress

**Description of Improvement Necessary Areas:**

The following two areas under principle 1 are deemed for improvement necessary.

1. 1.1 & 1.2 – The principal uses data to establish a coherent vision that is understood and supported by the entire school community. 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.

Actionable Statement: The principal will use data to establish a coherent vision that is understood and supported by 100% of the school community. The principal will develop a plan for monitoring progress toward continuous improvement.

**Evidence from Data:**

- Surveys do not support a rating of effective due to lack of evidence that the entire school community supports, implements, or understands the school mission.
- Surveys do suggest that some staff and community support, implement, and understand the school mission.
- Suspension data indicates that the PBIS model has been effective reducing suspension from 1696 to 394 in a two year span.
- School Improvement Plan does not involve the whole school community (Select staff are responsible for developing the plan and other staff are not part of the development of the plan)
- Walkthrough data aligned to School Improvement Plan
- Formative assessment data is present but not clearly defined for all

**Evidence from Observations:**

- School mission is announced daily over morning announcements
- School mission/vision is posted on school website
- Some classrooms have vision/mission posted

**Evidence from Interviews:**

- Some staff know about the school improvement plan and other staff indicate they know there is one but they were not involved in the development of the plan
- School mission/vision can be articulated by majority of staff when asked, however not all know the school vision/mission
- School Improvement Plan is not consistently referenced and revisited by the whole school community
- Not everyone follows the school mission/vision
- Some staff members are unsure of the development of the plan and who develops it.

**Description of Ineffective Areas:**

The following two areas have been rated ineffective and need immediate attention.

1. 1.9 & 1.10- 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 learning goals. The principal uses data and research-based best practices to work with staff to increase academically-

focused family and community engagement.

Actionable Statement: The district will provide the principal with operational flexibility in the areas of: hiring, scheduling, and budget.

**Evidence from Data:**

- All hiring and employment practices are conducted at the district level. Principal has no input or control over hiring of employees in her building.
- Little or no data to support family and community engagement. Limited community involvement with limited parent involvement.

**Evidence from Observations:**

- All hiring and employment practices are conducted at the district level. Principal has no input or control over hiring of employees in her building.
- Very few parents are seen throughout a given school day in the building and very few parents attend school activities.

**Evidence from Interviews:**

- All hiring and employment practices are conducted at the district level. Principal has no input or control over hiring of employees in her building.
- Several staff stated that it is difficult to get parents and community involved in the school.
- In the parent meeting it was indicated that only around 10 parents consistently show up to activities out of 750 children

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

Currently the district is out of compliance with the Indiana Department of Education guidelines according to the ESEA Waiver requirements for Priority School principals pertaining to Operational Flexibility. The principal has not been given the authority to hire or be involved in the school budget process. These are foundational requirements for Priority School principals according to the USED.

## Turnaround Principle # 2

## Title: School Climate and Culture

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

### Description of Improvement Necessary Areas:

2.1. Benjamin Franklin Academy is a clean and orderly environment. Halls are well maintained and there is little clutter in the halls. Students progress to their next class in an orderly and quiet manner, accompanied by their teacher.

PBIS has been established as a behavior management system school wide and shows potential for success. Although most teachers have been trained in this area, there is inconsistency across the school with implementation. Postings of appropriate awards are evident in each class.

Further instruction on appropriate implementation could prove beneficial for improvement in both behavior and climate.

### **Evidence from Data:**

PBIS data shows a marked decrease in the number of suspensions from the previous year, going from over 1600 to around 300 suspensions.

### **Evidence from Observations:**

Teachers issue reward tickets in a variety of ways but there is no consistency even across grade levels in distribution. Teachers purchase rewards using their own funds which contributes to this discrepancy and students find it difficult to know the difference in classes, especially in specials. This was evidenced in several observations.

### **Evidence from Interviews:**

Teachers indicated a decrease in serious behavior offenses, such as fighting, from last year. It was noted repeatedly that the major offense is defiance which could prove to be a starting point for the next year's program along with continued emphasis on respect for all school members. Teachers would also be open to additional negative consequences for more difficult students. Parent interviews indicated that they feel the school is a safe place to send their children.

2.2. Classrooms vary in their ability to provide rigorous classroom instruction. There is some evidence of differentiated instruction but it is not evident in all grades or classes.

Administrators complete regular observations and walk throughs but it has not proven to have a positive change in the quality of instruction in many classes.

### **Evidence from data:**

ISTEP scores have shown some improvement but LA scores remain stagnant across cohort groups. Predictive acuity data is driving instruction during some periods during the day but it is not utilized in every class, for example, study halls.

### **Evidence from observations:**

Most classrooms post their standards and learning targets. There is not sufficient evidence that students are engaged in their learning as some students were observed sleeping or not involved in any learning tasks. Several classes had positive student engagement in their learning tasks but it was sporadic and inconsistent.

**Evidence from Interviews:**

Teachers indicated that there are many resources used for teaching their subject area and little coordination across grades or subject areas. Often they are not aware of the materials used in other classes. While some independence is laudable, there is no coordination of materials based on the data. Data is studied in meetings but the resources are often not discussed or shared. Parents are not aware of what is being taught in their child's class and it is recommended that teachers provide feedback in the form of a weekly/ biweekly newsletter.

2.3. The principal holds high expectations for both staff members and students in several areas. Academically, she oversees data interpretation and instructional strategies. In the social/emotional realm, she advocates the use of PBIS for teachers and students. She serves as both an instructional and behavioral leader. During her tenure as principal, attendance has risen above the state average.

**Evidence from Data:**

After observations and many walk throughs, the principal sends emails to faculty members noting areas of strengths and weaknesses. Encouraging yet informative emails are sent on almost a daily basis reminding staff members of the direction she wants the school to take. Evidence of this communication is noted on walk through and observation forms. Many of the PLC meeting notes also contain evidence of professional development. Attendance was reviewed on the DOE website.

**Evidence from observations:**

When observing student behavior in the halls and classrooms, it was evident that some teachers and all administrators expected students to perform at their highest ability level both academically and behaviorally. It is not consistent in every classroom.

**Evidence from Interviews:**

Teachers and staff members hold the principal in high esteem. They view her dedication to the students in a positive manner. Teacher and student interviews support this. Parent interviews indicated support for her actions and found the school to be an inviting place. The parents want to see more communication about classroom academics than they receive now.

**Actionable statement:**

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

PBIS can be more fully utilized to collect data to plan appropriate behavior interventions that are consistent across the school. This needs to be effectively communicated to all stakeholders.

## Turnaround Principle # 3

## Title: Effective Instruction

Circle the Overall Rating: 1 Ineffective  
Effective

**2 Improvement Necessary**

3 Effective 4 Highly

**Description of Effective Areas:** 3.1 Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum

**Evidence from Data:** Teacher surveys indicate they agree that objectives are specific, measurable, and communicated with the staff.

**Evidence from Observations:** Student learning objectives are posted and explained to students; they are clear and measurable. Lesson objective are aligned to the curriculum and state standards.

**Evidence from Interviews:** Students can articulate what they should know and be able to do at the end of each lesson based on what the teacher posts and tells them.

### **Description of Improvement Necessary Areas:**

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

Summary: Teachers use only a few instructional and response strategies and students are only moderately engaged. Based on observations, a majority of teachers engage in teacher-centered lessons where teaching was centered on digital presentations that the teacher talked through. Students appear passive or off-task as evidenced by teachers frequently calling for students' attention throughout their lessons.

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

Summary: Teachers occasionally use checks for understanding, but do not always know where students are in terms of mastering the learning. For example, some teachers may ask students to give a hand signal to indicate their level of understanding at the end of the lesson, but other checks for understanding are not frequently applied throughout the lesson. Further, no follow up was observed for students who indicated they did not understand.

3.4 Teachers demonstrate necessary content knowledge.

Summary: Teachers rely heavily on text or digital content to deliver lessons that are factually accurate, however, a majority of students appear passive throughout their lessons.

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.



Summary: It is noted that while instructional decisions, such as student groupings for targeted interventions (success time and study hall) are based on data, individual teacher lessons themselves indicate a focus on whole group instruction.

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

Summary: High quality work and meaningful feedback is not evident in the classroom. Behavior expectations are not consistently reinforced.

**Actionable Statement:** Empower staff to implement student-centered instructional strategies, such as differentiated instruction, through structured and intentional professional development. Utilize experts, lead teachers, instructional coaches and digital/print resources to model and demonstrate best practice strategies that increase student engagement. Increase teachers' knowledge of appropriate differentiated instructional methodologies, and monitor the implementation of said strategies at the classroom level with increased focus.

**Actionable Statement:** Analyze the individual instructional strengths of the leadership team within the school to delegate and assign roles that maximize effectiveness. Provide the teaching staff with in-house experts who regularly mentor all teachers and model instruction within the classroom setting.

**Evidence from Data:** -approximately 2/3 of teacher surveys indicate they somewhat disagree that consistent expectations are communicated; multiple teacher surveys indicate they somewhat disagree that frequent checks for understanding are utilized in the classroom

**Evidence from Observations:** ELEOT assessments indicate 50% of classrooms observed only partially demonstrated or did not demonstrate differentiated instructional strategies; 61% of classrooms observed only partially demonstrated or did not demonstrate opportunities for students to engage in discussion with the teacher or peers; 41% of classrooms only partially demonstrated or did not demonstrate active student engagement in the lesson

**Evidence from Interviews:** Not applicable

**Description of Ineffective Areas:** Not applicable

**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:**

Student-centered instructional strategies must be employed daily at a strategic level in order to increase student engagement and learning in the classroom.

Differentiated instructional strategies must be utilized to target various levels of student learning; these strategies should be employed at the classroom level in addition to the assignment of targeted interventions.

## 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:** 4.2 Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCRSS curriculum is the “taught” curriculum.

### **Evidence from Data:**

- Predictive Acuity
- SRI
- Lexile growth
- Pearson assessments
- Exit slips

### **Evidence from Observations:**

- Acuity data posted
- Teachers provided curriculum calendars (Math specific)
- Lesson plan format with indicators
- Objectives posted: I can statements used

### **Evidence from Interviews:**

- Teachers indicate that administration observes in classrooms frequently (usually weekly)
- Development of the curriculum calendars was discussed
- Teachers stated that they review current data in weekly PLC’s and determine students groups based on this data

### **Description of Improvement Necessary Areas:**

4.1 The district or school curriculum is aligned with CCRSS

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

### **Summary:**

(4.1) The teachers follow a math calendar that is laid out to ensure the appropriate standards are taught throughout the school year and specifically prior to ISTEP+ administration. ELA standards are not aligned with the same intentionality as math. Teachers seemed unsure of what they needed to be teaching at specific times. Teachers mentioned that they bounced back and forth between the Treasures series and supplemental materials. It was noted that this lack of consistency made it difficult for the special education teachers to stay aligned with the classroom teachers. It would be beneficial for the school to move forward with the development of an ELA curriculum map for next school year.

(4.3) Assessments are provided and data is analyzed to guide instruction. It was noted that the teachers use multiple forms of assessments such as Acuity, SRI, Pearson, and Moby Max. The teachers had a strong handle on how to use the data to inform their flexible groups and

focus on specific weak standards in Tier I, core instruction. It was not clear how data was used to identify needs and inform instruction for Tier II and Tier III interventions. Teachers could not provide data that demonstrated the interventions were working and struggled to identify specific research based interventions to use for SUCCESS and PASS periods. Students are identified to participate in the PASS program for additional support during special area classes. The identification process was vague and teachers did not know what instruction was taking place during this period. It was indicated that PASS was for “bubble” students that needed a little extra support to pass ISTEP+ There was no evidence to support that a Tier III intervention for at risk students was in place. Solidifying the Tier II and Tier III identification process and administering pre/post assessments would be highly recommended.

(4.4) Math instructional materials appear to be aligned to CCRSS as well as aligned throughout the grade levels. There are great inconsistencies in the ELA materials and curriculum that is being taught. The school has an out dated “Treasures” reading series that is available but many teachers only use supplemental materials. There does not appear to be a current research based core curriculum that is implemented throughout the building with fidelity. Interventions are not aligned to a core curriculum and there is no evidence that the interventions being used are working (pre/post assessments). It is recommended that the district look into a current adoption of a core reading program that will be implemented with fidelity.

**Evidence from Data:**

- Acuity data
- ISTEP+ scores demonstrate math scores are approximately 10% higher than ELA scores over the past two years.
- ISTEP+ special education scores in ELA remained stagnant from 2012 – 2013 while the Math scores increased 9% when tracking by cohort.

**Evidence from Observations:**

- Reading material and curriculum inconsistencies
- Math focus and alignment evident across classes
- Observed Math Acuity data charts posted outside of most classrooms. It was noted that many classrooms posted Math data and not ELA data (outside of their classrooms).

**Evidence from Interviews:**

- Math curriculum calendars
- PLC agendas/minutes
- ELA curriculum inconsistencies

**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.

The school loosely follows the 8-Step process which incorporates a 60 minute reading SUCCESS period and a 40 minute Math SUCCESS period into each day. They also provide a PASS period for students during special area classes as well as an after-school tutoring program. It is reported that the PASS period is only for a handful of “bubble” students to

receive additional assistance. We were unable to find evidence that research-based interventions had been implemented and that data collection was consistent. We 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.

**Evidence from Data:**

- Acuity scores
- Inconsistent SRI growth
- ISTEP+ historical data

**Evidence from Observations:**

- Teachers worked with students in a small group but it seemed that all students were receiving the same instruction from group to group. Teachers did not appear to utilize this small group time to provide differentiated intervention or enrichment.

**Evidence from Interviews:**

- Teachers stated that in the past they had grouped students for SUCCESS based on Acuity data and student needs but no longer utilize this format.
- Teachers were unaware of the type of interventions taking place during PASS and did not have open communication with the IA providing this support. Many teachers stated that the Instructional Coach was in charge of planning for PASS but they were unsure if this intervention time was working.

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

CCRSS and state curriculum maps need to be analyzed to form an ELA core curriculum that all teachers will follow with fidelity. The map should include specific focus skills as well as research based strategies and interventions. A plan for Tier II and Tier III should be developed and implemented. This may require a restructuring of the master calendar to allow for more focused intervention time. A literacy committee consisting of the instructional coach and effective ELA teachers could provide the scaffolded support needed to implement the core curriculum, offer professional development, and ensure that research based strategies are implemented.

## 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:

Principal has worked to create systems and practices to develop data-driven instruction, improve instruction, and improve discipline and culture in the school. She has the respect of her staff and students.

**Evidence from Data:** Not applicable

**Evidence from Observations:** Not applicable

### **Evidence from Interviews:**

- Teacher and staff interviews consistently indicated that the principal has led strong efforts for improvement in instruction, culture, and discipline. There is strong satisfaction with the processes and procedures that the principal has established in the school to improve performance. Specifically, interviews repeatedly referenced the Community of Practice meetings that emphasized data and showed effective instructional practices, the repeated classroom observations, “attaboys”, and the implementation of PBIS.

### Description of Improvement Necessary Areas:

The principal has done a great job of emphasizing the role of data, and showing teachers data, but teachers appear to almost be overloaded with data and do not have sufficient time for reflection about what the data means for students and instructional practices.

### **Evidence from Data:**

Data show that the school will likely remain an F for the 2013-14 school year. Students are not showing high growth, and the school received a penalty for the number of students showing low growth for the 2012-13 school year.

### **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, including: sleeping students, students reading other books or magazines, doodling, and staring off. Some classrooms utilized technology for the sake of technology rather than deliberate or intentional use appropriate for the topic.

### **Evidence from Interviews:**

- Teachers seemed to connect “data driven instruction” to the use of technology. In response to questions about using data to empower instructional practices, several teachers responded that programs such as Mangas High and Pearson tracked student data and progress to make sure the student was appropriately targeted. This approach raises concerns that the teachers may not fully grasp their students’ data or how those data should be used to inform instructional practices.
- Two teachers described that they grouped students for differentiated instruction by “folding” the students in order of proficiency—this way the students with the highest proficiency were matched with the students with the strongest learning needs. This approach is ineffective and does not challenge top performing students.

**Description of Ineffective Areas:**

The principal needs operational flexibility in order to select effective teachers. There are extreme variances in teacher quality, and the principal does not have the operational control and authority to make placement decisions to develop a staff of effective and highly effective teachers.

There appear to be relatively strict “silos” in what functions employees perform. This results in not utilizing some employee’s skills because employees perceive there to be boundaries regarding what roles they may and may not perform.

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

Data show that the school will likely remain an F for the 2013-14 school year. Students are not showing high growth, and the school received a penalty for the number of students showing low growth for the 2012-13 school year.

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

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, including: sleeping students, students reading other books or magazines, doodling, and staring off. Some classrooms utilized technology for the sake of technology rather than deliberate or intentional use appropriate for the topic.

**Evidence from Interviews:**

Interview with school and district administration indicated that the principal did not have the authority to determine who held teacher positions in the school. Some teachers and administrators indicated that they did not interview for the positions that they received at the building. Because the administration was “stuck” with ineffective teachers, the ineffective teachers were purposefully placed in classrooms/computer labs that would have “least impact” on students.

## Turnaround Principle # 6

## Title: Use of Data

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

### Description of Effective Areas:

6.3 The school has designed a strategic schedule to allow for common collaboration time through PLC meetings to focus on analyzing assessment data and horizontal planning. Professional development is scheduled at both the district level and school level on yearly bases. Walk through observations are scheduled to focus on specific instructional strategies. Data analysis is occurring during PLC meetings with notes turned into the principal. Data meetings are scheduled between the principal and teachers to discuss specific Acuity data.

Summary: Consider developing a master plan for specific times during PLC meetings that precise Acuity/cycle data is used to make differentiated instruction groups and instructional decisions. Use assessment and evaluation data to strategically make a professional development calendar and schedule. Also develop a master evaluation schedule and communicate this schedule with staff members to keep an open line of communication.

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

- Master schedule
- 8-step cycle schedule and data sheets
- Study Hall
- PLC meeting minutes
- Cycle groups
- SAP
- Class assessment data disaggregation sheet
- PD schedule

### Description of Improvement Necessary Areas:

6.1 The school collects some forms of data in a timely and user-friendly manner to drive climate and culture decisions. Systems are in place to review data on attendance, tardies, referrals and suspensions using SWIS. Families are made aware of special events, although sometimes not in a timely manner. Climate and culture surveys are seldom 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.

6.2 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 student groupings, instructional strategies and targeted intervention groups during PLC meetings and 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: Develop 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:**

- Acuity data organizer
- Teacher created cycle data sheets
- Principal cycle data sheets
- PLC Meeting Minutes
- SWIS
- PBIS data charts/tables/updates/graphs
- Newsletter
- Bullying survey
- Required Parent/Staff surveys
- Acuity passing percent board/goals
- DI groupings
- Acuity data room

**Description of Ineffective Areas:**

N/A

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

N/A

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

**Improvement Plan:**

- Develop climate and culture surveys multiple times a year to collect data
- Develop teacher Acuity binders.

## Turnaround Principle # 7

## Title: Effective use of Time

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

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

**Evidence from Data:** Not applicable

### **Evidence from Observations:**

- Master schedule reflects time built for Success Periods in Reading and Math.

### **Evidence from Interviews:**

- The master schedule is complete and all students are enrolled in level appropriate classes on the first day of school. (Teacher interview, Administration interview)
- The schedule aims to protect academic learning time with limited interruptions. The principal designs a schedule for teachers and students that will be adjusted as needed. (Teacher interview, Administration interview)
- Transition times are orderly and efficient (Teacher interview, Administration interview)
- There is a basic calendar of teacher collaboration time (Teacher interview, Administration interview)

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

**Evidence from Data:** Not applicable

**Evidence from Observations:** Not applicable

### **Evidence from Interviews:**

- The master schedule dictates the instructional time students receive, rather than student needs dictating the master schedule. (Flex time; ISTEP training periods)
- Instructional time for interventions does not account for research-based practices. (Teacher interview)
- Tier III intervention is not intentionally scheduled. (Teacher interview, Administration interview)

## **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 Data:**

- Parent Room Workshops' Data (Agendas/Sign In Sheets)
- Parent Use of Online RDS
- Back to School Orientation Sign In Sheets

### **Evidence from Observations:**

- Few Parent Volunteers in Classrooms
- Average of 3-5 parents in the parent room
- Review of Meeting Agendas
- Review of Sign In Sheets
- Parent Survey Sample
- Monthly Newsletter
- Parent Welcome Folders

### **Evidence from Interviews:**

- Staff feels that fewer parents are involved this year.
- Staff feels that students come from many communities and the school must make an effort to reach out to all parents.
- Parent conferences scheduled as needed or by parent request.
- African American parents are not actively involved.
- Communication with parents via telephone, letters home, email.
- Parents don't volunteer much in the classrooms. They like to "hang out" in the parent room.

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

The Franklin Academy is a beautiful facility that houses all of the 5<sup>th</sup> and 6<sup>th</sup> grade students from all of the East Chicago communities. The school has a full time parent liaison. There is a wonderful parent room that has several resources in Spanish and English. The attendance at your parent events is low for a school with over 700 students. Please survey parents regarding their involvement at your school. Discover if there are issues with transportation, babysitting, etc. Consider partnering with the parent liaisons at the local elementary schools. Arrange opportunities to meet with the parents at those sites. Perhaps you can have a representative at some of the elementary events. Send home information to parents who are not in attendance at informative workshops. The parents interviewed were unaware of many of the topics discussed at your parent meetings. Plan to share at least one or two important points at activities where

students are highlighted or performing in some capacity. Examples would be attendance recognition, Christmas musical, etc. Those events are usually well attended. Use them as an opportunity to disperse information critical to the academic success of students. Encourage the district to allow you to distribute information at basketball games, board meetings, etc.

Encourage parents to take an active part in the decision making process. They should be aware of your curriculum, assessments, and the proficiency level of their children. Encourage the staff to take an active role in bridging the gap between home and school.

**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:**

- Workshop Attendance
- Communities in Schools Attendance Data

**Evidence from Observations:**

- Franklin Handbook
- List of family/community engagement activities and attendance
- Student Support Services via Social Worker
- List of family/community education program activities
- Review of Title I mandated meeting agendas and sign-in sheets

**Evidence from Interviews:**

- Staff feels that fewer family/community people are involved this year.
- Police Officer helps one team of students.
- Some teams have community projects such as environmental recycling.
- Diversity must be addressed honestly and frequently.
- Communication with parents via telephone, letters home, email
- The school needs support from businesses and community agencies.
- The monthly newsletter should also be extended to the businesses in the community.

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

It is imperative that the school develop relationships with the religious leaders, agencies, businesses, and community groups in East Chicago. The school is in close proximity of the Boys and Girls Club, police station, courthouse, library, banks, hospital, churches and local businesses. Students who are struggling academically and socially could benefit from the support of a network of providers in the immediate area. Seek support from groups willing to mentor, support your incentive program, participate in Career Days or provide any other services that are needed. There are some nonprofit organizations in the area that may be approached for support. Develop a partnership with Ivy Tech, Calumet College, Purdue University Calumet and Indiana University Northwest. Request that Franklin be considered as a site for field experiences

and student teachers. Parents and staff are concerned about the behavior of students. You may also be eligible to receive support from university interns in areas such as psychology, counseling and social work. The staff and parents also indicated that more should be offered in terms of after school activities. Seek community volunteers that can assist with sponsoring extended day programs. Community partnerships can offer a range of services to help address the needs of your students and families. Actively seek the support of your community.



# School Quality Review Report:

## Caze Elementary School

**Review Date:** April 20-23, 2014

**Address:** 2013 S. Green Road, Evansville, IN 47715

**Principal:** Cyndie Carneal

**Review Team:** Teresa Brown, Frank Guthrie, Keith Richey, Marty Watson, John Wolf, Kara Yates, Karen York

# School Quality Review First Priorities

## Caze Elementary School

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

### **Turnaround Principle 1: School Leadership**

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

### **Turnaround Principle 3: Instruction**

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

### **Turnaround Principle 4: Curriculum, Assessment and Intervention**

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

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

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

### **Turnaround Principle 7: Effective Use of Time**

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



## Information about the School Quality Review

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

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

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

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

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

## Quality School Review Rubric Indicators

### SCHOOL LEADERSHIP

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

#### INDICATORS

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

## SCHOOL CLIMATE & CULTURE

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

### INDICATOR

2.1 The school community supports a safe, orderly and equitable learning environment.

2.2 The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.

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

*\*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*

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

**EFFECTIVE STAFFING PRACTICES**

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

**INDICATORS**

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

**ENABLING the EFFECTIVE USE of DATA**

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

**INDICATORS**

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

**EFFECTIVE USE of TIME**

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

**INDICATORS**

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

**EFFECTIVE FAMILY and COMMUNITY ENGAGEMENT**

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

**INDICATORS**

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

# Turnaround Principle # 1 Title: School Leadership

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

## Description of Improvement Necessary Areas:

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

### **Evidence from Data:**

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

### **Evidence from Observations:**

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

### **Evidence from Interviews:**

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

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

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

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

**Description of Ineffective Areas:**

The following principles have been rated ineffective and need immediate attention: 1.1 The principal uses data to establish a coherent vision that is understood and supported by the entire school community; 1.4 The principal communicates high expectations to staff, students and families, and supports students to achieve them; 1.6 The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments 1.7 The principal uses informal and formal observation data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including students with disabilities and English Language Learners) 1.8 The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.

**Evidence from Data:**

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

**Evidence from Observations:**

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



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

**Evidence from Interviews:**

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

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

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

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

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

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

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

**Turnaround Principle # 2**

Circle the Overall Rating:

1 Ineffective

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

3 Effective

4 Highly Effective

**Description of Improvement Necessary Areas:**

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

**Evidence from Data:**

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

**Evidence from Observations:**

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

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

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

No first priorities are addressed in Principle #2.

## Turnaround Principle # 3

## Title: Effective Instruction

Circle the Overall Rating: 1 Ineffective  
Effective

2 Improvement Necessary

3 Effective 4 Highly Effective

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

### Evidence from Data:

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

### Evidence from Observations:

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

### Evidence from Interviews:

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

### Description of Improvement Necessary Areas:

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

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

**Evidence from Data:**

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

**Evidence from Observations:**

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

**Evidence from Interviews:**

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

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

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

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

**Turnaround Principle # 4 Title: Curriculum, Assessment, and Intervention System**  
Circle the Overall Rating: 1 Ineffective **2 Improvement Necessary** 3 Effective 4 Highly Effective

**Description of Effective Areas:**

**Evidence from Data:**

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

**Evidence from Observations:** Not applicable

**Evidence from Interviews:** Not applicable

**Description of Improvement Necessary Areas:**

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

**Evidence from Data:**

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

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

**Evidence from Observations:** Not applicable

**Evidence from Interviews:**

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

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

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

**Description of Ineffective Areas:**

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

**Evidence from Data:** Not applicable

**Evidence from Observations:**

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

**Evidence from Interviews:**

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

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

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



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

## Turnaround Principle # 5

Circle the Overall Rating:

1 Ineffective

## Title: Effective Staffing Practices

**2 Improvement Necessary**

3 Effective

4 Highly Effective

### Description of Improvement Necessary Areas:

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

### **Evidence from Data:**

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

### **Evidence from Observations:**

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

### **Evidence from Interviews:**

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

## Turnaround Principle # 6

## Title: Use of Data

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

### Description of Improvement Necessary Areas:

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

**Evidence from Data:** Not Observed

**Evidence from Observations:** Not Observed

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

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

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

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

Circle the Overall Rating:

**1 Ineffective**

2 Improvement Necessary

3 Effective

4 Highly Effective

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

**Evidence from Data:**

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

**Evidence from Observations:**

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

- Understands how her/his work is assessed 2.0

**Description of Ineffective Areas:**

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

**Evidence from Data:**

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

**Evidence from Observations:**

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

**Evidence from Interviews:**

- Faculty/Staff/Student Interviews evidence include:

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

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

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

## **Turnaround Principle 8: Effective Family and Community Engagement:**

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

### **Description of Highly Effective Areas:**

8.2 Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

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

### **Description of Effective Areas:**

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

**Evidence from Interviews: (see improvement feedback below)**

### **Description of Improvement Necessary Areas:**

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

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

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