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the possibilities.
MAKING THEM HAPPEN.

School Quality Review Report:

Washington Middle School

Review Date: May 7-9, 2014

Address: 1801 Washington Avenue, Evansville, IN 47714

Principal: Jay Hille

Review Team: Heather Baker, Cindy Hurst, Julie Kemp, Kara Yates, Karen York

School Quality Review First Priorities

Washington Middle School

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

Turnaround Principle 1: School Leadership

1. Effective Instruction – teachers do not have intentional instructional strategies that require higher level of thinking. Teachers have inconsistent ICAN statements. Develop lesson plan format that includes the use of identified instructional strategies and checking for understanding.
2. Use of Data – Push teachers to use data to determine HOW to teach. What instructional strategies are chosen as a result of data? RTI process is not in place. Teachers identified the RTI process as students getting an IEP or 504. There needs to be a structure in place where students are identified for interventions, determine what supports will occur, and a method to monitor the progress of those identified students.
3. PLCS – There is currently a structure in place for PLC work, however, the protocol is not being followed. It is being utilized to somewhat look at data, but not to discuss student work, instruction, assessment, curriculum, or to develop common assessments.

Turnaround Principle 3: Effective Instruction

1. Instruction at all levels and areas must reflect best practices outlined in the school plan. This includes a focus on the high yield strategies, the I Can statements and the differentiation of the curriculum.
2. Teachers must intentionally address the grade level and subject area standards and ensure high expectations and engagement for all students.
3. Checks for understanding must be embedded throughout the instructional block to guide instruction and achieve student mastery.

Turnaround Principle 6: Use of Data

1. Student data needs to be utilized to guide and inform instruction in all areas on a daily basis. This includes utilizing data to determine individual student needs in regards to

intervention and remediation outside of the Flex period. This includes utilizing data to differentiate instruction on a daily basis.

2. In addition, data should be analyzed to determine the need for professional development for not only the entire school, but for individual teachers. The Professional Learning Community (PLC) time needs to be structured so that data is the focus and collaboration is the key to making decisions for all students. This includes opportunities to plan common assessments and to analyze student work to ensure high expectations in the use of data leading to student mastery of the standards.

3. Develop climate and culture surveys multiple times a year to collect data.

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 (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   <mark>2 Improvement Necessary</mark>   3 Effective   4 Highly Effective

Description of Improvement Necessary Areas:
Evidence from Data:
- Walkthrough data not consistent with observations by Outreach
- Attendance data is improved, but discipline data has shown little improvement (which aligns with interview answers)

Evidence from Observations:
- There are no intentional instructional practices in place. Teachers were not utilizing best-practices. There were a few staff members observed to be highly effective.
- ICAN statements are inconsistent and not very rigorous

Evidence from Interviews:
- Mission/vision known by staff and students, ARMY creed stated each morning and at events. Spent a lot of time at the beginning of the year talking about what it means.
- PLCs and grade level collaboration time in place, but not monitored for consistency and use of data.
- Protocols for PLCs in place, but not utilized.
- Principal requires lesson plan form and had initially been required to turn in weekly. Now, principal asks that they have it on their desk if he comes in for a walk-through.
- Have multiple sources of data, they just need to use the data for instructional strategy decisions in a more intentional manner.
- Professional Development not aligned to needs of students. Current PD is not monitored for implementation.
- PBIS has been in place in classrooms for a year, but has not been consistently enforced by administrators or classroom teachers. It is a work in progress.
- Teachers utilize a variety of curricular materials (adopted curriculum vs. teacher created)

Summary of First Priorities that need to be intentionally addressed in your School Improvement Plan:
- Effective Instruction – teachers do not have intentional instructional strategies that require higher level of thinking. Teachers have inconsistent ICAN statements. Develop lesson plan format that includes the use of identified instructional strategies and checking for understanding.
- Use of Data – Push teachers to use data to determine HOW to teach. What instructional strategies are chosen as a result of data? RTI process is not in place. Teachers identified the RTI process as students getting an IEP or 504. There needs to be a structure in place where students are identified for interventions, determine what supports will occur, and a method to monitor the progress of those identified students.
- PLCS – There is currently a structure in place for PLC work, however, the protocol is not being followed. It is being utilized to somewhat look at data, but not to discuss student work, instruction, assessment, curriculum, or to develop common assessments.

Secondary focus

- The school currently has a PBIS system in place and are in their first year of implementation in the classrooms. We encourage them to take a more serious look at their process to ensure consistency of implementation and monitoring.

Turnaround Principle # 2   Title: School Climate and Culture
Circle the Overall Rating: 1 Ineffective   <mark>2 Improvement Necessary</mark>   3 Effective   4 Highly Effective

Description of Improvement Necessary Areas:
Evidence from Data:
- Academic Learning time is respected with minimal interruptions. (Teacher survey)

Evidence from Observations:
- The quality of instruction varies from classroom to classroom, though little instructional differentiation is in place to meet varied student needs. (SQR Team Classroom Walkthroughs)
- Student work varies in the rigor and is not always consistent with the Standards. (SQR Team Classroom Walkthroughs)

Evidence from Interviews:
- Some teachers do not implement the behavior policies consistently. (Student and Staff Interviews)
- Procedures to monitor and support a safe and orderly environment are in place but are not followed consistently. (Student and Staff Interviews)
- There are sporadic attempts to address academic interventions and supports. (Student and Staff Interviews)
- The quality of instruction varies from classroom to classroom, though little instructional differentiation is in place to meet varied student needs. (Student Interviews)
- A system of support has been identified to address students' academic, social/emotional and behavioral needs. However there is little evidence the system is being utilized. (Student and Staff Interviews)

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

Develop a systemic and systematic Positive Behavior Intervention System (PBIS) for all student areas of the building. Currently, a PBIS system is utilized in student common areas (ex. Hallways, Cafeteria, etc.) but not in the classrooms. Administration shared that PBIS is new to the building this school year with the focus on these common areas. Next school year, classroom PBIS will be initiated. Implementation of the classroom PBIS will need to be used in a uniform fashion with fidelity in every classroom for the program to be a success. A regular analysis of student data (ex. Office referrals, counselor referrals, attendance, etc.) will be necessary to determine if the program is working or should be adjusted to support positive student behavior.

Turnaround Principle # 3   Title: Effective Instruction

Circle the Overall Rating: <mark>1 Ineffective</mark>   2 Improvement Necessary   3 Effective   4 Highly Effective

Description of Ineffective Areas:

Evidence from Data:

- Walk through data did not analyze high yield strategies nor whether or not I Can statements were reflective of the standards.
- Lesson Plan template did reflect high yield strategies.
- PLC (Professional Learning Community) notes did not reflect a focus on high yield instructional strategies.

Evidence from Observations:

- The posted I Can statements were not reflective of grade level standards or high expectations for all students. Students were unable to discuss the I Can statements beyond repetition of the sentence listed on the board. There were few if any checks at the end of the class period to check for mastery of the I Can statement
- With little exception, instructions did not reflect the high yield strategies identified by the school plan.
- Checks for understanding were infrequent and did not give feedback that would allow the instruction to be modified to further the learning of all students.
- Students sat passively or were disengaged during instruction.

Evidence from Interviews:

- Teachers, with only 1 exception, were not able to discuss the high yield strategies outlined in the school plan.
- Teachers reported a lack of understanding about how to differentiate instruction for each student when there may be several levels within one room.
- Teachers were unable to discuss how to monitor student mastery of skills needed to inform daily instruction.
- Students reported a lack of high expectations or differentiation in regards to instruction or behavior.
- Students did not believe all teachers had the same expectations for students.
- Parents reported not having confidence in the preparation students were receiving prior to moving on to the high school. Expectations are reportedly too low in regards to academics and behavior.
- Parents reported a lack of differentiation based upon student performance level.

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

Instruction at all levels and areas must reflect best practices outlined in the school plan. This includes a focus on the high yield strategies, the I Can statements and the differentiation of the curriculum. Teachers must intentionally address the grade level and subject area standards and ensure high expectations and engagement for all students. Checks for understanding must be embedded throughout the instructional block to guide instruction and achieve student mastery.

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

Description of Improvement Necessary Areas:

Evidence from Data:
- Staff use CCRSS aligned standards and develop lessons where the learning objectives are aligned to those standards with some variability across classrooms (Teacher Survey)
- Regular observations take place, though there is not a systematic way to determine the extent to which teacher instruction is aligned with the CCSS across classrooms. (Administration Walkthrough Log)
- Formative assessment data is used in some end-of-unit teacher collaboration meetings. (Grade Level and PLC Meeting Reports)
- Instructional materials and resources aligned to the CCSS are available. Teachers may be using their own materials not aligned to the CCSS. (Teacher Survey)

Evidence from Observations:
- Staff use CCRSS aligned standards and develop lessons where the learning objectives are aligned to those standards with some variability across classrooms (SQR Team Classroom Walkthroughs)
- Instructional materials and resources aligned to the CCSS are available. Teachers may be using their own materials not aligned to the CCSS. (SQR Team Classroom Walkthroughs)

Evidence from Interviews:
- Some teachers are using curriculum maps with sequenced student-learning objectives to plan instruction. (Teacher and Administration Interviews)
- Regular observations take place, though there is not a systematic way to determine the extent to which teacher instruction is aligned with the CCSS across classrooms. (Administration Interview)
- Lesson plans are occasionally reviewed and limited feedback given; there is not a systematic approach to reviewing written lesson plans. (Teacher and Administration Interviews)
- Teachers have a sense of what students need to know and be able to do and are using this understanding to guide lesson planning and instruction. (Teacher Interviews)
- Formative assessment data is used in some end-of-unit teacher collaboration meetings. (Teacher and Administration Interviews)
- Diagnostic data are used to identify some students two or more years below grade level in ELA and Mathematics. (Teacher Interviews)
- Research-based interventions in ELA and Math are in place for some students and taught by a certified teacher. (Teacher and Administration Interviews)
- Intervention grouping remain fixed for substantial periods of time. (Teacher Interviews)

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

Align student learning targets (ex: I Can statements) to state academic standards addressed in the learning activity. While student learning targets are present in numerous classrooms, often they are not deliberately incorporated into the learning activity by the teacher. In some instances, learning targets are not standards-based but crafted to match the activity rather than the activity crafted to meet the standard requirement. Clear learning targets are the pieces that make up the larger learning goals of the state standards. With clarity around the learning:
- Aligned, accurate assessments and lessons can be created;
- Instruction that matches the intended learning can be delivered;
- Descriptive feedback for learning can be realized by both teachers and students;

- Evaluative feedback can truly reflect mastery of learning.

Develop a systemic and systematic researched-based Response to Intervention (RTI) process for student success. The administration and majority of teachers articulated a true RTI program does not currently exist. A number of teachers believe the "ISTEP Training" program served as an RTI system. Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. The RTI system developed will need to include the following components:
- Student screening;
- Progress monitoring;
- School-wide, multi-level instructional and behavioral system for preventing school failure;
- Data-based decision making for instruction, movement within the multi-level system, and disability identification.

Turnaround Principle # 5   **Title: Effective Staffing Practices**

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

Description of Improvement Necessary Areas:

Evidence from Data:

Evidence from Observations:
- Teacher teams review student work to build a shared understanding of curricular goals and rigor. (PLC binders)

Evidence from Interviews:
- Recruitment efforts are implemented using traditional channels and procedures (Teacher interview, Administration interview)
- Clear selection criteria and processes are in place, including interviews and demonstration lessons. (Administration interview)
- Classrooms are staffed with full-time, certified and effective teachers (Administration interview)
- Some teachers receive constructive feedback and additional instructional support based on teacher evaluation. Monitoring is inconsistent. (Teacher interview, Administration interview)
- Teacher evaluations do not systematically link teacher practice data with student outcomes data (Teacher interview, Administration interview)
- Professional development is high quality, though primarily considered an "event" and not part of ongoing systems and structures in the school. (Teacher interview, Administration interview)
- All new teachers are provided with a mentor. (Teacher interview, Administration interview)
- Professional development focuses on student learning but does not provide for reflective opportunities. (Teacher interview, Administration interview)

Description of Ineffective Areas:

Evidence from Data:

Evidence from Observations:

Evidence from Interviews:
- Not all teachers are evaluated. (Teacher interview)
- Data are not analyzed in regard to teacher practice and teachers are not held accountable for student learning. (Teacher interview, Administration interview)
- Professional development is not linked to teacher evaluation, learning outcomes or school-wide goals. (Teacher interview, Administration interview)
- Staff assignment is based on something other than matching student learning needs with staff's instructional strengths. (Administration interview)
- Learning interventions are not staffed with certified effective or highly effective teachers. (Administration interview) (ie. Strong data teacher moving to teach PE class)
- Staff evaluations are not rigorous and inhibit the identification of staff who would benefit from improvement plans. (Administration interview)
- There are neither the systems in place nor the urgency to dismiss chronically underperforming teachers. (Administration interview)

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

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

Circle the Overall Rating: 1 Ineffective   <mark>2 Improvement Necessary</mark>   3 Effective   4 Highly Effective

<u>**Description of Improvement Necessary Areas:**</u>

Evidence from Data:

- Data on attendance, office referrals, discipline are collected but not analyzed to identify trends or intervention that could occur.
- Data is not presented to teachers in a user friendly format that would allow for changes to daily instruction to be made.
- Meetings notes do not indicate a use of data as part of the discussion to inform decisions regarding student achievement with the exception of the ISTEP+ strategy period.
- Professional development data indicates a wide range of focus not directly tied to school focus.
- Walk through data does not indicate a focus on specifics needed to improve but rather on generalities. There was little evidence to show data was shared with the staff.

Evidence from Observations:

- Teachers are tracking Acuity predictive scores as noted by the charts on the wall and the spreadsheets shared by a few staff members.
- Data was noted to be utilized to place students in Achieve for reading remediation, but analysis was not ongoing to determine additional remediation or intervention that may be needed.
- Instruction not guided by data outside of Flex and ISTEP periods.

Evidence from Interviews:

- Parents and staff noted a lack of participation at school events.
- Parents noted a lack of communication regarding decisions made regarding school decisions such as policies and student support opportunities.
- Parents reported a lack of knowledge of their student's test scores and progress. In addition, they did not have communication with the school about progress on a regular basis.
- Staff report using data only for remediation and flex period and not to inform daily instruction.
- Staff reports the lack of time to plan based upon the data given to them by administration. In addition, staff reports a lack of knowledge of how to use data to inform day to day instruction.

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

Student data needs to be utilized to guide and inform instruction in all areas on a daily basis. This includes utilizing data to determine individual student needs in regards to intervention and remediation outside of the Flex period. This includes utilizing data to differentiate instruction on a daily basis.   In addition, data should be analyzed to determine the need for professional development for not only the entire school, but for individual teachers. The Professional Learning Community (PLC) time needs to be structured so that data is the focus and collaboration is the key to making decisions for all students.   This includes opportunities to plan common assessments and to analyze student work to ensure high expectations in the use of data leading to student mastery of the standards.

Turnaround Principle # 7   **Title: Effective use of Time**
Circle the Overall Rating: 1 Ineffective   <mark>2 Improvement Necessary</mark>   3 Effective   4 Highly Effective

Description of Improvement Necessary Areas:
Evidence from Data:
Evidence from Observations:
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:
Evidence from Observations:
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, Administration interview)

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

Turnaround Principle 8:   Effective Family and Community Engagement:

Circle Overall Rating: 1 Ineffective   <mark>2 Improvement Necessary</mark>   3 Effective   4 Highly Effective

Description of Improvement Necessary Areas:

Evidence from Data:
- School provided a newsletter and calendar with major school and district events (such as breaks, assessment dates - calendars were shared at registration; unsure how newsletters are distributed)

Evidence from Observations:

Evidence from Interviews:
- Parents mostly expressed overall satisfaction with school and belief that teachers genuinely wanted to help support their students
- Parent felt welcomed at school, especially by office staff
- Parents expressed that school and staff replied immediately if contacted with questions or concerns
- Communication from school is shared via newsletter or Facebook
- Some communication from teachers, but not on a regular basis
- Parents mostly initiated contact with teachers with questions or concerns related to their student
- Teachers did not express consistent practices to engage or communicate with parents on a regular basis
- Parents unanimously expressed desire for parent-teacher conference to be re-instated formally into the school year
- Parents did not provide evidence that progress reports were sent home regularly
- Parents demonstrated limited knowledge of assessments used (limited to ISTEP+)
- RDS system is an online tool available for parents to log in and check grades and assignments; unclear how often parents utilized this program
- Parents expressed some concern for an Algebra class that their students would have to repeat again in high school
- Parents expressed some concern with the rigor of the curriculum
- Parents expressed interest in having more homework for students and holding them accountable through grading
- Parents noted that teachers do not consistently address behavior issues
  Parents expressed concern regarding the lack of safety concerns, e.g. why this school would not have doors locked like other schools within the district
- PTO exists but all events are not well attended
- Open houses but no one comes; grade level nights, awards ceremonies are better attended
- School developed a partnership with a local church (St. Mark's) to offer an after school program for students
- Other partnerships include Tri-State food bank, YMCA and Walmart
- School offers clubs for enrichment, such as bowling, speech, and academic bowl

<u>Summary of First Priorities that need to be intentionally addressed in your School Improvement Plan</u>:
- Student performance/achievement data should be shared with parents on a consistent and frequent basis
- Parents should be included as part of the school improvement process
- Social, emotional, and medical services could be expanded to help build an inclusive and supportive community for students and families

School Quality Review Report:

Dr. Bernard C. Watson Academy For Boys

Review Date: May 28-30, 2014

Address: 2065 Mississippi Street, Gary, IN 46407

Principal: William Roberts

Review Team: Daniel Bundridge, Robert Guffin, Linda Randolph, John Wolf

School Quality Review First Priorities

Dr. Bernard C. Watson Academy for Boys

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. Continue to build on data disaggregation from the leadership level down to the teacher level. Collect evidence of these meetings.

2. Create and utilize surveys on a regular basis to gather data on all aspects of school-wide programs and communicate results with all stakeholders.

3. Consider having teachers write SMART goals during data meetings to assist with the intentional use of data to drive instruction.

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 Scott Foresman Reading Street.

3. Adopt a new core reading program from the State Board approved core list.

4. Provide an uninterrupted reading block for Tier 1 instruction.

5. Provide a higher level of rigor for increased student achievement

6. Provide a strong understanding of RTI for all stakeholders

Turnaround Principle 4: Curriculum, Assessment and Intervention

1. Continued professional development around lesson planning and delivery of instruction.

2. Increase and target monitoring of lesson planning process to ensure the rigor of the CCRSS within the lessons.

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 (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
<u>Description of Highly Effective Areas: N/A</u>
<u>Description of Effective Areas: N/A</u>

<u>Description of Improvement Necessary Areas:</u>
1.1
The principal used data from multiple sources to create a mission and vision that is focused on student achievement that was presented to the school community. Some stakeholders can articulate the mission and vision and there are no benchmarks/milestones for the realization of the vision.

Evidence from Data: Evidence from Observations: Evidence from Interviews:
Mission and vision statements are posted around the school and inside classrooms. During interviews with stakeholders, students and staff, only a few could articulate the mission and vision of the school or direction. The vision was created within a collaborative process of internal and external stakeholders. The school's handbook has the mission and vision statement within the book.

1.2
The leadership team used previous student achievement data to drive the development of a school improvement plan (SIP) that included goals and some benchmarks for progress. Some staff members have been made aware of the priorities of the plan, yet have a hard time articulating details of this plan or school vision. The leadership is focused on implementing some key parts of this plan and the results are not systematically reviewed to assess progress and make adequate changes to the plan.

Evidence from Data: Evidence from Observations: Evidence from Interviews:
The school has a SIP that is review by the leadership team on a semi-regular bases. Mission and vision statements are posted throughout the school and some surveys are used to gather some evidence of stakeholder views. Administrative walk through data is gathered on regular bases.

1.3
The principal ensures that the building is safe and clean with some issues still persisting. There is a stated and consistent behavior system with rewards and consequences but these are not consistently tracked using data. There is evidence that teachers respond to incidents in their classrooms inconsistently. There are some procedures for monitoring and supporting a safe and orderly environment, yet they are not always followed by all staff. The administrative team reviews data on attendance, tardies, and behavior referrals. Interventions are not consistently in place for students who are persistently referred.

Evidence from Data: Evidence from Observations: Evidence from Interviews:
The principal has engagement data based on a walk through schedule. Some surveys are utilized to gather data on engagement. The school has a discipline plan, along with a handbook and master class and bell schedule. Leadership meeting agendas and notes are regularly kept. Formal and informal observation data is reviewed.   Self-evaluations are used to gather data from teachers.

1.4

The principal has an expectation of high quality teaching in all classrooms and conducts frequent formal and informal observations. There are high expectations set for students to receive a curriculum that is aligned to the state standards. The principal communicates a belief that all students can learn. The principal also communicates with parents his high expectations for students by interacting with them on a regular basis through a variety of avenues.

Evidence from Data: Evidence from Observations: Evidence from Interviews:
Administrative walk through data is collected and utilized to ensure high expectations are set in every classroom. Some surveys are utilized for internal and external stakeholders. A PB IS discipline guide is used to inform behavior decisions. Behavior expectations are posted around the school building, along with academic expectations and a mission and vision statement. The PBIS behavior rubric is posted in most classrooms.

1.5

The principal articulates that all staff will implement a standards based curriculum and assessments, yet there is not a systematic way of monitoring that this is being done across all classrooms. Formative assessments are used in ELA and Math. There is a lack of systematic scheduling of these assessments from the district level. Lesson plans are reviewed on a somewhat regular basis, though a systematic process is not in place for teacher feedback. Some processes are in place for teachers to have access to a standards based curriculum, assessments and resources. Teachers may still be using their own materials that are not always aligned to the standards.

Evidence from Data: Evidence from Observations: Evidence from Interviews:
During interviews with the staff, it was consistently stated that there is not a district wide curriculum or maps that all schools follow. There are coaching groups in place directed by the instructional coaches and administrators. The school uses the Sunguard Management System and the staff needs more training on this system and its effectiveness. There is time in the master schedule for co-planning opportunities throughout the day. There are formative assessments that are utilized in all classrooms with monitoring of these assessments from the administrative team.

1.6

The principal has the expectation that teachers will use collaboration time to focus on instruction but there is limited monitoring of this process. Walk-throughs are utilized to gather data on best practices.

Evidence from Data: Evidence from Observations: Evidence from Interviews:
There is a master schedule in place with some common planning times. The principal uses a walk-through system to gather data on instruction. There is a professional development plan in place. Grade level meetings regularly take place and some notes taken during these meetings are shared with the leadership team. Agendas and minutes are consistently utilized during leadership data meetings.

1.7

The principal and leadership team uses some different forms of disaggregated data to select a few key school-wide priorities to improve instructional strategies. A wal- through schedule is used to focus on best practices. The principal and leadership team uses informal and formal observation data to select a few priority areas to provide job embedded professional development.

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

The leadership team keeps an up to date professional development binder based on a few sets of data points. There are coaching groups in place to address weak instructional areas and staff. Informal and formal observations are used through a walk -through schedule to address instructional weaknesses.

1.8
The master schedule is completed in a timely manner by the principal so that all students are enrolled in a grade level appropriate class. There is also intervention time built into the master schedule for all students. This time does not meet research-based guidelines. The master schedule is somewhat inflexible to make grade level changes to address students' needs. There is time in the master schedule for common grade level planning. There is limited time built in the master schedule for teachers to observe other teachers.

Evidence from Data: Evidence from Observations: Evidence from Interviews:
The principal has developed a master schedule that allows all students to be assigned to the appropriate grade level along with school-wide intervention time and success time. There are minutes and notes collected during common grade level meeting times.

1.9
Traditional methods are used by the principal to recruit new teachers and staff to the school. The selection processes are limited due to the district's teacher's contract and not following the SIG guidelines. The principal regularly visits teacher's classrooms and provides some feedback with inconsistent monitoring of feedback. The principal has ensured with the leadership team that there is a clear and viable professional development plan and calendar in place that aligns to school improvement goals.

Evidence from Data: Evidence from Observations: Evidence from Interviews:
There is a master schedule in place with staffing assignments aligned to the needs of the school. Some climate surveys are utilized on a minimal basis. Formal and informal observation data is collected and used to drive professional development. Grade level meetings take place through the common planning time embedded into the master schedule.
1.10
The principal ensures that family members are informed about student academic progress through traditional communication tools, like student report cards. The principal encourages support and school structures. There are some partnerships developed outside of the school through local organizations and support services.

Evidence from Data: Evidence from Observations: Evidence from Interviews:
The principal utilizes some climate surveys to collect climate data. There is list of community organizations which have a working relationship with the school.

Description of Ineffective Areas: N/A

Summary of First Priorities that need to be intentionally addressed in your School Improvement Plan:
Continue to build on data disaggregation from the leadership level down to the teacher level. Collect evidence of these meetings. Create and utilize surveys on regular basis to gather data on all aspects of school-wide programs and communicate results with all stakeholders. Consider having teachers write SMART goals during data meetings to assist with the intentional use of data to drive instruction.

Turnaround Principle # 2   School Climate and Culture

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

Description of Highly Effective Areas: NA

Description of Effective Areas:

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

Evidence:

The building is fairly well maintained as evidenced by clean hallways and classrooms (observation). Teachers, parents, and students all indicated they felt safe while at school. School has established PBIS as the discipline system and all staff have adopted it into their practice (interviews and observation).

Next steps:

Create a more secure building entry procedure so that there is controlled access into the facility.

Description of Effective Improvement Necessary Areas:

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

Evidence:

Observations noted a few interruptions to learning time. Attendance tracking procedure by a leadership team member to verify the attendance stopped interruption in each classroom at least one time per day in each class period. Differentiated instruction is not observed in some classrooms; however some groupings for remediation do reflect a beginning step for this to occur more frequently.

A toolbox of best practice strategies for teachers has not been developed for delivering instruction. The major strategy observed was grouping. Checks for understanding throughout the lessons were not observed in all classrooms. Small group instruction occurs as a result of the workshop model implementation. Varied instructional strategies were not observed.

The building staff uses groupings (Success Period) as their source for academic interventions.

Next steps:

Create RTI process with structures and procedures that are clear and implement the process with fidelity.

Decide on 4 or 5 best practice instructional strategies that all teachers are expected to use. Monitor classrooms and recognize teachers who are using the promoted strategies.

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

Evidence:

Observations indicated rigor was lacking in most classrooms. Remediation is strong, however, classroom instruction would benefit from more professional development (recommend Doug Lemov's *Teach Like a Champion* as a book study with selected strategies chosen as school-wide focus).

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

1. Increase security for building entry.
2. Create a process for identifying and implementing RTI school-wide.
3. Select instructional strategies for professional development, model the strategies with coaches, have teachers practice the strategies with coaches, and monitor classrooms for implementation of the strategies.

Turnaround Principle # #3   Effective Instruction

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

Description of Highly Effective Areas: N/A
Description of Effective Areas: N/A

Description of Improvement Necessary Areas:
Principle Turnaround 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, and 3.6 Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

Evidence from Data:
1. Limited Teacher Survey Results
2. Parent Interview Results
3. IREAD3 Results 51.7% passing 2013-14 (A 16.2% drop in passing from 2012-13)
4. Classroom Observations-ELEOT Worksheet
5. A-F Accountability Report
6. IMAST Report 38.1% of all students passed both E/LA and Math
7. School Self-Evaluation Form
    * Most PLC's work together to create proficiency plans before lesson planning 2.5
8. ISTEP Results only 25.7% passed both the ELA and Math portion of ISTEP+ 2013 (all grades).

9. ISTEP+ Results 2012-13 Passing Percentage

	English/Language Arts	Math
Grade 3	60.9%	34.8%
Grade 4	80%	41.4%
Grade 5	26.3%	55%
Grade 6	17.6%	47.1%

Evidence from Observations:
1. Watson provides full inclusion.
2. Differentiated instruction is lacking during instruction.
3. Equitable Learning Environment (2.2 rating)
    * Students have differentiated learning opportunities and activities that meet her/his needs 42% Not Observed
4. High Expectations (2.0 ratings)
    * Students are engaged in rigorous coursework, discussions, and/or tasks 33% Not Observed
    * Students are asked and respond to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) 50% Not observed
5. Supporting Learning (2.3 rating)
    * Students are provided support and assistance to understand content and accomplish tasks 33% Partially Observed
6. Active learning (2.1 rating)
    * Students make connections from content to real-life experiences 58% Partially Observed
7. Progress Monitoring (1.8 rating)
    * Students asked and/or quizzed about individual progress/learning 42% Not Observed
    * Students respond to teacher feedback to improve understanding 42% Not Observed

- Students demonstrate or verbalize understanding of the lesson/content 42% Partially Observed
- Students understand how work is assessed 75% Not Observed

Evidence from Interviews:

1. Faculty/Staff/Student Interviews evidence include:
   - Students are engaged in intervention lessons
   - 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 for core instruction
   - Teachers generally understand differentiation, but application wasn't evident
   - Interventions were purposeful
   - Little evidence that lessons engage various learning styles in instructional delivery
   - Student engagement is lacking
   - Lessons do not provide differentiation of learning objective
   - Data is utilized as a standard part of teacher meetings for intervention purposes
   - Lessons do not provide pre-teach, reteach or spiraling for student learning

Description of Ineffective Areas: N/A

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 Scott Foresman Reading Street.
3. Adopt a new core reading program from the State Board approved core list.
4. Provide an uninterrupted reading block for Tier 1 instruction.
5. Provide a higher level of rigor for increased student achievement
6. Provide a strong understanding of RTI for all stakeholders.

Turnaround Principle #   4   Curriculum, Assessment & Intervention System

Circle the Overall Rating: 1 Ineffective   2 Improvement Necessary   3 Effective   4 Highly Effective
Description of Highly Effective Areas: NA
Description of Effective Areas: NA
Description of Improvement Necessary 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:
Coaches conduct frequent and regular observations in classrooms with the main focus being remediation and workshop strategies (observation). The district has not provided a curriculum guide and teachers plan their lessons using the instructional calendar and the acuity blueprint (interview and observation).
Next Steps:

1. District to provide a CCRSS curriculum guide for the 2014-15 school year.
2. Coaches and Administrators to review lesson plans and monitor for both CCRSS and objectives tied to the state standards.

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.
Evidence:
Acuity assessments are in place and teachers review and analyze results (observation, interviews, and data from learning log meetings). Although teachers have a sense of what students are to know and be able to do this understanding is not guiding the development of all lesson planning (interviews). There is collaboration and discussion using formative data (observation, interviews, and notebook evidence).
Next Steps:
    1.   Develop additional data points (ISTEP, IREAD, Exit ticket data) to guide instructional planning.

4.4 Instructional materials and resources are aligned to the standards based curriculum documents.
Evidence:
Teachers are developing their own materials for use with the district instructional calendar. Materials are not regularly distributed to teachers for lesson planning.
Next Steps:
    1.   The district development of a curriculum guide, and textbook adoption of materials that raise the level of rigor is important for the school's continued instructional improvement. This will allow vertical alignment within the school.

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:
Diagnostic data (Acuity and DIBELS analysis, Learning Log meetings) identifies student gaps. All teachers use groupings during success periods for all students (observation and interviews). Intervention groupings change every few weeks (interviews) but no additional efforts were evident to address individually students who are two or more years behind academically.

Description of Ineffective Areas:
4.1 The district or school curriculum is aligned with College and Career Ready State Standards CCRSS).
Evidence:
There is no district wide curriculum guide. There is an instructional calendar. Interviews with staff suggest that not all are aware of the CCRSS and that learning objectives are not linked to CCRSS. Although teachers use the workshop model lesson planning tool, interviews and observations suggest that not all teachers can articulate what students are to know and be able to do as a result of the lesson.

Next Steps:
    1.   Introduce the lesson objectives to students daily and refer to them throughout the lesson.
         (Student Asia—please describe which of the three objectives for today your answer fulfills).

Summary of First Priorities that need to be intentionally addressed in your School Improvement Plan:
    1.   Continued professional development around lesson planning and delivery of instruction.
    2. Increase and target monitoring of lesson planning process to ensure the rigor of the CCRSS within the lessons.

Turnaround Principle # 5   Effective Staffing Practices

Circle the Overall Rating: 1 Ineffective   ⟨2 Improvement Necessary⟩   3 Effective   4 Highly Effective
Description of Highly Effective Areas: N/A
Description of Effective Areas: N/A

Description of Improvement Necessary Areas:
Principle Turnaround Indicator 5.2 School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes., 5.4 Staff assignments are intentional to maximize the opportunities for all students to have access to the staff's instructional strengths., and 5.5 Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.

Evidence from Data:
1. IREAD3 Percent Passing trend for 2013-14 51.7%
2. IREAD3 Percent Passing trend for 2012-13 67.9%
3. ISTEP+ Overview 2012-13

	E/LA	Math
Grade 3	60.9%	34.8%
Grade 4	80%	41.2%

Evidence from Observations:
1. Classroom observations indicated whole group instruction and lacked differentiated instruction.
2. Classroom observations indicated that lessons were aligned to standards, but overall students couldn't articulate what the learning objective was and how it related to their learning.
3. Small group intervention practices were strong and staff assignments were intentional to maximize opportunities for students.

Evidence from Interviews:
1. Principal survey indicates that the school needs support with recruiting, hiring and retaining effective teachers.
2. Principal survey indicates that the principal has some input on the hiring process.
3. Principal would like to increase the amount of time he spends in providing feedback for teachers.

Description of Ineffective Areas:

Principle Turnaround Indicators 5.1 Hiring timelines and processes allow the school to competitively recruit effective teachers. and 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.,

Evidence from Data:

1. IREAD3 Percent Passing trend for 2013-14 51.7%
2. IREAD3 Percent Passing trend for 2012-13 67.9%
3. ISTEP+ Overview 2012-13

	E/LA	Math
Grade 3	60.9%	34.8%
Grade 4	80%	41.2%
Grade 5	26.3%	55%
Grade 6	17.6%	47.1%

4. Principal survey indicates that the school needs support with recruiting, hiring and retaining effective teachers.
5. Principal survey indicates that the principal has some input on the hiring process.

Evidence from Observations:
1. Teachers were not utilizing the highly engaging strategies offered from workshops.

Evidence from Interviews:
1. Numerous professional development workshops are offered throughout the year. Unfortunately, professional development is planned for all staff members and not based on their specific needs.

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

Leadership priorities that need to be established for the Turnaround Principle entitled **Effective Staffing Practices** are:

1. Staff professional development needs should be based on student data and the teacher's specific needs based on observation.
2. Be intentional to offer professional development that is differentiated for all teachers.
3. Provide a clear understanding for classroom observations and follow-up.

Turnaround Principle # 6   Enabling the Effective Use of Data

Circle the Overall Rating: 1 Ineffective   2 Improvement Necessary   3 Effective   4 Highly Effective
Description of Highly Effective Areas: N/A
Description of Effective Areas: N/A

Description of Improvement Necessary Areas:
6.1, 6.2, 6.3
6.1
Data on attendance, tardies and behavior are available with some effort but there is not a systematic process to identify and address students most frequently referred. There is some data that is tracked on the participation of families at school events. Some climate and culture surveys are utilized and are analyzed by the leadership team.

Evidence from data: Evidence from observations: Evidence from interviews

A climate survey is used throughout the school year along with discipline, referral, and attendance data. Progress reports are sent home on quarterly bases. ISTEP, Acuity, cycle, DIBELS, and Burst data is regularly collected and analyzed.

6.2
A range of student data is collected across grade levels and classrooms which is managed manually. Teachers have access to data through school-wide data binders. Some data review protocols are in place to analyze and disaggregate assessment and behavior data.

Evidence from data: Evidence from observations: Evidence from interviews
Leadership provided evidence of data presented to staff through professional development and staff meetings. There was a great wealth of data provided in the school-wide assessment data, PD and discipline binders.

6.3
Teachers and staff have events where data is the focus. All professional development is loosely linked to addressing both student and staff needs. Leadership walk-throughs are scheduled and mostly adhered to which focus on best practices and are aligned to some PD.

Evidence from data: Evidence from observations: Evidence from interviews
There is a master schedule in place at the beginning of the school year. Samples of data presented to staff were evident along with many types of data analysis at the leadership level.

Description of Ineffective Areas: N/A

Summary of First Priorities that need to be intentionally addressed in your School Improvement Plan:
The school needs to develop and utilize climate and culture surveys to keep a pulse on internal and external stakeholders. Acuity data organized needs to be utilized at all appropriate grade levels and used to drive instruction and intervention for the next acuity round. There needs to be a systematic process in place to analyze all forms of data and communicate the findings to all stakeholders.

Turnaround Principle # 7   Effective Use of Time

Circle the Overall Rating: 1 Ineffective   2 Improvement Necessary   ③ Effective   4 Highly Effective
Description of Highly Effective Areas: N/A

Description of Effective Areas:
7.1
There is a master schedule available for review. Schedules are posted in classrooms and in binders in resource room. Overall, transitions were orderly and there were few interruptions during the instructional block.
7.2
Students who are two or more years behind in math or reading are receiving additional support. The master schedule reflects the intervention times and the classroom schedules show the groupings of students. Diagnostic assessments are used to identify students that are in need of support.

7.3

Teachers have scheduled planning time. There is a calendar for staff professional development. Professional development topics are listed in the School Improvement Plan as well as the Student Achievement Plan. Substitutes are used for the teacher release times.

Evidence from Data: Binders of information show that Watson has adjusted their schedule to accommodate the interventions being offered. There has been a substantial amount of professional development, specifically from the Pearson instructional coach.

Evidence from Observations: Observed intervention charts in classrooms. Several classrooms were engaged in intervention activities.

Evidence from Interviews: Staff understands the rationale for the schedule in place to accommodate the needs of the students. They indicate they receive a lot of guidance and support. It is clear that teachers have time for collaboration. The Pearson Coach is very knowledgeable and focused regarding what needs to be done to move from collaboration to effective instruction. Transition times appear to be orderly and the instructional time had no interruptions during this observation. The school needs to make sure that the school year begins with a schedule in place so that staff and students are ready to start instructional programs as soon as possible.

Description of Improvement Necessary Areas: N/A

Description of Ineffective Areas: N/A

Summary of First Priorities that need to be intentionally addressed in your School Improvement Plan:
More intervention needed for students in need of acceleration. Need to make sure that there are opportunities for more vertical and horizontal collaboration. Teachers should submit interest surveys to ensure they are getting professional development in areas of interest to them.

Turnaround Principle # 8   Effective Family & Community Engagement

Circle the Overall Rating: 1 Ineffective   2 Improvement Necessary   3 Effective   4 Highly Effective
Description of Highly Effective Areas: N/A
Description of Effective Areas: N/A

Description of Improvement Necessary Areas:
8.1
Family members are informed through traditional methods but the concern is that only a few parents are actively participating in school activities. More information should be shared more frequently regarding the academic progress of the students. There are a few parents that are consistent in regard to their commitment to supporting the school.
8.2
There is minimal support from community organizations. Because most students are transported, there is minimal opportunity for afterschool support. There is a need to develop formal partnerships to provide assistance for struggling students.

Evidence from Data: Binders of information show that Watson has had several opportunities for parents to be engaged. The concern is that there is not a high percentage of parent participation. Approximately 16 parents responded and appear to be satisfied with the Watson Academy.

Evidence from Observations: Observed parent and community volunteers in the classrooms. Invitations to various school functions were noted. The meetings of academic focus were Family Literacy and Math Nights, progress reporting and report card review. Parent participation is not as consistent as desired. The administrators and staff have noted this as a major concern.

Evidence from Interviews: The staff has put forth some effort to plan opportunities for parent participation but they are discouraged because few parents attend the events. Many of the students are transported to school and the parents may not be able to get to the school since there is no dependable transportation. The only students that walk (less than 50) are from the nearby housing authority.
The parents and grandparents interviewed are very supportive of the Watson Academy for Boys. Two of the parents were regular volunteers and a grandparent was a retired teacher. At least 3 parents have had multiple students at this school. The group was well-informed and very positive about the school. They spoke highly of the administrators and the teachers. The parents interviewed should be used as a core PTA/PTO group since they are informed and committed to the students at Watson. It was expressed that information needs to be received in a timely fashion. Some parents are in need of training in order to access their student's information.

Description of Ineffective Areas: N/A

Summary of First Priorities that need to be intentionally addressed in your School Improvement Plan:
There is definitely a need to devise strategies that will increase parent involvement. It was suggested that the staff find ways to go into the community. For example, they can hold meetings at the libraries near the students' homes or at the community centers in the housing projects. They should develop relationships with businesses that will provide incentives for students and parents. The school should offer more Language Arts and Math activities. Staff should be encouraged to reach out and do more to involve parents. If students are motivated to bring parents they will be the catalyst to get the parents to the school. Teachers should use technology to support their efforts. They can text and email parents. Parents should be taught to use the portals available to review students' attendance, grades, etc.
There is a need to broaden the community relationships so the school can receive more support for students that are struggling academically. There is a need for more after school offerings; however, it is recognized that most students are transported and cannot stay for after school support. Watson should make sure that there is a system in place to monitor and evaluate the community support provided to the Watson Boys' Academy. More feedback from the community is needed. Circulate surveys at registration, orientation, report card pick-up, etc. Increase the network of community providers that can assist the boys at Watson.