LEARNING SCIENCES INTERNATIONAL®
SCHOOL NEEDS ASSESSMENT
REPORT

District:	South Bend Community Schools Corporation
School:	Dickinson Fine Arts Academy
Street Address:	4404 Elwood Ave.
City, State, ZIP:	South Bend, IN 46628
Principal:	Sherry Bolden-Simpson
Dates of Assessment:	3/14/22 - 3/15/22
LSI Assessment Team:	Assessment Team Lead: Tracey J. Waters Assessment Team Members: Dodi Davenport, James Payne

LSi

LEARNING®
SCIENCES
INTERNATIONAL

Contents

PART 1: Background and Purpose of the School Needs Assessment at Dickinson Fine Arts Academy

The Elementary and Secondary Education Act of 1965 is the primary federal education legislation and has undergone several reauthorizations, the latest of which is the Every Student Succeeds Act (ESSA). ESSA now requires states to develop a statewide accountability system, with long-term and interim progress goals, for all students and specific disaggregated groups. The system is based on multiple indicators, which must:

- Be the same for all public schools;
- Include valid, reliable, and comparable measures that are disaggregated by subgroup; and
- Measure each of the following: academic achievement; graduation rates for high schools and academic progress for elementary and middle schools; progress in attaining English language proficiency; and at least one state-selected indicator of school quality or student success (which may vary for schools in different grade spans).

ESSA also requires that states have a method for identifying schools for Comprehensive (CS) and Targeted (TS) Support and Improvement. Under the statute and the final regulations, states must identify certain schools at least once every three years for comprehensive support and improvement, including:

- At least the lowest-performing 5 percent of Title I schools in the state;
- High schools with graduation rates at or below 67 percent (or a higher percentage selected by the state) for all students based on the four-year adjusted cohort graduation rate; and
- Title I schools with chronically low-performing subgroups that have not improved after implementing a targeted support plan for a state-determined number of years.

In partnership with South Bend Community Schools Corporation (SBCSC), Learning Sciences International (LSI), seeks to support Dickinson Fine Arts Academy with evidence-based practices and metrics to propel the school improvement process and increase student achievement. As a first step in any partnership, LSI conducts a School Needs Assessment (SNA) – an analysis of data related to leadership, instruction, curriculum, culture and conditions at the school. The intention for this needs assessment is to identify both strengths and areas for growth, and to assist SBCSC in planning for support.

PART 2: School Profile and Context

The narrative includes data from a range of sources (local and state) and the 2018 to 2021 school years, as some information was not reported year to year.

Dickinson Fine Arts Academy is located on the west side of the city of South Bend, Indiana. The school's vision describes "an inclusive community of creative, curious, lifelong learners where equity and justice are championed." Its enrollment is 512 students, grades 6-8, with the following characteristics:

- 81.4% of students are classified as free/reduced lunch
- 18.2% are classified as students with disabilities
- 15% are classified as having limited English proficiency
- 50.2% of students are African American
- 29% of students are Hispanic
- 12.7% of students are White
- 7.5% of students are multi-racial

There are 56 full time faculty whose years' experience are anywhere from first year teachers to twenty-year veterans. The professional evaluation data classifies 96% of teachers as effective or highly effective. There are three new teachers assigned to eighth grade this year. The school's Principal, Assistant Principal, and Dean of Students make up the leadership team who have worked together for the past three years and have collectively served in SBCSC for decades.

Dickinson Fine Arts Academy has earned an Adequate Yearly Progress (AYP) grade of a D for the '18-19 and '19-20 school years. Achievement test scores based on Indiana's state test, ILEARN, showed less than 20% of students reached 'at or above' proficiency in English, Math, or Science. On NWEA/MAP, students in 6th and 7th grade met their intended growth target from Fall to Spring while 8th grade did not grow or decline based on median RIT scores. Chronic absenteeism and Out of School Suspensions (OSS) rank higher than the state average.

PART 3: Structure of Data Collection/Methodology

LSI deployed a team of three personnel to conduct this needs assessment on March 14th and 15th, 2022. The needs assessment schedule of activities was as follows:

Day 1

- Pulse Survey
- Focus Group Interview – 1 hour
- Scheduled Rigor Walk classroom visits (randomized) with Principal and Assessment Team Lead – 2 hours
- Principal 1:1 Interview – 2 hours
- Leadership Team 1:1 Interviews –1 hour each
- Informal classroom visits with Assessment Team Members
- Informal discussions with students and/or teachers will occur in open settings (e.g., cafeteria, media center, bus loop, car loop)

Day 2

- Student Support Staff Group Interview– 45 minutes
- PLC visits
- Scheduled Conditions Walk classroom visits (randomized) with Principal and Assessment Team Lead – 90 minutes
- Informal classroom visits with Assessment Team Members (continued)
- Informal discussions with students and/or teachers will occur in open settings (continued)
- Principal debrief with Assessment Team

This report provides LSI's findings and recommendations arising from the SNA at Dickinson Fine Arts Academy.

PART 4: Detail of Findings and Recommendations

Rigor Diagnostic

LSI's Rigor Diagnostic is an onsite analysis of critical components of rigor and autonomous student learning, including *Conditions for Learning Rigorous Standards*, *Standards-Based Student Evidence*, *Activating Student Teams to Achieve the Standard*, *Verify Learning to Take Action Within a Lesson,* and *Tracking Student Progress Toward Standards*.

During a Rigor Diagnostic, LSI's Assessment Team Lead meets with school leadership to collect information about current processes, policies, and systems that impact leading indicators of teacher practice and student learning. The Assessment Team Lead then helps the leadership team identify baseline conditions, measure progress, and determine next steps for implementing support structures to improve teaching and learning. The goal of the Instructional Rigor Diagnostic is to identify whether there are tightly coupled systems in place and whether those systems are achieving results for all students.

The Rigor Diagnostic was administered on March 14, 2022, using 10 randomly selected classroom observations representing 2 in Grade 6, 3 in Grade 7, and 5 in Grade 8. During the assessment four observed subjects included 4 English Language Arts, 4 Mathematics, 1 Social Studies course and 1 Tier 2 intervention course (Read 180).

LSI utilizes a taxonomy with four levels including Retrieval, Comprehension, Analysis, and Knowledge Utilization. At the Retrieval level, students can recognize and recall learning. At the Comprehension level, students can integrate and illustrate their learning. At the Analysis level, students can compare, classify, analyze errors, form conclusions, and predict outcomes. Finally, at the Knowledge Utilization level, students can use their learning for decision-making, problem-solving, experimenting and investigating. To evolve to student-centered, rigorous, and engaging learning that prepares all students for successful lives in the new economy of the 21st century, student learning needs to occur at the Analysis and Knowledge Utilization levels.

Findings:
- **Rigor Diagnostic Pillar Scores:** The Pillar average was 2.3 out of 12.
  - **Conditions for Learning Rigorous Standards** received the highest average pillar score (4.3)
  - **Activating Student Teams to Achieve the Standard** received the lowest average pillar score (1.0)
  - **Retrieval** was the taxonomy level seen most frequently in student work (70% of classrooms)
  - **Comprehension, Analysis, and Knowledge Utilization** was the taxonomy level seen least frequently in student work (0% of classrooms)
  - No student work was observed in 30% of classrooms.

Dickinson

Walk: Rigor Diagnostic
Date Range: July 1, 2021 to March 22, 2022

Rigor Diagnostic Visits

Rigor Diagnostic 1
March 14, 2022

Classrooms: 10
Total Teachers: 10
Pillar Average: 2.3
Conductor: Waters, Tracey

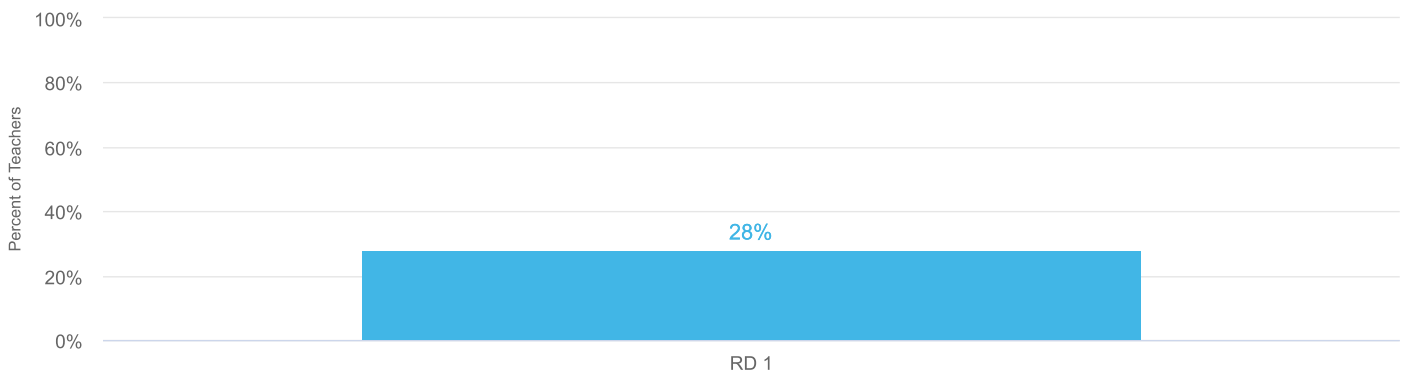## Rigor Diagnostic Characteristics

Subject

	RD 1	Total
English Language Arts	4	4
Mathematics	4	4
Other	1	1
Social Studies	1	1
Arts and Humanities	0	0
Business Computer a…	0	0
Foreign Language	0	0
Music	0	0
Physical Education	0	0
Science	0	0

Grade

	RD 1	Total
PK	0	0
K	0	0
1st	0	0
2nd	0	0
3rd	0	0
4th	0	0
5th	0	0
6th	2	2
7th	3	3
8th	5	5
9th	0	0
10th	0	0
11th	0	0
12th	0	0
Other	0	0

Observed Teachers

Rigor Diagnostic Pillar Scores

The Rigor Diagnostic contains questions on a 12-point scale, grouped into one of five pillars. The average score for each pillar is compared below. Higher scores indicate a stronger alignment with the characteristics of rigorous instruction
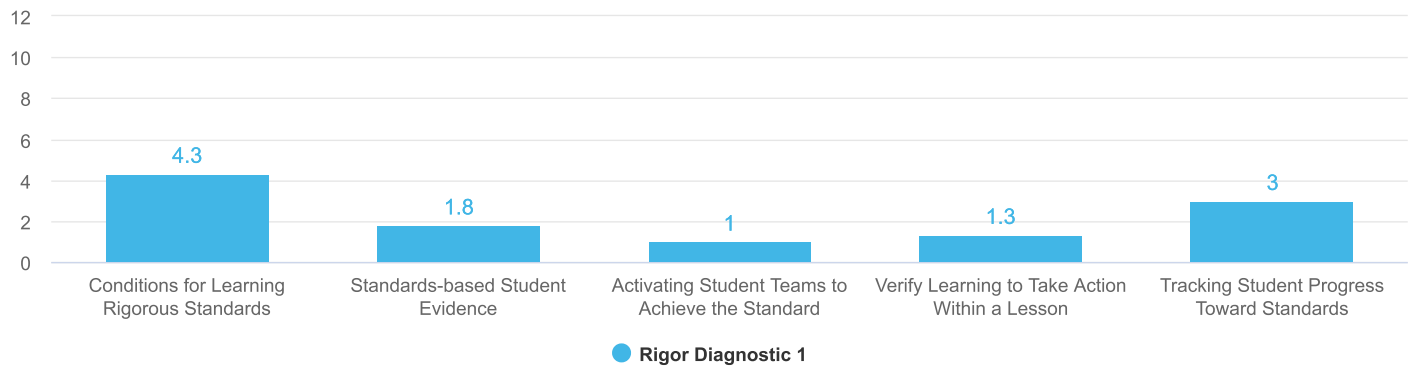
● **Rigor Diagnostic 1**

Rigor Diagnostic Summary

In the most recent Rigor Diagnostic,

- **Conditions for Learning Rigorous Standards** received the highest average pillar score (4.3)
- **Activating Student Teams to Achieve the Standard** received the lowest average pillar score (1)

Rigor Diagnostic Growth Trend

Each column below represents the average Pillar score from a specific Rigor Diagnostic

Once the Rigor Diagnostic Conductor conducts 3 Rigor Diagnostics, a chart will appear here to show the growth trend
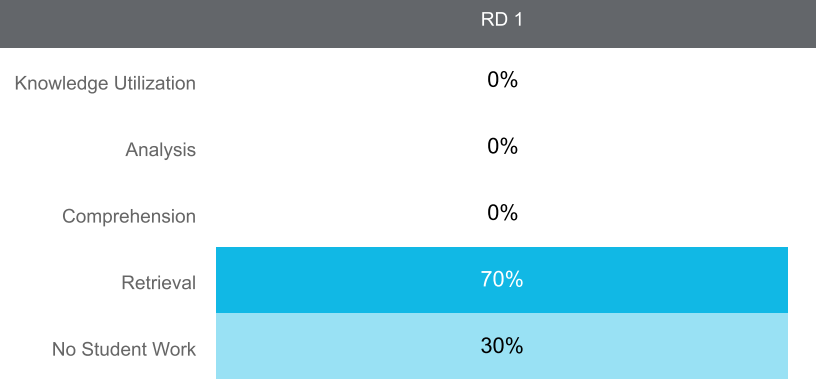
Observed Taxonomy Levels

There are two important questions to consider when looking at taxonomy levels: First, is the taxonomy level of student work appropriate for the learning target? Second, are classrooms working toward higher taxonomy levels that are associated with more rigorous instruction?

Taxonomy Level Most Often Seen in Student Work

Knowledge Utilization	
Analysis	
Comprehension	
Retrieval	RD 1
No Student Work	
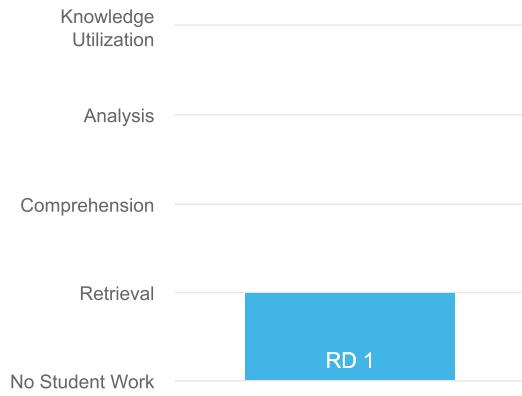
Taxonomy Levels Seen in Student Work

RD 1	
Knowledge Utilization	0%
Analysis	0%
Comprehension	0%
Retrieval	70%
No Student Work	30%

Taxonomy Level Summary

In the most recent Rigor Diagnostic,

- **Retrieval** was the taxonomy level seen most frequently in student work (70% of classrooms)

- **Comprehension**, **Analysis**, and **Knowledge Utilization** was the taxonomy level seen least frequently in student work (0% of classrooms)

Curriculum Needs Assessment

The Curriculum Needs Assessment will take place on an agreed upon date with Rachel Anders and building administrators.

[The rest of this page intentionally left blank.]

Classroom Observations

Throughout the SNA, classroom observations are conducted to represent each grade. In total, 34 classroom visits allowed team members to look for evidence of teacher capacity to provide rigorous instruction with standards-based learning targets, student engagement in academic conversations and aligned tasks, and student evidence of learning aligned to the intent and rigor of the standards.

Findings and Recommendations Concerning Capacity to Deliver Rigorous Instruction

Findings:

- Most classrooms had no evidence of daily learning targets. A few classrooms posted or referenced a lesson objective.
- Most classrooms observed were traditional in nature; teacher centered. There were few opportunities for students to take ownership of their learning.
- All observed tasks were not at the taxonomy level of the standard, or not aligned to the standard and student evidence was consistently at the Retrieval level.
- No observed tasks required students to interact with one another.
- There was no evidence of students organized by partners or teams. Some classrooms had students sitting together, but not interacting with the content of the lesson.
- There was little evidence of teachers monitoring student learning or adjustments to instruction, based on student evidence, during the lesson.
- Most students demonstrated compliance, rather than intellectual engagement, with the lesson content.
- There was no evidence of students tracking or verifying their own learning.
- Most classrooms demonstrated an over reliance on 1:1 devices. Some students used technology for non-instructional website exploration or social media, rather than purposeful learning.
- There was inconsistent evidence of implementation of strategies related to the district-supported professional development with The Writing Revolution.

Recommendations:

- Execute rigorous core (Tier 1) instruction using a student and team centered instructional model along with approved materials aligned to grade level standards.
- Provide the purpose and expectations for developing daily learning targets and tasks aligned to the standard (or part of the standard) being taught.
- Support teachers in developing daily learning targets and tasks designed to elicit student evidence of learning at the full intent of the rigor of the Indiana Academic Standards.
- Monitor all students for progress toward attainment of daily learning targets using a tracking system.
- Reduce learning activities that rely solely on the use of technology.
- Provide opportunities for all staff to engage in research-based, professional development related to planning and implementation of rigorous core instruction.
- Provide consistent coaching and feedback to teachers to ensure implementation of strategies provided through ongoing professional development.
- Develop teaming structures to promote student interaction that encourages academic risk-taking and collaboration around the lesson content as they begin to take ownership of their learning.
- Design structures for students to track their own progress toward attainment of learning targets.
- Leverage anchor charts and other resources to provide students with greater autonomy for building ownership over their learning.

Principal 1:1 Interview

The SNA Team Lead conducted a structured assessment of the principal's knowledge, skill, and capacity as an instructional leader. The Principal 1:1 interview looks for the competencies and skills that are the hallmarks of principals who successfully turn around low performing schools (Public Impact, 2008, 2016). According to School Turnaround Leaders Public Impact Report, "School turnarounds are possible, but they take a concerted effort with bold leadership with persistent, achievement-oriented collaboration among staff" (p. 4). The report provides feedback in the four clusters listed below.

Driving for Results

This cluster of competencies is concerned with the school turnaround principal's strong desire to achieve outstanding results and the task-oriented actions required for success. These enable a relentless focus on learning results.

Achievement
- The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
- Taking responsibility to improve outcomes and implement initiatives to accomplish sustainable results.

Monitoring and Directiveness
- The ability to set clear expectations and to hold others accountable for performance.
- Mindfulness of school performance needs and holding teachers and administrators accountable for high standards.

Recognition of Instructional Practices
- Ability to discern instructional strategies and quality of implementation.
- Ability to recognize the alignment of student evidence to target standards.

Initiative and Persistence
- The drive and actions to do more than is expected or required in order to accomplish a challenging task.

Planning Ahead
- A bias toward planning in order to derive future benefits or to avoid problems.

Influence for Results

This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others. These enable working through and with others.

Impact and Influence
- Acting with purpose of affecting the perceptions, thinking, and actions of others.

Team Leadership
- Assuming authoritative leadership of a group for the benefit of the organization.
- Working with a group to leverage their input, develop actionable goals, and implement change in a school.
- Use of distributive leadership to ensure a smoothly running organization.

Parent and Community Connection
- Continuous outreach to parents and the community to build collaborative relationships that support student learning.

***Developing Others*:**
- Influence with the specific intent to increase the short- and long-term effectiveness of another person.

Problem Solving

This cluster of competencies is concerned with the principal's thinking as applied to organization goals and challenges. It includes analyzing data to inform decisions; making clear, logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. These enable solving and simplifying complex problems.

Analytical Thinking
- Relentless collection and examination of student evidence of learning aligned to the standards.

Conceptual Thinking
- High expectations of teachers to adapt and improve instruction based on short-cycle data.

Showing Confidence to Lead

This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds

Self Confidence
- A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.

Findings and Recommendations of the Principal 1:1 Interview

Findings:

Driving for Results Adapted from PublicImpact.com; Copyright Public Impact
- Expectations for collaboration and a plan for the monitoring of PLC activities were not evident.
- The principal reported that her focus during informal observations is around clarity of purpose and student engagement. During the formal evaluation process, her focus is based on the SBCSC's teacher evaluation rubric.
- The principal described intervention strategies, but a system is not in place to collect and evaluate evidence of the effectiveness of these interventions.
- Students move in cohorts and are provided with double blocks of instruction to maximize instructional time and to provide common planning time to teachers.
- Literacy and Math instruction was prioritized when making staff assignment decisions.
- The schedule is modified to allow for a "Power Block" once per week where students rotate through classrooms for focused instruction on the Priority Standards (assessed on iLEARN).

Influence for Results Adapted from PublicImpact.com; Copyright Public Impact
- The principal was observed, in multiple settings, as caring personally for staff and students. She led with perseverance in the face of challenges.
- The principal used formal authority fairly and treats people on her team with respect.
- The leadership team meets weekly on operational issues, discipline data, and to review instructional data. The focus is on problem solving and what can be accomplished for that week.
- The Leadership Team involves teacher leaders in decision making and there is evidence of emerging distributive leadership within the Teacher Leadership Team (TLT).

- Observation data indicated some growth in teacher practice as a result of feedback from the principal.
- The principal has established strong relationships with parents and community members.
- Some staff members indicated that parent participation and involvement was limited.

Problem-Solving Adapted from PublicImpact.com; Copyright Public Impact

- Expectations have been set for teachers to plan and post objectives tied to grade level standards. There was no evidence of a system used by the principal to hold teachers accountable for these expectations.
- There was some evidence of monitoring of student achievement data by the principal to set school-wide and grade level growth goals.
- Specific intervention programs (Read 180 and IXL) identify students for interventions and teachers are responsible to assign, group, and monitor student progress. There is evidence of consistent use of these programs but not of intentional progress monitoring.
- The principal expressed concern about improving student achievement but did not describe specific actions taken to do the work.
- There was an over-reliance on technology, programs and 1:1 devices, during core instruction.
- There was no evidence of monitoring appropriate use of technology on the part of the teacher.

Showing Confidence to Lead Adapted from PublicImpact.com; Copyright Public Impact

- The principal led the team with persistence despite challenges with teacher shortages and classroom coverage.
- The principal attributed one of her greatest strengths as a leader to her deep community ties.

Recommendations:

- Ensure new school administration operates from a lens of learning and seeking to understand the community, students, and staff.
- New school administration should continue to build strong relationships, with all stakeholders, for a positive, inclusive school environment.
- Develop a plan for increasing parent and family involvement.
- Implement systems for monitoring interventions closely to increase flexible grouping aligned to specific student needs and determine overall impact on student growth.
- Continue to prioritize teacher growth and retention, particularly in the content areas of literacy and math.

School Leadership Team Effectiveness

Members of the SNA team met with the School Leadership Team to assess the following aspects of their collaborative work: growth mindset, student and staff relationships, meeting structures, membership, focus of meetings, classroom visitation, feedback to teachers, and efficient use of time.

The school leadership team, referred to as the Teacher Leadership Team (TLT), reported that they met every week. The team that was present in the SNA consisted of the Principal, Media Specialist, six teachers, 1 special education teacher and the Fine Arts Facilitator.

The **Team Diagnostic Pulse Survey** is a well-validated instrument designed to diagnose the strengths and weaknesses of teams. This metric was developed by a team of researchers at Harvard who study the major conditions that foster team effectiveness. The Pulse, an abbreviated version of the Team Diagnostic Survey, measures the conditions that account for 90% of a team's effectiveness. District and/or school team(s) will participate in a single administration of this survey as part of the School Comprehensive Needs Assessment (SCNA) or School Needs Assessment (SNA). It measures 6 Conditions that account for up to 80% of team effectiveness, 3 Key Task Processes that emerge from those conditions, and 3 measures of Team Effectiveness. It diagnoses the strengths and areas for growth of the team.

Six Conditions (Essentials and Enablers)

The Six Conditions represent the main features of a team's design that you can influence to shape its effectiveness. To build a great team, first come the **Essentials** (Real Team, Right People, Compelling Purpose). When they are in good shape, turn next to the quality of the **Enablers** (Sound Structure, Supporting Context, Team Coaching).

Together, these Six Conditions collectively influence the 3 **Key Task Processes** that drive team effectiveness. The 3 Task Processes are great predictors of how well a team will perform in the long run and how it will develop over time, and include:

- Effort = How hard is the team working?
- Strategy = How effective are the team's approaches to the work?
- Knowledge and skill = how well is the team using its full capabilities?

A high functioning team is one that (1) meets or exceeds the needs of its stakeholders (Team Task Performance); (2) does so in ways that build the team's capacity (Quality of Group Process) and (3) contributes to the growth and learning of its members (Member Satisfaction).

### *Dickinson Fine Arts Academy Team Diagnostic PULSE Results*

The Team Diagnostic Survey (TDS) is a well-validated instrument designed to diagnose the strengths and weaknesses of teams based on Harvard's research about the major conditions that foster team effectiveness. Questions on the TDS provide scores on the **6 Team Conditions**:

- The Essentials: Real Team, Right People, Compelling Purpose
- The Enablers: Sound Structure, Supportive Context, Team Coaching

Emerging from those conditions are **3 Key Task Processes and 3 Criteria of Team Effectiveness**:

- Key Task Processes: Effort, Knowledge and Skill, Strategy
- Criteria of Team Effectiveness: Quality of Group process, Member Satisfaction, Task Performance
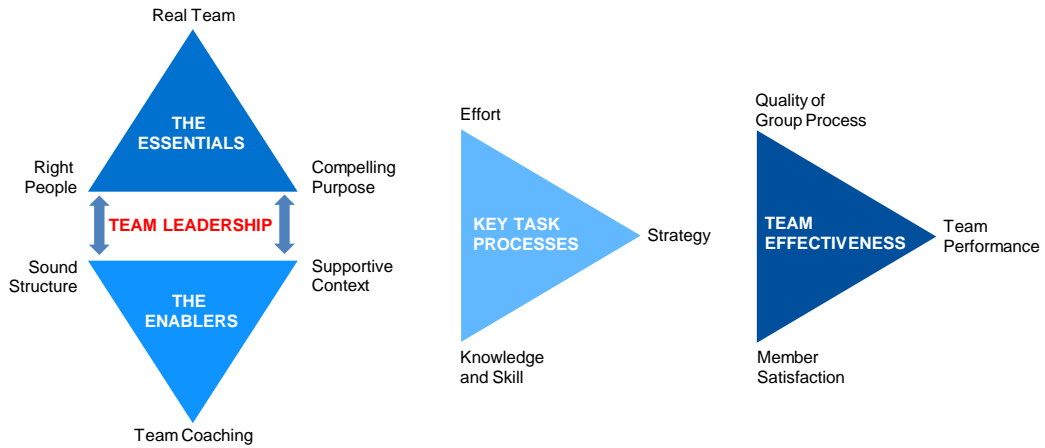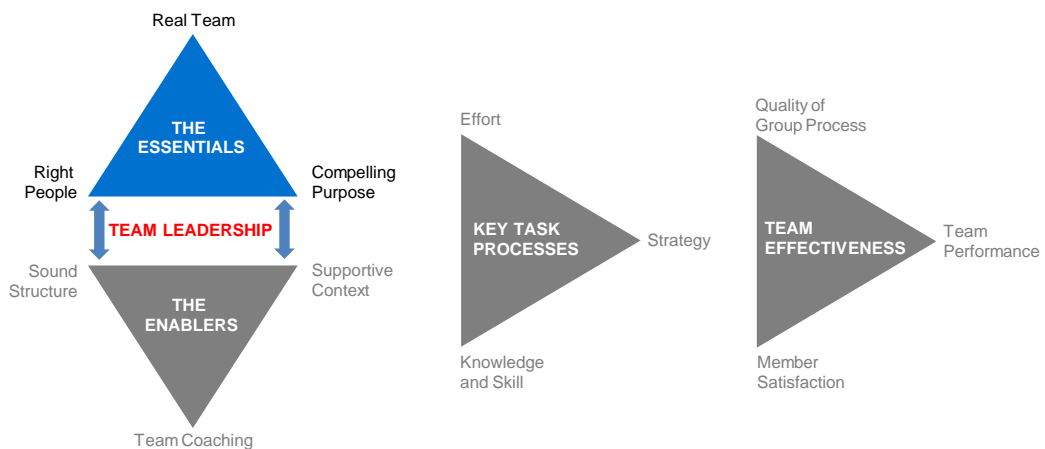
Overall Scores (Scale 1-5)

Both Key Task Processes, consisting of Effort, Strategy, and Knowledge and Skill, as well as Team Effectiveness, consisting of Quality of Group Process, Member Satisfaction, and Task Performance, were the highest scored factors with means of 4.10.
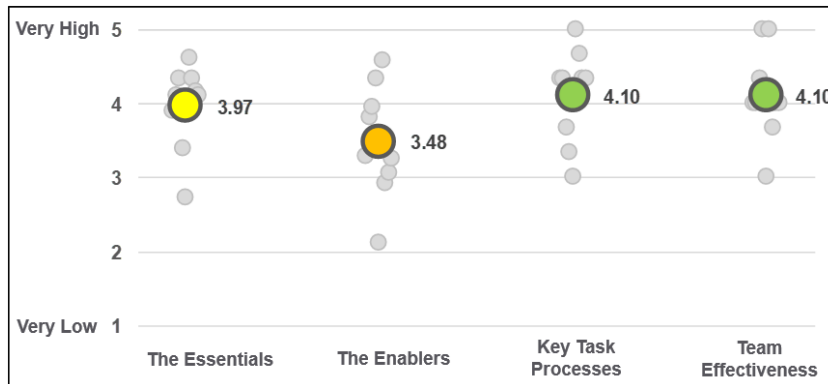
The Essentials

The Essentials (Scale 1-5)

Right People had the highest mean score (4.20) of the conditions comprising the Essentials.

Is this a Real Team? (Scale 1-5)

Bounded (4.70) is the strongest indicator that this is a Real Team, meaning that members know who is and is not on the team.
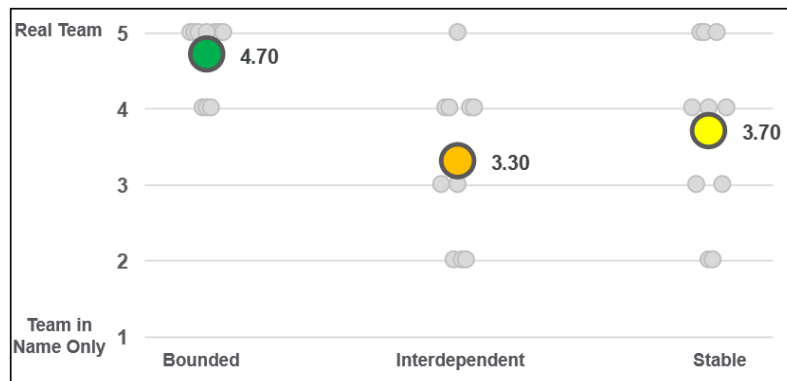
Does this team have the Right People? (Scale 1-5)

Diversity (4.70) is the strongest indicator that this team has the Right People, meaning that members bring a range of perspectives needed to perform creatively and well.
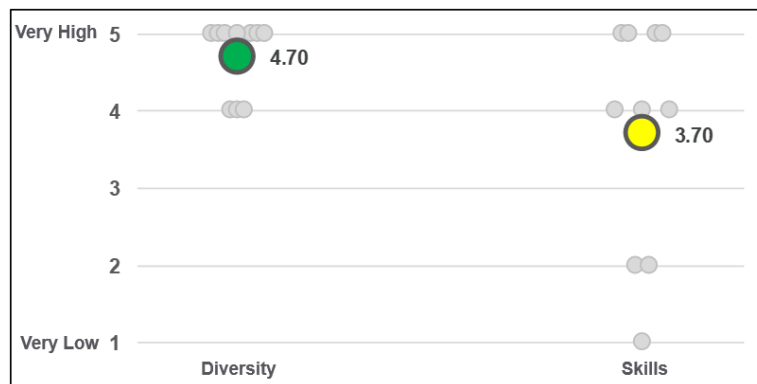
Does the team have a Compelling Purpose? (Scale 1-5)

Consequential (4.10) is the strongest indicator that this team has a Compelling Purpose, meaning that it has meaningful impact on the lives and work of others.

The Enablers
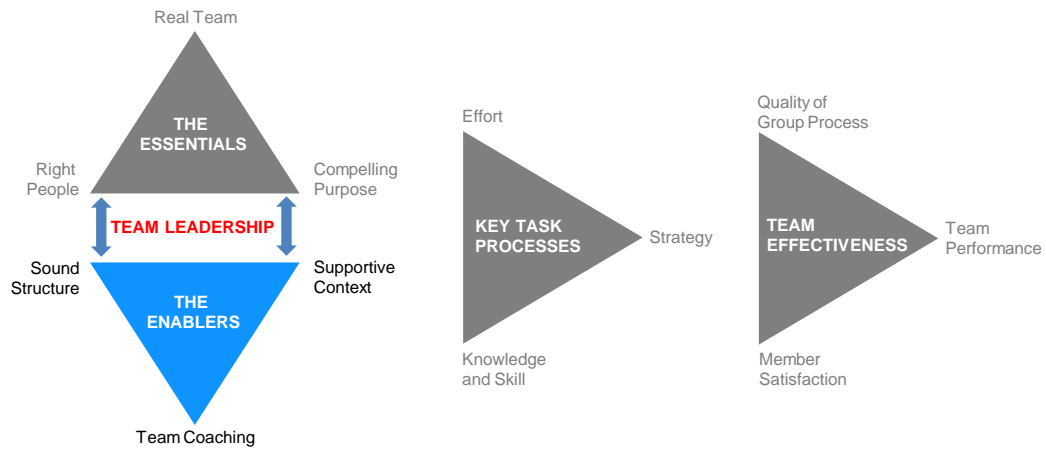
The Enablers (Scale 1-5)

Sound Structure had the highest mean score (3.85) of the conditions comprising the Enablers.
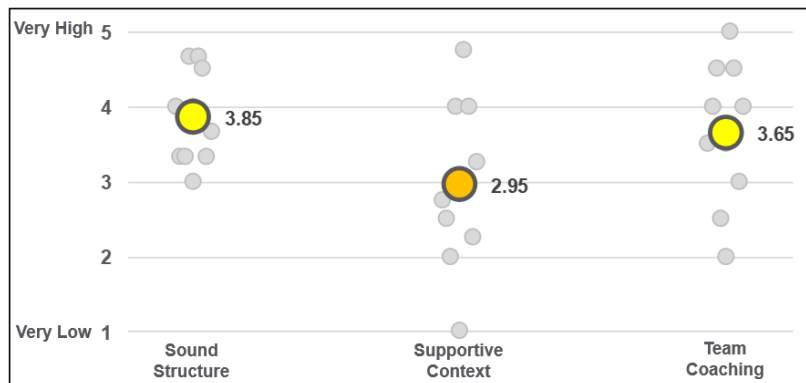
Does this team have a Sound Structure? (Scale 1-5)

Team Norms (4.20) is the strongest indicator that this team has a Sound Structure, meaning that the team has clear ground rules for how members are expected to work together.
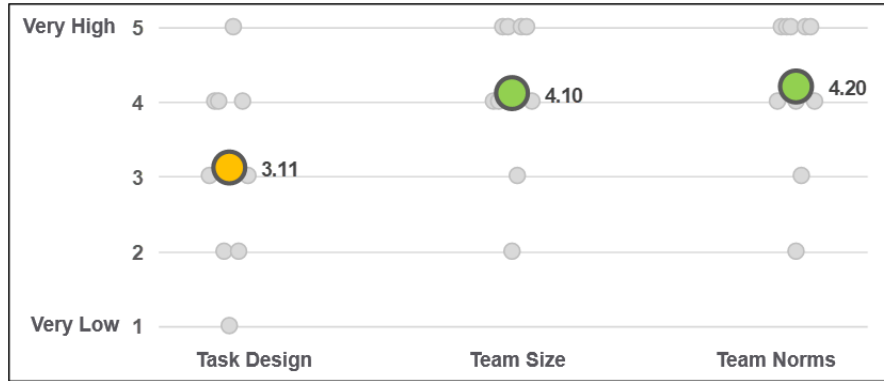
Does this team operate in a Supportive Context? (Scale 1-5)

Material Resources (3.10) is the strongest indicator that this team operates in a Supportive Context, meaning that meeting space, computing resources, time – whatever the team needs – is made readily available.
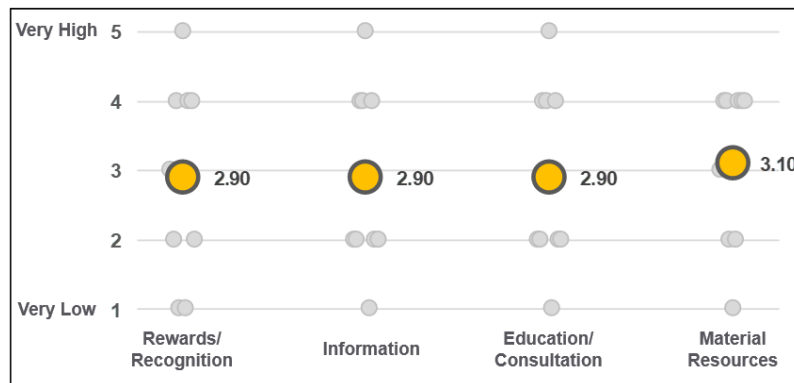
Is Team Coaching available? (Scale 1-5)

Helpfulness (4.30) is the strongest indicator of Team Coaching, meaning that the person doing the coaching knows how and when to intervene.
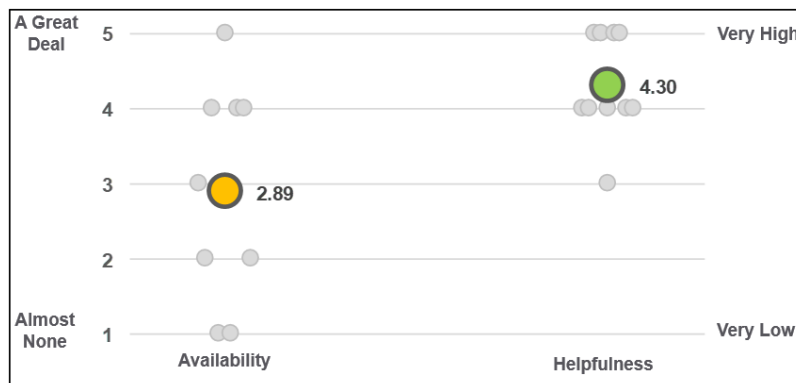
Key Task Processes
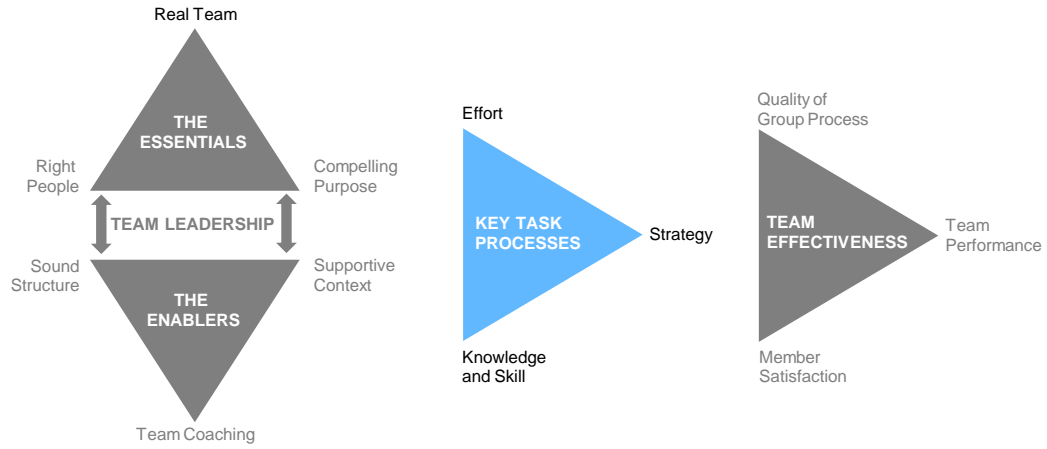
Key Task Processes (Scale 1-5)

Knowledge and Skill (4.50) had the highest mean score of the Key Task Processes, meaning that the team is using member capabilities well.
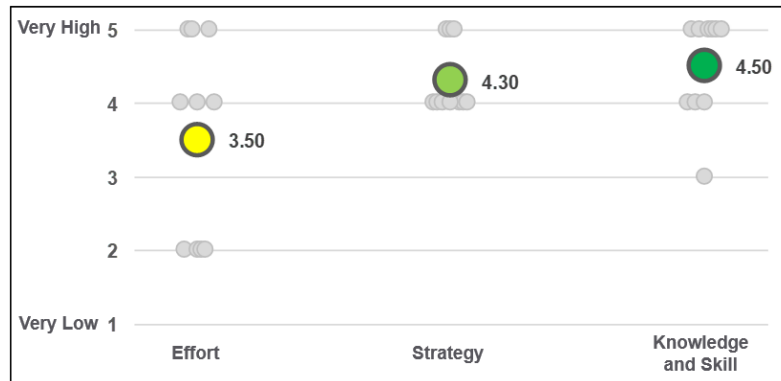
Team Effectiveness
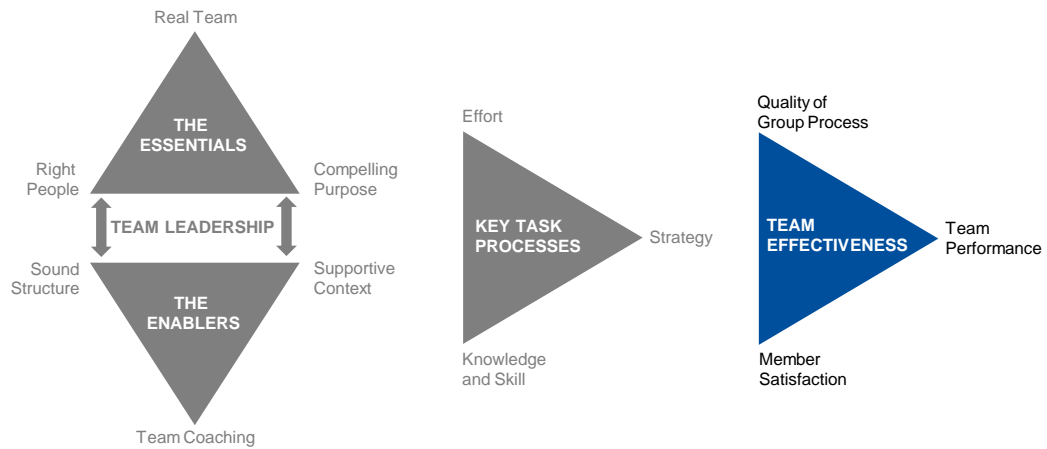
Three Criteria of Team Effectiveness (Scale 1-5)

Quality of Group Process (4.30) had the highest mean score of Team Effectiveness, meaning that the group is becoming increasingly effective over time, not just for a one-time good performance.
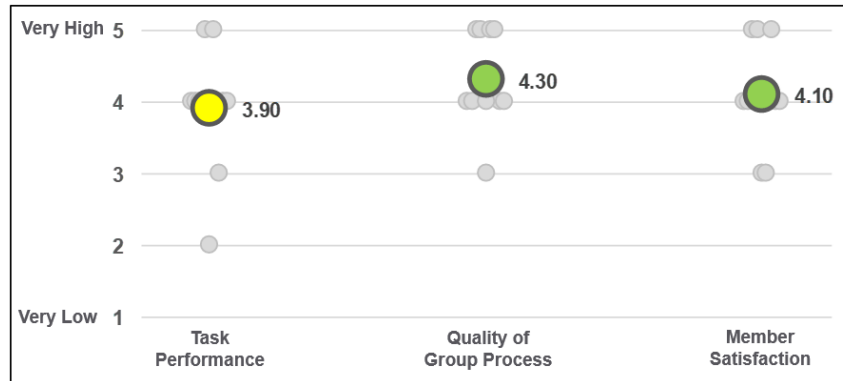
Findings and Recommendations of the School Leadership Team's Effectiveness

*In this context, the School Leadership Team is the Teacher Leadership Team (TLT).

Findings:

GROWTH MINDSET
- The School Leadership Team attributed several of the school's struggles to external forces but expressed a shared belief that they could make an impact.
- The School Leadership Team spoke of the improvement in student achievement, and some actions / strategies conveyed a sense of urgency or commitment to changing the trajectory of student achievement. (Power Block)
- Some team members voiced frustration regarding change. Change carried a largely negative connotation as a few members referenced that at times it felt like change was for the sake of change.

STAFF AND STUDENT RELATIONSHIPS
- There was a clear sense of ownership and mutual responsibility for student success.
- The School Leadership Team credited the current administration and staff for establishing and maintaining a caring, supportive atmosphere school wide.
- Most team members cited the importance of building relationships with students and the considerable investment this required.
- Most team members recognized that positive interactions between staff and students served as a powerful lever for instructional engagement.

FOCUS of the School Leadership Team meetings.
- The primary purpose of administrative team meetings was to bring the Principal, Assistant Principal and Dean of Students together to plan and problem solve. Topics included: PBIS, Restorative Justice, identifying Tier 2 students, the Writing Revolution (TWR) professional development, school management and operational issues.
- The primary purpose of the Teacher Leadership Team (TLT) meetings was to flush out the topics pushed down from the administrative team, provide input, and determine solutions per grade level.

- The Assistant Principal mentioned supporting the principal's vision, however an instructional vision did not appear to drive the focus of either team.

PURPOSE of classroom visits.
- The Principal and Assistant Principal stated that they visit classrooms regularly for informal and formal classroom observations.
- Student engagement and a clear purpose for learning were cited as classroom look fors.

FEEDBACK teachers receive regarding instruction.
- Feedback is given occasionally, based on the observation instrument and the type of classroom visit.
- The focus, structure, and rhythms for teacher feedback, as part of a continuous cycle for improvement, were unclear.
- There was no evidence of tracking teacher growth or following up with teachers to assess growth or additional support required.

EFFICIENCY in schools and classrooms
- Administrators were present in the hallways and restrooms during transitions and any other areas deemed as "hot zones" to monitor and encourage positive behavior aligned with school expectations and the A.R.T.S. matrix.
- The Assistant Principal and the Dean of Students are directly involved in handling most discipline and operational duties, leaving minimal time to attend to improving instruction through teacher feedback and coaching.
- There was evidence that the student support staff team worked in conjunction with administrators to minimize discipline disruptions and attend to student needs in a timely manner.

Recommendations:
- Increase transparency and communication regarding change initiatives to build stakeholder engagement and understanding.
- Build upon strategies for mentoring students and cultivating strong relationships with families.
- Seek out additional professional development related to trauma-informed practices and social-emotional learning to support the staff.
- Provide expectations for developing and submitting lesson plans weekly. Monitor and provide feedback focused on improving rigorous core instruction.
- Collectively develop and communicate an instructional vision. Leverage the TLT to help set goals around classroom practices that reflect the vision.
- Develop and implement a plan to provide observational feedback to all teachers on a continuous basis, outside of the evaluation process.
- Create systems to support teachers transferring the learning from professional development to instructional practice.
- Track feedback given to teachers to determine the impact and next steps for teacher growth and development.
- Increase the level at which the student support team is involved with school-wide behavior management to allow more time for administrators to serve as instructional leaders and focus on improving student achievement

Effectiveness of Instructional Coaching

There are no school-based instructional coaches at Dickinson Fine Arts Academy.

[The rest of this page intentionally left blank.]

Professional Learning Community Effectiveness

PLCs were observed during regular meeting times in order to ascertain the structures and systems that exist, who leads each PLC, and the focus of the work. Interviews and informal conversations provide additional insight regarding PLC effectiveness.

PLCs are structured as 45-minute grade level meetings, two days per week, and are led by grade level team leaders. Some meetings concluded in 30 minutes.

Findings and Recommendations of PLC Effectiveness

Findings:

- A culture of support for team members was evident.
- There was no evidence of an agenda, meeting outcomes, expectations, or next steps.
- Grade level meetings were held out of compliance. There was no evidence that the teams meet regularly to focus on student achievement. Meetings have been subject to cancellation because of teachers being pulled for class coverage.
- Team leads have been charged with leading PLCs and they set the agenda for the team's time together, but there is not a focus on continuous improvement.
- Leaders do set the tone and the interaction is collegial, but not all members contribute to the discussion and are not encouraged/expected to do so.
- Data that was examined included lagging/outdated information only.
- Collaborative instructional planning was not observed. It was reported that it takes place independently and outside of the PLC setting.

Recommendations:

To strengthen the work of PLCs, PLC leaders and members should:

- Establish norms, expectations, routines, and agendas focused on the SBCSC cycle for continuous improvement.
- Provide professional development for PLC leads.
- Create and/or utilize common formative assessments to drive collaborative conversations about real-time evidence of student learning.
- Establish roles and a compelling purpose for the work of their PLC.
- Restructure PLCs by content/department to facilitate standards-based planning.

School Conditions

The School Conditions were observed throughout the SNA and, specifically, during the Conditions Walk. Observers focused on classroom climate and behavior support systems. 10 classrooms were observed during the Conditions Walk. The conditions data is ranked on a 4-point scale and reported by classroom level and school level.

Conditions Walkthrough Summary

Classroom Level:
- The highest rated question averaged a score of 2.4:
  - The classroom is welcoming and inviting.
- The lowest rated question averaged a score of 1.1:
  - Teacher verifies student progress toward the learning target.

School Level:
- The highest rated questions averaged a score of 3.0:
  - Students arrive at school and depart, moving about school in a safe and orderly fashion.
  - Students enjoy eating lunch in a safe and orderly context.
  - The school plant is safe and well-maintained.
- The lowest rated questions average score is 2.0 and includes:
  - The school is welcoming and inviting.
  - A schoolwide behavior plan is evident.
  - Transitions are safe and orderly.
  - Instructional time is maximized.
  - Parents and community members are an integral part of the school and instruction.

Findings and Recommendations of Conditions

Findings:
- The office staff was welcoming to students, staff, and visitors.
- Most classrooms were welcoming and inviting for students.
- The school wide behavior matrix was consistently posted in classrooms, but there was little evidence of or reference to classroom rules and procedures.
- Some teachers were able to optimize instructional time. Class interruptions for eighth graders and a storm drill took time away from teaching and learning.
- The cafeteria functioned efficiently. Students were able to appropriately interact and socialize with peers.
- There was little evidence of parent / community involvement during the day.

Recommendations:

- Set expectations for communication, modeling and reinforcement of school and classroom level rules and behaviors.
- Monitor and hold teachers accountable for optimizing instructional time.
- Develop a plan to increase student ownership of behavioral outcomes to reduce the need for adults to control all aspects of the school environment.
- Set expectations for classroom environments that build student ownership and autonomy over their learning. Ensure a variety of resources (print and media) are accessible to all students.
- Revisit coverage / duty posts to account for the amount of students transitioning on the first floor. (cafeteria to hallway, hallway to media center, hallways to upstairs classrooms)
- Revisit teacher schedules to ensure students are monitored when teachers are transitioning from class coverage in other grade levels.

Conditions School Profile Report

Date Range: July 1, 2021 to March 22, 2022

Conditions Summary

Walkthrough Count: 1
Visits: 10 Classrooms
Walk Conductors: Tracey Waters
Average Visits Per Walkthrough: 10.0
Highest Rated Question: Students arrive at school and depart, moving about school in a safe and orderly fashion., Students enjoy eating lunch in a safe and orderly context., The school plant is safe and well-maintained. (Average 3.0)
Lowest Rated Question: Teacher verifies student progress toward the learning target. (Average 1.1)

Conditions Walkthrough History

Strongly Agree (4)	
Agree (3)	
Disagree (2)	2.4
	1.7
Strongly Disagree (1)	

Week of March 14, 2022

Conditions Area Summary
● **Classroom Level** **Average:** 1.7
● **School Level** **Average:** 2.4

Visit Details

Classroom Visits by Subject (Sorted by Subject Total)

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Total
Mathematics	0	0	0	0	0	0	0	0	4	4
English Language Arts	0	0	0	0	0	0	0	0	3	3
Science	0	0	0	0	0	0	0	0	2	2
Social Studies	0	0	0	0	0	0	0	0	1	1
Arts and Humanities	0	0	0	0	0	0	0	0	0	0
Business Computer and Information Technology	0	0	0	0	0	0	0	0	0	0
Foreign Language	0	0	0	0	0	0	0	0	0	0
Music	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
Physical Education	0	0	0	0	0	0	0	0	0	0

Classroom Visits by Grade (Sorted by Grade Level)

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Total
PK	0	0	0	0	0	0	0	0	0	0
K	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0
6th	0	0	0	0	0	0	0	0	5	5
7th	0	0	0	0	0	0	0	0	3	3
8th	0	0	0	0	0	0	0	0	2	2
9th	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0

A visit can have more than one grade assigned, so counts may exceed total visits

Question Results

Growth History for Conditions Questions

Click on a row in the table to highlight its growth history. Click on the row again to remove the highlight and select another.

Classroom Level

Once you have ratings on different weeks a chart will appear here to show the trends

#	Questions	Average	Growth
1	The classroom is welcoming and inviting.	2.4	N/A
2	Classroom rules and procedures are operating effectively.	2.0	N/A
3	A standards-based learning target is driving the lesson.	1.4	N/A
3a	Student tasks are aligned to the learning target.	1.4	N/A
3b	Teacher verifies student progress toward the learning target.	1.1	N/A
4	Students receive feedback.	1.3	N/A
5	Students are engaged in their learning.	2.1	N/A
6	Students are working harder than their teachers.	2.1	N/A
7	Instructional time is optimized.	2.0	N/A
8	Students access resources to support their learning.	1.2	N/A

School Level

Once you have ratings on different weeks a chart will appear here to show the trends

| #	Questions	Average	Growth
1	The school is welcoming and inviting.	2.0	N/A
2	A schoolwide behavior plan is evident.	2.0	N/A
3	Students arrive at school and depart, moving about school in a safe and orderly fashion.	3.0	N/A
4	Transitions are safe and orderly.	2.0	N/A
5	Instructional time is maximized.	2.0	N/A
6	Students enjoy eating lunch in a safe and orderly context.	3.0	N/A
7	The school plant is safe and well-maintained.	3.0	N/A
8	Parents and community members are an integral part of the school and instruction.	2.0	N/A

Conductor Comparison

Classroom Visits By Grade (Sorted by Grade Level)

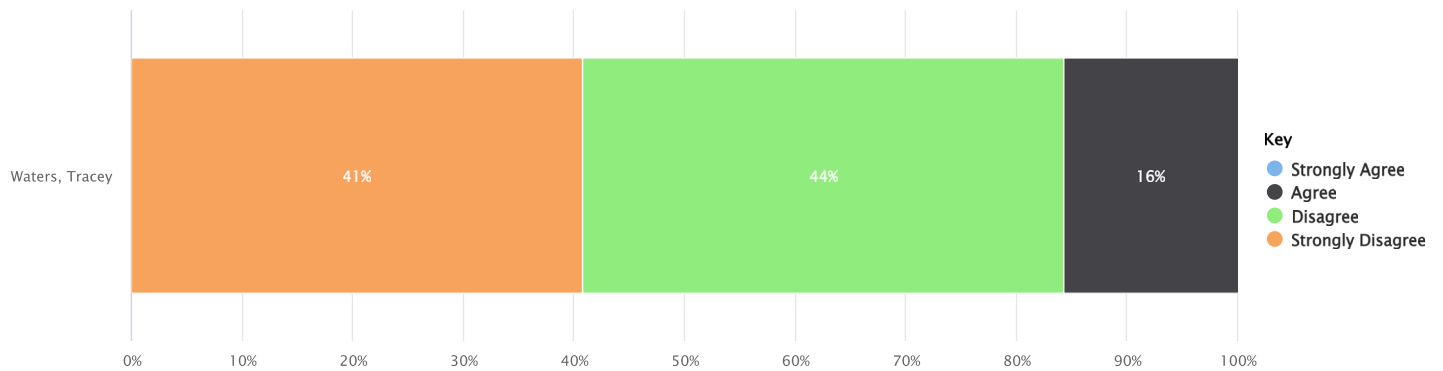|	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Other	Total
Waters, Tracey	0	0	0	0	0	0	0	5	3	2	0	0	0	0	0	10

Classroom Visits By Subject (Sorted by Subject Total)

	Mathematics	English Lan…	Science	Social Stud…	Arts and H…	Business C…	Foreign La…	Music	Other	Physical Ed…	Total
Waters, Tracey	4	3	2	1	0	0	0	0	0	0	10

Visits by Conductor

● Waters, Tracey
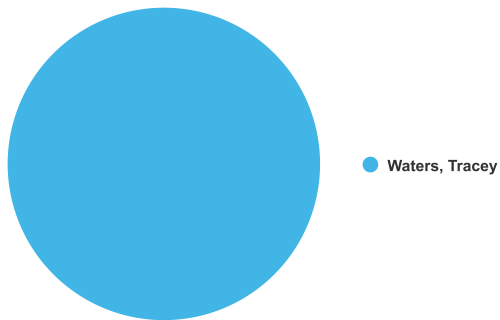
Score Distribution by Conductor

Waters, Tracey — 41% | 44% | 16%

Key
● Strongly Agree
● Agree
● Disagree
● Strongly Disagree

PART 4: Conclusion

LSI is confident that Dickinson Fine Arts Academy's faculty and staff believe in and can attain high achievement for all students. The school demonstrates readiness to engage in the work of school turnaround but will need to intensify its efforts for driving instructional improvement.

Recommendations:

LSI's Applied Research Center created the School Instructional Maturity Model (SIMM) which defines the phases of a school's instructional systems maturity and supports a range of opportunities for growth.

- **Leadership**: Establish and support implementation of an instructional vision that increases student opportunities for taking ownership and agency over their learning.
- **Data for Improvement**: Create / use tracking systems to closely monitor short, mid and long cycle data related to student growth and achievement.
- **Curriculum and Assessment**: Provide opportunities for vertical articulation and development of common, formative assessments.
- **Collaboration**: Develop a yearlong professional development plan that supports academic and behavioral goals aligned to the School Improvement Plan (SIP). Provide additional learning opportunities outside the scope of district initiatives.
- **Core Instruction**: Set expectations for planning and delivering rigorous core instruction daily. Institute a continuous cycle of improvement through observations and feedback.
- **Conditions**: Use leading data (Tableau, PowerSchool) to continually assess the patterns and trends in school culture and climate and adjust support as needed.

References

Public Impact. (2008, 2016). *School turnaround leaders: Competencies for success.* https://publicimpact.com/wp-content/uploads/2009/09/Turnaround_Leader_Competencies.pdf