



Client name	Fayette County Public Schools
School name	Coventry Oak Elementary
Principal name	Shamiah Ford
Address	2441 Huntly Place
	Lexington, KY 40511
Review dates	January 28-29, 2019
Lead reviewer	Dr. Jalilah Dukes
Team reviewer	Dr. Benita Stephens
Team reviewer	Dr. Roberta Walker

Comprehensive Support and Improvement Audit Report

Fayette County Public Schools

February 5, 2019

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1 The School Context

1.1 Introduction

In 2018, Cambridge Education was awarded a contract in response to RFP KRS 160.346(6) to provide Comprehensive Support and Improvement (CSI) Audits to five Fayette County Public Schools. The purpose of the CSI Audit is to determine:

1. factors that limit student learning with an emphasis on underperforming subgroups of students and corresponding critical resource inequities; and
2. factors that support and enhance student learning.

Based on the CSI Audit team's findings, recommendations will be made to address factors that limit student learning.

The CSI Audit report contained herein was prepared by the Lead Reviewer based on the evidence collected and the assessment made by the full CSI Audit team (Lead Reviewer and two Team Member Reviewers). Evidence was collected via classroom observations; interviews with the administration; stakeholder perception surveys and focus groups with students, teachers, parents and other stakeholders; and review of relevant data sources.

1.2 Background information about the School

Coventry Oak Elementary School is a newly formed school that opened in fall 2016 in a residential area near the junction of Georgetown and Spurr roads. Coventry Oak blends two important neighborhoods in northwest Lexington – Coventry and Oakwood and it is built inside Coventry subdivision, which is one of the newest neighborhoods it serves.

Coventry Oak Elementary School is diverse in socioeconomic status, race, ethnicity and culture. The school staff consists of the administrative team-Principal, the Professional Growth and Effectiveness (PGE) coach, and Administrative Dean/Positive Behavior Intervention Supports (PBIS) coach, and Child Guidance Specialist. There are 24 classroom teachers, one preschool teacher, five special area teachers, four full-time special education teachers (one MSD), two English as a Second Language teachers, two Reading Recovery interventionists, one Math Interventionist, a Speech Language Pathologist, an Occupational Therapist, a School Psychologist, a Diagnostician, Instructional Coach/SBIS, Social Worker, Family Resource Center Coordinator, and a gifted/talented teacher.

The school has several community partnerships. Some of these include Georgetown College, University of Kentucky, Lexington Police Department, Partners for Youth (S3G grant), AWARE (grant for mental health services), CatsCare Literacy Outreach, Girls on the Run, Nerd Squad, Bluegrass United Christian Church, God's Pantry, Spellbinder, District High School affiliations with Teens Against Tobacco, Dunbar Peer Tutors, Junior Achievement, and Fifth Third Bank. Parents and the community members volunteer as mentors, readers, classroom assistants, and facilitators for Coventry Oak Elementary Club. The school hosts a monthly Coventry Oak Exploration Day for students to build vocabulary through authentic learning experiences in their in-school clubs. Clubs include cooking, knitting, art, STEM, origami, etiquette, coding, drums, soccer, basketball, cheerleading, gift givers, modified sports for those that are physically challenged, etc.

Notable of Achievements in the past two years:

- 2018 Awarded Bronze Banner for PBIS Fidelity Implementation;
- 2018 STLP advanced to state level competition in two categories;

- 2017-18 Academic Team placed second in regional competition;
- 2018 received FCEA grant;
- 2018 received Wellness Banner; PBIS (Positive Behavior Interventions and Supports)
- Awarded the RTA (Read to Achieve) Grant in 2017
- Awarded Community Born Learning Program Grant in 2017
- Awarded Partners for Youth Grant in 2017

1.2.1 Student enrollment and attendance

School Demographic, Attendance, Suspension Information

	School Year 2015-2016	School Year 2016-2017	School Year 2017-2018	Current as of CSI Audit
Grade Span		Pre-Kindergarten through fifth grade	Pre-Kindergarten through fifth grade	Pre-Kindergarten through fifth grade
Total Student Enrollment		543	563	557
Percentage General Education Students and Total		69.30	88.81	86.56
Percentage of Special Education Students and Total		7.70	11.19	13.44
Percentage of English Language Learners and Total		23.00	26.64	32.44
Ethnicity of student population		American Indian - 0.18 percent Asian - 0.55 percent Black - 33.03 percent Hispanic/Latino - 35.96 percent Two or more races - 4.59 percent White - 25.69 percent	American Indian - 0.18 percent Asian - 0.71 percent Black - 33.21 percent Hispanic/Latino - 36.07 percent Two or more races - 5.71 percent White - 24.11 percent	American Indian - 0.18 percent Asian - 0.73 percent Black - 32.42 percent Hispanic/Latino - 34.61 percent Two or more races - 6.38 percent White - 25.68 percent
Out of School Suspensions		9	17	3
In School Suspensions		5	25	6

1.2.2 Administrators, teachers and staff

Administration

- 1 Principal
- 1 PGES Coach/Assistant Principal
- 1 Administrative Dean/PBIS Coach

Classroom Teachers						
Total #	Male	Female	African Am	Caucasian	Hispanic	Asian
24	3	21	5	18	0	1
Years of Experience						
0 - 5 years		6 - 10 years		More than 10 years		
16		4		4		

Resource and Discretionary Teachers					
Special Education	Interventionists	ELL	G/T	Special Area	Permanent Substitutes
5	5	2.8	0.4	4	2
Male	Female	African Am	Caucasian	Hispanic	Asian
1	19	1	19	0	0

Other Supports:

- 1 Guidance Counselor
- 1 Family Resource Coordinator
- 0.6 Social Worker
- 1 Mental Health Specialist
- 1 SBIS

Classified Staff:

- 6 Instructional Paraeducators
- 7 Special Education Paraeducators
- 3 Office Assistants
- 3 Custodians

District initiatives and support resources

- Instructional Coach/SBIS
- Accelerated Learning Lab-After-school academic support
- New reading and math curriculum materials
- Funding-provided more staff to assist with school and student needs, i.e., permanent substitute
- Summer school funding-provide students with enrichment and decrease the summer slide
- CSI Support Team-inconsistent support due to other obligations
- MAP testing-three times a year
- Computer-based learning programs

- Data Wise Training

1.3 School performance data

KPREP Subject Area	School 2015	School 2016	School 2017	School 2018	District 2018	State 2018
Reading	N/A	N/A	34.3	37.1	54.0	54.6
Math	N/A	N/A	27.2	29.1	52.3	48.9
Science	N/A	N/A	N/A	7.7	30.3	30.9
Social Studies	N/A	N/A	36.9	17.6	53.1	53.0
Writing	N/A	N/A	18.5	18.5	41.3	40.5

2 CSI Audit Process and Details

2.1 Background on the CSI Audit process

2.1.1 Meeting with the Principal

The audit team meet with the Principal, PGE Coach, and Administrative Dean/PBIS Coach for approximately two hours over the two-day audit. The initial meeting was slightly over one-hour and two additional meetings occurred on Day 1 and Day 2 for approximately 30-45 minutes each to ascertain information and evidence for specific domains and to triangulate evidence from other sources.

The administrative team identified the focus for this school year is to strengthen Tier I instruction to decrease the number of students needing Tier II and III instruction. The administration and coaching staffing are working with teachers and helping them to consider their lesson plans, as referred to by the administration, as “their think tank” to increase and facilitate backwards planning, student engagement, questioning/discussion, and differentiation for a diverse group of students.

The group discussed the history of the school, strengths, challenges, priorities, and school and district level supports across the domains.

Additional key information shared by the leadership team includes:

- Teachers received professional development to implement trauma informed care and mental health strategies. Some staff members do not understand the benefits of trauma informed care and mental health strategies for improving classroom culture and student achievement, therefore, they have not embraced the new discipline methods and restorative justice approaches that align with the training.
- Coventry Oak Elementary opened less than three years ago. The first year’s focus was on building community and a positive culture and climate that would successfully blend students, staff, and communities from the two schools and neighborhoods that formed Coventry Oak Elementary and establish school-wide expectations.
- The principal has been able to recruit, select, and recommend new staff in collaboration with teachers and administrative team members. Some staff members, however, were assigned to the school. The school leaders have repurposed staff to improve effectiveness or replaced staff to ensure students have quality learning and teaching. The administrative team has a plan to develop teachers’ content and pedagogical knowledge and build their capacity to improve student outcomes.
- The principal initially selected curriculum material that aligned to inquiry-based instruction and state standards. Due to new district adoptions, the school’s curriculum material changed every year which required the staff to receive training on the new curriculum materials. These annual changes have an impact of teacher performance and student achievement.
 - Year 1: ReadyGen and Go Math implementation
 - Year 2: Wonders implementation
 - Year 3: Investigation and EnVision implementation
 - Year 4: (Anticipated) Updated Core Content Standard
- After the second year of opening, the school was designated as a CSI school. Some staff members are still adjusting to the CSI designation and the actions and implications required due to the designation.

2.1.2 Classroom visits

The audit team visited 24 classes including the library over the two-day visit. Auditors spent on average 15-20 minutes observing classrooms. The minimum observation time was 10 minutes and the maximum time being 26 minutes. Transition times prevented auditors from observing lessons for at least 15 minutes in three classes. For those classes, the auditors returned to observe these teachers on Day 2, if a substitute teacher was not present. Auditors observed Kindergarten through fifth grade teachers teaching literacy and mathematics lessons, the after-school program, and library instruction. Most classes had one or two instructional staff and approximately 16-26 students per class.

2.1.3 Focus groups

As outlined in the principal orientation session and checklist, and in consultation with the Lead Reviewer, the school leaders organized the focus groups. The audit team conducted focus group sessions with teachers, students, parents, and community members. Thirty-three general education, special area, and specialized teachers serving students in Kindergarten through fifth grade attended the focus group sessions. We also conducted a focus group with nine classified staff members. The student focus groups consisted of a diverse group of nine Kindergarten through second grade students and ten third through fifth grade students. Our community focus group of nine participants represented a wide range of local organizations that partner with the school. Thirteen parents attended the parent focus group. This group represented new families to the school, those that enrolled when the school opened three years ago, and those with students in Kindergarten through fifth grade general and special education classes.

3 CSI Audit Main Findings

In this section of the report, the CSI Audit team has identified the factors that are most significantly supporting and limiting effective student learning. (Please see the sections that follow for more details).

3.1 Factors that support effective student learning:

During classroom observations and throughout the school, student behavior was exemplary. Parents, teachers, and students (“super scholars”) are all aware of Positive Behavioral Interventions and Supports (PBIS) and R2P2 (Respectful, Responsible, Prepared, Problem-Solvers) expectations. According to the Self-Evaluation Form (SEF), last year in-school suspensions numbered 25 and out-of-school suspensions totaled 17. This year, there are no in-school or out-of-school suspensions as reported on the SEF and confirmed by the focus-groups participants. Teachers and school leaders manage student behavior well and create a positive school culture and environment that is conducive to learning. This systematic focus on a positive school culture and climate have become embedded and continues to improve since the school opened three years ago.

School leaders’ actions promote student and adult learning. School leaders are regularly in classrooms conducting observations and supporting teachers’ professional growth. One parent commented that school leaders “are here for the students.” Professional Learning Communities (PLC), staff meetings, and early release days are centered around professional development topics, and teachers have options to attend breakout sessions that are geared towards their specific needs or topics related to school-wide needs. Lesson plans are submitted two weeks in advance and are reviewed to provide feedback and recommendations. Further support for data analysis and planning occurs during the PLC and team meetings. During a PLC meeting, the team observed school leaders and teachers discussing students’ error analyses and self-reflections on a recent math assessment. Students also peer-assessed their writings. These actions reflect a concerted effort to improve student and adult learning.

The principal and her administrative team work cohesively to drive change at the school. They effectively managed the school improvement planning process that involved multiple stakeholders, resources, and instructional priorities. Each focus group discussed their involvement in the creation of the Comprehensive School Improvement Plan (CSIP) and how they support the achievement of school’s priorities. The master schedule provides intervention services that do not interfere with Tier I instruction. The school runs smoothly and exhibits a positive climate that is conducive for learning. Student attendance rate is at 96 percent, which shows evidence of their love for their school.

School leaders and teachers ensure that the school provides a learning environment that is safe, respectful, and welcoming which supports student learning. During the focus group and as observed in all classrooms, students can articulate the school-wide R2P2 expectations. Third through fifth grade students said that “students are kind and willing to listen to each other,” “It’s easy to make friends here,” and “Teachers help us when we need it.” The Cambridge Education survey results support the evidence as observed in classes and substantiate comments heard during the focus groups.

The school staff regularly communicates with parents through Class DoJo, newsletters, phone calls, website, home visits and conferences to ensure parents are aware of their child’s academic and social progress and to build collaborative relationships. According to the Cambridge Education survey results and parent focus group members, parents feel comfortable to request meetings with teachers and administration or to informally talk to them before or after school to request support for helping their child at home.

3.2 Factors that limit effective student learning:

Learning tasks are not clear to all students and do not consistently include a variety of instructional strategies which address multiple learning styles or modalities to increase learning. In some Kindergarten through second grade classrooms, students were unclear on what skills they were learning. They discussed the story being read rather than the lesson objective, which was comparing and contrasting or identifying the main idea and supporting details. In grades Kindergarten through fifth grade, some students did not understand the SuccessMaker tasks. Due to lack of teacher modeling in one class, eight out of 22 students did not understand the assignment. Typically, when students are in centers, the students are assigned worksheets (paper-pencil assignments) or work on computer-learning programs. In all these classes, auditors observed some minor off-task behavior or less student engagement.

Students have few opportunities to work on projects that promote critical thinking and solve difficult problems. During observations, there were no examples of projects where students worked collaboratively or individually to promote critical thinking. Although supplemental material is used to promote teaching of the Kentucky standards, lesson activities and student work observed were not rigorous enough to promote critical and higher-order thinking and did not give students a chance to demonstrate their knowledge using real world applications.

Although the school celebrates Black History Month and has multicultural concerts, the school should seek to embed cultural celebrations throughout the school day and year. Parents demonstrate a willingness to participate in Coventry Oak Exploration Day, and the school has some diversity among staff members. However, the school has missed opportunities to build on program content and to integrate cultural celebrations into grade-level learning, which would support background knowledge building, cultural acceptance and awareness, and learning enrichment for all students.

3.3 Recommendations:

As teachers create lesson plans, they should incorporate learning tasks that are geared towards multiple learning styles or modalities such as essays, group projects, reader's theater, visual and/or dramatic representation, mnemonic devices, student-created multimedia presentations, and use of graphic organizers. Teachers should model the expected learning and clarify the learning task and its connection to the lesson objective before, during, and after the lesson. Most teachers post "I can" statements that can easily be restated by a student and checked against as the teacher circulates to check for understanding. At the end of the lesson, the teacher should refer to the "I can" statement using exit tickets, digital student responders, or other closure activities to assess mastery of the learning target and to determine instructional next steps for individual or groups of students.

Teachers must vary instructional delivery and learning tasks to engage all learners and to facilitate critical thinking, problem-solving, and improving linguistic skills. Integrate inquiry-based learning, challenging collaborative activities and projects that are aligned to the standards into lesson plans to enhance Wonders lessons and those across disciplines.

The school has the human capital and instructional resources that could be used to integrate cultural learning and celebrations into classroom instruction. Before reading a literary selection, teachers should invite guest speakers, i.e., parents, staff members, and community partners, to discuss real-world experiences that would enhance students' understanding of the text, develop vocabulary, and build appreciation for diverse cultures. Native food, customs, traditions, attire, and language can be incorporated across disciplines. The school should share local cultural celebrations with families and participate, as appropriate, to demonstrate two-way support and to provide students opportunities to give back to the community.

4 Individual Domains

In the sections below, each domain received a rating based on the evidence collected during the CSI Audit. The judgments have been broken down into *Factors that Support Effective Student Learning* and *Factors that Limit Effective Student Learning*.

4.1 Domain 1: Quality of Learning & Teaching

The quality of learning and teaching requires support or action in targeted areas.

4.1.1 Factors that support effective student learning:

The teachers and school leaders manage student behavior effectively and the environment is conducive to learning and teaching. Third through fifth grade students reported fair treatment and consistent implementation of R2P2 and PBIS throughout the school. Students said, “We trust the people here,” and “We have behavior rewards at the end of the month, behavior notebooks, and if you are on green, then you can attend a party.” Students also reported that they “know to stop being foolish, do the right thing and to follow directions and work hard,” and that “Kids know that we should focus on our work.” A student in the Kindergarten through second grade student focus group said, “If you are bad, the teacher calls you to the principal. The principal helps you with something if you’re not doing it right. She helps the school, and she has Lunch Bunch on Friday. If you get green for three days, you get to be in the Lunch Bunch.” All students in the Kindergarten through second grade student focus group agreed with the statements and have participated in Lunch Bunch, a PBIS incentive for students to have lunch in their classroom.

During classroom observations, the auditors saw evidence of behavior management systems that reward students for positive behavior and use of language that reinforced the school-wide expectations (R2P2). As a result, the school has no in-school or out-of-school suspensions for this school year.

Teachers offered movement breaks to activate learning and engage students, and used strategies and tools like counting down, chimes, soft music, proximity, claps, response sayings such as “class, class...yes, yes,” and CHAMPS (Conversation, Help, Activity, Movement, Participation, and Success) to ensure transitions are smooth and learning is not disrupted. Teachers also received training on trauma informed care which has helped them to incorporate social emotional learning strategies into daily instruction and the school to reduce discipline infraction numbers as represented in their school-wide discipline data.

Parents and community volunteers reported how they support R2P2 through their work at the school. Volunteers that sponsor clubs for Coventry Oak Exploration Day, a grandmother that volunteers in her grandchild’s class, and mentors and readers from the University of Kentucky and other organizations articulated the R2P2 expectations and discussed how they are enforced during the school day.

The Guidance Counselor, Family Resource Coordinator, and Social Worker support Tier I SEL students using the Second Steps program. These staff members teach Second Step lessons, a program for social emotional learning that helps students to thrive in their learning environments.

School-wide systems and professional learning support teachers to manage students with social and emotional concerns and enables them to teach and model appropriate behaviors for all students.

Teachers provide opportunities for students to work independently, with partners, or in teacher-led small groups. Students demonstrated that they can collaborate effectively to support their learning and their peers. Auditors observed students confidently responding to questions during teacher-led small groups.

When students were stumped, teachers provided opportunities for them to turn and talk to a peer. As a result, those that struggled responded correctly with support and their peers solidified their learning by teaching someone else. Third through fifth grade student focus group participants report that if they struggle, they can work with a friend, get help from the teacher, or look at examples or anchor charts posted in their classroom. Students understand the importance of working together and expressed that they routinely learn from each other in their classes. The auditors witnessed students collaborating in teacher-led small groups or with peers in 23 of the 24 classes observed.

Teachers use student data to plan small group instruction. Some teachers use data to differentiate assigned center tasks. In Kindergarten through second grade classes, teachers projected the literacy center groups. Within color groups, some students were assigned different tasks based on their instructional needs. As auditors observed lessons, student work and spoke with students about their assigned tasks, we confirmed that the differentiated center tasks were appropriate for the struggling learners. Although Coventry Oak students are not meeting grade level expectations on KPREP, according to MAP results, Coventry Oak students are making more progress than students enrolled at the other CSI schools. For example, in reading, 315 Coventry Oak students met the 2018 growth projection as compared to 257 students in 2017. This equates to 58 more students meeting or exceeding their growth projection. As compared to the other CSI schools, the second and third largest increase in the number of students that met or exceeded growth projections on the MAP reading assessment is 52 students and 27 students respectively. Coventry Oak MAP results for reading show improvement and Kindergarten through second graders are out-performing the third through fifth graders on the math MAP assessment.

The percentages of students that met their reading growth by grade level are below.

- K-84 percent
- 1st-65 percent
- 2nd-67 percent
- 3rd-62 percent
- 4th-64 percent
- 5th-44 percent

In math, Kindergarten through second grade students met or exceeded their growth projections as listed below.

- K-87 percent
- 1st-67 percent
- 2nd-50 percent

In some classes, students use rubrics and checklists to self-assess and assess their peers' work. In a second-grade class, when a student approached a teacher for help, the teacher reinforced the R2P2 expectations and responded by saying, "Be a problem-solver." The student immediately looked up at the anchor chart and began writing. Then, he walked to the posted rubric to check his writing piece against the expectations. In a fourth-grade math class, students told the auditor that "we use rubrics and checklists" to help us know what to do to improve our work. As the teacher conducted a small group lesson, the other students were observed working independently and they confidently explained what they were learning and why.

4.1.2 Factors that limit effective student learning:

Learning tasks are not clear to all students and do not consistently include a variety of instructional strategies which address multiple learning styles or modalities to increase learning for all students. In some Kindergarten through second grade classrooms, students were unclear on what skills they were

learning. They discussed the story being read rather than the lesson objective, which was comparing and contrasting or identifying the main idea and supporting details. In grades Kindergarten through fifth grade, some students did not understand the SuccessMaker tasks. Learning time was wasted as students sat unable to complete the tasks correctly. Due to lack of teacher modeling in one class, eight out of 22 students did not understand the assignment. Typically, when students are in centers, the students are assigned worksheets (paper-pencil assignments) or work on computer-learning programs. In all these classes, auditors observed some minor off-task behavior or less student engagement.

Most teachers demonstrate knowledge of subject matter and a positive attitude towards the content. The lessons, however, may not be rigorous enough to stimulate engagement and active learning for some students. Most students are compliant, but passively engaged with learning tasks. Some lessons are monotonous, and some students appear bored. In a third-grade class, the teacher gave directions at 8:33 a.m. and released students to literacy centers at 8:39 a.m. By 9:06, some students were still not working on tasks. They wasted time sharpening pencils, playing with crayons, or staring at the computer. For these students, there was no excitement or sense of urgency to engage in the assigned learning tasks.

The school's S3G (Super Scholars Social Group) received state level recognition for a student technology leadership competition. However, the auditors did not observe students using technology for research, writing, or to create during the school day. The school has a 1:1 computer program, as observed, but students have limited opportunities to use technology beyond logging on to computer-based programs. In only one class, students used the document camera to model and explain their thinking to peers.

Some teachers do not consistently revisit the learning objectives during and after the lesson to assess students' mastery. Success criteria are not consistently articulated and known by students to ensure they achieve desired outcomes. Teachers post "I can" statements, and in some classes, students were asked to read or repeat the "I can" statements. However, in some classes, when asked about their learning and the success criteria, students described the steps, stories, explained how to answer computer questions, and said an "A" or "if I get it correct" were the measures for learning. In these classes, students were unable to tell auditors the skills they learned or what was required to achieve the learning target.

4.1.3 Recommendations:

As teachers create lesson plans, they should incorporate learning tasks that are geared towards multiple learning styles or modalities such as essays, group projects, reader's theater, visual and/or dramatic representation, mnemonic devices, student-created multimedia presentations, and use of graphic organizers. The SBIS and PGE work directly with teachers during PLC and grade level meetings and can support them to select or find resources and strategies that would better meet the learning styles of their students. Lessons that incorporate a variety of learning styles or modalities provide increases the likelihood of students' abilities to access the learning and it brings about deeper student engagement.

Students must be provided with more authentic learning tasks to challenge and engage them. Teachers should vary center activities to reduce the number of worksheets. Teachers should create standards-based activities that engage and challenge students. For example, teachers could ask students to rewrite the ending of the current story, create a model to illustrate a concept, summarize learning in writing or graphically, create questions for peers to review or "test" their learning, or teach students metacognition by teaching and posting literacy strategies and the mathematical practices that students can identify, select, and note when they are engaged in group or independent tasks. School leaders should provide training, assist with lesson plan development and task creation, or model lessons that include authentic learning task.

Students should use computers and available technology resources to enhance creativity, extend their learning, and improve communication skills. During staff meetings, PLCs, and professional development, school leaders should have innovative teachers present how they promote communication and

technology skills that ensure students are prepared for college and career. Teachers could teach their colleagues and students how to create blogs, brochures, and multimedia presentations that demonstrate student learning. Students need exposure and experiences with technology to provide ease of access to information that supports their learning, motivate students to learn, increase communication skills, and to adequately prepared them for the future.

Teachers should model the expected learning and clarify the learning tasks and its connection to the lesson objective before, during, and after class period. Most teachers post “I can” statements that can easily be restated by a student and checked against as the teacher circulates to check for understanding. At the end of the lesson, the teacher should refer to the “I can” statement using exit tickets, digital student responders, or other closure activities to assess mastery of the lesson and to determine instructional next steps for individual or groups of students.

Increase rigor and engagement by asking better questions and asking questions better. When creating lesson plans, teachers should prepare scaffolded questions according to Bloom’s Taxonomy or Webb’s Depth of Knowledge. Teachers should step aside and allow students to discuss their learning and problem-solve without interjecting their thinking or responding to questions. The quality of teachers’ questions and when and how they are asked promotes increased learning and student engagement.

4.2 Domain 2: Curriculum & Assessment

Curriculum and assessment requires support and action in targeted areas.

4.2.1 Factors that support effective student learning:

The curriculum is balanced, and the school offers access to a variety of interesting and relevant learning experiences including the arts and physical education. Students receive standards-based instruction in all classes. For example, art and physical education standards are taught. The librarian reinforces literacy and technology skills.

Tiered supports are provided for struggling students and enrichment activities for students at all learning levels. Literacy and math interventionists offer in-class and pull-out services based on students’ tier. School partners, staff, and parents enrich student learning through sponsoring clubs and participating in Coventry Oak Exploration Day. The monthly Coventry Oak Exploration Day offers authentic learning experiences through student selected clubs that are sponsored by volunteers, teachers, and parents. Students excitedly described participating in non-competitive sports, knitting lessons, cooking classes, and creating original songs, etc.

The curriculum is supported by periodic common assessments that are aligned to state standards. School leaders and teachers use assessment results to make decisions for the school, to plan instruction, and to identify interventions and monitor progress. For example:

- School leaders created the master schedule by first accommodating special needs students and those assigned to Tier III to ensure students do not miss Tier I instruction and to identify staffing and resource needs. Newly hired staff include ELL teachers and Interventionists to accommodate the growing needs of the student population.
- The school has an establish MTSS process. Students that score at 40 percent or below on the benchmark assessments or at 20 percent or below on FAST are assigned to Tier II. Any student that scores at 10 percent or below are identified for Tier III intervention services. These students receive interventions daily or weekly based on their tier level.
- Data samples examined show students are making progress on unit assessments. Teachers use MAP assessment results to complete the Curriculum, Instruction and Assessment Data Analysis Protocol-Looking at Student Results to Drive Instruction to plan for identifying strengths, small group learning,

instructional strategies, and achievement gaps. According to MAP results, Coventry Oak students are making more progress than students at the other CSI schools. For example, in reading, 315 students met the 2018 growth projection as compared to 257 students in 2017. This equates to 58 more students meeting or exceeding their growth projection. As compared to the other CSI schools, the second and third largest increase in the number of students that met or exceeded growth projections on the MAP reading assessment is 52 students and 27 students respectively. The percentages of students that met their reading growth by grade level are below.

- K-84 percent
- 1st-65 percent
- 2nd-67 percent
- 3rd-62 percent
- 4th-64 percent
- 5th-44 percent

In math, Kindergarten through second grade students met or exceeded their growth projections as listed below.

- K-87 percent
- 1st-67 percent
- 2nd-50 percent
- During the observed PLC meeting, four teachers, the principal, SBIS, and Math Interventionist discussed students' error analysis, a math test reflection activity, score breakdown, test-taking strategies, and how teachers used a rubric to discuss peer assessing for a visualization assignment. The team also unpacked KPREP items.

Extended day activities enhance student learning by reinforcing what is learned during the school day or remediating deficiencies. Although the after-school Accelerated Learning Lab program recently started, and impact on student learning cannot be correlated with current school data, teachers could articulate how the after-school computer-based program and small group learning activities would enhance "what we learned in class today" to students. Students are given extra time after school to complete assignments with more individualized support from the teacher, and students eagerly seek opportunities to attain mastery. Cambridge Education Student Survey results indicate that 95 percent of respondents agree with the statement "It's important to me that I improve my skills this year." The Coventry Oak Elementary Clubs enrich students learning experiences and build experiential knowledge. It also is an avenue for teachers, parents, and community volunteers to showcase their talents and to give back to the school in a meaningful way.

4.2.2 Factors that limit effective student learning:

School leaders and teachers seek to align the school curriculum to state standards. However, teachers are required by the district to use Wonders and EnVision and Investigations with fidelity. The school team has attempted to adjust unit tests to include the appropriate state standard as reported by the administrative team and teachers during interviews and focus groups. However, the assessment samples provided modified the assessment by shortening it, but there was no evidence of modifying questions for alignment to a standard.

4.2.3 Recommendations:

Students are showing growth on MAP reading and math assessments for most grade levels. However, the KPREP scores lag 20 percentage points or more behind the state and district averages. Carefully review assessments to ensure weekly and unit assessments are aligned to state standards and

appropriately mapped for students to meet grade-level expectations and achieve proficient/distinguished results on the state assessment. Students must experience rigorous learning tasks daily/weekly that align to grade-level expectations, and with scaffolded support they will show growth towards mastering state standards.

4.3 Domain 3: Instructional Leadership, Management, and Accountability

Instructional leadership is established.

4.3.1 Factors that support effective student learning:

School leaders have established a culture of high expectations. They hold staff accountable for their role in supporting students' academic and social achievement. All adults in the building are held to high expectations and required to implement initiatives and to support school-wide expectations. During classroom observations, auditors saw the initiatives in action. Teachers differentiated instruction for literacy center groups during Tier I lessons, "I can" statements aligned to grade level standards, and movement breaks were incorporated into some lessons to increase engagement.

The school leaders articulated the top instructional focus areas and cited data that supports the decisions. The leadership involved staff in the process, and changes have been made to overcome deficit areas. Parents, students, and teachers confidently shared the schools' areas of focus, how they were involved in the process, and their roles in achieving the schools' goals. All teachers described being involved in different committee work to create the CSIP and ongoing committees. This was an intentional change from grade level leaders made by the administrative team.

School leaders are actively involved in the grade level PLC meetings, regularly observe lessons, and discuss implications for future learning. School leaders were observed participating in grade level meetings and lesson observations to improve teacher capacity and student growth. During the PLC meeting, the team observed school leaders and teachers discussing students' error analysis and self-reflection on a recent math assessment to determine how teachers will plan for the next cycle of learning. Posted in the class was also evidence that students peer-assessed their writings.

The school leaders have established tight and loose instructional expectations. "The skeleton is tight," which alludes to the fact that lesson plans must include the standard, learning target, and assessment. "What is loose is the type of engagement or delivery" of the activity. Lesson plans are created in collaboration to ensure equitable learning from class to class and plans are due on Thursdays. Lessons plans are submitted two weeks in advance and are reviewed to provide feedback and recommendations. School leaders review lesson plans over the weekend using the current class data to share feedback with teachers in the upcoming weekly grade level PLC meetings. According to the Staff Survey, 96 percent of respondents agree that, "Teachers collaboratively plan lessons." Under the category of high standards and expectations, 100 percent agree that, "Our staff believes that all students can meet state standards." As observed, further support for data analysis and planning occurs during these PLC and team meetings.

The staff handbook contains non-negotiables that are reviewed at the start of the school year. Included are agreements related to instruction, the culture of learning, dress code, and professional behavior. Staff are encouraged to meet with the principal to discuss any concerns. There is very little to no issues regarding noncompliance or poor performance. Teachers articulated the non-negotiables and observations show that they adhere to these expectations. In the "readiness to benefit" survey section, 100 percent of staff agreed with the statement, "I am willing to be held accountable for student learning."

The principal has a systematic process that offers support, feedback, and actions that seek to professionally develop struggling teachers. The administrative team underwent the 'Will/Skill quadrant' exercise to develop informal action plans for those teachers assigned to leadership team members.

According to the Student Survey, 94 percent of respondents report that, “I take responsibility for working on my learning goals.” This is 10 points higher than the district average and speaks to how the school leaders’ insistence on high expectations has transferred to students’ beliefs and actions. Other student survey responses:

- 98 percent agree with the statement, “My teacher(s) expect me to do my best.” This is 11 points higher than the district average.
- 90 percent agree with the statement, “I work hard at school.” This is eight points higher than the district average.
- 95 percent agree that, “It’s important to me that I improve my skills this year.” This is 10 points higher than the district average.
- 85 percent agree with, “I am a hard worker.” This is 10 points higher than the district average.

On the Parent Survey, 95 percent of parents agree that, “The principal of this school is committed to quality education.”

The principal and her administrative team work cohesively to drive change at the school. The master schedule provides intervention services that do not interfere with Tier I instruction. The school runs smoothly and exhibits a positive climate that is conducive for learning and teaching. Student attendance rate is at 96 percent which shows evidence of their love for their school.

During the two-day audit, no major student behavior concerns were observed in virtually all classrooms. In a third-grade class, a student became upset when redirected by the teacher. The teacher effectively handled the situation in a calm and dignified manner with minimal interruption to her small group lesson. The principal was passing by the class and quietly spoke with the student to ensure learning continued for him. Discipline data for the 2018-2019 school year has dramatically improved with a decline from 25 in-school suspensions and 17 out-of-school suspensions the previous year to 3 out of school suspensions and 6 in-school suspensions for this school year.

Students, staff, and parents articulate the school-wide expectations and their actions align to these expectations. Students strive to improve their learning as observed in all classes, even when the tasks assigned did not challenge or engage students. Coventry Oak Elementary students believe in the school’s vision and Comet Creed and respect the culture of learning.

- Our vision is that all Coventry Oak Elementary students will be respectful, responsible, prepared, problem solvers at school and within the community.
- Comet Creed: I will be respectful and proactive in everything I do for it is my responsibility to contribute to my school. I will plan for my future by preparing for today through the values instilled in me.

The students expressed that, “The principal regularly visits our class, especially if we have a sub, to check on students, to see what we are learning, to see our MAP test results, and to check on our behavior.” The students describe their principal as “neat, kind, nice, respectful, kindhearted, generous, encouraging, and helpful.”

4.3.2 Factors that limit effective student learning:

Although teachers know the areas of focus for improvement, some teachers expressed that they are overwhelmed “by trying to focus on too much.” This stems from teachers’ need for support to differentiate at Tier I. Some teachers view the school leaders’ attempt to help them design standards-based lesson plans and differentiated tasks at Tier I, using the new lesson plan format, and meeting the expectations for planning and data analysis within the given timeline, as procedural, time consuming, and acts of compliance rather than making a real impact on student learning and achievement. Unfortunately, these

views and opinions exist among some teachers because MAP results from 2018 as compared to 2017 show that students are making progress.

A few teachers that participated in three of the six focus groups reported that they receive inconsistent feedback or non-specific feedback on their lesson plans. One teacher discussed how creating lesson plans two weeks in advance “is not working.” “We can’t be as responsive. We must stay on the same page. We feel pressured to move on. We understand the reasons, but it’s consistency versus responsiveness to student needs.” Another teacher said, “Coaching and feedback is essential when trying to stay consistent. We want to do well and grow, but we need the what and how, even modeling or to visit others to see it.” Auditors observed teachers receiving specific verbal feedback during the PLC meeting, but the support provided to teachers and students has not yet translated into significant growth on state assessments. Student achievement on KPREP is significantly lower than the district and state average. Reading improved from 2017 (34.3) to 2018 (37.1) and math (27.2 to 29.1), writing remained at 18.5, and social studies declined (36.9 to 17.6).

4.3.3 Recommendation:

Although the administrators explained that certain grade levels receive verbal feedback and lesson planning assistance in the grade level meetings to support their development instead of written lesson plan feedback, this should be clearly communicated so there are no misconceptions and teachers will have an opportunity to express which form of feedback helps them to develop their craft. Teachers from different grade levels may need different support regarding lesson planning, coaching, and feedback. It may be beneficial for the SBIS and PGE to continue to provide one on one coaching and planning support for some teachers. For these teachers, focus on two or three developmental goals, some quick wins and one or two long-term goal, that can be mastered to ensure staff members do not feel overwhelmed and experience professional success.

Create a schedule for peer observations within the school. Use a clear protocol for teachers to capture their learning and build in time for them to debrief and share strategies learned with other teachers. This type of professional development can powerfully impact teacher confidence and competence, and it enables teachers to have instructional conversations across grade levels and discipline areas.

4.4 Domain 4: The Culture of Learning

The culture of learning is established.

4.4.1 Factors that support effective student learning:

Coventry Oak Elementary exemplifies a safe, welcoming, and respectful learning environment. The building facilities are extremely well-maintained, and student and staff behavior are entirely appropriate. Students were observed entering the building in an orderly manner, eager to learn. Teachers and staff greet students to welcome them and their families to a new day of learning. Further evidence that supports a safe, welcoming, and respectful learning environment includes:

- Cambridge Education Student Survey data indicate that 94 percent of students perceive adults in the school as nice to each other, 88 percent of students believe that their parents/family feel welcome to visit this school, and 85 percent report that “I can stop myself from doing something that I know that I should not do.” Every student in the focus groups and 88 percent of survey respondents believe that there is at least one adult in the school that they can talk to or go to if they have a problem.
- 100 percent of Cambridge Education Staff Survey respondents agree that, “Staff enforce the bullying/harassment policy of this school.” 100 percent of Staff Survey respondents agree that, “This school encourages parent involvement in their child’s learning,” and all staff focus group members concurred with this statement.

- Stakeholders and visitors are warmly greeted, in Spanish and English, by the office staff where the office itself sets the tone for learning. Books are available to read as you wait. Diverse families told the auditors that they can come to the office and receive information or request material to help their child at home. They feel comfortable talking to anyone at the school, knowing that they will get the support needed for their child or family.

When schools are safe and welcoming, students are better able to learn and develop the confidence and social skills to be successful.

Visual displays of student recognition and celebrations are prominently placed at the entrance and throughout the school. Information and updates are streamed on the monitor at the front door. Students in both focus groups told the auditors about the front displays, how they contributed, and proudly shared that their names are posted as Lunch Bunch members. 96 percent of Cambridge Education Parent Survey respondents agree with the statement, "This school celebrates student success."

School leaders and staff maintain positive relationships with families and the community. These relationships have developed into partnership to support student learning and families that are in need. Examples include:

- A volunteer works twice a day at the school. In the morning, he works collaboratively with the students and Administrative Dean/PBIS Coordinator to deliver the televised school's morning news show. School-wide expectations and current news for staff and students are shared. This daily reminder contributes to the overall conducive learning environment. In the evening this volunteer, helps to run science, technology, engineering, and math (STEM) learning club.
- A parent volunteer that works twice a week at the school discussed how the school instills the R2P2 expectations daily. "There is no bullying-type behavior and, if it is observed, there is a quick resolution. Students are reminded to be a problem-solver. Kids can figure things out on their own." A retired teacher and grandmother that volunteers said, "This school community is amazing! Very loving and kind. My grandson has special needs. Everyone is loved and treated with respect. The staff knows the students by name." Another parent said, "On my child's second day at this school, I heard teachers greeting her as I dropped her off in the morning, saying, 'Gracie, Good Morning!'"
- Parents, staff, and community partners volunteer their time to sponsor clubs to ensure students have diverse experiences that support their multiple intelligences, improve vocabulary, and background knowledge.

The school works to challenge students to think in different ways and be well-rounded. Students complete an interest-based survey via Google documents to select their top three clubs. The school news team produces commercials to advertise the teacher, parent, and volunteer sponsored clubs. These clubs are a highlight for students and they help to enhance learning. The types of clubs include but, are not limited to, yoga, knitting, woodworking, a vet club, horse club, Girls on the Run, soccer, basketball, cheerleading, volleyball, academic challenge club, choir, drum club, an entrepreneurs' club, and the state level recognized, Super Scholars Social Club (S3G). All clubs are free to students and some clubs even host events on Saturdays.

Although the school has had multiple curriculum resource changes, learning is evident by KPREP reading and math scores, MAP results, the quality of some student work, i.e., the poetry lesson, and specific feedback on work posted in the hallways, and the scholars' attitudes and behaviors about learning and their school. Establishing a strong culture of learning supports students' desire to achieve academically and socially.

4.4.2 Factors that limit effective student learning:

The Accelerated Learning Lab after-school program does not offer homework help. Students receive more time on adaptive, computer-based programs and small group instruction. When students arrive home, some well after 6:00 p.m., students still must complete homework assignments.

Some lessons are not challenging enough for all learners. At every grade level observed, some students in literacy and math centers drifted off or became disengaged while teachers taught small group lessons.

4.4.3 Recommendation:

Although some teachers offer homework help in the mornings, students that stay for the Accelerated Learning Lab after-school program have a long school day without completing all requirements before going home. The audit team recommends allowing students 15-30 minutes at the start of the program and after snack time to receive homework assistance. If students do not have homework, they should begin computer-based or other learning tasks. The school should also increase enrollment in the after-school program so more students have access to extended learning time.

There is great creativity and inquiry and project-based learning that occurs during Coventry Oaks Elementary Days and within clubs. Teachers can incorporate challenging learning experiences during their weekly lessons and connect with parents and volunteers to help facilitate projects and inquiry-based learning that align to current standards and learning targets.

4.5 Domain 5: Family and Community Engagement

Family and Community engagement is established.

4.5.1 Factors that support effective student learning:

The school leaders and staff place a high priority on regularly communicating with families to build collaborative relationships and to engage them as partners in their child's learning. The audit team found clear evidence of this factor that supports student learning.

The school offers multiple ways to communicate with families and the broader community such as newsletters, the school entrance monitor, surveys, website, meetings, and social media. All communication is in Spanish and English. The school office staff member is bilingual and can readily share information and assist families. Parents told auditors that they receive information in their native language and know how to help their child at home or to request support, as needed.

Most families confirm via focus group, the Parent Survey, or the re-imagining session/community meeting that the school regularly communicates with families and develop partnerships with families and community agencies to improve student learning. All Cambridge Education surveyed groups responded at an overall favorable rate of 70 percent to 87 percent for parent and community involvement, and parents rated collaboration and communication at an 87 percent favorable rate.

Coventry Oak Elementary recognizes parents and community members as assets to improve student learning. Parents and grandparents were observed volunteering in classrooms. These parents worked with small groups or individual students. Systems are in place for families and community volunteers. The Family Resource Coordinator and school leaders require that volunteers undergo background checks and detailed training to best serve the needs of the school. The Family Resource Coordinator manages volunteer schedules and serves as the liaison between the school, families, and district office. Parental involvement increased as evident by PTA membership (61 members last year; 91 members this year).

Teachers routinely provide information for parents and guardians about their child's academic and social progress, expectations for standards, and areas for improvement. Parents are well-informed about their

child's progress and see the school as a resource for helping them to support their child's learning. Parents receive daily and hourly messages through Class DoJo, the cell phone app, that reports behavioral and academic information in multiple languages. Every focus group discussed how valuable Class DoJo is as a means of communicating with parents and students. Class DoJo allows students to track their progress and to receive recognition for doing well in school. All stakeholders report that student progress is shared via conferences, phone calls, emails, text messages, Infinite Campus, and informal meetings with teachers. No parents expressed concerns with receiving information from teachers or the school related to their child's academic or social progress.

In addition, the school has a clear intake process that ensures new students receive required services early on and that the students and families easily acclimate to their new school. According to the principal and teachers, when new families register for school, the bilingual registrar works with the families to determine their needs before the child starts school. The family is connected to the Family Resource Coordinator to take care of essential needs, i.e., food, clothing, academic support, etc. that are offered by the school, district, or community partners. If the student has an IEP, 504 Plan, or requires ELL services, the information is shared with the teacher and the registrar arranges an introductory meeting with the teacher, student, and family. If the student has difficulty transitioning, an administrator stays with the child on their first day of school. Overtime, these efforts will manifest in student achievement as measured by MAP and KPREP.

4.5.2 Factors that limit effective student learning:

The school must do more to ensure all children are making enough academic progress, special learning needs are met, and achievement gaps are closed. KPREP data and MAP scores are below expectations and some parents expressed concerns about children "falling through the cracks" academically.

Although, the school leaders recognize parents as an asset, it is a challenge to engage numerous families regularly, that represent the diversity of the student body, in ways that helps to increase student learning. Focus group parents expressed concerns about parental involvement, especially for diverse families. They attributed barriers such as "language, not being able to be here because of work, busing and transportation issues" due to the distance that some families must travel to get to the school as reasons why more parents do not volunteer in the school or participate in school events. One parent said, "Diversity creates growth and learning." She stated that the school must do more to involve diverse families. All parent focus group participants agreed. Evidence that supports the parents' concerns about were also noted in survey results. Only 49 percent of student survey respondents reported that their parents participate in events or activities at their school. All staff expressed a desire to have more parents involved in the school whether they are physically in the school or help in other ways.

The school has a diverse student population, yet it is not doing enough to embed its cultural diversity into students' learning experiences. Although the school celebrates Black History Month and has multicultural concerts, there is room to embed cultural celebrations throughout the school day and year. 66 percent of staff respondents report that, "This school has activities to celebrate the diversity of this community." 60 percent of student respondents agree with the statement, "The school has activities to celebrate different cultures." 44 percent of the staff agree with the statement, "The curriculum we teach reflects the diversity of the community we serve." 49 percent of student respondents report that, "I see people like me in the books and material used in my classroom." Parents demonstrate a willingness to participate in Coventry Oak Exploration Day, and the school has some diverse staff members. However, the school has missed opportunities to build on programs and to integrate cultural celebrations into grade-level learning, which would support background knowledge building, cultural acceptance and awareness, and learning enrichment for all students.

4.5.3 Recommendation:

The school leaders must work with their MTSS team and district leaders to ensure students receive testing and services within appropriate timelines. When students are not making progress or insufficient progress, there must be alternatives to accelerate learning and close the achievement gap. Otherwise, students will become disengaged with learning and eventually dropout of school.

The audit team supports the parent focus group's recommendations to continue to use Class Dojo to share school-wide and classroom announcements and to post a "wish list or database so parent volunteers will know what is needed." We also affirm their request for a handout that informs volunteers of permissible activities.

The school leaders and teachers should network with community organizations to increase involvement in cultural events. ELL teachers and staff should contribute to PLCs to help teachers to infuse cultural awareness and learning into their units. The school could celebrate all cultures represented at the school, not just those traditionally consider minority groups. Hosting international events. Posting a video clip on the website where students and staff, dressed in native attire, share a sentence or two about their family heritage. Students could conduct research, create projects, and write essays about their family heritage. This would demonstrate the rich diversity of the school community and create an appreciation for all people.

