



The University of the State of New York  
The State Education Department

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



<b>BEDS Code/DBN</b>	03-02-00-01-0012
<b>School</b>	Theodore Roosevelt Elementary School
<b>School Address</b>	9 Ogden Street, Binghamton, NY 13904
<b>District</b>	Binghamton CSD
<b>School Leader</b>	David Chilson
<b>Dates of Review</b>	March 20-22, 2013
<b>School Accountability</b>	Focus
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration		PK-5	Total Enrollment		463	% Title 1 Population	87%	% Attendance Rate		92.8%	
% Free Lunch	83%	% Reduced Lunch	4%	% Student Sustainability	64.9%	% Limited English Proficient	8%	% Students with Disabilities		12%	
Types and Number of English Language Learner Classes											
# Transitional Bilingual		0	# Dual Language		0	# Self-Contained English as a Second Language					0
Types and Number of Special Education Classes											
# Special Classes		2	# Consultant Teaching		5.5	# Integrated Collaborative Teaching					5.5
# Resource Room		0									
Types and Number Special Classes											
# Visual Arts	1	# Music	2	# Drama	0	# Foreign Language	1	# Dance	0	# CTE	
Racial/Ethnic Origin											
% American Indian or Alaska Native	1%	% Black or African American	25%	% Hispanic or Latino	17%	% Asian or Native Hawaiian /Other Pacific Islander	3%	% White	44%	% Multi-racial	10%
Personnel											
Years Principal Assigned to School		10	# of Assistant Principals		0	# of Deans	0	# of Counselors / Social Workers		1	
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification		0	% Teaching with Fewer Than 3 Yrs. of Exp.		8%	Average Teacher Absences		8
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District	X	Focus School Identified by a Focus District		X	SIG Recipient (a) (b)		
ELA Performance at levels 3 & 4	32%	Mathematics Performance at levels 3 & 4		40%	Science Performance at levels 3 & 4		80%	4 Year Graduation Rate (HS Only)			
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	N/A	% of 2 <sup>nd</sup> yr. students who earned 10+ credits		N/A	% of 3 <sup>rd</sup> yr. students who earned 10+ credits		N/A	6 Year Graduation Rate		N/A	

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b> <b>(Mark an "X" in the field(s) where school is identified for not meeting AYP.)</b>			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	Limited English Proficiency		

**Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DCIP, etc.):**

**SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**

1. Provide well rounded, enriching learning opportunities for all students that challenge young learners, by addressing the six common core shifts, while using multiple best practices to best incorporate the Common Core Learning Standards.
2. Research and select effective strategies used for working with culturally diverse students of high-poverty.
3. Implement effective Academic Intervention and Support using the Response to Intervention process, proven instructional practices and the consistent use of data collection, analysis and collaboration.
4. Implement the Olweus Bully Prevention Program.
5. Improve our rate of daily student attendance by strengthening relationships with children and families and by educating students and families of the importance of being in school each and every day they are well in order to help all children become "College and Career Ready."

**Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.**

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

#	Statement of Practice	H	E	D	I
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).			X	
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.			X	
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.		X		
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.		X		
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

**Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.**

#	Statement of Practice	H	E	D	I
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.			X	
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and			X	

	knowledge around specific content.				
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.			X	
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.			X	
	<b>OVERALL RATING FOR TENET 3:</b>			<b>D</b>	

**Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.**

#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.			X	
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			X	
	<b>OVERALL RATING FOR TENET 4:</b>			<b>D</b>	

**Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.**

#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.		X		

5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.			X	
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.			X	
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.			X	
<b>OVERALL RATING FOR TENET 5:</b>				<b>D</b>	
<b>Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</b>					
#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strengths and needs are identified and used to augment learning.			X	
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.			X	
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

**School Review Narrative:**

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school leader has established a shared vision, embraced by adult community stakeholders, and mobilized fiscal and human resources to implement an improvement plan with a strong and successful focus on student social and emotional developmental health. However, the absence of alignment between the vision, student outcome-based goals, and the necessary feedback loop between the school leader and all stakeholder groups has resulted in an emphasis on program implementation over academic achievement.

**Strengths:**

2.4 **The school has received a rating of *Effective* for this Statement of Practice:** Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

- The district, rather than the school, makes decisions regarding human and programmatic resources and fiscal capital. However, the Integrated Intervention Team's (IIT or "the team") review of documents and interviews the team conducted indicate that the school leader seeks opportunities for input into decision-making, such as joining the district's committee to interview potential candidates approved for hire. Interviewees explained that when a position becomes available, the district provides an approved list of candidates to school leaders for their consideration. The district requires that the candidate hired is from the district's pre-approved list. The school leader's committee membership is the primary opportunity to ensure that candidates selected from the district's pre-approved list meet the staffing needs of the school. The school leader also organizes opportunities for school personnel to volunteer both time and materials to plan and assist additional students after school. Staff state that the district provides the school with a budget, and the school leader consults with instructors to develop a plan to supplement academic programs and meet school goals with the small amount of discretionary funds available. For example, students have been able to meet and share books with authors to support English language arts instruction. Consequently, despite the school leader's limited authority regarding human and programmatic resources and fiscal capital expenditures, he articulates school needs, creates systems and structures that address student achievement, and makes decisions to dedicate available resources toward addressing school goals.

2.5 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

- The school leader has a functional system for conducting observations, tracking teacher practices and participation in professional development (PD) activities, and providing feedback to staff. The team's review of documents and interviews the team conducted indicate that the school leader conducts announced and unannounced classroom observations frequently. Interviewees report that classroom observations and student data track the progress of each teacher. The school leader provides staff with post-observation conferences and written feedbacks, and staff state that they sometimes request observation of specific practices. After targeting the practices of particular teachers, the school leader increases the amount of unannounced observation and individual follow-up feedback. Staff report that the school leader provides feedback in the form of PD activities when he notices a pattern of widespread practices necessitating discussion. For example, workgroups and faculty meetings have been used to address themes such as using data to track teacher and student progress. The result is that the school leader holds all personnel accountable for the continuous improvement of their instructional practices through data review, the monitoring of student progress, and observations of instructional practices.

### **Areas for Improvement:**

2.2 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).

- The school vision understood, shared, and supported by school constituents is to guide students in developing “strong academic skills, positive self-esteem, and personal responsibility.” The school-wide goals focus on student well-being and are supportive of student learning. The team's review of documents and constituent interviews the team conducted indicate that a Building Planning Team (BPT) works from the vision and mission statements to develop the school's goals. Four documents provided to the team contained goal statements: the Mission Statement, the DTSDE Self-Assessment priorities, the 2012-13 Roosevelt staff handbook, and the SCEP targets. While some of the reviewed goal statements are ambitious, results oriented, and timely, none of the statements are specific or measurable. For example, the top five priorities listed in the DTSDE Self-Assessment document are generally comprehensive: enriching learning opportunities for all students, developing effective strategies, improving intervention support, developing bullying prevention, and improving student attendance. However, there is no specific focus on urgency to increase student academic achievement. In the self-assessment document, there is an attempt to assign measurement targets for improvement in mathematics and English language arts (ELA) proficiency scores, but the unit of measure is blank. While stakeholders are able to articulate that they share the same vision and support various school efforts to fulfill the vision, there is no alignment between the vision and the goals. Consequently, a shared sense of urgency about achieving academic goals is limited.

2.3 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.

- The school leader is beginning to develop systems to support mission critical goals. The team's review of documents and interviews the team conducted indicate that there are high rates of poverty and mobility across the school community; 83 percent of students are eligible for free lunch, and approximately 35 percent of students experience an interruption in their education as they transition from at least one home and school to another during one school year. In response to this data and the associated issues that place children at high-risk for school failure, the primary focus of staff becomes the social and emotional developmental health of the students and successful community and family engagement. As the result of an effective partnership with a community service agency, the school houses a clinic that operates throughout the school day, providing medical, mental health, and dental services to children and their families. School personnel work collaboratively and share appropriate data with clinic personnel and family members. Because of the partnership, there is a comprehensive collection of data used to examine and improve school-wide practices in the critical areas of social and emotional developmental health as well as community and family engagement. However, as evidenced by the school's top priorities, there is a limited sense of urgency to improve curriculum and teacher practices so as to increase students' academic proficiency. The underutilization of evidence-based systems is limiting progress toward achieving mission-critical goals regarding instructional practice, leadership development, and academic achievement.

**Tenet 3 - Curriculum Development and Support:** The school has rigorous and coherent curriculum and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

**Tenet Rating**

**D**

**Debriefing Statement:** The master schedule includes time for instructional staff to collaborate regarding CCLS focused unit and lesson plans. However, there is no mechanism in place to assess the establishment and implementation of the units and plans or analyze plan effectiveness, resulting in the lack of access by all students to CCLS-aligned instruction.

**Strengths:**

All ratings for this Tenet are either **Developing** or **Ineffective** and, therefore, comments are listed under **Areas for Improvement**.

## **Areas for Improvement:**

**3.2 The school has received a rating of *Developing* for this Statement of Practice:** The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.

- The school leader and staff are learning to use standards to inform instruction and implement curricula that support the CCLS. Interviews, a review of documents, and classroom visits by the IIT members indicate that the district provides PD opportunities that emphasize CCLS instructional shifts. At the school level, district personnel, the school leader, and the Literacy Curriculum Specialist provide PD during faculty meetings, through emails with links to resources, and at grade-level meetings. As a result, some teachers create lesson plans that support the CCLS, although the plans do not guide classroom instruction. Documents and interviews also indicate that district curriculum maps are not CCLS-aligned and curricula implementation is not uniform across all schools in the district. The school's master schedule provides meeting time for grade-level teachers. During these meetings, the team observed teachers reviewing student data for skill mastery and sharing of successful instructional strategies and materials developed by teachers. In classroom visits and interviews, the team found that not all teachers use unit and lesson plans that support the CCLS or review relevant data to create individual and subgroup goals. The team found that the implementation of rigorous, coherent CCLS-aligned curricula was inconsistent in the classrooms visited. For example, observers witnessed instruction that supported the CCLS in just one of eleven classrooms visited, and the team also found higher-order questioning in only one classroom. The inconsistent implementation of CCLS-aligned curricula results in uneven instruction and limits increased academic achievement as well as student learning.

**3.3 The school has received a rating of *Developing* for this Statement of Practice:** Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.

- Teachers do not create CCLS-aligned unit plans across all grades, content areas, and classes when they meet in grade level groups. The school's master schedule provides meeting time for grade level teachers. Teachers report that they meet to discuss the CCLS, although there has not been a collaborative attempt to align lesson plans across grade levels. During the observation of one grade level meeting, the observer heard a conversation about the use of technology in instruction, as well as a discussion and demonstration of homemade instructional materials, without any reference to the construction or use of CCLS-aligned unit and lesson plans. Additionally, the team found that instruction in the classrooms visited did not consistently expose students to sequenced, complex materials, higher-order thinking skills, conceptual understanding and knowledge, or the analysis of data. Interviewees state that school personnel are aware of modules posted on the EngageNY website, although only a few staff have used the modules. The team found that there was exposure to complex materials in some mathematics and ELA classes visited; however in only one of out of eleven classrooms were teachers engaged in higher-order questioning. Consequently, student exposure to rigorous conceptual understanding, content knowledge, and skills required by the CCLS

is uneven, limiting student access to curricula designed to prepare them for academic success.

**3.4 The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.

- The school Building Planning Team (BPT) has a plan that creates opportunities for teachers to collaborate in order to incorporate the arts, technology, and other enrichment areas within curricula across grades and subjects. Documents reviewed and interviews conducted by the IIT indicate that current collaboration opportunities exist for specific teams of teachers and for horizontal grade level teams. While the IIT found through documents reviewed, interviews, and classroom visits that school personnel and community members support the arts, technology and enrichment of various kinds, few of the events held by the school are the result of formal curriculum collaboration across subject areas. For example, the works on display at “Arts Night,” in which over one thousand people participated, were projects created intentionally for Arts Night without a specific connection to a robust curriculum. The team saw student writing and artwork that accompanied instructional activities on display throughout the building; however, there is limited incorporation of arts, technology and other enrichment opportunities in the formal curriculum. Until the BPT plan includes opportunities for vertical and horizontal partnerships across grades and subjects, not all students will have regular access to a robust, CCLS-aligned curriculum that incorporates the arts and technology.

**3.5 The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.

- School personnel are in the process of developing a data-driven culture that leads to strategic action planning in order to inform instruction. The IIT's review of documents, interviews, and classroom visitations indicate that procedures are in place for the regular collection, review, and sharing of limited data with teachers. Documents reviewed indicate that student achievement levels on the NYS English ELA and mathematics assessments of students in grades three, four and five are shared with the entire staff at the beginning of each school year. A School Wide Assessment Team (SWAT) administers interim assessments three times per year to students and shares the results with grade-level teachers. Intervention groups are realigned based on the data collected by the SWAT. In general, the team did not find evidence in documents, interviews, or classroom visitations that data analysis leads to the strategic adaptation of all instructional plans. However, classroom visitations and interviews by the team provided evidence that some instructional plans are adapted based on the analysis of formative assessment data for students already receiving targeted instruction. The team observed that staff used formative assessment tools in four of eleven classrooms visited, and only three of eleven teachers implemented learning centers or formed student workgroups based on the analysis of student performance data. Because school staff inconsistently and unevenly collect data to inform strategic planning, instruction is often misaligned, thus limiting student achievement.

<b>Tenet 4 - Teacher Practices and Decisions:</b> Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent sub-groups experience consistent high levels of engagement, thinking and achievement.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** Teachers understand the importance of a strategic decision-making approach based on multiple sources of student data. However, in the absence of instructional practices to engage and challenge all learners to high levels of thinking and academic rigor, student achievement lags behind grade level expectations.

**Strengths:**

All ratings for this Tenet are either **Developing** or **Ineffective** and, therefore, comments are listed under **Areas for Improvement**.

**Areas for Improvement:**

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

- Teachers do not always develop individual student goals based on data so instructional practices, strategies, and lesson plans are not organized around meeting student goals. The IIT's review of documents and interviews indicates that some staff members discuss data and, to some extent, instructional practices in collaborative grade level "data huddles." The IIT saw no evidence of the construction of collaborative plans in the review settings observed. In special instruction classes, student goals guide instruction, although teachers do not share goals with the students. Similarly, instructional practices and strategies aligned to plans and class data, as well as instructional interventions, exist in special instruction classrooms. Otherwise, the IIT in its classroom visitations saw no evidence that teachers create long or short-term goals for students or groups of students. Some classrooms visited have lesson objectives posted during instruction. In nine of eleven general education classrooms visited, the IIT saw instruction that was teacher directed, with little student participation, and the teachers did not provide instructional interventions. Because not all teachers develop individual data based goals and share these goals with students, student engagement and inquiry is limited.

4.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.

- While teachers are becoming more knowledgeable about the components of instruction aligned with the CCLS, not all teachers are integrating the components into their instructional practices. The IIT found in classroom visitations and interviews that some teachers have shared lesson objectives that support the CCLS. Although most classrooms display a word wall, instruction in

many of the classrooms visited was text dependent, teacher directed, and lacking in the use of higher order thinking questions. In a few classrooms visited, the IIT saw students accessing learning centers, using math manipulatives, and completing hands-on arts projects. However, in classrooms without differentiated instruction, some students became unengaged and isolated during lessons. In some of the classrooms the IIT visited, teachers provided students more than one way to engage in learning a new concept or the opportunity to practice recently introduced material. However, CCLS-supported instruction that addresses the learning needs of all students, including those requiring targeted instruction, is not present in all classrooms, resulting in uneven instruction that limits student learning opportunities.

4.4 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.

- A code of safe and acceptable behavior that is commonly understood by the school community is displayed in hallways and most classrooms. This assists in creating an inclusive and culturally responsive environment that recognizes the needs and celebrates the strengths of all students. The review team saw posters in the building that list a code of acceptable behaviors and instructions for reporting bullying. Hallway movement during class changes was smooth and calm. Parent and student interviewees described common behavioral expectations as well as rewards and consequences related to behavior. However, some parent and student interviewees reported that students do not feel comfortable participating in classroom instruction out of concern that offering an incorrect answer will result in criticism from other students or the teacher. Some classes offer limited opportunities for students to express an opinion, comment, or response. Only a few teachers in the classrooms visited used language consistent with posters defining respectful and caring behavior. Interviewees reported that some teachers and the school leader use specific strategies and activities that allow students with diverse strengths, needs, cultures, and backgrounds to access learning and social opportunities. In only three of eleven classrooms visited did the IIT see high-level texts and use of inquiry. While the school provides a physically safe and inclusive environment, instruction does not always challenge or invite student participation, which limits high levels of student engagement and inquiry.

4.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.

- Teachers use specific data to initiate discussion and develop plans for lessons and groupings of students for intervention. Based on interviews, a review of documents, and classroom visits, the IIT found that teachers use data to initiate conversations about shared instructional strategies, and on occasion, the conversations result in informal grouping of students for instruction. Documents reviewed and interviews conducted by the IIT indicate that specific groups of school personnel review data on a targeted group of students that is collected at three points during the school year. During the one grade level data team meeting observed by the IIT, staff discussed targeted interventions for students. The IIT found during classroom visits that textbooks, worksheets, and

rote activities drive instruction in many classes. Feedback provided to students during class is general, and feedback on assignments tends to focus on the number of items correct or incorrect. During classroom visits, the review team did not observe staff reviewing overall progress data with students. Because of the lack of staff members' use of data sources to inform and develop explicit instructional plans and share data-based feedback with students, student participation in the learning process is limited.

**Tenet 5 - Student Social and Emotional Developmental Health:** The school community identifies, promotes and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

**Tenet Rating**

**D**

**Debriefing Statement:** The clinic within the school building provides a continuum of services and interventions to students and families with social, emotional, medical, and dental issues. The clinic is the leading example of partnership between the school and a community agency focusing comprehensively on meeting student needs. Teachers' heightened awareness of the significant social and emotional developmental health needs of many students has led teachers to hesitate in setting challenging goals and high academic expectations.

**Strengths:**

5.2 The **school has received a rating of *Effective* for this Statement of Practice:** The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

- An overarching system to support and sustain the social and emotional developmental health of students exists through the long-standing partnership between the school and community agencies. Through interviews, a review of documents, and classroom visits, the IIT found that school student support personnel and the agency staff of an on-site health and dental clinic work collaboratively to maintain a system for the coordination of the social and emotional developmental health services necessary to meet the needs of each child in the school community. For example, when proper permissions and authorizations are in place, the poor attendance of a student is likely to result in a conversation among school and clinic staff about relevant family situations and a home visit may occur to follow up with the student and family members. The student attendance data may also lead to review and discussion by the school's intervention team in collaboration with clinic staff. Based on documents reviewed and interviews conducted, the IIT found evidence that school and appropriate agency personnel participate as members of various intervention teams. Interviewees explained that services to students and families sustained by partnerships through grants and other funding sources are dependent on data that is collaboratively collected, analyzed, and shared by the school and agency partners. Addressing social, emotional and developmental health by leveraging successful partnerships results in students' needs being supported.

## **Areas for Improvement:**

5.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

- School personnel and families articulate a vision for social and emotional developmental health as an important component of student learning. Rigorously implemented and maintained programs create a safe and healthy environment for all constituents. In interviews and classroom visitations, the IIT found that most school constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health. Since there is a high mobility rate among students in this school community, an orientation program held for new students includes an explanation of the rules and expectations for student conduct. Many interviewees talked about the anti-bullying and Positive Behavioral Interventions and Supports (PBIS) programs as key components to achieving the vision of social and emotional developmental health. The school offers PD opportunities that build adult capacity in supporting student social and emotional developmental health related to academic achievement within the context of specific anti-bullying and PBIS programs. The existing vision of student social and emotional developmental health does not include high expectations for academic achievement, and the over-emphasis on the behavioral component of student social and emotional developmental health hinders student academic success.

5.4 **The school has received a rating of *Developing* for this Statement of Practice:** All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

- School constituents are able to articulate the steps that the school takes to create a safe environment that helps facilitate student learning. During interviews and classroom visitations conducted by the IIT, students reported that they feel safe and supported in terms of meeting their social and emotional developmental health and academic challenges. When students need help, they ask for and get it. Some interviewees report that students do not feel comfortable participating in classroom instruction when offering an incorrect answer results in criticism. Some students shared that they felt that few opportunities are provided to offer an opinion, comment, or response in class. Most teachers in the classrooms visited by the team did not use language consistent with posters defining respectful and caring behavior. Parents expressed appreciation for teachers who attempt different kinds of interventions to find what works best. Parents also state that the partnership between the school and agency that runs the on-site health and dental clinic is extremely valuable to them in supporting the social and emotional developmental health of their children, although there is limited awareness of how the clinic support connects to the school's vision for student achievement. Teachers expressed understanding of, and compassion for, the many challenges faced by the students who attend this school. Teachers indicated that they saw their roles as being there to help the students feel safe and supported. During interviews and meeting observations, the IIT saw little evidence that teachers are focused on the connection between the social and emotional developmental health of students and their achievement outcomes. While most school constituents articulate that the school is a physically safe place, some

students feel unsupported in classrooms, which limit students' ability to participate fully in their learning.

5.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

- While the school leader and student support staff review some data to help respond to the social and emotional developmental health needs of students, the process is not systemic across the entire school. The school leader, support staff, and the community partners review attendance, health and behavioral records to respond to the students with the greatest needs and to address areas of concern across the school. For example, the school conducted a student survey on bullying, and as a result, the school's lunch and recess supervision plan was revised so that school staff could be stationed at the areas, or "hot spots," where students indicated bullying occurred. Interviewees acknowledged that the school leader relies on the student support and health clinic staff to address many of the students' social and emotional needs, and that there are not clear expectations around the teachers' role in collecting and analyzing social and emotional data. School leaders have begun providing teachers PD focused on using social and emotional data to support students, but the discussions have focused primarily on student behavior data. While the school leader, support staff, and partners have used data to assist students in need, the lack of a comprehensive understanding among individual staff around how each staff member can use data to address student social and emotional needs has led to only the most overt needs being addressed. As a result, the systems are not fully in place to monitor all students' social and emotional needs and provide support to all students to ensure that they achieve academic and social success.

**Tenet 6 - Family and Community Engagement:** The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well being.

**Tenet Rating**

**D**

**Debriefing Statement:** The school is welcoming and responsive to families, provides opportunities for families and community members to engage with staff, and communicates regularly and openly with community stakeholders. However, in the absence of a concerted outreach program to the families who do not initiate a relationship with the school, there is a lack of a collaborative community-wide effort to promote, share in the responsibility for, and attain high levels of student achievement.

**Strengths:**

All ratings for this Tenet are either **Developing** or **Ineffective** and, therefore, comments are listed under **Areas for Improvement**.

**Areas for Improvement:**

6.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school atmosphere is

welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.

- The school atmosphere is welcoming. Many constituents freely engage with school staff, fostering a sense of belonging to a school community. The school leader maintains an open-door policy and knows all of the children by name, and he is frequently visible throughout the school. Families report that the school leader responds to their concerns in a timely manner. Based on documents reviewed and interviews conducted, the team found evidence that the school invites community and family engagement through newsletters, parent information nights, and community events. School-sponsored events, including parent teacher conferences and “Meet the Teacher” night, engage many families as well as other community members. However, there was no indication of any plan for the routine translation of important written communications and materials into languages other than English. In addition, there is no proactive plan to foster engagement among the families of the more than one-third of the student population that relocates frequently. The IIT's review of documents indicates that volunteerism is limited. The exclusion of segments of the school community from communication and engagement with the school, including families and stakeholders of diverse cultures and languages, hinders staff collaboration with some families to support the success of their children.

**6.3 The school has received a rating of *Developing* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strengths and needs are identified and used to augment learning.

- The school engages with the families and community stakeholders who speak English and acknowledges the cultural diversity of constituents. The IIT found through interviews and general observations that decorations, art projects/activities, and some school-sponsored events reflect diverse cultures. Staff and students welcome school community members of a variety of cultures, lifestyles, and ethnicities. The review team found that there is good attendance at school activities, including parent/teacher groups, and various committee meetings. Translators are sometimes available for parent-teacher conferences, although family members do not receive translated reports regarding student achievement and academic progress and other school issues. The IIT's review of the district website indicates that a translation link is available by which text can be translated into a number of languages. Additionally, some interviewees report that there are members of some families who are not able to read reports sent home, including those whose primary language is not English. The lack of reciprocal communication with some families limits the school's ability to identify student strengths and needs to support student learning.

**6.4 The school has received a rating of *Developing* for the Statement of Practice:** The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.

- The school staff supports the concept of collaborating with families and community agencies to promote student success. Interviewees indicate that many families support the school and feel that

they are an integral part of the community. However, parents also reported in interviews that the school community's involvement in partnerships does not include some families whose native language is other than English. The school does not provide PD to train staff in actively seeking and sustaining healthy partnerships with all families in order to identify student needs. Therefore, opportunities for community agencies to collaborate with the school are missed, and school personnel are sometimes not cognizant of the exclusion of potential partnerships. Because the school does not optimize the expertise of diverse community agencies to provide PD to staff, there is an absence of family and community support for student success.

**6.5 The school has received a rating of *Developing* for this Statement of Practice:** The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on learning and success.

- The school provides learning opportunities for families to use and understand data. Dialogue between school constituents centered on student learning and success does not highlight the promotion of academic achievement as the desired outcome. The IIT found through interviews, a review of documents, and classroom visitations that parents feel comfortable asking teachers about student progress. Based on documents and interviews, the IIT determined that teachers share student data with families who actively seek an understanding of the data during parent-teacher conferences, parents' night, and other events organized by the school. There is no indication in documents or interviews of school-sponsored informational sessions held for the specific purpose of sharing data with families. Documents indicate that student progress data is available through "Parent Portal" and the district website. However, interviewees stated that web-based data is not a viable option for families with a primary language other than English or no internet access. While some families feel empowered by the data related to their own children's progress, many families are not encouraged to understand or use data, limiting dialogue between parents and the school. Consequently, not all families are empowered to advocate on behalf of their children for necessary student supports to improve learning and success.

## **Recommendations:**

### **Tenet 2: School Leader Practices and Decisions**

In order for the school's strategy and practices to align fully with the concepts in the Effective column of Tenet 2 the school should:

- 2.2: Develop specific, measurable, ambitious, results oriented and timely (SMART) goals that reflect a sense of urgency as well as high academic expectations for all students.
- 2.3: Include curriculum and teacher practices and leadership development among the specific, mission-critical school priorities. Use feedback loops to provide staff with regular data focused on progress toward completion of priorities.

### **Tenet 3: Curriculum Development and Support**

In order for the school's strategy and practices to align fully with the concepts in the Effective column of Tenet 3 the school should:

- 3.2: Focus teacher meeting time on the rigorous implementation of coherent CCLS-aligned curricula across grades and subjects. Develop mentoring, shadowing, recording, and other support procedures to share skillful modeling of CCLS-aligned classroom instruction.
- 3.3: Develop and use CCLS-aligned unit and lesson plans across all grades, content areas, and classes that expose students to a sequenced progression of complex materials and promote high-order thinking skills. Teach students to analyze information.
- 3.4: Schedule regular teacher meeting times across grades and subjects to target instruction and define the purpose of the instruction. Incorporate the arts, technology, and other enrichment areas into instruction to enable all students to discover, create, and communicate information through a variety of modes.
- 3.5: Increase the analysis of data and the use of assessment tools to identify patterns of student learning and capture current levels of student achievement in order to promote the adaptation of instruction and the development of instructional plans for groups of students. Map a clear path for the progress and growth of all students, and assess school effectiveness by student achievement and success.

### **Tenet 4: Teacher Practices and Decisions**

In order for the school's strategy and practices to align fully with the concepts in the Effective column of Tenet 4 the school should:

- 4.2: Develop a plan for each class based on individual and group data that contains short- and long-term goals for all groups of students. Customize instructional practices and strategies so that they include necessary accommodations and/or instructional interventions required by students and promote student engagement and inquiry.
- 4.3: Consistently use CCLS-aligned instructional practices that provide students a wide variety of ways to engage in learning in every classroom.

- 4.4: Regularly review behavioral expectations and instructional strategies to assure sensitivity to diverse groups of students and their needs and explicitly teach the expected behaviors. Assure that instructional materials contain high levels of text and content complexity.
- 4.5: Analyze data to inform instructional decision-making, such as specific plans for student grouping and instructional strategies. Analyze individual student data to provide rich, meaningful feedback to students that leads them to the next steps in their learning process.

### **Tenet 5: Student Social and Emotional Developmental Health**

In order for the school's strategy and practices to align fully with the concepts in the Effective column of Tenet 5 School should:

- 5.3: Implement PD opportunities that build the capacity of adults to support the social and emotional developmental health of students as it relates to learning experiences and academic success to nurture a safe, respectful learning community.
- 5.4: Provide discussions/opportunities for teachers to share and understand that high academic expectations and success are a part of the healthy social and emotional development of a student. Include high expectations for student achievement among the specific, mission-critical school priorities.
- 5.5: Address all students' academic needs by developing teachers' understanding of how to collect and analyze student social and emotional data.

### **Tenet 6: Family and Community Engagement**

In order for the school's strategy and practices to align fully with the concepts in the Effective column of Tenet 6 the school should:

- 6.2: Provide written communications, especially about student progress and other important school information, in languages other than English and have translators available for school events.
- 6.3: Provide opportunities for the celebration of families and community members of diverse cultures. Communicate with families concerning student achievement, school issues, and any other concerns in all pertinent languages.
- 6.4: Provide PD for all school staff on how to actively seek and sustain healthy partnerships with all families, including those of diverse culture, ethnicity, and/or lifestyles.
- 6.5: Provide additional opportunities for families to understand how to read, use, and analyze school and student data so they are able to encourage student learning and success as well as advocate for student support and sustainability.