



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

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



<b>BEDS Code</b>	14-06-01-0094
<b>School</b>	Dr. Lydia T. Wright School of Excellence
<b>School Address</b>	106 Appenheimer Avenue, Buffalo, NY 14214
<b>District</b>	Buffalo City Schools
<b>School Leader</b>	Fatima Morrell
<b>Dates of Review</b>	December 5-6, 2012
<b>School Accountability</b>	Priority
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	PK-8	Total Enrollment	827	% Title 1 Population	88%	% Attendance Rate	92.3%				
% Free Lunch	86.2	% Reduced Lunch	9.2	% Student Sustainability	TBD	% Limited English Proficient	0.1	% Students with Disabilities	14.1		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language		N/A					
Types and Number of Special Education Classes											
# Special Classes	34	# Consultant Teaching	0	# Integrated Collaborative Teaching		7					
# Resource Room	0										
Types and Number Special Classes											
# Visual Arts	0	# Music	3	# Drama	0	# Foreign Language	0	# Dance	0	# CTE	3
Racial/Ethnic Origin											
% American Indian or Alaska Native	0.1	% Black or African American	91.2	% Hispanic or Latino	4.1	% Asian or Native Hawaiian /Other Pacific Islander	0	% White	2.7	% Multi-racial	1.8
Personnel											
Years Principal Assigned to School	1 year 2 months	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers		2.3			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.		7	Average Teacher Absences	TBD			
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing	N/A	Priority School	X	Focus District	X	Focus School Identified by a Focus District	N/A	SIG Recipient (a)	(g)		N/A
ELA Performance at levels 3 & 4	22.6	Mathematics Performance at levels 3 & 4	21.7	Science Performance at levels 3 & 4	44.3	4 Year Graduation Rate (HS Only)		N/A			
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
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	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
	White		Multi-racial
X	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	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	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 professional development in the areas of Integrated Co-Teaching and Specially Designed Instruction, Literacy Instruction (Phonemic Awareness and Phonics, Fluency, Vocabulary and comprehension), Explicit Instruction, Common Core Standards and Data Driven Instruction.
2. Ensure daily implementation of the Common Core curriculum, with a cultural shift and laser like focus on Instructional Shift #4 for ELA-Text-Based Answers and Math-Deep Understanding.
3. Analyze routinely mathematics and ELA assessment data, including progress monitoring data to guide instructional decision-making for students. Provide on-going interventions for student with disabilities as well as at-risk students.
4. Implement a school-wide writing program with teacher and student friendly rubrics based upon the Common Core Standards. Ongoing analysis of individual written work and the format of the writing program.
5. Promote the enhancement of high quality explicit instruction by engaging students in instruction using the various learning modalities.

**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>E</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 knowledge around specific content.			X	
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>E</b>		
<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.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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>	
<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.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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>E</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.

#	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' strength 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>E</b>
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**Debriefing Statement:** The school leader has created a schoolwide culture characterized by a commitment to high expectations, using data to inform instruction, and focusing on literacy and writing. Staff and students are able to articulate the school vision. Schoolwide practices and procedures, i.e., use of data, professional development (PD) and collective inquiry, work interdependently and create a framework for improving instructional practices. The school leader maximizes the resources available to improve outcomes for all students; however, limited resources impact the ability of the school to respond to students.

**Strengths:**

2.2. The **school has received a rating of *Effective* 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 leaders are using the SCEP to develop and articulate the school vision. The school leader is implementing the plan to ensure that the vision is developed collaboratively and shared across the entire school community. The SCEP identifies the deadline date of January 25, 2013 to finalize and distribute the school vision to the community via staff meetings, newsletters, and the school website. The school leader will continue to distribute the vision to the community throughout the remainder of the school year. The school staff, parents, and students were able to articulate the schoolwide goals outlined in the SCEP. The school is benefiting from the school leadership’s ability to clearly communicate the vision, mission, and initiatives to promote high expectations for all students.

2.3. The **school has received a rating of *Effective* 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.

- School leaders are implementing data-based, evidence driven systems to improve schoolwide practices. Data is used to improve teacher practices in the classroom and support the social emotional developmental health of students. School leaders are conducting approximately six instructional rounds per day. Formal observations are in place, and teachers are receiving constructive feedback as evidenced by the document review. School leaders are auditing lessons for alignment with the Common Core Learning Standards (CCLS). School leaders collaborate with District leaders to identify schoolwide themes and review disaggregated academic and behavioral data to inform decisions at the school level. School leaders, teachers, and the student support team are using a variety of data sources, e.g., Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Terra Nova, and School Wide Information System. The Positive Behavioral Interventions and Supports (PBIS) Team uses data to examine trends in the social/emotional domains. The school is immersed in a data-driven inquiry approach to improve student results. School leaders and teachers stated they are using this data to inform classroom instruction and impact teacher delivery.

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 school leader has cited numerous examples of requests made to the District and community partners to obtain programs and services to support the school. The school leadership has researched and conducted a needs assessment to determine the best programs for their school, and as a result, has instituted the Phonological Awareness Literacy Screening (PALS). The WATTS after school program supports literacy and mathematics. There are several other programs, including Kale Ida Health Clinic and School Violence Prevention that provide services to students. The school leader frequently contacts District coaches in English language arts (ELA), mathematics, and special education. Although the school leader does not have the autonomy or authority to control the school budget, the school is maximizing its present resources, aligning staff and programs so students can receive services to meet their needs.

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 leadership is actively involved in both formal and informal observations of instructional staff. The school leader commented, “Our teachers are used to seeing us in the rooms; we are in and out several times during the day.” Teachers reported they “receive much information” on how to improve practice. The documents reviewed provided information on updated lesson checks. During the Teacher Focus Group, staff indicated that they are provided continual feedback, encouragement, and data sources to support their efforts to improve practice. The SCEP identifies monthly PD in critical areas such as: CCLS, reading/writing/mathematics, integrated co-teaching, and data analysis. The school has a system to conduct formal and informal observations of teachers, resulting in timely, consistent data and feedback to staff. Staff expressed a high sense of urgency and demonstrated a shared sense of accountability and responsibility to improve school performance.

**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.

<b>Tenet Rating</b>	<b>E</b>
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**Debriefing Statement:** The school is using the District approved curriculum aligned to the CCLS. Teachers are implementing a strategic writing program. Teachers and students are using the language of the CCLS, specifically around the shifts in ELA and mathematics. Teacher lesson plans are specific and detailed and reference ELA and mathematics. School leadership uses a rubric to assess the completeness and appropriateness of lesson plans and provide teachers with timely feedback. As a result, grade level meetings include sharing of best practices, review of research, and examination of schoolwide data.

**Strengths:**

3.2 **The school has received a rating of *Effective* 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 teaching staff is receiving continuous, targeted PD in CCLS. School leaders are conducting rigorous formal evaluations, administrative walkthroughs, and review of lessons plans to determine alignment with CCLS and ensure best practices are being implemented. Grade level meetings are conducted with both school leaders and teachers in attendance. PD that was provided by instructional coaches focused on one of the shifts from CCLS. The document review provided information under Goals/Aims/Objectives that reads “Not only are the goals valuable, but teachers have to also clearly articulate how the goals establish high expectations and are related to the CCLS.” CCLS are being implemented and the school is benefiting from a multi-faceted support system to ensure the implementation of the CCLS.

**3.4 The school has received a rating of *Effective* 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 has regular vertical team meeting time in addition to grade level meetings that ensure articulation between and within grade levels. Special area staff also has regularly scheduled collaboration time. Interactive White Boards were available in most classrooms. The document review evidenced relevant topics around teaching and learning. The school leader has provided opportunities for extended meeting time for staff to have more opportunity to collaborate. Grade level leaders are used as turn-key trainers. The school has an arts program and several enrichment opportunities, including Student Council, the Junior Honor Society and clubs for students. The school has systems and structures to promote teacher collaboration and offers students arts, technology, and enrichment opportunities.

**Areas for Improvement:**

**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 are implementing elements of CCLS. Half of the classrooms visited were using complex questions. Eight out of ten classrooms were using Interactive White Boards to display objectives and to introduce content. Instruction was observed to be explicit in most classrooms, i.e., I do/we do/you do, but opportunities were missed for pursuing rigor. Students in most classrooms were grouped based upon teacher decisions. Half of the classrooms visited were using strategies to deepen understanding, such as reviewing vocabulary, using graphic organizers, finding text-based evidence and referencing CCLS. Staff reported they are making an effort to continually align their instruction to CCLS. However, the lack of a detailed plan to introduce rigor, extensions, and higher order thinking in the lesson plan and administrative lesson plan checks are creating gaps and missed opportunities for deepening understanding and knowledge around content.

**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.

- Use of data was observed in the classrooms, school data binders, lesson plans, and the SCEP. School leaders and staff understand the significance, use, and application of data. During interviews with school staff and classroom visitations, the review team noted numerous references to the use of data to support instructional decisions and encourage student ownership of their learning. The review team observed a staff meeting where data was reviewed and discussed. During several classroom visits,

students were asked to review their folders and think about their current learning objective ratings. The school is reviewing research to understand how to use data to improve learning. The school is integrating the use of data into the school culture. School leaders and teachers are reviewing and analyzing data to plan activities and to design instruction to meet the needs of students. However, based on classroom visitations, the review team found evidence that staff is in the early stages of using data in real time to modify instruction and the effect on improved student outcomes is not yet evident.

**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 sub-groups experience consistent high levels of engagement, thinking and achievement.

**Tenet Rating**

**D**

**Debriefing Statement:** The school is using the District approved curriculum aligned to the Common Core Learning Standards (CCLS). Teachers are implementing a strategic writing program. Teachers and students are using the language of the CCLS, specifically around the shifts in ELA and mathematics. School leadership uses a rubric to assess the completeness and appropriateness of lesson plans and provide teachers with timely feedback. Grade level meetings that were observed by the review team included discussions of reflective teaching, sharing of best practices, review of research, and examination of schoolwide data. However, the delivery of instruction in the classroom to promote the depth of understanding that would arise from more rigorous objectives as well as staff understanding the application of more complex questioning is not consistently implemented. This limits student engagement and achievement.

**Strengths:**

4.4 **The school has received a rating of *Effective* 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.

- Staff creates a nurturing environment for students. They understand student needs, are attuned to the challenges students face, and seek to provide a caring environment by providing interventions to support the social/emotional development of students. The school implements standard procedures and routines. Transitions were orderly; staff was seen in hallways. The behavioral matrix and school beliefs were clearly posted for all to see. Classrooms have routines and procedures that are understood and adhered to by teachers and students. The parent facilitator, teachers, student support staff, office workers and custodial staff were all able reference their roles in regard to maintaining a safe, caring, environment for students. The review team observed that parents were warmly greeted. The school staff has behavioral data and a plan that indicates targets for reducing student incidents. As a result, the school is a safe environment where students are engaged in learning.

**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 are aligning instructional practices around unit and lesson plans. The pacing guides serve to keep staff at similar points during the introduction of content. However, the review team did not find many lesson plans that had pre-constructed higher order questions. The school leader

indicated there is a schoolwide push to identify objectives in all lessons. The school has aligned some instruction to objectives as referenced in lesson plans and as seen by the review team during classroom visits; however, classroom instructional strategies are not promoting in students the depth of understanding that would result from more complex questioning. This limited attention to instructional practices and higher order questioning results in missed opportunities to promote high levels of student engagement and inquiry.

**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.

- Teachers are using a variety of methods to engage students. In many classrooms visited, the review team observed teachers using Interactive White Boards, text, supplemental materials, workbooks, and teacher designed activities, visual presentations, graphic organizers, games, and friendly competition. The timing and pacing of lessons were designed to increase the interest and attention span of students. In most classroom visited by the review team, students were engaged in time on task. Teachers had control of the class and systematically moved through their lesson plans. There was a limited use of formative assessments. Instruction was dynamic in many classrooms; however, there remain opportunities to create higher levels of engagement, interest, and attention by introducing higher-order questions. The instructional shifts of the CCLS were not evident in some classrooms visited. The reliance on traditional teacher-led approaches to instruction does not allow for multiple points of access for all students.

**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 are beginning to use data to inform instruction. Formal measures, such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Phonological Awareness Literacy Screening and State assessments, are in place. It is unclear if the school has interim benchmarks in place. The school leader stated that assessment data is regularly shared with staff. Students have folders that are reviewed in classrooms. Students were observed, in a few classrooms, monitoring their own progress. In most classrooms, students do not appear to be actively involved in assessing their own learning as would be desired. The underutilization of formative assessments and teacher feedback to students can compromise more dynamic, learner-centered instruction. Student understanding of their individual performance on assessments can increase engagement in the learning process. Currently, the students are not consistently benefiting from this practice.

**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.

<b>Tenet Rating</b>	<b>E</b>
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**Debriefing Statement:** The school has several systems in place to support student social and emotional well-being, i.e., Positive Behavioral Interventions and Supports (PBIS), Student Support Team, BUGS (Being Unusually Good Students) program, student and teacher incentives for attendance, point program for individual and classroom behavior, and character-education nominations. The Junior Honor Society, Green Team, and Student Council provide additional support for students across grade levels. Students report feeling safe, cared for, and academically supported. However, several staff expressed concern that guidance and

social work services were not adequate to meet the needs of all students.

**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.

- The school has developed internal systems and structures to support and sustain student development. The school is actively pursuing partnerships with outside agencies to further support the development of student social and emotional well-being. Staff was observed interacting with students, i.e., correcting behavior, reviewing rules, and counseling to explain school rules related to expectations and potential consequences if rules are not followed. School staff was knowledgeable about supports available to students. There are several tiers of interventions available, and the Student Support Team regularly reviews behavioral data. The school tracks data and uses information to modify systems and interventions. School leaders and teachers have observed a downward trend in discipline referrals that is seen by school leaders as an indicator of program effectiveness.

5.3 **The school has received a rating of *Effective* 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.

- The school has a clear vision in relation to the health, safety, and social/emotional development of students. The school routines are evident throughout the school. The school day was organized and well-supervised. During the morning routine, students are welcomed, greeted and guided to classrooms. The school leader and students make morning announcements. Office staff was observed to be supportive of students. The BUGS (Being Unusually Good Students) Program serves as the foundation for the PBIS Program. The junior high corridor was exceptionally orderly, as one of the school leaders was assigned to monitor hall transitions and assist and support students. The school has the structures and systems, i.e., Student Support Team, in place to support school safety and the social/emotional development of students. The combination of school initiatives and a positive and supportive atmosphere within the school results in students who are focused on academic achievement and staff who can implement instruction in an orderly and physically and emotionally safe environment.

5.4 **The school has received a rating of *Effective* 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.

- The school ensures that all constituents understand the importance of supporting school safety and encouraging positive behavior. Staff is seen as role models and consistently demonstrates composed, positive, helpful, respectful and student-centered behaviors. The school leaders display compassion and concern for students and clearly explained how everyone has a primary responsibility to contribute to a safe environment where learning occurs. The custodian explained his role in maintaining the physical plant so that teachers and students have the best working environment. The Student Support Team, school leaders and agency personnel, school counselors and staff members explained in detail how the school community promotes positive behavior and creates an environment conducive to learning. School disruptions are minimal so that the focus is on student learning.

5.5 **The school has received a rating of *Effective* 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.

- The school leader and student support staff use a variety of data to determine student needs, benchmark progress, and discuss possible improvement opportunities. The School Wide Information System, Infinite Campus, PBIS data and evidence from partner programs provide data sources that are reviewed by school leaders and staff. The school leaders collaborate with teachers and student support staff members as a cohesive team and review data to inform instructional practice and determine behavioral interventions. The school has developed a data-driven environment where school leaders, teachers, staff, students and parents are able to express how the school benefits from using data to inform decisions that lead to a positive, caring environment where students receive needed supports and feel safe and encouraged to be successful.

**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>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school is actively pursuing a higher level of home/school partnership and is creating a culture where the school partners with families. The school has a parent facilitator who is creating a parent database and schoolwide survey, developing workshops, and identifying other items of interest to parents. The school welcomes parents. Parents participate in School Based Management Team and volunteer at the school. Parents receive newsletters and have an active Home/School Association. The school has partners providing services to students. All of these elements contribute to the beginning stages of a strong home/school partnership.

**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.

- School staff is welcoming and respectful to parents. The school has instituted Family Fun Nights, Coffee and Chat and an Open House. The school leadership is developing family programs that will provide information to parents on ELA and mathematics. Parents can visit, volunteer, call with questions/concerns and participate on the school based management teams. Teachers are required to make 20 phone calls a month to parents. Parents are notified in print, electronically and via automated calls and students are encouraged to notify parents of events. The school has held well attended Literacy and Math Nights. Parents expressed frustration that the same families are involved in the school and that increasing parent involvement is challenging. The school offers an open invitation for parents to participate; however, the established support system is in the early stages of development. The school has yet to benefit from high levels of parent involvement that leads to increased student success.

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'

strength and needs are identified and used to augment learning.

- The school is developing a system to engage in reciprocal communication with parents. To date, this system is more one-way and school-directed than two-way. Parents reported the school is moving in the right direction and are excited the parent facilitator position is in place to provide support to parents. Parents agreed that the parent facilitator will need resources to establish programs to support parents. Parents receive weekly informational packets from the school and the school newsletter. The school involves parents and families in the School Violence Prevention Program that has conducted 60 parent conferences. The student Support Team has documented 421 actions involving parents, not limited to, conferences, meetings, phone calls and home visits. The SCEP identified several strategies that are planned to be implemented this school year to increase calls to parents, update information, invite parents to workshops and provide information on student academics, behavior and attendance. The school has a Parent Teacher Organization and has a representative on the School Based Management Team. Presently, the lack of reciprocal communication limits the school's ability to effectively plan activities to help families 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 is partnering with agencies and identifying outside resources to help educate families in strategies to partner with parents. The school leader is using District level supports, i.e., Buffalo City Regional Special Education Technical Assistance Center and instructional coaches. The special education specialist provides PD and support to staff and families. There were several examples where staff indicated they were provided with PD on integrated co-teaching and CCLS shifts. The Home/School Association is working on a membership drive. Although the school has identified key activities that are expected to achieve higher levels of family involvement as well as help parents learn strategies to support their children academically as well as social and emotionally, the effect on student success is not yet evident.

**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 is planning activities to include the use of student academic and behavioral data to help parents understand recent changes in the CCLS. This information will be shared at School Based Management Team and parent meetings. Parents receive "Take Home Tuesday Envelopes" that provide student specific data. The school has plans to provide Literacy and Mathematics Nights that will highlight some of the key CCLS information. School staff works hard to use language parents can understand regarding CCLS. The school openly shares data with all constituents and translates this information for parents so that they can more clearly understand where their students are, and what goals they need to set to be successful. The school leader reported students in grades 3-8 met with teachers and receive ELA and Math data and an explanation about the scoring rubric and their performance. Conference letters are sent home to parents the first semester and quarterly progress notes are sent home if the student receives Academic Intervention Services report. The families of children in this school are beginning to benefit from more precise information sharing and release of student data. This results in parents being able to take a more active role in specifically assisting, supporting, and guiding their children through their school experience.

## **Recommendations:**

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

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

- 3.3: Develop a plan for teachers to introduce students to rigorous instruction and higher order thinking in lesson plans that are aligned with the CCLS.
- 3.5: Ensure that the school leader and teachers analyze data and develop instructional plans that map out a clear and timely path for student progress and growth.

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

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

- 4.2: Ensure that objectives are implemented with fidelity, as represented in best practices research that includes: the visual reference and reinforcement of the objective student articulation, continual reference to the objective during instruction and a rubric that will allow students to understand the ownership of learning and progress toward the expected goal. PD opportunities should focus on teacher questioning techniques. The school leader should develop a template to review and assess lesson plans.
- 4.3: Emphasize the use of formative assessments as a means of gathering “real time” student data around learning so as to inform adjustments to instruction. Shift from teacher-directed, traditional styles of critical input into a more student-centered inquiry model in which students are using the linguistic components of reading, writing, listening and speaking as a means of gathering information, synthesizing and achieving the higher level skills as required by the CCLS. Integrate strategies such as close read, writing from sources and evidence-based learning into practice in order to be in alignment with the CCLS.
- 4.5: Provide students more opportunities to receive teacher feedback and use data sources to adjust student groupings and instructional strategies based on feedback.

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

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

- 6.2: Develop a parent involvement plan in collaboration with the parent facilitator and Teacher Organization members. Define roles and responsibilities of parents related to volunteerism, participation on the School Based Management Team, and outline how parents can partner with the school to support student success.
- 6.3: Collaborate with Buffalo District Parent Coordinating Council to obtain parent information and get assistance to develop a school based parent plan for school year 2013-2014 that includes a system for families to participate in reciprocal communication with school staff about students' academic and social and emotional developmental health progress to support student success.
- 6.4: Provide PD to staff members regarding strategies teachers and student support staff can use to seek and sustain partnerships with families and community organizations that are linked to student needs.
- 6.5: Provide workshops and information sessions on how parents can understand the use of data to plan and support the academic and behavioral data needs of students.