



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

DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)



BEDS Code/DBN	06-17-00-01-0001
School	Carlyle C Ring Elementary School
School Address	333 Buffalo Street, Jamestown NY 14701
District	Jamestown City School District
School Leader	Connie Foster
Dates of Review	May 2-3, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	PreK-4	Total Enrollment	512	% Title 1 Population	72%	% Attendance Rate	93%					
% Free Lunch	100%	% Reduced Lunch	N/A	% Student Sustainability	NP	% Limited English Proficient	11.2%	% Students with Disabilities	10%			
Types and Number of English Language Learner Classes												
# Transitional Bilingual	NP	# Dual Language	NP	# Self-Contained English as a Second Language				NP				
Types and Number of Special Education Classes												
# Special Classes	3	# Consultant Teaching	NP	# Integrated Collaborative Teaching				NP				
# Resource Room	18											
Types and Number Special Classes												
# Visual Arts	NP	# Music	NP	# Drama	NP	# Foreign Language	NP	# Dance	NP	# CTE	NP	
Racial/Ethnic Origin												
% American Indian or Alaska Native	1.1%	% Black or African American	3.1%	% Hispanic or Latino	21.6%	% Asian or Native Hawaiian /Other Pacific Islander	0%	% White	61.5%	% Multi-racial	12.3%	
Personnel												
Years Principal Assigned to School	9	# of Assistant Principals	1/2	# 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.	16%	Average Teacher Absences				13 days YTD		
Overall State Accountability Status (Mark applicable box with an X)												
School in Good Standing		Priority School		Focus District		Focus School Identified by a Focus District	X	SIG Recipient (a) (g)				
ELA Performance at levels 3&4	40%	Mathematics Performance at levels 3 & 4	42%	Science Performance at levels 3 & 4	63%	4 Year Graduation Rate (HS Only)				N/A		
Credit Accumulation (High School Only)												
% of 1 st yr. students who earned 10+ credits	N/A	% of 2 nd yr. students who earned 10+ credits	N/A	% of 3 rd yr. students who earned 10+ credits	N/A	6 Year Graduation Rate				N/A		

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	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
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	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
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	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		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	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. Professional Development opportunities to strengthen implementation of the CCLS.
2. Improved collection and use of common-formative-assessment data.
3. Professional development in SIOP strategies for teachers and administrators and support in implementing them in both ESL and general classrooms.
4. Full implementation of PBIS (Tiers 1, 2, and 3).

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	
OVERALL RATING FOR TENET 2:					I

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	
OVERALL RATING FOR TENET 3:				D	

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	
OVERALL RATING FOR TENET 4:				D	

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
OVERALL RATING FOR TENET 5:				D	

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
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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
	OVERALL RATING FOR TENET 6:				I

School Review Narrative:

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.	Tenet Rating	I
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Debriefing Statement: The school leader has created mission and belief statements that focus on academic and behavioral expectations for the school community. However, measurable annual goals do not inform or clearly define the school’s comprehensive educational plan, vision, and long-term goals. Without the alignment of a clearly articulated vision and goals, shared across the school community, sustainable achievement of all students is restricted.

Strengths:

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

Areas for Improvement:

2.2 **The school has received a rating of *Ineffective* 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).

- School leaders indicated to the Integrated Intervention Team (IIT) that the school “embraces” the vision of the Common Core Learning Standards (CCLS). Some constituents stated that collaboration and unity are two primary components of the school culture emphasized by school leaders. However, not all members of the school community share the school vision. Review of documents and interviews indicated that the school has recently absorbed a large number of students and nineteen staff members because of the closure of another school in the district, and not all new members of the school community share the vision relating to the CCLS. Work teams that were formed follow the Professional Learning Communities (PLC) model. Through interviews, the IIT found that school constituents are unable to articulate the role of parental support efforts in student achievement or the plan to address and incorporate mathematics and English language arts (ELA) into the schools priorities. Some stakeholders stated that they would like to be aware of improvement efforts by the school and wonder how parents might support their children in meeting academic standards. Others reported that when student achievement scores in ELA dropped two years ago, it created a sense of urgency about ELA instruction, which became the primary focus. More recently, mathematics achievement scores have dropped. A shared sense of urgency regarding the achievement of school-wide goals is missing from the top five priorities of the school. Without a clearly articulated vision shared and understood by all school constituents and specific, measureable goals supported by all stakeholders, progress toward student achievement and school improvement is hindered.

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 is in the early stages of developing evidenced-based systems in areas of critical need. The school has developed data teams that follow the PLC model. The teams review and analyze data in order to inform instructional staff and access appropriate resources. The IIT review of documents, PLC meeting observations, and interviews indicated that data reviewed and analysis inconsistently informs the Child Study Team (CST), Committee on Special Education (CSE), and Positive Behavioral Interventions and Supports (PBIS) systems relative to referrals, programs, and interventions. The IIT observed grade level PLCs reviewing available data, although subjective input from teachers, rather than data, determined student grouping. Staff reported that the school's truant officer uses attendance data when following-up with students and parents. Because the school is in the early stages of using evidenced-based systems to identify and improve areas of critical need, progress toward mission-critical goals is limited.

2.4 The school has received a rating of *Ineffective* 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.

- While the school has experienced numerous changes due to the influx of students and staff following the closure of another school within the district, school leaders have made minimal strategic decisions regarding available human, programmatic and fiscal resources in support of school improvement needs. Staff reported that a number of personnel reductions throughout the district resulted in many lay-offs. The redistribution of students from the closed building has required the "call-back" of some personnel. Staff stated that the school leaders attempt to distribute newly acquired and "called-back" staff to meet the needs of students and other personnel. Staff reported that there are multiple reading intervention specialists, but no specialists who provide additional or specialized mathematical instruction. The IIT found that scheduling was not arranged for additional mathematics and behavioral intervention supports for students with the most serious needs although staff indicated that time constraints prevented such arrangements. While the school has experienced significant changes due to the closure of another school in the district, the school leaders allocation of available resources lacks systematic planning and monitoring, which hinders their ability to support school improvement and student achievement.

2.5 The school has received a rating of *Developing* 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 leaders do not have a fully functional system in place to track teacher progress and hold staff accountable. There is one full-time and one half-time school leader I, with approximately forty-

five instructional staff members. In accordance with the Annual Professional Performance Review (APPR) process regarding formal and informal observations, the half-time assistant school leader reported that she spends much of her time in classrooms. School leaders reported that the evaluation process is time consuming but that they complete the majority of formal observations required by the district. Although the teacher response rate on the school-administered survey was only thirty-three percent, only eight percent of teachers responded that they are satisfied with the teacher evaluation process at the school. Ninety-two percent of respondents indicated teacher evaluation at this school makes no difference. Only seventeen percent of teacher respondents reported that at least one instructional leader makes frequent and systematic visits to my classroom and twenty-five percent indicated that a school leader checks to make sure that I try to implement what I have learned in PD. School leaders report that patterns in data identify possible areas of uncertainty and/or support needed by teachers. The lack of a fully functional system that incorporates observations, progress tracking, and PD for teachers, limits the ability of school leaders to hold teachers accountable.

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: Although classroom lessons include some components of the CCLS, instruction does not yet support the CCLS in all content areas. There is no designated time for vertical teams to meet across content areas. Without collaboration for increasing rigor for all students in all instructional settings, student-learning outcomes are limited.

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 have "embraced" the vision of the CCLS and are working toward the development and implementation of curricula that support the CCLS. Review of documents, interviews, and classroom visitations by the IIT indicated that not all curricula implemented, or instructional materials used, support the CCLS. For example, two textbook publisher programs used as part of the mathematics and ELA curricula do not support the CCLS. In three of eight classrooms visited by the IIT lesson plans referenced the CCLS, although other standards were the focus of instruction. Teachers indicated that they need additional training and more CCLS-aligned materials for full implementation. They reported that they are looking forward to having access to the New

York State Education (NYSED) curriculum modules. Because the school is in the beginning stages of developing and implementing curricula that support the CCLS, not all students are exposed to the concepts and strategies needed for academic success,

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.

- Unit and lesson planning does not consistently ensure curricula or instruction that support the CCLS. Review of documents, interviews, and classroom visitations by the IIT indicated that only some lesson plans contain CCLS-aligned objectives. Classroom instruction includes the introduction of higher-order thinking or the development of deep conceptual understanding and knowledge stimulated by complex materials in only four of fifteen classrooms visited by the IIT. Additionally, student engagement, questioning, assessment, scaffolding, and rigor are not evident in many classrooms. During some ELA instruction observed by the IIT, students worked together in small groups to make meaning of non-fiction text of varying levels of difficulty. Two mathematics instructors teaching different grade levels addressed the same learning goal. Documents reviewed by the IIT indicated that teachers have access to pacing calendars that do not support the CCLS, and some teachers use teacher's guides from texts/programs that are neither CCLS-aligned nor designed as unit plans. In eight of eight classrooms visited, there was little evidence of unit plans that support the CCLS. Teachers report they regularly meet in PLCs by grade level. PLC discussions observed by the IIT pointed to the need for collaboration between teachers of general education and those providing targeted instruction. Staff noted the need for materials supportive of differentiated instruction and interventions that will assist teachers in working with diverse learning populations. Staff states they are awaiting the CCLS-aligned curriculum modules from NYSED and the district's decision regarding the implementation of the modules. Because of the inconsistent use of plans that support the CCLS and promote higher-order thinking skills, not all students are engaged in rigorous learning experiences, which limit their access to deep conceptual knowledge needed 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.

- While teachers collaborate across grades, the IIT found limited evidence to indicate that the collaboration led to a robust curriculum incorporating arts, technology, or other enrichment opportunities for students. The review of documents indicated that teachers have received some technology training and a computer lab is available. Staff reported that there is a need for more opportunities for horizontal as well as vertical planning meetings that include teachers providing targeted instruction. Classroom visitations provided little evidence of the incorporation of enrichment opportunities in instruction. However, teachers used technology systems for presentation of content in seven of fifteen classrooms visited by the IIT. In two of fifteen classrooms visited by the IIT, students engaged in the use of technology, such as desktop listening and reading activities and iPads for reading. Consequently, students' exposure to a robust

curriculum integrating the arts and other enrichment areas is limited.

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.

- The development of a data-driven culture in the school is in its early stages. The review of documents, classroom visitations, and interviews indicated that teachers have access to multiple data resources and are involved in entering data electronically for sharing and review via “Drop Box.” The school’s CST process has been “streamlined” to review and analyze data of students who are not making adequate academic achievement. In addition, teachers meet in grade-level PLCs for reviewing data that monitor targeted skills through common formative assessments, to inform instruction. However, the administration of common formative assessments observed in two classrooms across the same grade-level indicated the assessment of different skills. During a discussion among teachers, the IIT observed teachers reviewing data on students meeting academic targets and brainstorming on ways to extend student learning. However, staff reported the need for “more useful” formative assessment tools to inform the planning of teachers providing targeted instruction. Because the school is in the beginning stages of using data to develop focused plans to inform instruction, the school’s ability to improve student achievement outcomes is limited.

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: Teachers collaborate to review data and identify student gaps in learning. However, there is no strategic structure in place to provide instructional interventions and enrichment in all areas. A lack of student engagement, instructional rigor, and differentiation limits the ability of all students to achieve high levels of learning.

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.

- While some teachers use lesson plans to organize classroom instruction, there was limited evidence that staff consistently used strategies based on student data to promote high levels of student engagement and inquiry. The review of documents, interviews, and classroom visitations indicated

that some teachers complete annual and unit lesson plans and articulate the understanding that instruction needs to culminate with students reaching targeted benchmarks. The IIT found that much of the instruction lacked components that support high levels of learning and in-depth student inquiry. Of fifteen classrooms visited, the IIT observed that only eight of the classrooms had learning objectives visibly posted. Although students were attentive or on-task in all fifteen classrooms, students engaged in learning and inquiry in only four classrooms. In addition, there were few instances of summative lesson closure and short formative assessments noted during classroom visitations. Staff stated that there has been some PD provided regarding instructional interventions for students, although teachers have not yet implemented that learning through instructional practices, strategies, and delivery. Staff also expressed concern regarding the lack of consistency, collaboration, and use of data in the planning and instructional delivery among some teachers providing targeted instruction. Although, some grade-level PLCs collaborate to develop student goals, and individual teachers develop short and long term goals for students, documents reviewed by the IIT do not reflect rigorous expectations. While teachers are working to incorporate instructional practices around lesson plans to meet student goals, the strategies do not yet promote consistently high levels of 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.

- The review of documents, interviews, and classroom visitations indicated that while the school self-assessment stated that mathematics and ELA instruction is CCLS-aligned, classroom visitations demonstrated inconsistency in instruction that supported the CCLS expectations. Although six of eight classrooms visited by the IIT displayed daily lesson plans and noted specific standards, instructional practices did not demonstrate student engagement, high-level questions, analytical assessment or adaptation to meet the diverse needs of all students. Some teachers used the teacher's guides of textbook series that are not CCLS-aligned to structure their teaching, and they asked questions that lacked depth. Of seven additional classroom visitations, the IIT found that students read text for evidence or completed evidence-based worksheets in only three of the classes. In one lesson the IIT observed, students used writing skills, and in two lessons, students received writing instruction. Teachers provided differentiated instruction in two classrooms, and varied instructional practices and strategies occurred in four lessons. Observed instruction included limited student access to learning and teacher-directed lessons delivered in a lecture style that required whole group oral responses in many classrooms. Inconsistent alignment with the CCLS and limited instructional differentiation results in few opportunities for multiple points of access for students to achieve instructional outcomes and related targeted goals.

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.

- The IIT observed behavioral expectations posted throughout the school, and students indicated an understanding of the expectations and consequences for misbehaving. Classroom visitations

indicated that there are established routines for transition, getting attention, and response, and that there was a culture of respect in the classrooms visited by the IIT. However, staff noted that there is no system in place for teachers to follow to resolve an issue. Some constituents reported some instances when physical safety, such as bullying, was an issue although the IIT classroom visitations indicated a compliant atmosphere. The IIT found that teachers did not tailor instruction consistently to meet the diverse strengths and needs of students. The IIT found that small group activity and sufficient time for processing information to allow all students a voice in their learning existed in only three of the seven classrooms visited by the IIT. In two classrooms, a few students were allowed to answer questions without more than a few seconds of wait time, resulting in those few students answering all of the questions asked by the teacher. Instructional strategies that respond to the varied strengths and needs of all students existed in three of seven classrooms visited, and there is no evidence of intentional opportunities to acknowledge diverse groups of students. One of five classrooms visited used high-level text with content complexity and none of the teachers consistently asked high-level questions. Because teachers have not provided an environment that is responsive to varied students' experiences and needs or provided inquiry-based lessons that encourage higher-level thinking skills, student engagement and inquiry are limited.

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.

- While teachers have a variety of data sources available to them, they inconsistently use data to inform lesson planning and provide feedback to students about their progress. The review of documents, interviews, and classroom visitations indicated that the lesson plans developed by teachers often focus exclusively on alignment with the CCLS rather than also incorporating student performance data to inform instructional decision-making, design interventions, or foster greater student participation in their own learning. During PLC meetings, following the review of progress data, teachers reflect upon reasons for score changes. In three of seven classrooms visited, the IIT found teachers used performance data and provided explicit feedback and immediate corrections. Student reflection and accountability for their own learning occurred in five of seven classrooms visited by the IIT. Students reported that they also seek academic help from teachers, friends, or a supportive small group when offered during the school day. Because teachers are inconsistently using data to inform instruction and provide meaningful feedback, students' participation in their own 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: While the school community is in the processing of developing some support systems, currently the school does not have a comprehensive system of coordinated services to support the social and emotional developmental health needs of students. The lack of an array of services impedes a safe and healthy learning environment for all students.

Strengths:

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

Areas for Improvement:

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

- While the school is implementing a system for decreasing student disciplinary referrals, there is no comprehensive school-wide system that supports all aspects of student social and emotional developmental health. The review of documents and interviews indicated that the school places a great deal of emphasis on the management of student disruptive behaviors as a system that supports and sustains social and emotional developmental health. The self-assessment document indicates that current strategies to support students' social and emotional developmental health include one school counselor for more than five hundred students, access to a district-behavior analyst, and behavior management programs and techniques. Improvement plans include the development of a CST to create or assign behavior interventions and efforts aimed at eliciting assistance from community agencies for parenting classes. During the review of documents and interviews, the IIT found little reference to the creation of a school culture that promotes healthy relationships. Constituents assumed that the guidance counselor, nurse and the attendance staff are the adults in the school who know each child, However, the IIT found no evidence of an established system to designate a specific adult to coordinate the social and emotional developmental health needs of each child. Staff reported that the implementation of a positive support system, which includes the teaching and posting of behavioral expectations, has had a positive effect on the school atmosphere. Data collected following the first year of its implementation indicated decreases in student referrals in some areas, such as disruptive or insubordinate behavior and minor altercations. On the other hand, there has been an increase in other types of referrals, such as confrontation with students, physical harassment, and bullying. School documents indicated reference data relative to tracking disciplinary referrals and/or interventions. The lack of an overarching system limits the school's ability to support students in their social and emotional development health, which negatively impacts their progress and success.

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.

- Families, teachers, and students do not consistently articulate a school vision promoting student social and emotional developmental health that is connected to learning. During interviews, the IIT found that only some stakeholders are able to articulate student behaviors that demonstrate social and emotional developmental health that lead to academic success. The school has recently begun the implementation of a series of programs designed to address some student social and emotional

developmental health needs. The review of documents and interviews indicated that data collected to measure and identify student social and emotional developmental health needs relates to attendance and the number and type of disciplinary referrals. There is no evidence indicating the collection of student data relative to self-esteem, coping skills, peer relationships, resiliency or flexibility with change. Similarly, the IIT did not find evidence of PD opportunities to build adult capacity in understanding and supporting students' social and emotional developmental health, other than the information embedded in some of the positive support programs. Without a comprehensively conceived and clearly articulated vision promoting the social and emotional developmental health connected to learning for all students and appropriate staff PD, the school is not always a safe and healthy environment for all school constituents.

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.

- Not all school constituents articulate that the school is safe and conducive to learning. The review of documents and interviews indicated that some students stated that they feel safe and understand the practice for lockdowns, other emergencies, and personal safety helps to keep them physically safe. The IIT found that school and classroom rules are posted and clearly visible throughout the building. Constituents indicated that students know about positive behaviors and behavioral rules, and many follow directions. Staff reported that bullying sometimes occurs, and some constituents reported that students whose primary language is not English are at times "made to feel uncomfortable by other students." Some students reported that they are comfortable telling teachers or other school personnel when bullying occurs, while others said they do not always feel free to express concerns about the behavior of other students. Consequently, the lack of consistency among constituents regarding school safety and a positive learning environment, limits students' sense of ownership and student outcomes.

5.5 The school has received a rating of *Ineffective* 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 uses some data to identify student needs, there is no support provided to teachers to develop their ability to use data to identify and respond to student social and emotional needs. Review of documents and interviews indicated the use of reviewed and analyzed behavior data in developing behavioral intervention supports for students. However, staff reported that there is no support or specific plan for addressing student needs. School staff expressed concern and uncertainty when they seek assistance and support for addressing the behavioral needs of some students more fully and do not receive appropriate support. Evidence reviewed indicated no efforts to increase or improve school staff understanding regarding the connection between student social and emotional developmental health and academic success. The IIT found no evidence that the school has a system for addressing how teachers will use data to address student social and emotional needs. Without the collaboration of school leaders, support staff, and teachers in the development of a plan to utilize data in support of student social and emotional health, students'

ability to become academically and socially successful is hampered.

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

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Debriefing Statement: While there are opportunities for family members to volunteer, some families do not feel that the school provides a welcoming atmosphere. There is no effective planning for reciprocal communication or assistance provided to parents to increase their understanding of student data. Therefore, there is no shared responsibility for improving student academic progress as well as social and emotional growth and well-being.

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.

- While families are encouraged to engage with the school community, not all families feel the school has a welcoming atmosphere. The review of documents and interviews indicated that the school has absorbed students and staff members of another school recently closed by the district. Constituents reported that all students, families, and teaching staff are still assimilating into a re-shaped school culture. While the school holds events to engage family and community members at each grade level, some parents reported that they do not always experience the school as a welcoming place that fosters feeling of belonging and trust. Most parents stated, however, that when there is a problem or issue to resolve, the school staff is usually responsive to requests for assistance. As a result of inconsistent feelings of acceptance in the school, not all families are full partners with school staff to support student success.

6.3 **The school has received a rating of *Ineffective* 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 does not have a comprehensive plan for reciprocal communication with all constituents. The school is experiencing a change in student demographics. The review of documents and interviews indicated that there is a shift occurring in the demographics of the school, involving an influx of Latino students. During interviews, staff reported that some agencies are working with families, but staff is discouraged from developing or planning programs that address cultural

strengths and differences. Documents examined by the IIT and constituents interviewed indicated that some school personnel are bilingual, including the school leader and the part-time assistant school leader, so that reciprocal verbal communication with constituents is more frequent than written communication. Constituents state that the school provides verbal interpreters “as needed” for facilitating parent meetings. However, written communications are not translated. Because most communication is not reciprocal in nature, particularly for parents whose primary language is not English, opportunities for families to support their children’s learning and success are impeded.

6.4 **The school has received a rating of *Ineffective* 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.

- While the school shares some information with families concerning community resources, the school does not provide PD for staff on seeking and sustaining partnerships with families or community agencies. Staff reported to the IIT that some families receive letters from the school containing contact information for community resources and school staff sometimes offers individual parent training for family members. While improvement plans listed in the school self-assessment indicate that teachers need to be knowledgeable about potential contacts with outside agencies, neither documents nor interviews indicate that the school has plans to develop partnerships or provide PD for staff focusing on developing and sustaining partnerships with families and community agencies. Some constituents expressed their view that in order to develop and sustain partnerships with families and community resources, the school would need additional guidance staff, a resource officer, and a behavior specialist. Because of the lack of PD for staff on the development of partnerships with families and the community, many students are not receiving the supports needed to promote student success.

6.5 **The school has received a rating of *Ineffective* 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.

- Families and other school constituents receive school and student data distributed via documents written in English; therefore, some parents with language barriers are unable to interpret the information. The review of documents and interviews indicated that the school’s current strategies for sharing data include newsletters and parent-teacher conferences. Some staff reported that the school sends progress reports to families frequently and the reports are useful to those families who can read and understand them. Some constituents indicated that student report cards are not consistent with the new standards and are not easy to comprehend. The IIT found no evidence of workshops or training for families to increase their understanding of school or student data, and no special services for those whose primary language is not English. Because the school does not provide families with opportunities to increase their understanding of school and student data, their ability to advocate on behalf of their children’s needs is limited.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Form a small group of representatives of the various segments of the school community to create a shared vision that contains a sense of urgency concerning student achievement and well-being, and that is inclusive of diverse populations. Throughout the school year, use various forms of media to share and discuss the vision across the community. Have the workgroup identify the steps critical to the achievement of the vision, and use student performance data to develop specific, measurable, ambitious, results oriented, and timely goals that reflect the school's priorities for improving student achievement and well-being.
- 2.3: Identify and create systems that will lead to the collection of data relevant to accomplishing the school goals and the achievement of the vision. Teach all staff members involved in the instruction of students to analyze data. Require each staff member to develop her/his annual goals based on analyzed data, and align them to the school goals. Schedule more time for all instructional staff to meet in horizontal and vertical groups to share and align their collective goals with student and school goals. Support staff in their progress toward goal completion and provide frequent feedback, including best practices that will lead to the successful achievement of school, instructor, and student goals. Communicate progress toward completion of school goals in relation to professional and student goals.
- 2.4: Collaborate with district staff regarding the vision and goals, the connection between student needs and the skills of instructors, as well as the fiscal capital necessary to meet the needs of students and instructors in each of the critical areas. Demonstrate the need for input in the decision-making process for the allocation of resources by providing data related to school goals focused on school improvement and student needs.
- 2.5: Continue the development and implementation of a fully functional system for the observation of teacher practices, timely feedback, and PD opportunities specifically focused on the supports and shifts necessary for the improvement of instructional strategies and decision-making. Develop teacher improvement plans as necessary, and target observations and supports based on instructor needs for improvement. Increase collaboration with district administrators to implement all facets of the performance reviews of staff in order to ensure necessary improvements, PD opportunities, and next steps relevant to school, classroom, and student goals.

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 IIT recommends the following:

- 3.2: Build a consistent and systematic support program for all staff across grades and subjects. Provide PD that illustrates the implementation of CCLS-aligned curricula. Include regular supports and training, such as peer review, turnkey training, and school leader review, and feedback in the systematic support program. Consult with professionals who can demonstrate CCLS instructional shifts, model collaborative CCLS-aligned instructional planning across grade-levels and subjects, and can provide review and feedback of grade and subject area curricula, including clear and descriptive units of study.

- 3.3: Formalize instructional scheduling to include grade-level and subject-area meeting opportunities for all teachers, and provide expert training and support in the collaborative creation of unit plans across grades and curricula content. Teach staff how to create and use CCLS-aligned pacing calendars and unit plans that ensure student exposure to a progression of sequenced complex materials that promote higher-order thinking skills and help students analyze information.
- 3.4: Formalize instructional scheduling to include grade-level and subject-area meeting opportunities for all teachers, and provide expert training and support in developing and implementing robust curricula that incorporates the arts, technology, and other enrichment opportunities. Teach instructors to read and analyze data and to identify targeted data sources that provide critical information about relevant student needs as well as classroom and school effectiveness. Teach instructors to adapt instructional strategies and practices based on patterns of student learning identified through data. Teach staff how to analyze data relative to current student achievement and how to map a clear and timely path for student progress and growth.
- 3.5: Develop a plan for disseminating timely and relevant data to staff members and collaborative groups of staff. Meet individually with instructional staff members and groups of staff to instruct and model a process of the collection, review, and analysis of relevant data to identify student needs and develop student goals. Teach staff to use appropriate assessment tools that will yield information about current achievement levels, as well as patterns of student learning, and model for instructors how to adapt instruction based on student needs and patterns of learning. Demonstrate how to create a plan for student and class progress and academic 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 IIT recommends the following:

- 4.2: Provide PD that extends from increasing teacher knowledge to practicing the skills of CCLS-aligned shifts in practices and strategies. Train and model for staff how to focus PLC work on analyzing student data to inform instructional planning so that it leads to the establishment of student goals. Design annual, unit, and daily lesson plans to include instructional interventions as necessary and/or required. Regularly review grade-level benchmarks with students so that short and long-term goals establish a sequential and progressive path to reaching proficiency.
- 4.3: Show teachers how to use CCLS-aligned curriculum maps to guide instruction. Develop a variety of instructional strategies that engage all students in learning and enable them to achieve short- and long-term goals.
- 4.4: Extend the expectations for physical safety to include sensitivity to the creation of “instructionally” safe classroom cultures through mutual respect and appreciation for diversity and differences. Provide training and clear expectations for school staff regarding the connection between a mutually respectful classroom culture and student access and engagement in learning and social opportunities. Use available academic resources to review instructional materials for high levels of text and content complexity. Provide instructional staff with opportunities for the collaborative creation of higher-order questions that will stimulate student thinking during instruction.
- 4.5: Provide PD to increase teachers’ skills in analyzing data and using the analysis to inform the instruction they deliver, teaching strategies, and student grouping. Develop a plan to ensure that teachers are analyzing data to inform instructional decisions for the class as well as individual student goals and supportive interventions.

Develop a tracking system for teachers to note when they provide feedback to each student and identify the incremental steps necessary to meet the student's goals.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Design and implement a system that allows each student to be known by a designated adult who coordinates social and emotional developmental health needs. Expand the existing structure of referral and support to address the barriers that prevent any student from the benefits of social and emotional developmental health and academic needs. Use data to identify areas of students' social and emotional developmental health needs beyond behavior, and cultivate partnerships with resources able to expand the awareness and knowledge of school personnel as well as affect student health.
- 5.3: Provide PD opportunities for all school staff to increase understanding of the connection between social and emotional developmental health and academic success. Convene collaborative discussions among all school constituents to articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. Create a representative group of school constituents to develop a school vision for social and emotional developmental health connected to learning. Review the support programs implemented, as well as student data, to ensure that they teach, support, and measure the social and emotional developmental health of students, and that a significant number of students begin to demonstrate healthy skills and behaviors, and enjoy academic success. Collaborate with area resources to build adult capacity to create a physically and instructionally safe, respectful learning community.
- 5.4: Explain to each constituency group the role that they have in realizing the vision for social and emotional developmental health as it is developed. Request the support of each constituency group to hold each other accountable in building a safe and healthy school culture for all students.
- 5.5: Prioritize the development and implementation of systems that use data to identify and address the spectrum of all students' social and emotional developmental health needs beyond behavior management. Hold all school personnel accountable for the use of data to address student needs that align to academic and social success.

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 IIT recommends the following:

- 6.2: Design an open-door policy to ensure that families and community members have appropriate access to school leaders and staff. Begin a dialogue throughout the school community that will initiate respectful relationships among all stakeholders. Develop a volunteer program that offers families opportunities to engage with school focused on student learning and development.

- 6.3: Develop a plan to recognize and celebrate the cultural diversity of the school community. Identify the languages other than English that are primary for some families. Translate and distribute written communications regarding school issues and concerns into the other primary languages of the school community. Set-up a regular schedule of communication about student achievement, based on multiple tools of measurement, and distribute the communications in all pertinent languages. Invite family members into reciprocal communication, explaining that it is important for school personnel to know each student's strengths and needs so that teachers can provide meaningful instruction. Ensure that written communications are delivered to families when family members are unable to attend conferences and/or meetings at the school.
- 6.4: Identify a core group of school staff and assign them to either establish connections with community resources that address student and family needs, or identify the resource connections that already exist with various staff members and build a list of the resources and services available to students and their families. Charge the core group with building connections and/or partnerships with the community resources so that discussions occur regularly and a plan is developed to increase the capacity of school staff to address the academic and social and emotional developmental health needs of all students in order to support student learning and success. Ensure that the core group is responsible for developing ongoing PD opportunities to increase staff skills for seeking and sustaining healthy partnerships with families.
- 6.5: Identify school staff or other resource individuals who understand and can explain student data collection, review, and analysis in simple terms. Provide PD for school staff and then other school constituents so that the community shares common understandings about the collection and use of student data. Develop a plan that provides multiple opportunities for families and other school constituents to increase their understanding of student learning needs and successes.