



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	580513030001
School	Cordello Avenue Elementary School
School Address	51 Cordello Avenue, Central Islip, NY 11722
District	Central Islip Union Free School District
School Leader	Brenda A. Jackson
Dates of Review	May 7-8, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	1-4	Total Enrollment	461	% Title 1 Population	83	% Attendance Rate	95				
% Free Lunch	71	% Reduced Lunch	12	% Student Sustainability	72	% Limited English Proficient	36.3	% Students with Disabilities	18.2		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language		0					
Types and Number of Special Education Classes											
# Special Classes	3	# Consultant Teaching	0	# Integrated Collaborative Teaching		0					
# Resource Room	1										
Types and Number Special Classes											
# Visual Arts	4	# Music	4	# Drama	0	# Foreign Language	0	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	0	% Black or African American	32	% Hispanic or Latino	52	% Asian or Native Hawaiian /Other Pacific Islander	2	% White	13	% Multi-racial	0
Personnel											
Years Principal Assigned to School	1	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers		0.5/0			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.		1	Average Teacher Absences				
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)		N/A
ELA Performance at levels 3 & 4	33%	Mathematics Performance at levels 3 & 4	35%	Science Performance at levels 3 & 4	82%	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	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	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. Cordello Avenue School's main concern is to improve academic success in English language arts (ELA) and mathematics.**
- 2. [The school will] develop elaborate language in our students with increased vocabulary.**
- 3. [The school will] add rigor and relevance to all our curriculum beginning in first grade.**
- 4. Published expectations for teachers can be developed during the summer of the 2013-2014 school year.**
- 5. [The school will] increase opportunities for our parents to share Cordello Avenue School's goals and for them to become active partners with the school.**

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 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:					I

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
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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:					I

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
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to engage freely and frequently 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, 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:				D	

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

Debriefing Statement: The school does not have a clearly articulated vision with specific, aligned goals understood by all constituents. Consequently, student academic progress is impeded.

Strengths:

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments listed are 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 Educational Plan (SCEP).

- The school leader developed a motto that she considered a school vision. School stakeholders, including parents and staff indicated that a clearly articulated vision was a work in progress. They reported that the school leader developed a motto, which would form the basis of the vision statement. The school motto, which was posted throughout the school, stated, “Cordello climbers—the pinnacle is possible!” All constituents, including students were able to articulate the school motto; however, the Integrated Intervention Team (IIT) did not find evidence of any continuing efforts to build upon the motto. Document review conducted by the IIT indicated the school had general goals stated in the self-assessment tool and School Comprehensive Educational Plan (SCEP), but they did not include specific, measurable, ambitious, results-oriented and timely (SMART) goals. In addition, the IIT found that through interviews with parents, teachers, and students the educational community did not share a sense of ownership of a common vision to achieve school improvement goals. Parents indicated the goal was to improve test scores. Students reported they were supposed to improve their grades. The school leader and staff stated their goal was to improve proficiency in English language arts (ELA) and mathematics by twenty percent, although they could not articulate their actions plans to achieve these goals. Without a clearly articulated vision with aligned, measureable goals shared and understood by all constituents, collaboration toward the achievement of school-wide goals is hindered.

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

- The school leader did not have formalized, evidenced-based systems with functional structures in areas of critical need. While the IIT found through document review and interviews that the school leader collected some student data regarding attendance, behavior referrals, and State test scores,

the school did not have systems in place for the analysis of data to identify and support student academic, social, and emotional needs. The school leader reported that she reviews student data but that she has not implemented a system of data analysis or created action plans based on goals. The school leader indicated to the IIT that in accordance with district guidelines she did not have a direct role as an instructional leader to improve teacher practices except in the case of untenured teachers. She noted that district-wide coaches had the responsibility for classroom instructional leadership and professional development (PD) delivery, although the school leader had the responsibility for teacher evaluation using the new district Annual Professional Performance Review (APPR) rubric. While the school leader reported she shared best practices informally with individual teachers, the IIT did not find evidence of documentation, and teachers did not refer to the practice. The lack of formalized evidenced-based systems and functional structures impedes school progress.

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

- School constituents reported to the IIT that the district has final authority over decisions regarding human and programmatic resources and fiscal capital. The school leader reported that she communicates the need for positions to the district leader but that the district makes final staffing decisions. For example, she advocated for more support for student social and emotional development through adding a fulltime social worker position. However, the district did not fund the position. The school leader and the school leadership team (SLT), composed of senior teachers from each grade level, indicated the school leader meets with the SLT to rearrange and to negotiate schedules and assignments to meet school needs. Although the district has final authority over the allocation of resources, the school leader's reliance on informal means to facilitate decision-making concerning human and programmatic needs limits progress toward school-wide goals.

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

- Document review and interviews by the IIT indicated that the school did not have a functional, systematic plan in place to conduct frequent formal or informal classroom visits. Teachers reported that the new district APPR rubric did not provide specific, individualized feedback to staff, or indicate next steps for improvement. Document review showed post-observation feedback came in the form of boxes highlighted on a standardized rubric by the school leader, with no analysis or helpful feedback for improvement. The school leader included a brief, low-inference/descriptive observation of classroom activity. APPR observation rubrics reviewed by the IIT indicated the descriptions did not illustrate connections to the PD offered to staff and teachers by the district. The school leader did not provide PD to staff. Teachers reported to the IIT during interviews that the PD offered by the district was only useful in a very general, informational manner and that the PD did not meet their instructional needs to support students. School leaders, staff, and teachers reported that instructional practices were not monitored through the tracking and analysis of student data. The team observed the APPR rubric had no articulated component, nor did the school have a plan for monitoring or self-assessment that supported the professional needs of supervisors and staff, such as instructional coaches. Without a functional system for frequent, individualized feedback, and effective monitoring of teacher practices, staff accountability is hindered.

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

I

Debriefing Statement: The school has no formal, written curriculum in any content area that supports the CCLS. Teachers use textbooks as the curricula and individual teachers intermittently reference the Common Core Learning Standards (CCLS) in classrooms. As a result, student access to consistently rigorous instruction is hindered.

Strengths:

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

Areas for Improvement:

3.2 **The school has received a rating of *Ineffective* 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 had no formal, comprehensive, written curriculum that supports the CCLS. Document review by the IIT indicates the school uses a curriculum that was last updated in 2006 to align to the New York State Learning Standards. The school leader and teachers reported they use the textbooks provided by the district for each subject as the curriculum guides. Interviews with the school leader and teachers, along with document review indicated teachers have district-provided peer coaches to work with them to discuss and model classroom activities. School leaders and teachers reported that a new assistant district leader, hired one month before the IIT visit, was reviewing and planning to lead district development of curriculum maps and pacing guides to assist the district in making textbook and resource decisions to implement the CCLS. Classroom visits by the IIT found instances of CCLS standards posted in hallways, in proximity to student work; however, there were no written explanations to connect the displayed work nor feedback for students on next steps for improvement. Staff reported during interview with the IIT that there are considerations and plans to develop and implement CCLS curricula. Because the school has not developed and implemented curricula that support the CCLS, students exposure to the academic rigor needed for academic success is impeded.

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

- There was no evidence of unit planning or pacing calendars, and teachers use plan books to write lessons plans that consisted of a few phrases or short sentences. The school leader reported to the IIT that tenured teachers were not required to write lesson plans in accordance with the collective bargaining agreement. The IIT review of teacher lesson planning books in each classroom visited indicated the daily plan usually consisted of one or two handwritten phrases or short sentences.

Interviews with the school leader, teachers, and coaches and document review indicated teachers are using materials last revised by the district in 2006. During the IIT review of the planning books and classrooms visitations, the IIT found that the lessons did not promote higher order thinking skills through questioning strategies, which would encourage students to give extended responses with reasons cited from text sources. In addition, the IIT found during classroom visits that students were not provided with complex materials to build conceptual understanding. Consequently, the lack of curricula that support the CCLS with related unit and lesson plans hinders student access to complex materials that stimulate higher-order thinking and conceptual understanding necessary to support student 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.

- Document reviews and interviews indicate that the schedule provided opportunities for teachers to meet and collaborate regularly, but the IIT found no evidence that demonstrated that the teachers used the time to target what they teach and to integrate the arts, technology, and other enrichment opportunities into the curriculum. Teachers reported that any joint planning that did occur transpired on an informal basis during lunch or other periods free of teaching responsibilities. During classroom visitations, the IIT observed some teachers incorporated interactive white boards and other technology into their instruction. The school has also developed a technology center to teach students how to perform simple activities on the computer, such as preparing word processing documents or short PowerPoint presentations. The school leader, teachers, and students reported weekly classes are held for students to learn how to use the computer. While the school has a stand-alone technology course for most grades, there was no structured plan to incorporate the arts, technology, and other enrichment areas into the curriculum. As a result, student exposure to a robust curriculum necessary for academic success is limited.

3.5 The school has received a rating of *Ineffective* 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 school has few systems and structures in place for teachers to use data to inform instruction or create action plans to increase student achievement. Interviews with school leaders and staff and review of documents, indicate that the school has not developed a data-driven culture based on student needs, assessments and analysis. The school leader reported that the school collects summative assessment data, such as the results of State assessments. However, teachers indicated during interviews that although the school was exploring ways to assess and analyze student needs based on data analysis, plans had not developed into clear expectations and actionable procedures to inform instruction. Document review of the school's collection of summative assessments did not indicate the identification of patterns to aid teachers in action planning. The school could not provide documentation of how teachers track evidence that showed the use of formative assessment strategies, such as exit slips or writing journal responses at the end of lessons, which was then used to guide instruction. Consequently, the lack of a data-driven culture that identifies student needs and informs action planning and instruction hinders student achievement outcomes.

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	I
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Debriefing Statement: Teachers receive collected data from limited sources; however, teachers do not use data based strategies to make decisions and create action plans. While students are compliant, they but do not experience consistently high levels of engagement and thinking, which limits student achievement.

Strengths:

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

Areas for Improvement:

4.2 **The school has received a rating of Ineffective 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 use instructional practices and strategies that neither align to a plan nor provide instructional interventions to students. Document reviews and classroom visits by the IIT indicate that teachers do not have annual, unit and daily lesson plans based on data. There was no evidence of formal written lesson plans beyond the lesson plan required for untenured teachers and another plan a tenured teacher volunteered to share with the IIT. Teachers did not have documentation of the short or long-term goals for groups of students available in their lesson plan books or in other documents. The lesson plan books reviewed by the IIT with teacher permission during classroom visits contained brief amounts of information, such as textbook pages covered, readings assigned, or worksheets to be handed out that day. The instructional practices observed by the IIT during classroom visits indicated teachers grouped students for activities, but there were no stated reasons or documents describing the rationale for group formation, how often groups were revised, or assessments of grouping strategies. When asked why they were grouped together, students frequently stated, "Because we work well together." Because instructional practices and strategies are not planned to meet established goals, students are not assessing instruction that leads to high levels of student inquiry and engagement, which negatively impacts student achievement.

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

- Classroom visits by the IIT and review of teacher plan books indicate instructional practices do not align to the expectations of the CCLS or interim data. In most classes visited by the IIT, teachers were not adapting their instruction to meet the diverse needs of all students. Both general education and special education teachers observed by the IIT provided generic, whole-class instruction, and limited points of entry. The IIT also observed the grouping of students was not purposeful in serving the needs of students with disabilities or former English language learners (ELLs). Because of the lack of alignment of instruction to the CCLS and the lack of differentiated strategies to address the learning needs of all students, students are not receiving instruction that enables them to achieve 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.

- Students exhibited compliant behavior in the hallways, in classrooms, and throughout the school. The IIT observed behavioral and safety rules posted throughout the building. During classroom visits, the IIT observed that some teachers paired visual images with words to support language acquisition, especially for primary grade ELLs. However, other strategies for supporting students in subgroups, such as the use of dictionaries that translate Spanish to English for upper-grade students were not evident. Teachers asked questions that related to generic instructional materials and fostered a compliant classroom environment but not one that encouraged higher-order thinking and promoted student engagement. The IIT observed teachers guiding the class to work either individually in some classrooms or in small groups in other classrooms, on activities that had identical goals, work strategies, instructions in English, and expectations for work products. While the school environment was free from obvious conflict and student misbehavior, it did not demonstrate culturally responsive classrooms tailored to the strengths and needs of all students. As a result, the school is not stimulating high levels of student engagement and inquiry.

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

- Interviews and document review indicated that teachers collect summative assessment data; however, teachers do not use data to inform instructional decision-making. The IIT found no evidence of action plans for grouping students or adjusting instruction based on data. During interviews with the IIT, some students reported that teachers provided feedback, such as whether their answers were correct and what the student scored on an assignment or test in terms of percentages of correct answers. These students, however, were not able to use this information to identify next steps in learning, such as why they made an error and how to avoid making the same mistake in the future, or what they needed to do to improve the quality of their work. The school was not able to produce evidence of how teachers analyzed student assessment data and document how it informed lesson planning. Because of teachers’ limited use of data to inform instruction, student engagement and involvement in their own learning process is hindered.

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

Tenet Rating

D

Debriefing Statement: The school does not currently have an overarching strategic plan to address the social and emotional developmental health needs of all students. As a result, opportunities for students to become academically and socially successful are limited.

Strengths:

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

- The school did not have a comprehensive, formal system to identify and address the needs of all students or coordinate these resources. However, during interviews, the school leader, teachers, support staff, and parents indicated that they believed the school had resources to address social and emotional health needs of students. Student survey results and interviews indicated students felt safe and cared for, and they stated they could approach their teachers for social and emotional support. During interviews with the IIT, the staff reported that three individuals, the school leader, school psychologist, and a part-time social worker had student support responsibilities. However, in case one of the individuals was out of the building, no provisions enabled others to take up these responsibilities readily or easily. There was no data to demonstrate how the school identified areas of need connected to social and emotional developmental health. The school does not have formal partnerships with outside organizations other than the Boy Scouts and Girl Scouts, which hold meetings during lunch and recess once a week. Although school constituents articulate some of the ways the school is safe, the lack of comprehensive formal systems, structures, and partnerships that support social and emotional needs of students, limits support for student well-being.

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.

- The school does not have a vision for social and emotional developmental health connected to learning, although students were able to articulate expected behaviors connected to healthy social and emotional development. Students interviewed could describe school rules for appropriate behavior and effort and consequences for infractions, such as fighting on school grounds. Document review and interviews with the school leader, teachers, parents, support staff, and students indicated that the school provided activities to develop student understanding of appropriate student behavior, such as anti-bullying assemblies, and “good touch, bad touch” workshops for students. Students indicated they were confident that their teachers would listen to them if they reported bullying. The school also employs programs, such as “Catch a Kid” that reinforces positive student behaviors and builds adult capacity to support student social and emotional health by helping them to recognize positive student actions, such as respect and kindness. The school did not report any other recent or specific PD activities to build adult capacity to develop a safer and healthier environment. Because the school lacks a vision that systematically promotes social and emotional developmental health connected to learning experiences, the overall safety and health of the school environment is diminished

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.

- While school constituents believed the school community was a safe environment, they could not consistently articulate what the school community was doing to make the school safer and more conducive to learning. During interviews with the IIT and through student survey responses, students confirmed they feel safe and supported. While teachers articulated their support and

caring for students during interviews, they were uncertain how that support connected to a school vision or their specific role in supporting student social and emotional health. Parents were able to express how they perceived caring and support for their children, such as when the school leader or teachers called them to report their child needed extra attention or academic support. However, they were unable to articulate its connection to a school vision or relate how it linked to student outcomes. Consequently, the school community's sense of ownership and the fostering of an environment conducive to learning are limited.

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.

- The school has no system in place that uses data to address student social and emotional developmental health. Interviews with the school leader, teachers and support staff indicated the school has no written plan developed or used by support staff to develop teachers' ability to use data to respond to student social and emotional developmental health. The school could not provide the IIT with documentation beyond counts for students referred for testing to the school psychologist and numbers documenting the social worker counseling load. Interviews with the support staff indicated the practices of the school were anecdotal, and systems were informal and based on conversations among staff and teachers. No other PD or specific supports for teachers to learn to use data to support student social and emotional developmental health were reported to the IIT during the IIT review. Because the school has not developed teachers' ability to use data, the staff is not able to respond effectively to student social and emotional needs to promote student success.

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

Tenet Rating

D

Debriefing Statement: The school has a welcoming, caring atmosphere and culture; however, communication between the community and school is disjointed and often not reciprocal. As a result, some families are not able to support their children's learning needs.

Strengths:

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments listed are 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 engage freely and frequently with the school, leading to increased student success.

- While the school atmosphere is welcoming and fosters a feeling of belonging and trust, not all families actively engage with the school. Parents in the focus group articulated during interviews that they are welcomed into the school and have access to the school leader and staff. Parents also noted that they feel the school acknowledged diversity in the community and regarded it as

positive. However, they reported that not all parents feel accepted because of language and communication barriers. The school support staff indicated that the school respects and acknowledges diversity in the families of the community. The parent teacher association (PTA) leader reported that the PTA promotes volunteers for fundraising but not for academic assistance to students. As a result, not all families feel encouraged to engage frequently with the school, which negatively impacts their ability to support 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 was developing a plan to engage and communicate with more families. Interviews with parents and the school support staff indicated a clear understanding of the diversity of the community, but all agreed there was a need for a plan to cultivate this understanding to identify and address student needs and strengths. The school celebrated some holidays by inviting community members to bring foods representing their cultural traditions and share them with students and other families. The school documented that it sent out bilingual communications in English and Spanish, including translated progress reports and report cards. The school leader indicated that translators were available during PTA events to help teachers communicate with families and those translators assisted parents who came to the school to obtain information regarding the New York State assessments in April 2013. However, there is a small population that speaks another language and the school provides a translator for oral communication, but not for document translation. The school could not provide the IIT with information concerning reciprocal communication with families beyond the participation of a small group of families who supported the PTA. Consequently, effective planning and reciprocal communication does not yet occur regularly for all families, which limits the identification of student strengths and needs.

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.

- Parents were not aware of the number and type of school community partnerships available to them through the school. During interviews with parents, the IIT asked the focus group how they interacted with the Parent Advocacy Center, which was supposed to provide information and resources to parents. Parents reported that were not aware of the center's existence or function. School support staff indicated during interviews that while resources were available, the staff did not have lists for families to guide them in connecting with community agencies or resources. There was no evidence that the school is providing PD for staff concerning developing partnerships with families and/or communities. Because the school does not provide staff with PD on creating partnerships with families and does not promote community partnerships, the school's ability to support student academic, social and emotional health is hindered.

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.

- While the school provides some opportunities for families to understand data, the school does not consistently share data in ways that empower or encourage families to use it to promote dialogue

among school constituents. Parents indicated that the school sent out over 400 invitations asking families to attend a training presentation in April regarding changes in State testing, but the attendance was under 100 participants. The school leader and staff reported they also offered a presentation earlier in the year to discuss student performance on assessments, but it was not well attended. When the IIT asked parents if they understood the information regarding student data, few parents were able to describe how data supported student-learning needs or how parents could use the information to help their child improve academically. Because the school provides minimal opportunities for families to understand data, parents' ability to advocate for the needs of their children is limited.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Develop the school vision and mission as a school community. Include a wide constituency from the school and community in reviewing and updating the SCEP to address a limited and prioritized set of school goals. Build in criteria for measuring the goals as part of the goal-setting process. Ensure that goals are specific, measurable, attainable, relevant, time-bound, and fully understood by all school constituents and their individual and group roles for attaining them.
- 2.3: Encourage staff to use systems that are dynamic, adaptive, interconnected, and lead to the collection and analysis of outcomes. Support and advocate for practices in areas that influence school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. Communicate pertinent school goals that are timely, transparent, and widely available to all stakeholders.
- 2.4: Use systems and structures to program students and teachers that address student achievement and incorporate an extended learning time program.
- 2.5: Develop and implement a system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and teacher improvement plans. Use student data, feedback from formal and informal observations, and PD opportunities connected to improvement plans and conversations to provide supports to teachers and other staff members. Conduct periodic check-ins of other staff members, especially those supervising subgroups of students who are experiencing achievement and developmental lags, i.e., special education and ELL supervisors. Ensure that check-ins lead to an understanding of the next steps that are necessary to yield a positive year-end evaluation rating.

Tenet 3: Curriculum Development and Support

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

- 3.2: Provide systematic and consistent support to all teachers across grades and subjects appropriately aligned to rigorous and coherent CCLS curricula. Work with teachers to ensure that the implemented curricula appropriately align to the CCLS. Use cohesive and comprehensive curricula that include clear, descriptive units of study appropriately aligned to standards and consider what students need to know across all grades.
- 3.3: Develop and use pacing calendars or guides and coherent CCLS-aligned unit plans across all content areas, and organize the content in a logical progression of sequenced and increasingly more complex materials. Use daily and weekly meeting periods to collaborate in examining and revising CCLS-aligned curriculum unit plans to ensure that the CCLS instructional shifts incorporate all subject areas. Collaboratively develop, share, and use CCLS-aligned lesson plans in all content areas with a focus on higher-order questioning and discussion, and multiple points of entry to engage all students in higher-order thinking and analysis of information.
- 3.4: Ensure that teachers receive support so that they expose students to a standards-based aligned curriculum that enables students to discover, create, and communicate information using the arts, technology and other

enrichment areas. Ensure that teachers are using meeting time to discuss what they are teaching in order to provide students access to a robust curriculum.

- 3.5: Collect timely data, including formative and summative assessments, screening, interim measures, and progress monitoring. Share the data with teachers and instructional staff members so that they can assess school effectiveness, identify student needs, and promote high levels of student learning and success. Use assessment tools to identify patterns of student learning that lead to the adaptation of instruction. Work with teachers to analyze collected data, leading to the development of instructional plans for groups of students that capture current levels of student achievement and map out a clear and timely path for progress and growth.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Use a variety of data, along with grade-level goals, in lesson plans in all subject areas and for all groups of students. Reference long-range goals and include next steps and action plans in unit plans to address student learning deficiencies and monitor student progress. Develop lesson plans with a greater focus on scaffolding techniques, flexible grouping strategies, and guided activities for targeted students. Include accommodations and modifications for groups of students, e.g., students with disabilities and ELLs, which provide supports and interventions that lead to greater inquiry with more active engagement. Use benchmarks to create both short- and long-term goals for groups of students, and include students in the goal-setting process.
- 4.3: Develop clear expectations for instructional practices based on the CCLS instructional shifts for all curricular areas. Ensure regular and frequent communication among staff to develop activities rigorous enough to push students to do more in-depth analysis of content areas and challenge students to produce higher-level work products. Ensure all teachers have the support to develop and use a wide variety of ways to engage students in learning that enables them to achieve their targeted goals.
- 4.4: Create environments in which there is common understanding, recognition, and use of strategies that are sensitive to diverse groups of students and their needs that provide access to learning and social opportunities. Stimulate student thinking by asking higher-level questions aligned to instructional materials that contain high levels of text and content complexity.
- 4.5: Ensure teachers have support to use data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies. Ensure teachers use targeted plans to adjust student grouping and instructional strategies based on data for all student groups. Set expectations for teachers to provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Develop a system that ensures a designated adult, who coordinates social and emotional developmental health needs, knows each child. Use data to identify areas of need and cultivate community partnerships that affect student social and emotional developmental health.
- 5.3: Develop the school's mission and vision to address social and emotional developmental health needs for all students so that it leads to academic success. Develop the curriculum to include social and emotional developmental health in all courses, or find and implement a program or curriculum that teaches, supports, and measures social and emotional developmental health so that significant numbers of students know, understand, and demonstrate these skills. Develop and deliver PD and other programs that systematically build adult capacity in supporting students' social and emotional developmental health that result in a safer, more respectful learning community.
- 5.4: Articulate the school's mission and vision to ensure that all teachers are able to describe how it connects to student social and emotional developmental health and their individual and collective roles in achieving the vision. Ensure all school constituents, including parents, are able to express the work the school does that links to the social and emotional developmental health of their children and how this support connects with the school's vision.
- 5.5: Work with teachers to develop an understanding of how to use data to address student social and emotional developmental health needs that align to academic and social success. Work with all staff members to use data to address student needs effectively.

Tenet 6: Family and Community Engagement

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

- 6.2: Ensure that all families, including non-English speakers, feel welcome and are invited in their own language to participate in school events.
- 6.3: Work with all school staff to respect and acknowledge the diversity of the existing knowledge and culture held by families and community members. Communicate school issues and concerns in all languages so that all parents are aware of the information. Communicate regularly with families concerning student achievement using multiple tools in all pertinent languages.
- 6.4: Develop connections between families and the community to support student learning and growth. Provide PD for targeted staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.
- 6.5: Provide a wide range of learning opportunities for families to elevate their understanding of student data. Share data in ways in which families can understand student-learning needs and are encouraged to advocate and sustain student support.