



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

DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)



BEDS Code	59-05-01-06-0002
School	Fallsburg Junior Senior High School
School Address	115 Brickman Road, Fallsburg, NY 12733
District	Fallsburg Central School District
School Leader	Michael Williams
Dates of Review	May 7-9, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	7-12	Total Enrollment	609	% Title 1 Population	50%	% Attendance Rate	91.4%				
% Free Lunch	45%	% Reduced Lunch	5%	% Student Sustainability	91%	% Limited English Proficient	5%	% Students with Disabilities	11%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language				10			
Types and Number of Special Education Classes											
# Special Classes	9	# Consultant Teaching	0	# Integrated Collaborative Teaching				25			
# Resource Room	8										
Types and Number Special Classes											
# Visual Arts	12	# Music	8	# Drama	0	# Foreign Language	15	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	>1%	% Black or African American	13%	% Hispanic or Latino	30%	% Asian or Native Hawaiian /Other Pacific Islander	2%	% White	53%	% Multi-racial	1%
Personnel											
Years Principal Assigned to School	5	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers		5			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.		9%	Average Teacher Absences	15			
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)		SIG Recipient (g)	X
ELA Performance at levels 3 & 4	46%	Mathematics Performance at levels 3 & 4	45%	Science Performance at levels 3 & 4	74%	4 Year Graduation Rate (HS Only)		74%			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	0	% of 2 nd yr. students who earned 10+ credits	90%	% of 3 rd yr. students who earned 10+ credits	100%	6 Year Graduation Rate		67%			

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
	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
	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			
X	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. Parity of the academic performance of black/African American students; Hispanic/Latino students; and students with disabilities with their peers, as evidenced by NYS 3–8 assessments and graduation rates.**
- 2. Implementation of regular and formative benchmark assessment cycles in all grades, PK–12, and all content areas to ensure the progress monitoring of all students.**
- 3. Establishment and regular reviews of the District's strategic family engagement plan and professional development plan.**
- 4. Successful Implementation of Annual Professional Performance Reviews (APPR) that ensure best practices and continuous improvement among teachers and administrators.**
- 5. Improved rates of graduates who are considered college- and career-ready, according to the New York State Education Department's guidelines. The target for the 2011 cohort of Fallsburg Central School District graduates is 30%. Previous rates were 17% (2006 cohort) and 13.7% (2007 cohort).**

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:				D	

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:				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 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:				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	D
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Debriefing Statement: The school focuses on a culture of safety and well-being for all students. However, an explicit vision, ambitious goals, and sustainable systems fostering continuous school improvement, based on data is not evident. Therefore, not all students experience high levels of achievement and success.

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).

- The school does not have a vision that is understood and shared across the community. However, the school leader reported that he has a vision that he has articulated to the school community. This vision is to graduate all students by improving student engagement, the use of technology, and instructional practice. Neither the DTSDE Self-Assessment (Self-Assessment) nor the School Comprehensive Education Plan (SCEP) includes reference to the vision. The Integrated Intervention Team (IIT) found that none of the school community members were able to articulate the school leader’s vision. Goals contained in the SCEP are not specific, measurable, achievable, results-oriented, and timely (SMART). For example, SCEP goals include the following: “Increased parent participation; engage parents as partners in educational success for their child”; “Increase teachers’ awareness of how data can inform practice”; and “Introduction of complex material into lessons and units aligned to CCLS.” The absence of a school vision that is known and understood and connected to SMART goals that are shared across the community, diminishes a sense of urgency toward achieving school-wide goals.

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.

- At the time of the school visit, the school was in the process of implementing evidence-based systems to collect data; however, there was no evidence that the school had been analyzing outcomes to inform practice. In addition, the school leader had not communicated pertinent school goals to the school community. The review of documents and interviews indicated that the school has an inquiry team that is charged with the analysis of various data. Additionally, the self-

assessment states that the school uses Curriculum Mapper and My Access as data sources. However, staff reported that the analysis of data does not result in the development and monitoring of goals that all school constituents understand and act upon. Parents, teachers, and students expressed concern about the absence of goals related to student social and emotional developmental health, especially goals related to inappropriate behaviors that place the physical safety of the school community at risk. The absence of consistent and appropriate data analysis to inform practice hinders school progress and improvement.

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 staff does not consistently align program offerings to student needs. During the school visit, the IIT found that the school leader reviews the budget to identify funds for specific needs of the school. The school leader reported that, in recent years, he has made strategic decisions regarding the reassignment of staff and course offerings. Additionally, the school leader stated that he annually manages compatibility of the master schedule, new course proposals, and grade-level meeting schedules. A review of the self-assessment document and interviews with the school leader indicated that scheduling issues influence programmatic decisions during the school year, more than the changing student needs. For example, the self-assessment states that particular teacher strengths and weaknesses influence teaching assignments and course selection, without any reference to data addressing student academic needs. At the time of the school visit, there were no changes in participation or length of instruction in the extended-time program. The school leader reported that he monitors the school budget and regularly reviews it with the district budget manager to identify available funds for special needs that arise throughout the school year. The absence of a formal process to implement strategic decisions and organize resources to address student and school-wide needs limits the school's ability to increase school improvement outcomes.

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.

- At the time of the school visit, the school had begun to conduct systematic observations of teachers; however, not all teachers reported that the feedback was helpful in improving practice. Document review indicated that student discipline data is used to track student progress; however, there was no evidence of teacher observation data, teacher improvement plans and targeted professional development connected to student progress. The school leader reported that he conducts check-ins of specific staff members once every two weeks, although the findings do not align to recommendations for improvement steps, as indicated in the review of teacher feedback documents. Teachers stated that they do not receive meaningful feedback regarding their teaching. In addition, teachers also reported that school leaders do not assist teachers in monitoring student progress. As a result, there is an absence of a fully functional teacher observation and feedback system, which has limited staff accountability and continuous school improvement.

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: Some teachers meet to plan instructional lessons and discuss student needs with little consideration of data analysis. Instructional practices and materials do not support the Common Core Learning Standards (CCLS) and teachers do not modify or differentiate instruction. The absence of a rigorous and coherent curriculum hinders student learning.

Strengths:

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

Areas for Improvement:

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

- The school leader and staff are beginning to implement curricula aligned to the CCLS, but the school leaders have not provided sufficient professional development and collaboration time to develop units of study and comprehensive curricula. The review of documents indicated that the curricula goals of the SCEP and the self-assessment are not aligned. The SCEP goals state that, by January 1, 2013, all units will align with the CCLS, but the self-assessment sets the alignment date as June 1, 2013. The SCEP also indicated that common planning will be used to improve instruction and that ten percent of the meeting time will be devoted to teacher collaboration. According to many teachers, they are not provided with time to share and learn from other teachers. Some teachers reported that the CCLS training consisted of several BOCES professional development opportunities. At the time of the visit, there was some evidence of alignment to the CCLS during classroom instruction. Several teachers had lesson plans that referred to the CCLS, but a small number of teachers actively engaged students in learning activities that supported the CCLS. Many of the lesson plans reviewed by the IIT, contained detailed alignment to the New York State standards. As a result, there is not sufficient support for teachers, regarding the quality implementation of rigorous and coherent curricula appropriately aligned to the CCLS.

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

- School staff has developed few unit and lesson plans reflecting the CCLS. In many classrooms, teachers do not use sequenced, complex materials that promote higher-order thinking skills to help students analyze information. Lesson plans reviewed during the school visit did not refer to unit

plans. The self-assessment document stated that the weekly teacher meeting time is “scheduled for work on unit planning and alignment of CCLS.” During these meetings, the IIT found that teachers did not work collaboratively to create or examine curricula plans. The review of documents, interviews, and classroom visits found no evidence of CCLS-aligned lesson plans that introduced complex instructional materials. During the observed teacher meetings, the review of student academic data led to the identification of student deficiencies, but teachers did not develop plans introducing complex materials or differentiated tasks. The absence of unit and lesson plans supporting alignment to the CCLS, introducing sequenced and complex materials, and stimulating higher-order thinking limits the building of deep conceptual understanding and knowledge around specific content for students.

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.

- During the school visit, the review of documents, interviews, and meeting observations indicated that the school’s master schedule include regular grade-level teacher meetings, but no vertical teacher meetings across subject areas. However, the SCEP indicated that staff members, including non-core subject teachers, participate in team meetings each week to collaborate around interdisciplinary units. One of the department meetings observed by the IIT included conversations regarding the expectations of CCLS implementation, but did not include collaboration that led to increasing student access to a robust curriculum. Teachers reported that collaboration between core-subject and enrichment-area teachers is teacher-initiated and not formally scheduled. The review team found limited evidence of the use of technology during classroom visits. Although teachers used smart boards in some classroom visited, the boards were used in a way that was not interactive and engaging for students. The absence of sufficient collaboration within and across grades and subjects limits students’ access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

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 school has a data inquiry team to focus on the creation of a data-driven culture. During the school visit, no evidence was presented that school staff analyzes assessment data to identify patterns of student learning leading to the adaptation of instruction. Additionally, the IIT found that staff does not use data to develop instructional plans for groups of students. The review of documents, interviews, and teacher meeting observations indicated that the inquiry team meet twice a month to review pre- and post-test math and reading scores, Regents examination scores, class grades, and anecdotal and behavioral data, to discuss student progress, and to make instructional decisions. During the inquiry team meeting observed during the visit, data discussions did not lead to teachers developing instructional strategies for individual students. The limited analysis of data to guide strategic action-planning to inform instruction limits timely student improvement.

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: Most teachers provide generic instruction to all students without the acknowledging diverse groups of students and their needs. Staff has not developed strategic practices focused on closing the gap between what students know and need to learn. Therefore, high levels of student engagement in learning, thinking, and achievement does not exist.

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 *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.

- Teacher lesson plans reviewed, were not informed by data, did not consistently provide accommodations to meet student needs, and did not establish student goals. The self-assessment stated that it is a district expectation that teachers use annual curriculum mapping and instructional planning software to assist teachers in daily and unit planning. Based on a review of lesson plans, the IIT found no evidence that teachers use the instructional planner. In addition, the lesson plans reviewed were not developed using data, and did not include specific instructional practices or accommodations for students. Although the school leader reported that the English Language Learner (ELL) population is increasing in achievement, most teachers did not use instructional practices and strategies that accommodated the needs of ELLs that led to low levels of student engagement. During classroom visit, the IIT did not observe accommodations or alternative strategies in action. Some teachers stated that they are beginning to develop goals with students. As a result, most teacher plans are not informed by data, do not provide accommodations for students with disabilities and ELLs, and do not set goals for student groups. The absence of these practices lessens teacher ability to promote high levels of student engagement and inquiry.

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.

- Although some lesson plans reviewed by the IIT reflected elements reflective of the CCLS, most instruction observed did not support the CCLS and did not provide learners with entry points to access learning. A review of lesson plans found that none of the plans provided multiple entry points for diverse learners. The IIT found inconsistent practices regarding the engagement of students in activities other than teacher dominated lectures. The inconsistent presence of instructional practices to support the CCLS and provide multiple points of access for all students

hinders student ability to achieve at higher levels.

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

- During the school visit, teachers had posted behavior expectations in classrooms; however, the IIT did not observe these expectations consistently enforced. At the time of the visit, teachers did not consistently use strategies that were sensitive to diverse student groups. In classrooms visited, the IIT observed disruptive behavior that interrupted the instructional process. The self-assessment stated that teachers are expected to maintain district safety standards in their classrooms and that “All students feel safe, nurtured, and supported with all teachers.” None of the teachers in the classrooms visited referred to the posted behavioral expectations. The IIT noted that, in most classrooms, neither student needs nor cultural diversity were reflected in instructional modifications. During classrooms visits, there was limited evidence of higher-order thinking questions with vocabulary connected to CCLS aligned content. As a result, responsive learning environments that stimulate students’ thinking were not readily observed.

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.

- Although teachers have access to data sources, there is no indication that data informs instructional decision-making and lesson planning. The self-assessment listed a variety of data sources available to teachers and referred to a process by which teachers could develop and revise plans based on data. However, during interviews and classroom visits, the IIT found no indication that teachers use data to plan lessons or inform instructional strategies. Very few classrooms visited indicated instructional adjustments based on student data. Teacher stated that the district does not allow the grouping of students by ability, skill, or need. Therefore, teacher plans were generic and void of targeted interventions for students requiring additional support. None of the lesson plans reviewed by the IIT included a rubric to guide the progress of student performance. Classroom visits reflected very few pieces of posted student writing connected to rubrics or the use of exit tickets at the end of the class as an assessment tool. Without teacher use of student data to inform instruction, provide frequent feedback to students, and assess student learning, students remain unable to participate in their own learning process.

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 provides a physically safe environment for students and staff. The school is implementing programs to address the social and emotional developmental health of students, although a system of training, referral, and support to address these needs, connected to academic performance, is not in place. As a result, the school environment and culture is not conducive to learning 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.

- There is no overarching support system for assuring the social and emotional developmental health of all students is addressed. The SCEP contains a goal that all students receive support necessary for academic and social success. According to the school leader, each guidance counselor carries a caseload of three grade levels. Although counselors know most of the children in their caseloads, they have not been able to assess each student's social and emotional developmental health status and coordinate services to address individual needs. According to the school leader, at the time of the school visit, the referral process was not formalized. When a student's behavior triggers concern, the teacher speaks with a guidance counselor, who then confers with all of that student's teachers and during grade-level meetings. These teachers collaboratively design appropriate interventions, with or without parent involvement. He also stated that he is aware that some students "fall through the cracks." Interviews with parents, teachers, and student-support staff indicated that students with long-term issues such as mental health diagnoses work with an assigned social worker. Student-support staff reported that budget reductions forced the school to cut its Child Study Team and attendance officer, which had been staff who addressed student social, emotional needs. The staff reported that the school refers students with significant needs to community agencies. The absence of overarching systems and resources to identify and address student social and emotional needs diminishes the school's ability to support and sustain these areas and the overall health and development of students.

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.

- Although concerted efforts result in a physically safe environment for students, the school does not have a vision for social and emotional developmental health connected to learning experiences. Document reviews by the IIT indicated that the district and school have implemented programs to create a safer environment for students. Teachers reported that they usually refer to posted skills and behaviors, when inappropriate behavior occurs. During interviews with school staff, parents, and students, few individuals were able to articulate or describe the skills and behaviors indicative of social and emotional developmental health. Interviews with stakeholders indicated that programs at the school do not have clearly defined outcomes in terms of students demonstrating the skills and behaviors necessary for social and emotional health. School personnel and parents reported that the school uses the OLWEUS, a bullying prevention program, and Positive Behavior

Interventions and Supports (PBIS), but implementation is inconsistent across grades and the programs do not address all levels of student needs. School staff reported that the school does not provide professional development (PD) to build adult capacity to address student needs, except for opportunities connected to specific programs promoting appropriate interactions between members of the school. For example, in the OLWEUS program, provided PD to promote awareness and intervention training for adults specific to reducing bullying. However, bullying is only one physical safety issue in the school, and staff reported that the school does not have a comprehensive approach to building adult understanding regarding the connection between social and emotional developmental health and academic success. As a result, the absence of a comprehensive program to teach, support, and measure social and emotional developmental health and professional development to increase adult capacity in this area limits the school's capacity to foster and sustain a safer and healthier learning environment for all stakeholders.

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 most school constituents feel safe at school, not all believe that the school is safe and conducive to learning for all students. Most teachers cannot articulate their role in supporting student social and emotional developmental health. Parents are only aware of some school efforts to meet student needs in this area. Interviews and survey results indicated that although some constituents are able to articulate elements of some form of school goals, there is limited clarity regarding a vision of connecting student safety and social and emotional health to student learning. A small group of student reported that they feel safe in the school. School staff stated that the school does not have a vision and they do not understand their role in supporting student social and emotional developmental health. Parents reported that they are aware of the PBIS supports and OLWEUS Bullying Prevention programs and they believe that these programs teach appropriate behaviors and expectations for students. As a result, the school and constituents are unable to articulate the school's vision for social and emotional developmental health and the inconsistent implementation of programs limits the school's ability to foster a community that is safe, conducive to learning and fosters a sense of ownership.

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

- The school uses data in limited ways to respond to student social and emotional health needs. School staff reported that the school does not systematically collect data specific to the social and emotional needs of students. Teachers reported, however, that staff uses student attendance and student discipline data to identify student social and emotional developmental health needs. Document review of the self-assessment identified some data sharing programs and opportunities. However, there was no evidence of regularly scheduled agenda items to review and analyze data. The school leader reported that he expects teachers and members of student-support staff to meet once or twice per week to review data, identify student needs, and provide appropriate interventions. The absence of a formal and comprehensive system to use data to identify and

respond to student social and emotional health needs prevents the school from fully helping students become academically and socially successful.

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

Tenet Rating

D

Debriefing Statement: Although the school attempts to foster a feeling of belonging, the school is not welcoming to all parents. The school has not developed a culture in which all constituents share the responsibility for student academic progress, social-emotional growth, and well-being. Therefore, student success and family engagement in academic achievement is inhibited.

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 *Ineffective* for this Statement of Practice:** The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.

- The school staff does not proactively engage families by establishing reciprocal communication and encouraging participation. According to the school leader, the school welcomes and encourages families who initiate a relationship and are consistently visible, to engage with staff and volunteer in the school. However, some parents reported that they do not feel welcome in the school, citing as examples that some teachers do not have time to speak with them or do not return telephone calls at parents' requests. Document review of survey results indicated that only 43 percent of teacher respondents agreed that, "The school partners with the community to positively impact student learning." School staff reported that there are opportunities for family members to volunteer in the school if they choose to do so. During interviews, discussions, and the review of documents, the review team found no evidence of a plan to engage families through reciprocal partnerships to build a deeper understanding of, and resolution of, the barriers to family engagement with the school. As a result, the school does not provide a welcoming atmosphere that fosters a feeling of belonging and trust. Instead families feel discouraged and disconnected from efforts to increase 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 acknowledges the diversity of the community and provides translation of written information and face-to-face communications in the two languages spoken by the majority of

student families. School staff reported that the school community is diverse, with families of varying socio-economic, ethnic, linguistic, cultural backgrounds, and histories. Document review of the self-assessment indicated celebrations, events, and services provided to engage families. The self-assessment and the SCEP documents suggested that school leaders may view reciprocal communication strictly as providing written and verbal communications in a language other than English. A school goal, listed in the SCEP, is to foster greater parent contact/involvement with the school, and the self-assessment lists the communications provided in English and Spanish. Parents reported that the school uses software, to inform families of student grades. However, many families cannot access the internet, and the software does not provide translations into Spanish. As a result, there is an absence of an effective plan to develop reciprocal communication with family and community stakeholders which limits communication between parents and teachers to work together to augment learning.

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

- The school does not proactively seek partnerships with families. Some community partners provide support and outreach to encourage collaboration and partnerships between the school staff and families. Some community agencies collaborate with the school and families to support students across all areas and some of these agencies provide professional development. School staff reported that, although budget constraints of some agencies have created a decrease in services, other agency partners provide services to the families of migrant workers, tutoring and other academic supports, and social-work services, including individual and group counseling. School staff and parents reported that the school provides some training for OLWEUS programs and Positive Behavior Interventions and Supports (PBIS) to parents. Teachers reported having attended training specifically focused on seeking and maintaining partnerships with families. Some professional development programs, however, included conversations about working with families of students. The inconsistent provision of sustained efforts to create partnerships with families and community agencies to promote and provide professional development hinders overall student and school progress.

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.

- At the time of the visit, the school was beginning to provide learning opportunities for families who desired to understand student data. A review of the SCEP indicated that the school would hold two community/parent data information sessions during the school year. The self-assessment indicated that parents are able to access their child's grades using the School Tool software. Some parents reported that they use School Tool to learn about their child's assignments, grades, and progress reports. Parents also stated that not all teachers enter student data into School Tool, and that translations into Spanish are not available. The school leader reported that the school frequently sends families student data reports, but he was unsure how much of the data families were able to understand. As a result, families are not empowered and encouraged to understand student data,

and have dialogue centered on student learning.

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: Collaborate with select school staff, families, and community stakeholders to create a school vision. Develop SMART goals that align with that vision. Make the vision and goals known to all stakeholders so that there is a shared sense of urgency regarding student achievement.
- 2.3: Implement systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes to inform practice. Ensure, through professional development and monitoring, that all teachers use evidence-based practices that foster student progress and achievement. Establish feedback loops to continuously evaluate practice. Ensure that goals are timely, transparent and widely available to all stakeholders.
- 2.4: Develop systems for programming students and teachers that address student achievement and support established mission-critical goals. Analyze the data to identify changing student needs and organize strategic decisions around the identified needs. Annually analyze available fiscal capital to make funding decisions that address school goals.
- 2.5: Observe teachers frequently. Provide relevant feedback, targeted professional development opportunities, and differentiated teacher improvement plans. Use student data to monitor teacher practice. Conduct periodic check-ins with other school leaders and staff members that provide next steps 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 fully align with the concepts in the Effective column of Tenet 3 the IIT recommends the following:

- 3.2: Ensure that school leaders provide teachers across grades and subjects the necessary resources—professional development, materials, and collaboration time—to develop and implement curricula supporting the CCLS. Ensure, through monitoring and professional development, that staff use clear, descriptive units of study that support the standards and consider what students need to know.
- 3.3: Ensure that the schedule provides meeting time for teachers to collaboratively create and examine curriculum unit plans supporting the CCLS. Ensure, through professional development and monitoring, that teachers use pacing calendars and unit plans that support the CCLS and expose students to a progression of sequenced, complex materials and that teachers use lesson plans that promote higher-order thinking skills and help students analyze information.
- 3.4: Ensure that teachers across grades meet together and with special-area teachers to build curricula that expose students to the arts, technology, and other enrichment subjects.
- 3.5: Develop a comprehensive system to collect, analyze, and use timely data. Ensure, through PD and monitoring, that all instructional staff uses the system to assess school effectiveness, identify student needs, identify patterns of student learning, and adapt instruction.

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: Ensure, through professional development and monitoring, that teachers develop and use plans that are informed by data and provide accommodations for students with disabilities and ELLs. Ensure that teachers set grade-level goals for all groups of students and create short- and long-term goals based on the grade-level goals. Ensure that teachers implement instructional interventions that activate student participation in their own learning experience.
- 4.3: Ensure, through professional development and monitoring, that teachers provide CCLS-based instruction with multiple points of access for all students to achieve targeted goals.
- 4.4: Explicitly teach and reinforce behavioral expectations throughout the school. Ensure, through professional development and monitoring, that teachers use strategies that are sensitive to the needs of diverse student groups and instructional materials that contain high levels of text and content complexity and ask questions related to that content.
- 4.5: Ensure, through professional development and monitoring, that all staff analyze data to effectively inform instructional decision-making, student grouping, and lesson planning. Use formative assessments, progress monitoring, and frequent feedback to students to empower and encourage them to actively participate in, and take ownership of, their own learning process. Clarify the district policy on student grouping so that teachers understand how appropriate differentiation of instruction fits within that policy.

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: Develop additional partnerships to promote student social and emotional developmental health and track their effectiveness. Identify students with needs related to social and emotional developmental health and create a system of student referral and support that addresses these needs.
- 5.3: Ensure that the school vision includes social and emotional developmental health and is understood throughout the school community. Educate all stakeholders about the connection between social and emotional developmental health and academic success. Implement a rigorous and transparent curriculum to teach and measure student skills and behaviors that build social and emotional health. Provide professional development and training for all stakeholders to build adult capacity to support students' social and emotional health.
- 5.4: Develop an evidence-based plan for responding to students' needs, improving behavior, and creating a safer environment. Share this plan with families and community stakeholders and explain how it links to the social and emotional developmental health of children and positive student outcomes. Ensure that teachers and parents understand the school's vision for social and emotional developmental health and its connection to student success. Ensure that teachers understand their role in implementing this vision and that parents know how the school works with their children to support their social and emotional developmental health.

- 5.5: Provide school leaders and student support staff professional development in using data to respond to students' social and emotional health needs. Ensure that they support teachers in using such data to effectively address student needs.

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: Involve all stakeholders in the school community in developing a family and community engagement plan that define roles and responsibilities of school staff, families, and community stakeholders related to volunteerism, participation in a parent-teacher organization, and other opportunities to participate in school improvement initiatives.
- 6.3: Develop programs that acknowledge and celebrate the diversity of the school community. Post regular written communications and materials on the district website to allow for instant and easy translation. Ensure that school staff regularly engages families and community stakeholders in planning reciprocal communications that provide families with the information necessary to support their children. Develop a system where all families can communicate in a language they understand with teachers and other staff members about their child's academic, social, and emotional developmental health progress.
- 6.4: Develop connections with families and community stakeholders focused on supporting student learning and growth. Develop a plan for ensuring that families know about and have access to community resources. Provide professional development for staff members on how to seek and sustain healthy partnerships linked to student needs with families and community organizations
- 6.5: Provide professional development to staff on understanding and communicating school and individual student data. Develop strategies to share school and individual data with parents in a way that enables families to understand student learning needs and successes. Provide educational material about school and student data on the district website. Foster greater family engagement in children's educational experience through more teacher-initiated contact with parents and more frequent progress reporting to parents on their child's academic and social emotional health needs.