



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

DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)



BEDS Code/DBN	131500010006
School	GW Krieger Elementary School
School Address	265 Hooker Avenue, Poughkeepsie NY 12603
District	Poughkeepsie City School District
School Leader	Margaret Pineiro and Lisa Thompson
Dates of Review	April 9-11, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	1 - 5	Total Enrollment	586	% Title 1 Population	37.20	% Attendance Rate	93.83				
% Free Lunch	100	% Reduced Lunch		% Student Sustainability		% Limited English Proficient	12.62	% Students with Disabilities	13.80		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	NO	# Dual Language	NO	# Self-Contained English as a Second Language				NO			
Types and Number of Special Education Classes											
# Special Classes	4	# Consultant Teaching	0	# Integrated Collaborative Teaching				2			
# Resource Room	1										
Types and Number Special Classes											
# Visual Arts		# Music		# Drama		# Foreign Language	NO	# Dance	NO	# CTE	
Racial/Ethnic Origin											
% American Indian or Alaska Native		% Black or African American	50	% Hispanic or Latino	27.97	% Asian or Native Hawaiian /Other Pacific Islander	1.01	% White	16.55	% Multi-racial	4.43
Personnel											
Years Each Co-Principal Assigned to School	Principal A - 2 years Principal B - 3 months		# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers		1.6		
% 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	NP		
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District		Focus School Identified by a Focus District	X	SIG Recipient (a) (g)			
ELA Performance at levels 3 & 4	35	Mathematics Performance at levels 3 & 4	29	Science Performance at levels 3 & 4	68	4 Year Graduation Rate (HS Only)		NA			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	NA	% of 2 nd yr. students who earned 10+ credits	NA	% of 3 rd yr. students who earned 10+ credits	NA	6 Year Graduation Rate		NA			

NP = Not Provided

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. Improve the number of students scoring proficient on the English language arts (ELA) examination to 40%.
2. Improve the number of students scoring proficient on the mathematics assessment to 35%.
3. Improve the number of Limited English Proficient (LEP) students scoring proficient on the New York State English as a Second Language Achievement Test (NYSELAT) to 45%.
4. Provide effective implementation of the Common Core Learning Standards (CCLS).

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:				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
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.				X
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			X	
	OVERALL RATING FOR TENET 4:				D
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.				X
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.			X	
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.			X	
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.				X
	OVERALL RATING FOR TENET 5:				D
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					

#	Statement of Practice	H	E	D	I
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 current school leaders have developed a shared vision and have defined goals addressing student achievement. Due to the change in the leadership structure in the middle of the school year, the school community does not yet have an understanding of the new vision and set of goals. This has resulted in a lack of defined direction as teachers attempt to shift toward CCLS-aligned instruction, which negatively impacts school improvement.

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

- When the current school leaders were re-assigned as co-principals in the middle of the school year, they collaborated to develop a plan for sharing leadership responsibilities, as well as a vision with articulated “attributes” that span the range of SCEP goals, as they were directed by the Board of Education (BOE). The Integrated Intervention Team (IIT), through a review of documents and interviews with stakeholder groups, noted that the school leaders shared the vision with all segments of the school community through meetings and print media over the course of three months. However, parents and teachers interviewed were unable to articulate the new vision and goals. The vision statement, in referring to the school’s hope for students, states, “each meets their potential.” The vision does not convey a sense of urgency toward meeting school goals and there is no specific mention of expected academic achievement beyond proficiency. Parents and teachers stated in interviews with the IIT, that unexpected changes in school leadership in the middle of the school year caused school staff and the community to focus on reevaluating, re-planning, and re-defining the school’s mission, as well as speculating about the reason(s) for the sudden changes. As a result, not all stakeholders have an understanding of the school vision and therefore do not have a shared sense of urgency about achieving the newly defined 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.

- The school is in the beginning stages of creating an evidenced-based system to examine and improve individual and school-wide practices. School leaders have prioritized the development of an evidence-based system to examine and improve teacher practices. Some of the teachers interviewed by the IIT stated, “So much data has been presented since September [that] we can’t get caught up.” The implementation of the Annual Professional Performance Review (APPR) rubric, the use of data to plan professional development (PD) topics and the use of faculty meetings for PD focusing on data, have demonstrated the school leaders’ use of data for all aspects of the instructional process. The school co-leaders stated that they expect “coaches” to work with the teachers, meet with grade-level teams and special education teachers to engage in “data dialogues,” target focused PD topics and promote teachers’ use of best practices while delivering CCLS-aligned instruction. The school leaders continue to collaborate on developing and refining school goals as well as communicating them to all stakeholders. Because the use of evidence-based systems in critical areas is in the developing stages, progress toward mission-critical goals is limited.

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.

- Decisions to organize resources are made at the district level. The school leaders and staff indicated in interviews with the IIT, that the Board of Education (BOE) makes decisions that directly impact school hiring, programming, and fiscal capital. While school leaders reported that they communicate with district staff concerning hiring decisions, programming students and teachers, and the use of fiscal capital, they do not articulate the needs of the school directly to the Board of Education (BOE). They indicated that District office staff implement the directives from the BOE and school leaders structure the programming of staff and students within the framework of the BOE directive. Through document review and school co-leader interviews, the IIT found no evidence indicating that the school co-leaders connect the use of resources to school goals. In addition, with a full implemented evaluation system for monitoring teacher practices and providing feedback, school leaders are limited in their ability to ensure that staff are used effectively in the school. As a result, resource allocation decisions by the school leaders are not fully aligned to school needs, limiting school improvement.

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.

- The school co-leaders have designed a system for sharing and conducting targeted and frequent observations, and are in the process of developing the components for implementing the system. Through a review of documents and interviews with the school leaders, the IIT learned that the Board Of Education (BOE) has directed that both school co-leaders are responsible for the evaluation and supervision of school staff and they may not divide the responsibilities by grade levels, subjects, or other shared plan. The school co-leaders have recently created a system for executing the APPR rubric, including a teacher observation schedule, although implementation of the system is not complete. The school co-leaders are in the process of developing a walkthrough

feedback tool and a schedule for informal classroom walkthroughs. School staff reported in interviews with the IIT that they do not know the steps necessary to receive a positive year-end evaluation rating. Because the system to track teacher progress is not in place, staff are not held accountable for continuous improvement, which hinders higher student achievement.

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

Tenet Rating

I

Debriefing Statement: Implementation of a rigorous and coherent curriculum aligned to the CCLS is inconsistent. The development of a data-driven culture is in early stages and is not yet driving action planning that informs instruction. Therefore, student academic performance continues to be less than proficient.

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.

- School staff uses district developed curricula, and staff have begun to use the CCLS-aligned curricula modules posted on the EngageNY website to facilitate the implementation of CCLS-aligned instruction. School co-leaders reported that 33 percent of the school staff attended a voluntary training focused on CCLS. Teachers reported in interviews that they plan instruction based on the CCLS during grade level meetings. However, lesson plans reviewed by the IIT did not contain CCLS-aligned, or student-focused, goals. In January 2013, teachers began to use CCLS curriculum modules as instructional focus shifted to CCLS-aligned standards. School staff stated in interviews that the school coach is a key to the implementation of PD opportunities and teachers understanding of the CCLS shifts. In seven of twelve classrooms visited, displays and/or discussions with students included materials that supported the CCLS. While the school leaders and staff are working together to transition to the quality implementation of the CCLS, the inconsistent implementation of a CCLS-aligned curriculum is limiting student access to the tools required for academic success.

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.

- The approach to lesson planning is inconsistent throughout the school, and few lesson plans support the CCLS. Through a review of documents and interviews with staff, the IIT noted that the school provides common grade level planning and preparation time. However, staff reported

that there is not enough time scheduled for planning and that meetings are frequently unstructured. In order to increase planning time, teachers reported that some groups of teachers work together during their lunchtime. Teachers also indicated that when they are working with students receiving targeted instruction they are unable to attend the grade level planning meetings unless they receive prior permission and arrange for coverage of their classes. Additionally, some staff stated that there are not enough instructional materials for students in some grade levels. The IIT found few curriculum maps, unit plans, lesson objectives during a review of documents and classroom visitations, and complex materials were seldom used in classrooms visited by reviewers. As a result of unit and lesson plans that are not consistently aligned to the CCLS and do not often introduce complex materials or stimulate higher order thinking, student access to curricula that can prepare them for academic success is limited.

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.

- Current collaboration of school staff does not result in the development of a robust curriculum that incorporates the arts, technology, and other enrichment opportunities. Interviews, and classroom visitations, and a review of documents indicate that although the master schedule allocates time for teacher collaboration and planning, the meetings are not sufficient in number or length of time to result in planning for the numerous instructional CCLS shifts. School staff members reported that when the building coach is able to meet with grade level teams there is more opportunity for dialogue regarding data, best instructional practices, and CCLS implementation. During the time that the coach collaborates with grade level instructors, the focus is on the English language arts (ELA) and mathematics curriculum and instruction. Teachers of students receiving targeted instruction collaborate with the coach separately from other instructors. Although some teachers use SMART Boards and other visual and/or auditory technology during their instruction, the IIT noted, from classroom visitations, interviews with school staff, and observation of a grade/subject level meeting, that student exposure to the arts and technology is not a priority for discussion or planning in the alignment of curricula and instruction with CCLS. While school leaders and teachers sometimes collaborate to plan CCLS aligned instruction, formal planning to infuse the arts, technology and other enrichment opportunities does not take place which limits student access to a robust curriculum that stimulates creativity and exploration in support of student success.

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.

- The school is in the beginning stages of developing a data-driven culture. Based on a review of documents, interviews with staff, and classroom visitations, the IIT learned that some groups of school staff review student data to focus interventions and/or target instruction. The school leaders review various forms of data and collaborate with the school coach to discuss data. During the 2012-13 school year, the district provided passwords to teachers so that each could access district data. School staff members reported that the coach uses data to provide PD

opportunities, such as best instructional practices and CCLS implementation. Collaborations between the coach and teachers sometimes result in the examination of individual student data, although such collaborations are not consistently scheduled. Documents and school staff members also indicated that a variety of assessment tools provide student data, although analysis does not yet include the identification of patterns of student learning. Data from past performance and daily student performance data informs targeted instruction and the instructional grouping of students in some classrooms. While the school leaders and some staff members analyze some forms of data, there is not yet a data-driven culture where all teachers are consistently and strategically using data that informs their curriculum and instructional practices, which is limiting improvement in student achievement.

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

Tenet Rating

D

Debriefing Statement: Professional development focused on informing teachers of expectations to use data for making instructional decisions and engaging in strategic planning and practices is limited. As a result, not all students experience high levels of engagement, thinking, and achievement.

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.

- Staff do not consistently use lesson plans or student goals to inform instructional practices and strategies. Based on the review of documents, interviews, and classroom visitations, the IIT found that some teachers vary their teaching strategies when assigning student work to include both independent and small group configurations. However, lesson plans that were available for review by the IIT did not refer to specific data used to plan instruction. In only two of the 13 classrooms visited by the IIT, the lesson plans indicated that student accomplishments of the previous day led to adjustments of reading groups on the following day. There were no specific instructional interventions observed in any of the general education classroom visits and no reference to short- or long-term goals for individuals or groups of students. During classroom visitations, the IIT observed that students were asked to respond to low-level questions in most classrooms. Because teachers are not consistently using strategies organized around annual, unit and daily lesson plans to promote student engagement and meet established student goals, students are not stimulated to achieve at consistently high levels.

4.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers provide

coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.

- There is some use of instructional strategies that support the CCLS. In the majority of general education classrooms, teachers provide generic instruction, with few teachers using instructional practices that support the CCLS. However, in classrooms for students receiving targeted instruction, teachers often provided multiple ways for students to access the instructional content. Lesson plans provided to the IIT for review did not reference CCLS goals, data, or specific student needs. In only one classroom visited by the IIT, did the end of the day's lesson include a review of the posted CCLS. In other classrooms visited, differentiated instruction and practices aligned to CCLS were not observed. In two of eight classrooms visited by the IIT, the teachers provided an introductory lesson prior to directing students to work independently. Because instruction to support CCLS and provide points of access to meet the needs of all students is inconsistent, student learning opportunities are not maximized limiting their levels of achievement.

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.

- Student engagement in the learning process, enforcement of behavioral expectations, and the perception of safety by school constituents is inconsistent. The IIT observed that students begin each morning with a greeting at the main entrance of the school building. School leaders and staff members reported in interviews that there are lessons and programs designed to teach behavioral expectations available through the Positive Behavioral Interventions and Supports (PBIS) program, although the implementation of the program is inconsistent and dependent on each classroom teacher. The IIT noted during classroom visitations that many classrooms have no behavioral expectations posted, and teachers in only half of the classrooms visited by the IIT explicitly acknowledged appropriate behavioral responses either verbally or by another form of reward/recognition. Parents, staff, and students stated that there are relatively clear school-wide expectations regarding physical behavior, which creates the sense of a physically safe environment. However, parents and some students also reported that they feel unsafe and threatened by bullying. Some staff reported that there are ethnic celebrations arranged around various holidays and that the sharing of social stories encourages and supports sensitivity to diverse cultures and backgrounds. In two classrooms visited by the IIT, instructional strategies demonstrated the promotion and encouragement of learning opportunities for a diverse range of learners. One teacher indicated that student interest informs the selection of reading materials. Because not all students perceive the school environment as safe and teachers do not consistently challenge students in ways that are tailored to their varied student experiences, high levels of student engagement and inquiry are limited.

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

- Data sources that inform lesson planning and drive instruction are limited. The IIT found that there is no explicit focus on CCLS goals, data, or specific student needs in the few lesson plans available for review. School staff stated that student progress on worksheets is monitored to determine student understanding of the mathematical process. The IIT noted that staff review data but do not discuss analysis of the data during the observation of a grade level meeting. In classroom visits, the IIT noted there was limited evidence of the use of data. The use of formative assessments was observed in only one classroom visited, at the conclusion of the lesson. Teachers providing targeted instruction for students reported the use of data for identifying indicators for intervention, instructional grouping, and determining continued eligibility for services. One lesson plan reviewed indicated the use of daily progress data for the adjustment of student grouping and instructional strategies on the following day. One student indicated to the IIT during the student group interview, that s/he had personal learning targets. The IIT observed that students received feedback from teachers in two classrooms, at the end of a small group lesson. One student shared feedback received as follows: “read fluently” and “work faster.” While there is some teacher use of data, the lack of systematic and widespread use of data sources to inform lesson planning, monitor student progress and provide feedback to students limits teacher’s ability to meet student instructional needs and foster student participation 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: There is a referral process in place when a student’s behavior (e.g., attendance, classroom disruption) demonstrates that s/he requires support, and there are programs and practices implemented by some staff that teach and support positive behaviors. However, there is not a clearly defined uniform and proactive system that leads to healthy and respectful relationships, thereby creating a safe environment 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 *Ineffective* 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 does not have overarching systems and partnerships that support student social and emotional developmental health. The IIT noted through its review of documents, interviews, and classroom visitations that there the school does not have a system in place that allows each child to be known by a designated adult who coordinates social and emotional needs. However, students were able to identify someone in the building they would contact if or when they needed

support or help in school. Parents and school staff reported that the school's student support staff spends much of their time managing the Instructional Support Team (IST) system of referral, which they designed themselves. The IST focuses on inappropriate behavior issues. Student support staff identify students in need of consideration for interventions through the review of attendance, discipline, and suspension data, as well as referrals by teachers and school leaders. However, while select staff members review behavior data to identify students who may need interventions, there was no evidence that all staff use data to identify needs or that other types of data are used to identify social and emotional issues that may not manifest themselves in problematic behavior. Consequently, the lack of overarching systems and partnerships to identify needs and coordinate and monitor services hinders the school's ability to effectively support the student social and emotional needs of its 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.

- While school leaders and staff support a variety of programs that assist in creating a positive climate, there is no school-wide vision for the social and emotional developmental health of all students. Reviewers were made aware of school processes, such as morning and afternoon announcements, character education programs, and assemblies celebrating academic and behavioral achievements, during their document review, classroom visitations and interviews with school staff. These processes and programs are intended to promote a positive climate, and they emphasize the link between social and emotional developmental health and academic success. On a monthly basis, the faculty meeting agenda includes some time dedicated to the development of social skills. School staff, parents, and students stated that inappropriate student behavior is a problem that frequently interferes with instruction. While there are school-wide programs in place to promote positive behavior, the IIT noted during classroom visitations that components of programs that promote positive behavior, social skill development, and character-building are implemented inconsistently school-wide. In interviews with the IIT, students were able to identify some of the elements of these programs. Parents and students reported in interviews that there is more focus placed on the needs of students receiving targeted instruction than on the social and emotional developmental health of all students. Although some PD opportunities contain components that address adults supporting students' social and emotional developmental health, there is no PD in place that is solely dedicated to building adult capacity to support the social and emotional developmental health of all students. While a number of initiatives to promote a safe and healthy school environment are directed toward students, the lack of a school-wide vision and PD to build adult capacity in support of that vision, limits the school's ability to provide a consistently safe and healthy learning environment for all constituents.

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

- There was no clear articulation of the connections between the school vision, academic success,

and the social and emotional developmental health of all students among all school constituents. In interviews with the IIT, some parents and some students reported that while they believe the school is fairly safe, they do not feel physically safe in the school at all times. Students could identify specific school staff they can turn to when they need help. Some parents and students reported feeling conflicted about their overall positive feelings for the school and their dislike for the “bullies.” Parents and students also stated, in separate interviews with the IIT, that teachers are responsive to student needs, and that teachers talk with students about bullying. Teachers reported that they sometimes collaborate across grade levels to monitor specific student interactions in case assistance and/or intervention is necessary. In interviews, parents indicated they make meaningful connections with school leaders, staff, and students by supporting school activities and projects such as the new playground. However, both parent and staff interview groups indicated they were at times uncertain of their role in promoting student social and emotional developmental health. Students reported that some family members attend meetings, concerts, and parent/teacher conferences held by the school, while other family members only visit the school if a student “gets into trouble.” During the parent meeting with the IIT, one parent expressed that the long-standing school leader and teaching staff were very helpful in providing the appropriate support necessary during one child’s difficult time resulting in improved academic success. The lack of a widely understood vision limits all school community stakeholders understanding of the roles each has in consistently fostering a positive learning environment.

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 does not have a comprehensive system to promote teacher use of data to respond to student social and emotional health needs. The review of documents and interviews indicate that the primary data used by school personnel to respond to students’ social and emotional developmental health needs is attendance, discipline, and suspension information. When school leaders and staff discuss social and emotional developmental health, the focus is on the troublesome/inappropriate behaviors of students. Staff indicated in interviews that staff capacity is insufficient to implement a more comprehensive system for responding to student social and emotional needs. Student support staff reported that some members split their time between Krieger and at least one other school, and there is not a guidance counselor assigned to Krieger. School leaders and staff members also stated that, although there is no specific training for teachers to learn how to address students’ social and emotional developmental health, many of the teachers attempt to support students as much as they can. School staff members indicated in interviews with the IIT, that they were unaware of any school or district plan to expand staff’s ability to meet the social and emotional needs of students. The lack of a plan to develop teachers’ ability to use data to be responsive to the needs of students is limiting the school’s ability to foster student academic and social success.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well being.	Tenet Rating	D
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Debriefing Statement: The school is welcoming to all families who visit and/or initiate a relationship, and there is respect for diverse cultures. Despite some positive collaboration with families who actively seek involvement, the school does not routinely seek partnerships. Therefore, not all segments of the school community share in the responsibility for student academic progress, social-emotional growth, and well-being.

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

Areas for Improvement:

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

- School leadership maintains a welcoming feeling of belonging and encourages families to engage with school staff. The school leaders reported that the recent re-districting within the city affected approximately fifty percent of the school’s student population. As a result, some students and their families do not live physically close to the school. In August 2012, the school held an orientation program for students and families the new to the school because of the re-districting. Routinely, a “Welcome to Krieger” program invites families who have moved into the school community to engage with staff. A review of documents by the IIT indicated that since January 2013, ten parents and five Vassar students have volunteered to assist students in need of additional support in reading and mathematics. School leaders reported that since the introduction of the co-leader model, the leaders have collaborated to continue the established culture of welcome and engagement with school constituents. The marquee on the front lawn of the school displays announcements of upcoming events. The IIT observed that school leaders are visible and greet diverse groups of students and family members in the front entrance during the school’s opening and dismissal. The school leaders reported that a group of twenty to thirty family members, representing approximately five percent of the student population, comprise the parent/teacher group. Few school staff attend the meetings. The school leader indicated that the re-districting impacts participation in school activities by some families who do not have easy access to transportation. Parents and school staff members stated in interviews that it is likely that the cost of required background checks and fingerprinting is prohibitive for some family members who might otherwise volunteer. Parents and school staff stated that there is minimal family engagement with the school. While the school promotes a welcoming atmosphere and encourages relationships with families, the lack of clear strategies to engage families who do not regularly interact with school limits collaboration with all families to promote student progress.

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 promotes family and stakeholder participation in school events and engages in reciprocal communication with those stakeholders who initiate the relationship. Interviews, classroom visitations, and a review of documents indicate that school leaders organize formal and informal opportunities for families and stakeholders to engage with school staff. Some of the opportunities provided include the following: open house at the beginning of each school year, parent/teacher group meetings, Reading Night, Extended School Day, and workshops for families and community members to explore the CCLS with leaders, the coach, and teachers. School co-leaders and parents reported that the president of the parent/teacher group meets regularly with the school co-leaders and encourages parents to access student data through the Pupil Path Student Information (PPSI) system. The school distributes written communications in English and Spanish, and translations into other languages are available upon request. Translators are available during parent-teacher conferences, and the school secretary is bilingual. The school and district provide translation services as needed for student progress reports and other communications about student achievement. Some parents stated that there is not enough communication from the school about student achievement and progress. Parents also stated that there are a number of households in which English is not the primary language and neither the school nor district routinely communicate in enough languages other than English. Parents also report that the teachers are the primary liaison with parents and families and that teachers encourage children to talk about their own cultures. While the school promotes family and stakeholder participation and engages in reciprocal communication with families who seek it, the school does not regularly engage with all members of the school community, particularly families speaking languages other than English, limiting the identification of student strengths and needs to support student success.

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.

- The school is in the process of building partnerships with families to support the academic, as well as the social and emotional developmental health of students. Interviews and a review of documents indicated that the school has hosted an after school program conducted by the Family Services Council for Child Abuse Prevention and a Family Partnership/Real Skills program. School staff and parents reported that, when in need, school staff direct families to available resources, and families view the long-standing school co-leader as an important contact for referral and resource information. School staff members also reported that although the school has an assigned social worker, there is not a guidance counselor assigned to the school. While individual members of the school staff develop networks of connections to resources, there are no formal partnerships that provide PD opportunities for school staff to learn how to actively seek and sustain healthy partnerships with families and/or community organizations. Some school staff members reported that it is difficult to build partnerships with community agencies because instructional and PD programs require approval by the district and/or city Board of Education. As a result of the lack of PD for teaching staff focusing on building partnerships with families and community stakeholders hinders family and community support for student success.

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

- The school provides few opportunities to share data with parents and other school constituents. The review of documents and interviews with school staff indicated that the school organizes occasional meetings to explain data and reports to school constituents, although attendance is low. School staff members and parents reported that school co-leaders and teachers provide explanations and workshops about specific student data during bi-annual parent-teacher conferences. IST members reported that they share individual student data with families during meetings. One student reported that the teacher set learning targets with the class in September 2012. However, some parents and students reported that they are not notified of testing dates ahead of time, and they expressed confusion and a lack of understanding related to the testing and evaluation procedures for special programs. Because few families are empowered by school-sponsored data dialogues centered on learning and success, few parents regularly advocate for supports for their children.

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: Continue to collaborate on clarifying the school vision to include a shared sense of urgency about student achievement and well-being, with input from representative segments of all school constituents. Distribute the school vision throughout all areas of the city that house students enrolled in the school. Develop specific, measurable, ambitious, results oriented and timely (SMART) goals that reflect priorities aligned with the vision.
- 2.3: Identify and/or create systems that will lead to the collection of data relevant to accomplishing the school goals and achieving the vision. Teach all staff members involved in the instruction of students to analyze data. Require each staff member to develop his/her annual goals based on the analysis of data and align teacher goals to the school goals. Schedule more time for all instructional staff to meet in horizontal and vertical groups to share and align their individual goals with student and school goals. Support instructors in their progress toward goal completion, and provide frequent feedback, including best practices that will lead to the successful achievement of school, staff, and student goals. Communicate progress toward completion of school goals in relation to professional and student goals.
- 2.4: Demonstrate the need for input in the decision-making process for the allocation of resources by providing data related to school goals and focused on school improvement and student needs. Create a plan for resource allocation based on the achievement of school and student goals.
- 2.5: Fully implement the system designed for sharing and conducting targeted and frequent observations of teacher practices that result in relevant feedback and teacher improvement plans. Design and provide PD opportunities and other supports based on improvement plans and feedback loops. Complete the development of the walkthrough feedback tool. Ensure that staff members understand the next steps necessary for continued improvement in order to yield a positive year-end 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: Design a cohesive and comprehensive system of support aligned with the evidence-based vision and SMART goals of the school. Provide PD regarding the implementation of CCLS-aligned curricula and instruction that all staff are required to attend. Ensure that planning and PD opportunities occur with a sense of urgency.
- 3.3: Provide sufficient support and scheduled time to focus each teacher-planning meeting on CCLS-aligned unit plans across all grades and subjects. Design and deliver all instructional plans to ensure student exposure to sequential and complex materials in order to promote higher-order thinking skills and the analysis of information.
- 3.4: Provide PD opportunities that train teachers in the incorporation of the arts, technology, and other forms of expression as vehicles of communication so that instruction is enriched for all students. Increase the amount of scheduled meeting time for teachers so that they are able to form partnerships that enrich the planning process and examine instruction across grades and subjects.
- 3.5: Continue to build a data-driven culture by collecting timely data, analyzing it, and sharing the conclusions with staff. Carefully select assessment tools that produce valid and reliable information regarding student needs,

patterns of learning, achievement, and school effectiveness. Include how student achievement data correlates with student learning and success so that it leads to the development of instructional plans that delineate a clear path for progress and growth.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Require all teachers to prepare data based lesson plans that include the necessary accommodations for all students. Align all instructional practices and strategies with the lesson plans and provide instructional interventions aligned with student needs. Require teachers to create grade-level goals as well as short- and long-term goals for students.
- 4.3: Require teachers to align their instructional practices, strategies, and interventions with the CCLS. Require lesson plans to highlight three to five different points of access for engagement leading to the achievement of student goals.
- 4.4: Create a written list of clearly articulated behavioral expectations for staff and students. Share the expectations with all constituents throughout the school community. Oversee the explicit instruction of safe and acceptable behaviors aligned with the school-wide expectations. Create a representative group of constituents to review the behavioral expectations and reconcile any areas of sensitivity, confusion, or conflict between the school's expectations and ethnic or cultural norms, especially focused on resolution that will provide all students access to learning and social opportunities. Monitor lesson plans to ensure the introduction of instructional materials that contain high levels of text and content complexity, while recognizing students' varied experiences, strengths, and needs.
- 4.5: Increase the number of teachers analyzing data to inform instructional decision-making, such as student grouping and the selection of instructional strategies. Promote the adjustment of grouping and instructional strategies based on daily student data. Require teachers to provide students with frequent and motivating feedback based on the analysis of daily data and focused on student next steps toward meeting individual goals.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Develop a system that includes the designation of an adult who will coordinate the social and emotional developmental health needs of each student. Revise the IST process to include the intentional identification of barriers to address the social and emotional development health and academic needs of each student. Expand the student data reviewed and analyzed in order to identify all areas of student need along the social and emotional developmental health continuum from prevention, through secondary, and to tertiary services. Develop partnerships with community agencies and programs to address the various levels of need for all students.
- 5.3: Provide PD opportunities for all school constituents so that they understand and can articulate the characteristics of social and emotional developmental health necessary for students to achieve academic success. Develop and implement a curriculum/program that teaches supports and measures the social and emotional

developmental health of students along the entire continuum, and collect data to track individual student progress along the continuum. Provide PD opportunities that build the capacity of all school staff to support students' social and emotional developmental health.

- 5.4: Form a small group of representatives of the various segments of the school community and create a shared vision connecting the social and emotional developmental health of all students to a safe and healthy environment for all school constituents. Develop, design, and deliver PD opportunities for school staff and families to build their understanding of the connection between the school vision and the social and emotional developmental health of all students. Explain the role that teachers and families have in articulating and achieving the school vision.
- 5.5: Design a comprehensive system of support necessary to respond to all students' social and emotional developmental health needs including, but not limited to, disciplinary and behavioral needs. Provide PD opportunities to various segments of the community so that constituents understand the continuum of supports necessary to nurture students' academic and social success. Explore research-based tools designed to measure student needs along the continuum of social and emotional developmental health in areas linked to academic and social success. Select and administer appropriate measurement tools. Provide PD opportunities to develop the capacity of staff to review and analyze the data generated, so they will incorporate the findings of individual needs into student goals.

Tenet 6: Family and Community Engagement

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

- 6.2: Design an open-door procedure to ensure that families have appropriate access to school staff. Develop and implement a plan to share celebrations and knowledge about the diverse ethnicities, cultures, and lifestyle choices of families that make up the school community. Work with the parent organization, district, and local Board of Education to explore possibilities for removing the financial barriers that prevent the engagement of volunteers within the school.
- 6.3: Intentionally plan opportunities to introduce, learn, and discuss the different cultures and backgrounds of families and community members. Explore the feasibility of using technology to customize translations of all written communications based on constituent needs. Create multiple points of access to student achievement information for families in all pertinent languages.
- 6.4: Collaborate with community agencies and other organizations to identify the types of resources needed by families to support children's learning and growth. Develop partnerships with resources based on the family needs identified. Develop and deliver PD opportunities for staff to provide skill in seeking and sustaining healthy partnerships with families and community organizations.
- 6.5: Explore the possibility of collaborating with other schools in the district to provide a wide range of learning opportunities for families to increase their understanding of student data throughout the various communities of the city. Provide opportunities for families to understand and share individual student learning needs and goals.