



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

DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)



BEDS Code/DBN	411800010001
School	Gansevoort Elementary School
School Address	758 W. Liberty Street, Rome NY 13440
District	Rome City School District
School Leader	Kathy Bragan
Dates of Review	March 5-7, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	K-4	Total Enrollment	388	% Title 1 Population	100	% Attendance Rate	91.6				
% Free Lunch	75	% Reduced Lunch	6	% Student Sustainability	16.75	% Limited English Proficient	0	% Students with Disabilities	14.8		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language		0					
Types and Number of Special Education Classes											
# Special Classes	11	# Consultant Teaching	1	# Integrated Collaborative Teaching		2					
# Resource Room	6										
Types and Number Special Classes											
# Visual Arts	21	# Music	21	# Drama	0	# Foreign Language	0	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	0.6	% Black or African American	11.8	% Hispanic or Latino	6.3	% Asian or Native Hawaiian /Other Pacific Islander	1.1	% White	80.3	% Multi-racial	0
Personnel											
Years Principal Assigned to School	3	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers		1.2			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	6.3	Average Teacher Absences		9.9			
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District	X	Focus School Identified by a Focus District	X	SIG Recipient (a) (g)			
ELA Performance at levels 3 & 4	29.2%	Mathematics Performance at levels 3 & 4	16.9%	Science Performance at levels 3 & 4	75%	4 Year Graduation Rate (HS Only)		N/A			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	N/A	% of 2 nd yr. students who earned 10+ credits	N/A	% of 3 rd yr. students who earned 10+ credits	N/A	6 Year Graduation Rate		N/A			

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DCIP, etc.):

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Increase use of research-based best practice strategies (Learner Focused Strategies – emphasis on vocabulary development and summarization).
2. Increase use of data to inform instruction
3. Extend the school day through before and after-school ELA and Math tutoring clubs for targeted students.
4. Increase opportunities to teach positive behavioral strategies through use of a Bucket-Filling program
5. Increase the number of family-school activities with a focus on math and literacy strategies that parents can use with their children at home

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:				I

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:					I

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
<p><u>Debriefing Statement:</u> The school does not have an articulated vision with aligned goals that is shared and understood across the school community. While the school leader has made some decisions regarding programmatic resources in keeping with school needs, the school does not have fully functional evidenced-based systems in some areas of critical need. Consequently, progress toward student achievement and school goals is limited.</p> <p><u>Strengths:</u></p> <p>All ratings for this Tenet are either Developing or Ineffective and therefore, comments are listed under Areas for Improvement.</p> <p><u>Areas for Improvement:</u></p> <p>2.2 <u>The school has received a rating of <i>Ineffective</i> for this Statement of Practice:</u> 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).</p> <ul style="list-style-type: none"> • The school does not have an articulated vision with corresponding school-wide goals that is shared and understood by all stakeholders. The school leader indicated that she has developed a vision and goals, and through document review, interviews, and classroom visits, the Integrated Intervention Team (ITT) found a mission statement, which is posted in some classrooms. However, during interviews with the IIT, staff was not able to describe a vision, identify who developed it, or explain the process for creating the school mission or goals. During interviews, in response to questions about the mission and goals, some staff stated that student achievement needed to be improved. Through document review, the IIT found that the mission outlined in the self-assessment listed three goals, one of which was measurable. Without a clearly articulated vision with timely and measurable goals, a sense of urgency about accomplishing the vision and meeting the goals is hindered. <p>2.3 <u>The school has received a rating of <i>Developing</i> for this Statement of Practice:</u> 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.</p> <ul style="list-style-type: none"> • While school leaders encourage and expect staff members to review and analyze data and to use best practices, the school does not have clear, consistent evidenced-based systems and structures in place to examine and improve practices in some areas of critical need. Review of documents, and interviews by the IIT indicated that some staff members analyze and use data and that the master schedule includes time for grade level staff to meet for one-half hour per week. However, the IIT 		

found during an observation of a grade/subject meeting focused on student work that although there was some discussion of student progress data, it did not relate student progress to instructional practices or connect the use of best practices to student achievement. Although the school's self-assessment lists AIMSWeb and the Diagnostic Reading Assessment (DRA II) as data sources shared with instructional staff, staff interviewed by the IIT reported that they were not aware of a monitored system supporting a connection between the data collected and the use of that data to examine or improve individual or school practices. On the other hand, staff interviews indicate that the Committee on Special Education (CSE) and the Academic Intervention Services (AIS) staff collect student progress data, analyze the data, and use the data to group students and to adjust instructional strategies. Consequently, the limited use of school-wide evidenced-based systems and structures hampers progress toward achieving mission-critical goals.

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.

- While the district has the final authority over the allocation of human, programmatic, and fiscal resources, the school leader has informed the district about school needs and has made some strategic decisions concerning programming that support improved student achievement. Staff interviewed by the IIT stated that there are very few financial resources available to support improvement through strategic decision-making at the local school level. However, they reported to the IIT that the school leader develops a wish list, which district staff review throughout the school year, in order to advocate for the resources necessary to address student and staff needs. The school self-assessment indicates that the school leader has moved funds designated in the budget as "after-school club" monies to support extended day programming for some students. Staff interviewed by the IIT also indicates that partnerships and collaboration with other public and private agencies/organizations, such as the Foster Grandparent Program and the Rome City Community Development Grants, provide extended learning time programs. School staff reported that an employee of the district has first employment rights for an open position in accordance with the union contract. However, the school leader reported that school staff conducts employment interviews from a "pool" of resumes that are pre-screened and sorted at the district level. The leader forwards the names of the top two candidates for each open position to the district office following the interview. Although the district has the final authority over the allocation of human, programmatic, and fiscal resources, the school leader has communicated the needs of the school to the district and has made some strategic decisions, such as the use of programmatic resources that promote the school's improvement and student achievement goals.

2.5 The school has received a rating of *Developing* for this Statement of Practice: The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

- There is a system in place for conducting classroom observations throughout the school year. Review of documents and interviews with the school leader indicated that classroom walk-throughs

supplement the selected observation rubric. However, teachers reported to the IIT that feedback is not always immediate, or connected to practices aligned to student needs, as indicated by data. In addition, the IIT’s review of the school’s self-assessment did not show evidence that student data informs professional development (PD) opportunities provided by the school. A review of survey results indicated that eighty-two percent of teachers report that PD opportunities do not meet student-learning needs, and sixty-four percent feel unable to meet the needs of every student they teach. The lack of a fully functioning system with feedback based on student data and targeted PD opportunities, limit the school leader’s ability to hold teachers accountable for continuous 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

I

Debriefing Statement: The school is in the beginning stages of implementing and developing curricula that support the Common Core Learning Standards (CCLS). Instruction is teacher-directed, inconsistently aligned to the expectations of the CCLS, and lacks rigor. Therefore, students are not acquiring higher- level thinking skills and deep understanding necessary for academic success.

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 is in the early stages of developing and implementing curricula that support the CCLS. Curricula development, implementation, and staff training are an on-going process. Review of documents by the IIT, such as staff meeting notes and training documents, indicated that recent meetings and training sessions include some segments of information about CCLS-aligned curriculum. Classroom visitations by the IIT showed that the delivery of instruction that supports the expectations of the CCLS is inconsistent. Survey results indicate that approximately half of students reported that teachers do not write comments and suggestions on schoolwork, explain things in a different way when they do not understand, or give them extra help when needed. In addition; fifty-eight percent of students reported that teachers sometimes or never tell them to ask questions when they don’t understand; sixty-nine percent responded that their teacher sometimes or never talks to them about how they are doing in school; and sixty-three percent indicated that the teacher sometimes or never has them redo schoolwork if they make a mistake. Because the school is in the beginning stages of developing and implementing curricula that support the CCLS, students are not consistently provided with the concepts and strategies needed 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.

- Interviews of instructional staff and IIT observation of a staff meeting focused on student work indicated that teachers meet by grade level. However, there is no system in place for collaboration on the creation and development of unit and lesson plans that support the CCLS and that introduce complex materials to stimulate higher-order thinking. Lesson plans that were available to the IIT during classroom visitations indicated that they did not support the CCLS and did not introduce complex materials. Forty-two percent of teacher survey respondents disagreed that curriculum in their subject area is strong, relevant and aligned with State standards and over fifty percent of teacher respondents reported having no influence” or “a minor amount of influence in setting the standards for students, establishing curriculum, or selecting content, topics, and skills to be taught. Eighty-eight percent reported having no influence or a minor amount of influence in selecting textbooks and other instructional materials. Approximately sixty percent of student survey respondents reported that they are never or sometimes challenged by the work assigned to them at school, and they never or sometimes ask and answer questions in class. Consequently, the lack of rigorous CCLS-aligned unit and lesson plans that introduce complex materials minimizes students’ exposure to higher-order thinking and conceptual understanding necessary for their academic success.

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

- Although teachers have opportunities to collaborate, these meetings do not result in a curriculum that incorporates the arts, technology, and other enrichment opportunities. A review of the school calendar indicated that teachers have opportunities to meet and collaborate by content area twice per year, although teachers state that there are no protocols available to guide their work. While there are some recent meeting notes indicating discussions about enrichment opportunities, none of the students or staff members interviewed reported having consistent access to a robust curriculum including the incorporation of the arts, technology, and other enrichment into classroom instruction. Because there is no clearly articulated systemic approach to interdisciplinary teacher collaboration, students do not learn to communicate information using the arts, technology or other enrichment mediums, which limits their learning experiences.

3.5 The school has received a rating of *Ineffective* for this Statement of Practice: The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes.

- Although the school leader and staff collect and review data, the school has few systems and structures in place for teachers to use data to inform instruction and develop action plans. The IIT review of data binders, teacher meeting notes, and interviews with school staff indicated that discussions about data have occurred in recent meetings. However, upon examination of meeting notes and through interviews, the IIT found no evidence that data obtained is used to track student

performance, identify student learning patterns, create instructional plans for groups of students or adapt instruction as a result of discussions and analysis. Consequently, the lack of a data-driven culture that identifies student needs and informs action planning impedes improved student academic outcomes.

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

Tenet Rating

D

Debriefing Statement: Teachers do not use plans and strategies based on learning objectives to guide classroom instruction, and instruction is not systematically adjusted based on available data. Consequently, students have inconsistent opportunities for high-level engagement 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.

- Teacher lesson plans do not guide instructional practices and strategies and instruction does not consistently include necessary accommodations or instructional interventions. Interviews with staff and classroom visitations indicated that data is available but not used in effective ways to make informed instructional decisions. None of the teachers in eight classrooms visited referred to a lesson plan during instruction, nor did they refer to essential questions that included learning objectives throughout the lessons. A high percentage of teachers had neither a goal, nor a form of assessment, built into their instructional plans. Further, differentiated instruction was not evident in most classrooms, and students interviewed were unable to articulate their learning goals. Because plans do not guide instructional practices and strategies, student inquiry, engagement, and involvement in their own learning do not occur regularly, which has a negative impact on student learning.

4.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.

- Teachers engage students using varied instructional strategies and include some instructional practices that support the CCLS. Review of staff meeting notes indicates that there is some discussion and sharing of best practices, instructional strategies, and the CCLS among teachers. Classroom visitations indicate that instructional practices do not consistently demonstrate CCLS-associated instructional shifts or include multiple points of access to enable students to achieve targeted student goals. Only forty-five percent of students surveyed indicated that they felt that their teacher

explained things in a different way when they did not understand. During classroom visitations, teachers follow texts and report that a CCLS-aligned curriculum is not complete. The IIT found that students could not articulate their learning goals. Twenty-five percent of students surveyed responded in agreement with the following statement: “My teacher talks to me about how I am doing in school.” Consequently, limited alignment of instruction with the CCLS and limited differentiation results in few opportunities for multiple points of access for students to enable them to achieve targeted goals.

4.4 The school has received a rating of *Developing* for this Statement of Practice: Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.

- The school articulates behavioral expectations and staff work to promote a positive and safe environment for students. However, instruction is not tailored consistently to the strengths and needs of students. Interviews with school staff indicated that guidance office staff implements skill building and mediation programs by teaching and facilitating lessons. All classrooms had behavioral expectations posted. However, parents and students interviewed did not consistently articulate the same expectations as those posted throughout the school. There was an inconsistency in the implementation of teacher modeled caring and positive behavioral interactions with students. While ninety percent of students surveyed indicated they felt safe in school, only thirty-four percent indicated that their teacher always or usually tells the student to ask questions when she/he does not understand. Additionally, fifty-one percent of students surveyed responded “Never” or “Sometimes” to the following statement: “My teacher gives me extra help when I need it,” and fifty-five percent of students surveyed responded “Never” or “Sometimes” or “Don’t Know” to the following statement: “My teacher explains things in a different way when I do not understand.” IIT members observed that at least one classroom of students with disabilities is physically isolated from general education classrooms. During classroom visitations, the IIT observed that although some teachers use a variety of questions to encourage student participation in class, few posed questions related to high levels of text or content complexity. Students and parents indicated a feeling that the school environment keeps children physically safe, although survey and interview reports indicated a lack of responsiveness to students’ varied experiences and instructional needs. Because teachers have not provided an environment that is responsive to varied student experiences and needs, levels of student engagement and inquiry are low.

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 a variety of data sources available to them to inform instructional planning, they do not use data effectively or consistently to inform planning and provide feedback to students about their progress and goals. Review of documents, interviews conducted, and classroom visitations by the IIT indicated that although data sources exist and the process of analyzing the data for instructional plans for all students is underway, currently the analyses of data does not regularly inform instructional plans except for those teachers serving students with special/individual needs. Similarly, analyzed data does not inform the adjustment of student grouping. The IIT did not find

evidence of the collection of formative data in the classrooms they visited. Therefore, feedback provided to students was not specific, and students were unable to articulate their learning goals. Only 25 percent of students surveyed responded in agreement with the following statement: “My teacher talks to me about how I am doing in school.” Consequently, the inconsistent use of data to inform instructional planning limits teachers’ ability to foster student participation in their own learning.

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

I

Debriefing Statement: The school does not have overarching systems and structures to support student social and emotional developmental health. Consequently, the school is limited in its ability to be responsive to students’ needs.

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 has no overarching school-wide system or structure to support and sustain the social and emotional developmental health of all students. A small guidance staff develops and implements programs to promote a positive and welcoming school environment. Interviews and classroom visitations showed there are 1.2 full-time employee guidance staff to support more than 350 students. It indicated further that the staff is so small that they have designed their own system, including informal networks with community agencies, for addressing any serious concerns of individual students. Lastly, when professionally-trained guidance personnel are not in the building, there is no known school plan or team within the school building designated to respond to student crises or violent situations in classrooms. School staff interviewed report that a school-based intervention team (SBIT) meets one full day every other week to review and discuss individual student data, although the process is very slow from the point of referral to the receipt of intervention services. Classroom teachers report that they are the only adults informally designated to coordinate with the guidance staff regarding the social and emotional developmental health needs for each of their students. The lack of a school-wide overarching system to support and sustain student social and emotional developmental health hinders the school’s ability to support student needs.

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.

- Not all school constituents can articulate a vision specifically promoting student social and emotional developmental health in connection with learning and behavior. During interviews, many respondents were not able to identify skills and behaviors that demonstrate social and emotional developmental health and that lead to academic success. The school provides students with varied levels of a behavioral and social curriculum for social and emotional well-being. The review of documents, interviews, and classroom visitations indicated that a popular recognition program that teaches students to promote positive thought and behavior is the primary curriculum in place to support learning focusing on social and emotional developmental health. In addition, a developmentally sequential program designed to teach and support social skills is in place. School staff report that PD opportunities that build adult capacity in supporting student social and emotional developmental health related to academic achievement do not exist except for small segments found within the context of specific anti-bullying and other programs. Because not all constituents can articulate students' social and emotional developmental health as an important component of a comprehensive vision, the school is not able consistently to provide a school environment that is a healthy learning place 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.

- Many school constituents articulate that students are, for the most part, physically safe within the school community, and that teachers spend a great deal of time and energy supporting the social and emotional developmental health of students. Interviews indicated that students and parents believe that the school environment is physically safe. Parents interviewed also stated that school staff members sometimes feel so overwhelmed by the responsibilities of safeguarding students' social and emotional developmental health, that morale is low. Staff members interviewed were not able to articulate a school vision connected to student social and emotional developmental health. Parents and some staff interviewed expressed some concern about the physical as well as social and emotional safety of children in connection with a plan to house classrooms in trailers during the renovation of the school building. When surveyed, ninety percent of students indicated they felt safe in school. When asked to respond to the following statement: "Students at school are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disability," ninety-seven percent of teachers surveyed said that they "Strongly Agree" or "Agree." However, only fifty-two percent of students surveyed responded "Always" or "A lot" to the following: "In this school, students are treated fairly regardless of what they look like, believe, or can do." Because the entire school community is unable to articulate how there is a safety support system in place for all students, there lacks a sense of ownership that leads to greater student outcomes.

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

- A small group of school staff members work together to develop teachers' ability to use data to

respond to students' social and emotional developmental health needs. School staff stated that there is not an overarching data-driven system to collect relevant data and measure social and emotional developmental health and social success. Some school staff also report that the district data collection system tracks student attendance and discipline referrals but does not track the number of times students seek assistance from the nurse and guidance staff. Student support staff estimate that one-quarter of the student population receives prescription medication and there has been no PD provided regarding behavioral, social and emotional, or medical issues to anticipate or report. Some school staff state that teachers are unable to complete all documentation tasks required of the behavior intervention plans (BIPs) designed for students, and there is inadequate support to manage the behavior of students with serious social and emotional developmental health and/or mental health issues. Since the use of data to track and systematically respond to student needs is limited and teachers are given minimal support on the use of data to identify and respond to students' social and developmental health needs, their ability to help students become academically and socially successful is limited.

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

I

Debriefing Statement: There are limited formal partnerships and communications between community stakeholders and the school. A significant number of parents do not engage with the school community and parent participation is low in school-sponsored activities. Therefore, not all family members are able to promote and support student learning and development.

Strengths:

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

Areas for Improvement:

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

- While the school atmosphere is welcoming and staff members provide opportunities to increase constituent access to school leaders and to the school community, parent engagement with the school is low. The self-assessment document stated that a number of different types of events offered by the school focus on student learning as well as community fellowship. Review of the sign-in sheets for school events indicates low attendance and a lack of parental participation at school events. School staff members shared that their disappointment and concern when they offer activities and events designed to involve families in their children's education and few families attend. Only forty-one percent of teachers indicated that they agree with the following survey statement: "My students' parents/caregivers are involved in school activities when they can." During the IIT visit, volunteers from community organizations such as Foster Grandparents were visible and active within

the school and classrooms. School staff interviewed shared that the community demographics have shifted tremendously since the closure of the air force base in 1995. Some community members interviewed reported feeling “at a loss” when they attempt to re-create the atmosphere of the school and community that existed when they were children. Because families are not always able to engage with the school, their ability to support student success is limited.

6.3 The school has received a rating of *Ineffective* for this Statement of Practice: The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.

- The school does not have a plan that focuses on reciprocal communication with families or one that provides for the diversity and needs of families and the school community. Only twenty-eight percent of students surveyed responded positively to the following statement: “My teacher is interested in my life and who I am.” Review of the self-assessment document by the IIT indicates “translation services are not necessary at this school,” because English language learners (ELLs) receive instruction in a different school building. Staff interviews also indicated there is little multilingual communication outreach and most school staff reported that there is no need for communication efforts in languages other than English. Although the school does not have a mechanism for the translation of written documents into other languages, a review of the district website indicates that it allows for instant electronic translation of written material posted on the website into a large number of languages. School staff reports that the school does little to recognize all cultural groups that make up their community and that staff members learn most of what they know about the culture of families and the community through what they observe during any interactions they have with family members. Some staff members reported that they have ideas for engaging families and the community in positive ways. For example, they shared that events providing food are the most successful for bringing community members into the school building. School staff states that parent/teacher conferences, held twice per year, are a primary means for communicating information about student achievement with families, although few parents attend the conferences. Parents interviewed stated that report cards are the only other planned effort organized to communicate student achievement on a regular basis to family members. The lack of an effective plan to promote reciprocal communication and foster the acknowledgement of the diversity of families and the community hinders the school’s ability to form partnerships to augment student learning

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.

- There are few partnerships between the school community, families, and community agencies to support student success. School staff members report that they do not receive PD focused on how to actively seek and sustain healthy partnerships with families and community agencies to support student success. The self-assessment document also offers no information regarding partnerships that provide PD to support student success. Fewer than half of teachers surveyed agreed that the school has strong school-community partnerships. Only nineteen percent of teacher respondents agreed that they were satisfied with the level of parental involvement. The review of flyers and announcements, as well as interviews with parents and staff, indicated that the school has offered

some activities and events to encourage partnerships with families; however, sign in sheets indicate that activities and events are poorly attended. Student support staff stated that the surrounding community has issues with drug abuse, weapons, incarceration, and child abuse and many children attending the school come from households that are classified as economically disadvantaged. The student support staff reported that there are a number of agencies and social service programs providing support to children and their families. However, the school does not collaborate with the agencies to share resources. Because of the lack of collaboration by the school with community agencies for the development of PD opportunities, students are not receiving the supports needed to promote student success.

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

- The school minimally shares data with families, students, and school constituents. Parents and staff interviewed reported that the school occasionally organizes opportunities for community discussion of data, but attendance is consistently low and there is little parent involvement with the school. The school uses written correspondence to communicate with parents and the surrounding community. Parents stated that the newspaper and student report cards are community and family primary sources for academic data. Because the sharing of data is inconsistent, and the school does not provide parents with opportunities to increase their understanding of student data, their ability to advocate on behalf of their children's needs is hindered.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Form a small group of representatives of the various segments of the school community to create a shared vision that contains a sense of urgency concerning student achievement and well-being; use various forms of media to assure that the vision is seen, heard and known across the community. Have the workgroup identify the steps critical to achieving the vision, and use student performance data to develop specific, measurable, ambitious, results-oriented, and timely goals that reflect the school's priorities for improving student achievement and well-being.
- 2.3: Identify and/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 or her annual goals based on analyzed data and align them to the school goals. Schedule more time for all instructional staff to meet in horizontal and vertical groups to share and align their individual goals with student and school goals. Support staff in their progress toward goal completion and provide frequent feedback, including best practices that will lead to the successful achievement of school, staff, and student goals. Communicate progress toward completion of school goals in relation to professional and student goals.
- 2.4: Continue to advocate at the district level for input and involvement in the hiring process, the connection between student needs, and the skills of instructors, and the annual review of fiscal capital to meet the needs of students in each of the critical areas. Demonstrate the need for input in the decision-making process for the allocation of resources by providing data related to school goals focused on school improvement and student needs.
- 2.5: Continue the development and implementation of a fully functional system for the observation of teacher practices, timely feedback and PD opportunities that are specifically focused on the supports and shifts necessary for the improvement of instructional strategies and decision-making. Increase collaboration with district administrators to implement all facets of the performance reviews of instructors in order to ensure necessary improvements and next steps relevant to school, classroom and student goals.

Tenet 3: Curriculum Development and Support

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

- 3.2: Increase the opportunities and supports for teachers to work across grades and subjects to establish curricula and plans that ensure CCLS-alignment and consider what students need to know across all grades. Ensure that instruction is delivered with rigor and coherence.
- 3.3: Implement a system of teacher support that introduces the creation and use of CCLS-aligned curriculum unit plans, pacing calendars, and lesson plans across all grades and content areas. Ensure that all instructional plans include the introduction of sequenced complex materials that promote higher-order thinking skills and teach students how to analyze information.

- 3.4: Create and increase opportunities and supports for teachers to work in partnerships across grades and subjects on a regular basis to target the “what and why” of their teaching. Enable student access to the discovery, creation and communication of information through the arts, technology or other enrichment mediums within all curricula and instruction.
- 3.5: Use a variety of timely and relevant data to empower school constituents to assess school effectiveness, identify student needs, and patterns of student learning. Develop instructional plans that map out the path for progress as well as promote high levels of student learning and success. Provide opportunities to teach the analysis of data and link it to a strategic action-planning process that informs instruction and school improvement goals.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Establish grade-level goals based on a variety of data for all groups of students. Align instructional plans, practices and strategies of each teacher with grade-level goals, including any accommodations necessary to provide instructional interventions.
- 4.3: Develop targeted goals for each student based on her/his data. Share and explain the goals, as well as the reasonable expectation(s) for the achievement of the goals, with each student. Provide all necessary and required accommodations or interventions promptly so that students can achieve their goals.
- 4.4: Teach acceptable and safe behaviors that conform to the school’s expectations to all students, and teach school staff to recognize and intervene when behaviors deviate from the expectations. Monitor consistent implementation and accountability for behavioral expectations and physical safety. Distinguish behavioral safety from instructional safety, and teach school staff to develop an instructionally safe environment within classrooms and in social settings. Recognize cultural and social diversity in providing understanding and access to learning and social opportunities for students.
- 4.5: Teach all staff members involved in the instruction of students to collect and analyze varied data and then use the results to inform their instructional decision-making and strategies, including the grouping of students. Require each teacher to develop a system for collecting and analyzing student data that includes providing frequent feedback to students. Monitor the adjustments made by teachers to student grouping and their instructional strategies based on the analysis of varied data.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Expand the school’s capacity to establish a system for the coordination of the social and emotional developmental health needs of each student. Expand the capacity of the school’s referral and support system to address barriers to student social and emotional developmental health and academic needs in a timely manner. Establish partnerships with community resources and share data so that responses are targeted and relevant to student social and emotional developmental health and academic needs. Collaborate with community resources to develop and implement a crisis intervention team specific to the school.

- 5.3: Form a small group of representatives of the various segments of the school community to identify the skills and behaviors related to social and emotional developmental health. Create a shared vision connecting social and emotional developmental health to the academic success of students and a healthy environment for all school constituents. Develop, design, and deliver PD opportunities for the school community to build adult capacity in supporting the social and emotional developmental health of all students.
- 5.4: Provide PD opportunities to share the school's vision, how it is connected to student social and emotional developmental health, and the role teachers have in achieving the vision. Recognize the cultural and social diversity of the school community in order to foster a sense of ownership and safety for all constituents, which lead to an environment that is conducive to learning for all students.
- 5.5: Provide PD opportunities to increase school staff members' understanding of how student social and emotional developmental health is connected to academic and social success. Explain the role of teachers in supporting student social and emotional developmental health. Increase the school's capacity to collect, use and analyze student data regarding social and emotional developmental health concerns, and train staff member to use the data effectively to address student needs.

Tenet 6: Family and Community Engagement

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

- 6.2: Develop and implement a family engagement plan that meets constituents' needs. Collaborate with community leaders and agency resource staff in order to develop relationships that encourage family members to engage with the school.
- 6.3: Review information about the diversity of the school community and develop approaches to acknowledge existing cultures held by families and community members. Post regular written communications and materials on the district website to allow for instant and easy translation of the important documents, including student achievement data.
- 6.4: Provide PD opportunities focused on school staff actively seeking and sustaining healthy partnerships with families and community organizations. Develop partnerships with community service providers and other agencies to increase opportunities for school staff to develop relationships with families.
- 6.5: Provide educational material about school and student data on the district website. Provide opportunities for education and discussion of data in various locations throughout the school community and in partnership with community organization and agencies. Promote dialogues among all school constituents centered on student learning and success.