



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	660900010014
School	Grimes Elementary School
School Address	58 South 10 th Ave., Mount Vernon, NY 10550
District	Mount Vernon City School District
School Leader	Ms. Frances-Ann Lightsey
Dates of Review	May 21-22, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	K - 6	Total Enrollment	443	% Title 1 Population	90.6%	% Attendance Rate	93.26%				
% Free Lunch	82.2%	% Reduced Lunch	8.4%	% Student Sustainability	94%	% Limited English Proficient	4.3%	% Students with Disabilities	12.2%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	19	# Self-Contained English as a Second Language		0					
Types and Number of Special Education Classes											
# Special Classes	2	# Consultant Teaching	0	# Integrated Collaborative Teaching		0					
# Resource Room	1										
Types and Number Special Classes											
# Visual Arts	1	# Music	2	# Drama	0	# Foreign Language	0	# Dance	1	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	0	% Black or African American	90.7%	% Hispanic or Latino	6.1%	% Asian or Native Hawaiian /Other Pacific Islander	2.3%	% White	.9%	% Multi-racial	0%
Personnel											
Years Principal Assigned to School	10	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers		1.4			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.		0	Average Teacher Absences	NP			
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)		NP
ELA Performance at levels 3 & 4	33%	Mathematics Performance at levels 3 & 4	37%	Science Performance at levels 3 & 4	85%	4 Year Graduation Rate (HS Only)					
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		6 Year Graduation Rate					

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
X	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
	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. Implement a widely communicated system to observe targeted teacher practices throughout the school year that results in relevant feedback.
2. Provide support and articulation meetings to discuss and refine literacy practices (across the curriculum) which include the use of data analysis and analysis of literacy strategies.
3. Use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disability and linguistic needs of ELL's to provide timely and appropriate instructional interventions and extensions for all students. Please clarify the language in this priority.
4. Build partnerships and create opportunities that link and engage all families in the support of student learning and growth. Provide professional development for all school staff on how to actively seek and sustain healthy partnerships with families and community organizations.

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 Education 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:			E		

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

#	Statement of Practice	H	E	D	I
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.			X	
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.			X	
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.			X	
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.		X		

	OVERALL RATING FOR TENET 3:			D	
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.					
#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.			X	
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.		X		
	OVERALL RATING FOR TENET 4:			D	
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.		X		
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.				X
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.			X	
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.			X	
	OVERALL RATING FOR TENET 5:			D	
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					

#	Statement of Practice	H	E	D	I
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	E
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Debriefing Statement: The school leader has communicated to the school community the importance of well-being and high academic outcomes for all students and has articulated a school goal of high student achievement. Communications and follow-through on the part of the school staff have helped create a community and culture that encourages school improvement.

Strengths:

2.3 **The school has received a rating of *Effective* 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 Integrated Intervention Team (IIT) concluded from the school leader interview, grade subject level teacher observation, vertical teacher meeting and document review that the school leader encourages classroom teachers to use systems that capture the performance levels of students and that lead to analysis of information for the purpose of achieving mission-critical goals. Teachers analyze student responses to standardized and informal tests, and use the information to inform instruction. The school leader arranges for professional development (PD) opportunities for classroom teachers, some with turnkey structures, with the goal of achieving mission-critical goals. The school leader encourages staff to use systems that are dynamic, adaptive and lead to the collection and analysis of outcomes. The school leader communicates pertinent school goals that are timely and widely available to all stakeholders. Parents and the school leader agree that the school and District have instituted programs and policies with the goal of increasing parental involvement and improving student performance. As a result of these efforts, the school leader has been able to reach critical goals more effectively.

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

- The school leader informed the IIT that, after the District advertises and collects resumes for all open positions, she interviews and hires the needed personnel and provides supports to sustain personnel. These supports include, but are not limited to, an assortment of in-house PD offerings, attending the annual ASCD convention for the leadership team, classroom observations and constructive follow-up by the school leader, and the organization of vertical meetings with all grade levels. Teachers participating in the vertical teacher meeting stated and related documents indicate that the school leader uses structures for programming students and teachers that address student achievement and

that incorporate an extended learning time program with the goal of improving student achievement. The school leader indicated that the school receives a relatively small amount of general funding from the District and she makes the decisions of how to best utilize the available funding. The school leader indicated that the school uses the funding to address critical matters such as paper, reading enhancement and other necessities. The organization of resources to support school-wide goals has promoted the achievement of school improvement and student goals.

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

- Based on comments from the school leader and participants of the vertical teacher meeting; and a review of the teacher observation schedule and documents related to PD, the IIT concluded that the school has implemented a system for frequent observations of teacher practices throughout the school year that results in relevant feedback, follow-up and teacher improvement plans. The school leader uses data to assess teacher practice by noting strengths and weaknesses in teacher practices and tracks improvements in teacher practice throughout the year. Feedback and follow-up include formal and informal conversations, modeling of best practices, and teacher improvement plans, along with implementation of relevant PD activities that provide opportunities for further professional growth. The school leader and participants of the vertical teacher meeting indicated that the school leader conducts periodic check-ins with the assistant principal and staff members that lead to an understanding of the next steps that are necessary to assist teachers in their professional growth and students in their academic performance. The result of the implementation of these practices is a system that allows the school leader to conduct targeted observations, track progress of teacher practices, and hold staff accountable for continuous 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).

- The IIT concluded, from the school leader interview, vertical teacher meeting, parent meeting, and documents reviewed that the school community promotes a vision for student achievement and well-being. The vision was developed by the school leader and classroom teachers, and is clearly posted on stairwell walls. However, no participant of the student support staff meeting was able to articulate the school vision, and only some participants of the parent meeting were able to articulate the vision. Classroom teachers expressed support for the vision and indicated that they work toward the School Comprehensive Education Plan (SCEP) goal of providing all students access to a challenging, rigorous instructional program based on Common Core Standards that embed high levels of critical thinking skills. The lack of clarity among key constituent regarding the school vision hinders the establishment of a sense of urgency by the school community to achieve the school vision and school-wide goals.

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

Tenet Rating

D

Debriefing Statement: Teachers are aware of Common Core Learning Standards (CCLS) and make an effort to align their instruction with the standards; however, consistency in creating CCLS-aligned lesson plans has not been demonstrated and the use of data to inform instructional planning is not maximized. The lack of CCLS-aligned curricula and assessments impede the implementation of CCLS-based instructional practices and progress toward improved student-learning outcomes.

Strengths:

3.5 **The school has received a rating of *Effective* 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.

- Based on the vertical teacher meeting, school leader interview, classroom observations and a review of data binders, the IIT concluded that teachers use data from interim assessments to inform instruction and to identify patterns of student learning that lead to adaptation of student instruction. While the school uses only a limited amount of data, its use has led to the development of instructional plans for groups of students that capture current levels of student achievement and clearly map out a timely paths for progress and growth. These practices create a culture in which the school leader and teachers utilize data to develop strategic plans that promote greater student achievement outcomes.

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.

- Based on the vertical teacher meeting, school leader interview, grade subject-level teacher observation, classroom observations and documents review, the IIT concluded that the school does not provide consistent and systematic support to all teachers across grades and subjects appropriately aligned to rigorous and coherent CCLS-aligned curricula. While classroom visitations found some implementation of CCLS-aligned curriculum, and participants of the grade subject-level teacher meeting had discussions concerning a strategy to elicit deeper understanding and questioning among students, the IIT did not find a focused school-wide attention on CCLS in lesson plans, PD, or classroom activities. The lack of a focused attention on CCLS alignment in these three areas and the lack of support provided to teachers to develop and teach appropriately aligned curricula compromise the implementation of the CCLS throughout the school.

3.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials

that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.

- Through comments made at the vertical teachers meeting and the school leader interview, along with the observation of a grade subject-level teacher meeting, the IIT concluded that teachers formally participate in grade-level and other meetings to discuss unit plans and they use unit plans to expose students to grade-appropriate materials. Based on these areas of evidence and a review of lesson plans and curriculum, the IIT concluded that teachers do not collaboratively create and examine coherent CCLS-aligned unit plans across their grade/subjects. The IIT also found that teachers do not develop CCLS-appropriately aligned lesson plans that promote higher-order thinking skills, help students analyze information and expose students to a progression of sequenced complex materials. The lack of exposure to rigorous CCLS-based curricula hampers students’ abilities to acquire the skills, knowledge and deep conceptual understandings to maximize learning outcomes.

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.

- From comments made at the vertical teacher meeting and the school leader interview, the IIT concluded that the school leader has created opportunities for teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis. However, based on discussions with the school leader, teachers and parents, the IIT found that that instruction across the grades and subjects offered little integration of the arts and technology. The limited incorporation of the arts and technology into curricula hampers students from fully benefitting from using the arts, technology and other enrichment areas to discover, create and communicate information.

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: Although the school has created an environment in which students recognize and understand rules of acceptable behavior, instructional practices undertaken by teachers in the classroom do not appropriately address the gap between what students know and need to learn in ways that promote high levels of engagement and thinking for all students. These instructional practices hamper the achievement of consistent high levels of student success.

Strengths:

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

- The IIT concluded, based on classroom observations, the vertical teacher meeting and school leader interview, that teachers use data from interim assessments to formulate instructional strategies, student grouping and intervention plans for students needing additional support. Teachers

participating in the vertical teacher meeting and students interviewed in the large and small student meetings shared that teachers provide feedback to students by way of private meetings and sharing of test results. During those meetings, teachers also provide students with their next steps in order to establish an understanding of goals to achieve success. These practices result in lesson planning with attention to differentiation and greater student participation in their own learning process.

Areas for Improvement:

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

- Based on the vertical teacher meeting, grade subject-level teacher observation, school leader interview, classroom observations, and a review of lesson plans and data records, the IIT concluded that teachers use instructional plans and create short- and long-term goals for students. However, instructional plans are not informed by a broad range of data and grade-level goals for all groups of students. Although teachers use instructional practices that are aligned to plans and provide instructional interventions to students, the plans and practices do not include accommodations and differentiated strategies for groups of students, including students with disabilities and English language learners, thus limiting opportunities for broad and high levels of student inquiry and engagement for all students.

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.

- Based on the vertical teacher meeting, grade level subject teacher meeting, school leader interview, classroom observations, large and small student meetings, and a review of lesson plans and data records, the review teachers use instructional practices that are aligned to standards but do not consistently promote increased student achievement. The IIT also found that teachers provide generic instruction to students and this lack of differentiation limits the ways in which students are able to access learning and achieve goals. The inconsistent provision of appropriately aligned CCLS-based instruction hampers access to multiple points of access for all students 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 IIT concluded, based on classroom observations, the parent meeting, and the large and small student meetings, that teachers create classroom environments where there is a common understanding and recognition of acceptable and safe behaviors. While students and teachers both reported that there have been incidents of bullying, teachers address the issue by explicitly conveying behavioral expectations in a way that students clearly and consistently recognize and understand the related rules. Furthermore, students made it clear to the IIT that teachers do more than foster a

compliant classroom environment; students shared that teachers are sensitive to student needs and some teachers stimulate student thinking by asking challenging questions, promoting student engagement and inquiry. However, the IIT observed that some teachers use whole class instruction that is not differentiated. Although staff employ supportive practices to establish safe classroom environments, the presence of bullying impacts students' and teachers' perceptions of the school environment. The use of non-differentiated instruction inhibits the development of high levels of student engagement and inquiry by all students.

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: Students have expressed a joy for attending school, associating with friends and teachers, and participating in learning experiences. Although teachers support healthy relationships, emotional development and a safe environment, the school has only a limited set of goals related to social and emotional developmental health. The lack of a comprehensive system to promote social and emotional development limits the maximization of an environment that is conducive to learning for all constituents.

Strengths:

5.2 **The school has received a rating of *Effective* 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 IIT concluded, based on information learned from the student support staff meeting, vertical teacher meeting, parent meeting, and the large and small student meetings, that the school has a system to address the social and emotional development of students. Students, teachers and parents indicated that the school does not assign teachers to specific students who may be in need of social or emotional support. Instead, students are encouraged to approach teachers of their liking when they have a need to share or problems to resolve. Teachers reported to the IIT that the school maintains student records as data to help identify students' needs connected to social and emotional developmental health and, when deemed necessary, the school refers students to certified support staff and in-house or external providers, to address students' needs. The school's systems of support have resulted in an environment that supports and sustains social and emotional developmental health.

Areas for Improvement:

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

- Based on the student support staff meeting, vertical teacher meeting, school leader interview and parent meeting, the IIT found that, although school constituents have a developing understanding of

the skills and behaviors connected to social and emotional health, they are not able to clearly articulate those skills and behaviors as part of the school vision. Teachers participating in the vertical teacher meetings indicated that they have very little time to address these needs in the classroom due to the time constraints placed upon them to achieve the goals of CCLS. Furthermore, the school does not have a curriculum in place to support social and emotional development, nor does the school offer PD opportunities to support this area of student development. All this limits the ability of staff to guide students in the social and emotional domains and in building a safer and healthier environment for students and families.

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.

Teachers participating in the vertical teacher meeting indicated that they are limited in their role of helping students develop socially and emotionally due to a lack of PD, curriculum and time to address these needs in the classroom. Parents participating in the parent meeting expressed how the school provides levels of social and emotional development support for students but there was not a clear understanding of how the support connects to the school’s vision. Students participating in the large and small student meetings agreed that they feel safe in the school except for the threat of being “bullied.” The school’s capacity to maximize the establishment of a safe school environment that is conducive to learning and fosters a sense of ownership is hampered by the threat of bullying, the lack of teacher PD to address the social and emotional needs of students, and parental perceptions that there is a disconnect between the support students receive in the social/emotional domains and the school vision.

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

- From the school leader interview, vertical teacher meeting and student support staff meeting, the IIT found that some school staff use data from student compliance records to address student social and emotional developmental health needs. The school leader and teachers consult compliance records of specific students, as warranted, to identify changes of specific behaviors and patterns of improvement. However, the school leader and student support staff do not work with teachers to develop an understanding of how to use compliance and other data related to social and emotional development to address student needs. The limited understanding of staff on how to use data when responding to specific student social and emotional issues limits staffs ability to address students’ social and emotional developmental health needs that align to 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: Families are generally satisfied with the school and articulate a trust in the school. Constituents indicated that greater communication to parents via the Internet concerning student academic

achievement would enhance community relations and parental effectiveness.

Strengths:

6.2 **The school has received a rating of *Effective* 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.

- Based on the school leader interview, parent meeting, vertical teacher meeting and documents review, the IIT concluded that parents feel that the school is a welcoming place and that the school leader has an open-door policy. Parents feel comfortable approaching teachers and the school leader concerning their children. The school offers opportunities for parents to volunteer and engage with the school in areas that concern academic and emotional development of students. Parents reported that the school espouses a trusting and respectful relationship with diverse families and community stakeholders. These practices result in a culture of partnership where stakeholders work together to share in the responsibility for student progress.

6.3 **The school has received a rating of *Effective* 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.

- Based on the school leader interview, parents meeting, vertical teacher meeting and documents review, the IIT found that staff respects and acknowledges the diversity of the existing knowledge and culture held by families and community members. The school leader shared that the school disseminates information to families about students' strengths and needs during scheduled parent-teacher conferences and explains the implications of student achievement. The IIT also learned that the school provides translations upon request, so that all parents have the opportunity to participate and be aware of the education of their children. The school has the Central District Office provide translations of general communications concerning school issues and concerns in languages other than English for the purpose of including all parents in the educational process of their children. These practices have created 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.

Areas for Improvement:

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

- The school leader and parents agreed that the school makes connections between families and the community to support student learning and growth. School--sponsored events include family social events, PTA meetings and workshops. Those interviewed by the IIT indicated that the majority of families do not participate in these events. From discussions at the vertical teachers meeting and student support staff meeting the IIT learned that the school does not provide PD for staff concerning developing partnerships with families or community. The lack of PD in this area hampers the staff's

ability to establish and sustain healthy partnerships with families and community organizations. The lack of participation in school events by the majority of families limits the school community's capacity to promote 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.

- During the parent meeting, the IIT learned that, while the school provides learning opportunities for families who actively seek to understand student data, it does not provide a wide range of learning opportunities for families to elevate their understanding of student data. The team also learned that, while the school shares data and families can access it to understand student progress, the school does not actively encourage parents to advocate around student support and sustainability. Parents expressed a desire for a website that would provide 24/7 access to current information concerning student performance and related information. The lack of access to current data and the lack of participation by families in opportunities to learn how to use and understand data limit the school community's capacity to engage in dialogue between parents, students and school constituents centered on learning and success.

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 school should:

- 2.2: Institute meetings with parents and staff to review the school vision and school goals and identify how constituents can contribute to accomplishing the vision and goals as outlined in the SCEP.

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 school should:

- 3.2: Develop a culture supportive of CCLS that includes a provision for PD activities that support CCLS and helps teachers develop higher level questioning skills. Ensure the opportunities for PD and group discussions concerning CCLS and how to effectively align curricula and instruction to the CCLS and how to address what students need to know
- 3.3: Create a structure in which teachers collaboratively create and examine CCLS-aligned curriculum unit plans and pacing calendars across their grade/subjects, with the goal of creating lesson plans that promote higher-order thinking skills, expose students to a progression of sequenced complex material, and help students analyze information.
- 3.4: Incorporate the arts, technology and other enrichment areas into rigorous curricula across the grades and subject areas that enable students to discover, create and communicate information using these media.

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 school should:

- 4.2: Ensure the provision of PD and on-going support for the development and implementation of CCLS-based lesson plans that include the establishment of appropriate goals and differentiated strategies to address the needs of all students.
- 4.3: Provide PD and follow-up support to ensure that teachers are aligning their instruction with CCLS. Ensure that follow up support includes opportunities for classroom observations, modeling and peer discussions on best practices.
- 4.4: Implement strategies to decrease incidents of bullying. Increase the use of differentiated instruction to promote of high levels of student engagement and inquiry by all students.

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 school should:

- 5.3: Establish goals and a vision pertaining to social and emotional developmental health and ensure they are communicated, understood and can be articulated by the school community. Provide support for the achievement of these goals through activities such as group discussions and PD targeting ways to help children in this domain. Ensure all constituents understand their roles in the promotion of social and emotional developmental health and its relationship to student success. Identify and implement a curriculum to address social and emotional development health.
- 5.4: Reduce the “bullying” in the school by creating an anti-bullying campaign that has been found to be successful in other schools with similar student populations. Provide PD to help teachers address the social and emotional needs of students within the daily schedule of classes. Provide clarity to parents showing connections between the support students receive in the social/emotional domains, the school vision and student success.
- 5.5: Ensure teachers develop an understanding of how to collect, access and use data to address needs pertaining to student social and emotional development and how this is related to successful student outcomes.

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 school should:

- 6.4: Provide PD for targeted school staff on how to actively seek and sustain connections between families and the community to support student learning and growth.
- 6.5: Provide a wide range of learning opportunities for families to elevate their understanding of student data. Share data in a way in which families can understand student learning needs and successes and are encouraged to advocate around student support. Provide families with access to timely data on an on-going basis, such as through the school’s website.