



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

DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)



BEDS Code/DBN	06-17-00-01-0013
School	Jamestown High School
School Address	350 East Second Street, Jamestown NY 14701
District	Jamestown City School District
School Leader	Mike McElrath
Dates of Review	April 30-May 1, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet													
Grade Configuration	9-12	Total Enrollment	1459	% Title 1 Population	0%	% Attendance Rate	92%						
% Free Lunch	44%	% Reduced Lunch	7%	% Student Sustainability	87%	% Limited English Proficient	4%	% Students with Disabilities		14%			
Types and Number of English Language Learner Classes													
# Transitional Bilingual		# Dual Language	2	# Self-Contained English as a Second Language				13					
Types and Number of Special Education Classes													
# Special Classes	66	# Consultant Teaching	11	# Integrated Collaborative Teaching				14					
# Resource Room	4												
Types and Number Special Classes													
# Visual Arts	30	# Music	5	# Drama	3	# Foreign Language	31	# Dance	1	# CTE	55		
Racial/Ethnic Origin													
% American Indian or Alaska Native	1%	% Black or African American	7%	% Hispanic or Latino	13%	% Asian or Native Hawaiian/Other Pacific Islander	1%	% White	75%	% Multi-racial	2%		
Personnel													
Years Principal Assigned to School	2	# of Assistant Principals	2.3	# of Deans	0	# of Counselors / Social Workers		6					
% of Teachers with No Valid Teaching Certificate	1%	% Teaching Out of Certification	4%	% Teaching with Fewer Than 3 Yrs. of Experience		0%	Average Teacher Absences	11.2 days YTD					
Overall State Accountability Status (Mark applicable box with an X)													
School in Good Standing		Priority School		Focus District		Focus School Identified by a Focus District	X	SIG Recipient (a) (g)					
ELA Performance at levels 3&4	78%	Mathematics Performance at levels 3 & 4	84%	Science Performance at levels 3 & 4	82%	4 Year Graduation Rate (HS Only)		76%					
Credit Accumulation (High School Only)													
% of 1 st yr. students who earned 10+ credits	NP	% of 2 nd yr. students who earned 10+ credits	NP	% of 3 rd yr. students who earned 10+ credits	NP	6 Year Graduation Rate		75%					

NP = Not Provided

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

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. **New APPR (Danielson Teach scape)**
2. **Professional Learning Communities**
3. **Common Core Learning Standards**
4. **Student Attendance**
5. **Increase Graduation Rate**

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 PD opportunities; and hold administrators and staff accountable for continuous improvement.			X	
OVERALL RATING FOR TENET 2:				D	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.			X	
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.			X	
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.			X	
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.			X	
OVERALL RATING FOR TENET 3:				D	

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

#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.				X
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.				X
OVERALL RATING FOR TENET 4:				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
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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 PD across all areas (academic and social and emotional developmental health) to support student success.				X
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.			X	
	OVERALL RATING FOR TENET 6:			D	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school lacks a well-articulated vision shared across the school community, although the school leader has identified school goals, which include increasing student attendance and the graduation rate. The school leader is developing structures to improve practices in some critical areas. However, the School Comprehensive Education Plan (SCEP), vision, and school-wide goals are at various stages of development and implementation. This limits sustainable achievement of school improvement goals and positive outcomes for student well-being 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:

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

- The school community has not developed a shared vision. School leadership has established some goals and priorities; however, with the exception of an attendance goal, they are not widely known in the school community. The school leader stated to the Integrated Intervention Team (ITT) that he plans to meet with the leadership team to discuss creating a vision and SMART goals. He also stated that the Shared-Decision-Making team has identified its primary goal as increasing attendance. During the IIT visit, the school leader provided the IIT with a document that outlined the school leaders' and teachers' goals; however, they were not designed as specific, ambitious, measurable, results oriented, and timely (SMART) goals. In meetings with the IIT, teachers cited student attendance as the school leader's primary focus. Students reported to the IIT that as an incentive and to emphasize the importance of attendance, the school holds competitions and offers rewards for good attendance. According to staff, the school leaders emphasize two primary components of the school culture: collaboration and unity. Based on interviews with teachers, parents, and students, the IIT found that the school community is not aware of the school vision or of school-wide or student goals. The school listed priorities in the school self-assessment; however, other than attendance, stakeholders interviewed by the IIT were not able to articulate any other school priorities. Although school data teams were instructed to follow the Professional Learning Communities (PLC) model, there were no goals set for implementing this structure. The absence of a shared vision and SMART goals impedes the school community's sense of urgency about achieving

school-wide and student achievement goals.

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

- While school staff used data to make some decisions, school leaders did not use data to identify and promulgate best practices. The school has formed data teams that follow the PLC model. The teams review and analyze data in order to inform instructional practices and identify appropriate resources to meet student needs. The school has scheduled staff time so that varieties of intervention strategies are available for students during the fifth period. The review of documents, meeting observations, and interviews conducted by the IIT indicated that the attendance committee analyzes student data and shares information with support staff. Interventions are provided to students to encourage them to improve their attendance, and staff follow-up with students and parents/guardians. As a result of using this process to address attendance, school leaders adjusted staff time and the school schedule so students could receive support during the fifth period to discuss the impact that attendance has on student achievement. Consequently, the limited use of evidence-based systems to examine and improve practices in critical areas impedes progress toward meeting 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.

- During the interview with the school leader, the IIT learned that the school leadership team made decisions regarding programming, such as the establishment of a credit recovery program to improve student graduation and the implementation of an English as a second language (ESL) program to address student needs. The school leaders adjusted scheduling in order to address students' academic and social needs during the course of the school day. This initiative included the provision of targeted interventions during the fifth period. Based on a review of documents, staff interviews, and classroom visitations, the IIT found that the usual interview, hiring, and retention process was interrupted by the influx of students and personnel following the closure of a different school building within the district. As a result, there was no hiring taking place at the time of the IIT visit. During interviews, staff reported to the IIT that the school leaders attempted to distribute new and "called-back" staff to meet school-wide and student needs. The school leader stated that he has some freedom to make decisions with the superintendent; however, in light of budget constraints, those decisions were limited. Reviewers also found that the lack of clearly articulated SMART goals and the lack of data systems limit the ability of the school to direct resources toward specific goals and monitor the effectiveness of those decisions to ensure that resources are being allocated strategically. Although the school leaders have introduced some initiatives regarding the allocation of programmatic and human resources, the lack of strategic decisions regarding the allocation of the limited fiscal resources that were available to the school, limits progress toward

school 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.

- The school leaders attempt to follow the district’s Annual Professional Performance Review (APPR) process. However, the school leaders did not consider student data in providing teacher feedback, use observation results in developing teacher improvement plans, or use information from the APPR process in identifying instructional needs. The high school’s three full-time leaders were charged with conducting observations of teachers. They reported to the IIT that they completed the majority of required formal observations although they noted that meeting APPR requirements for observations required a large time commitment. The school leader reported to the IIT that he does not use the evaluation process to shape professional development (PD) planning. Because of the lack of a fully functional observation system to track progress, provide relevant feedback, teacher improvement plans, and PD, the ability of school leader to hold staff accountable for continuous improvement is limited.

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: The school’s curriculum and instruction do not consistently support the Common Core Learning Standards (CCLS). Instructional practices are not tailored to meet identified instructional needs of all students and instruction is not modified for identified subgroups of students. Therefore, instructional practices and student achievement outcomes have not been maximized.

Strengths:

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

Areas for Improvement:

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

- The school leader and staff reported to the IIT that have identified the PLC model for the provision of support and PD to assist teachers in implementing CCLS-aligned curricula. However, teachers indicated to the IIT that they had not received sufficient support to develop and implement curricula reflecting the CCLS in all grades and subjects. The school leader reported that some teachers had

participated in PD on the CCLS. Some teachers reported that they have attended CCLS PD, but they are just beginning to translate what they learned into practice. Other teachers reported that they have not participated in any PD on how to align their planning and instruction to CCLS. The review of documents, interviews, and classroom visitations by the IIT indicated that not all curricula implemented or instructional materials used by staff reflect the CCLS shifts. According to teachers interviewed by the IIT, not all PLCs use curricula that support the CCLS. Staff stated that they need more training and CCLS-aligned materials to implement curricula that fully reflect the CCLS. Teachers interviewed by the IIT reported that they are looking forward to having access to the New York State Education Department (NYSED) curriculum modules. Because the school is in the beginning stages of implementing rigorous curricula that support the CCLS, students are not consistently provided with the concepts or strategies necessary for their academic success.

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.

- The school leader reported to the IIT that teachers have regularly scheduled grade-level meetings to discuss instruction. These meetings have not resulted in curriculum unit plans used across grades and subjects. The school leader reported that some teachers have participated in PD on the CCLS. The IIT observed some classrooms where teachers were not implementing unit and lesson plans that support the CCLS. Based on a review of documents, interviews with staff, and classroom visitations, the IIT noted that some lesson plans support CCLS-aligned objectives. Staff interviewed by the IIT indicated that implementation of CCLS-aligned curriculum modules has not yet begun. During a document review, the IIT noted that most unit and lesson plans did not reflect the expectations of the CCLS and did not introduce complex materials that stimulate higher-order thinking. Because teachers are not consistently using lesson and unit plans that support the CCLS, not all students are engaged in complex learning experiences, limiting their access to deep conceptual understanding and knowledge needed for academic success.

3.4 The school has received a rating of *Developing* for this Statement of Practice: The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.

- Although teachers meet in grade-level meetings, the meetings have not resulted in the integration of technology, the arts, and other enrichment activities in the curricula. The school leader reported to the IIT that there is time for teachers to discuss instruction during scheduled grade-level meetings; however, the IIT did not observe teachers discussing what is taught and why it is taught during some of these meetings. During an interview with the IIT, the school leader reported that teachers do not have sufficient opportunities to participate in vertical meetings across grades and subjects to collaborate on the development of robust curricula incorporating enrichment opportunities for students. The lack of teacher collaboration within and across grades and subjects limits the development and implementation of robust curricula and hampers students' ability to discover, create, and communicate information using the arts, technology and other enrichment

areas.

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

- The development of a data-driven culture is in its early stages and primarily focuses on a review of student attendance. The school leader stated to the IIT that he did not regularly meet with teachers to discuss school-wide data trends. Teachers reported that meetings focus on analyzing poor student performance, rather than discussing how to improve instruction. A review of documents, classroom visitations, and interviews conducted by the IIT indicated that teachers had access to multiple data sources and entered classroom data into computer files for sharing and review. Teachers meet in grade-level PLCs to monitor the results of common formative skill assessments and adapt instruction accordingly. However, the IIT observed in several classrooms at the same grade-level that the formative assessments administered did not correlate with lessons in the classrooms. Staff interviewed by the IIT reported the need for formative assessments that are “more useful” to inform instructional planning. Because staff and school leadership are not using student data for strategic planning to inform instruction, efforts to improve student achievement outcomes are negatively impacted.

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: Instructional practices did not offer consistent opportunities for student engagement, differentiation, specially designed instruction and academic rigor across the school community. Generic instruction limits the ways in which students are able to access learning. As a result, students are not consistently experiencing high levels of engagement, instructional rigor, 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.

- The IIT found no evidence that teachers develop evidence-based plans that include accommodations for students with disabilities and English language learners (ELLs). Teachers reported to the IIT that some teacher groups develop student goals. The school leader stated that

PD on instructional practices has focused on project-based learning, accommodations for students with disabilities and ELLs, and SMART goals. According to the school leader, some grade-level PLCs collaborate to develop student goals. The IIT observed the PLC team discussing the inclusion of a text document in a unit. In addition, the IIT observed that teachers did not consistently align instructional planning with student data and did not discuss accommodations or interventions for students' sub-groups. During a document review, the IIT noted the lack of data-based planning with targeted interventions and goals for individuals and groups of students. Because instructional practices and strategies are not planned to meet established student goals, high levels of student engagement and inquiry are not being promoted in all classrooms.

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 are not consistently providing instruction that supports the CCLS or adapting instruction to meet the diverse needs of all students. The IIT noted during classroom visitations that in a few classrooms teachers engaged students, enabled them to assess learning throughout the lesson, and stated the daily learning objective. However, teachers did not differentiate instruction in many classrooms visited by the IIT and instructional practices varied across grade and content areas. The IIT observed classrooms where the curriculum taught did not support the expectations of the CCLS. For example, the IIT observed students engaged in studying fiction texts by answering questions that were not text-based. In some classrooms visited by the IIT, teachers provided targeted instruction in small groups, but the instruction did not support the CCLS shifts. Instruction was often generic and teachers lectured and required whole group oral responses. Teachers reported to the IIT that they did not have sufficient materials to support differentiated instruction or interventions for diverse learning populations. Consequently, inconsistent alignment of instruction to the CCLS and the lack of instructional differentiation result in limited opportunities for multiple points of access for students to achieve instructional outcomes and 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 leader reported that the school is beginning to implement Positive Behavioral Interventions and Supports (PBIS). Some teachers have posted behavioral expectations in classrooms. The IIT observed the school and classroom rules were posted and clearly visible. Teachers reported that students know about positive behaviors and behavioral rules, and many follow directions. However, most classes visited by the IIT were teacher-directed and instruction was not tailored to the strengths and needs of all students. Without focused attention to the creation of an instructionally safe environment that responds to the varied experiences, strengths, and needs of all students, the level of student engagement and inquiry remains low.

4.5 The school has received a rating of *Ineffective* for this Statement of Practice: Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop

explicit teacher plans and foster student participation in their own learning process.

- Although teachers collect and review a variety of data, they are in the beginning stages of learning how to use the data to inform lesson planning and foster student participation in their own learning. The review of documents, interviews, and classroom observations indicated that lesson planning often focuses exclusively on alignment with CCLS rather than on incorporating student performance data. During PLC meetings, following the review of progress data, teachers considered reasons for score changes and discussed how they could modify instruction to support students. Teachers reported they use results on a particular assessment to determine students' placement in reading. However, they did not indicate that data influence skill-grouping decisions. In three of seven classrooms observed by the IIT, teachers collected lesson performance data. In two classes, teachers provided feedback, immediate correction, and correct answers. In five classrooms, the IIT observed student reflection and accountability for their own learning. Because teachers are inconsistently using data to inform instruction, make decisions about student progress and provide meaningful feedback, students' participation in their own learning process is impeded.

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

Tenet Rating

D

Debriefing Statement: There are no school-wide systems in place to teach the development and maintenance of healthy relationships within a safe and respectful environment. Some students do not feel safe or respected. Therefore, the school climate is not optimal to learning for all constituents.

Strengths:

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

Areas for Improvement:

5.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

- The school does not have an overarching system or partnerships that support all aspects of student social and emotional developmental health. According to school leader and teachers, the school has not designated a specific adult to coordinate the social and emotional developmental health needs of each child. However, staff interviewed by the IIT assumed that the guidance counselor, nurse, and attendance staff are the adults designated to know each child. The review of documents and interviews conducted by the IIT indicated that the school relies on the management of disruptive behaviors to support and sustain social and emotional developmental health. The school's self-assessment lists the following strategies to support students' social and emotional developmental health: one school counselor for more than five hundred students, access to a

district behavior analyst, and behavior management programs and techniques. According to documents examined by the IIT, school staff uses data to track disciplinary referrals and interventions but not to identify or address student needs, other than mental health or behavioral needs. According to teachers and the student support team, the school is implementing a system for decreasing student disciplinary referrals. The attendance committee uses data to identify students with low attendance and provides interventions that encourage them to improve attendance. The absence of overarching systems and partnerships limits the school's ability to support and sustain the social and emotional developmental health of all students.

5.3 The school has received a rating of *Developing* for this Statement of Practice: The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

- Families, teachers, and students did not consistently articulate a school vision promoting student social and emotional developmental health that is connected to learning. In interviews with the IIT, only some school constituents are able to articulate student behaviors that demonstrate social and emotional developmental health and lead to academic success. For example, one group of stakeholders said that a student demonstrating social and emotional health and academic success would have positive self-esteem, coping skills, resiliency, many friends, and would be able to relate with peers and adjust to changes. A review of documents and interviews by the IIT indicated that the school has recently begun to implement a series of programs designed to address some student social and emotional developmental health needs. On the self-assessment, the school listed recently implemented programs as its strategy for promoting a vision for student social and emotional developmental health. According to student support staff, the implementation of a positive support system that includes the teaching and posting of behavioral expectations has had an initially "positive effect in our overall school atmosphere." Data collected following the first year of implementation indicates decreases in student referrals for disruptive and insubordinate behavior and minor altercations. On the other hand, there have been increases in other kinds of referrals, such as confrontations between students, physical harassment, and bullying. The IIT found no evidence, other than the information embedded in the positive support programs, of PD opportunities to build adult capacity to understand and support students' social and emotional developmental health. The lack of a comprehensive, clearly articulated vision promoting the social and emotional developmental health of all students impedes the development of a safe and healthy learning environment.

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

- Not all school constituents can articulate how the school is safe and conducive to learning. The IIT found that teachers were not able to articulate their role in promoting students' social and emotional health. The review of documents and interviews indicated that some students feel safe and understand that practice for lockdowns and other emergencies helps to keep them physically safe. In interviews, staff members reported that bullying occurs and some stated that students whose primary language is not English are "made to feel uncomfortable by other students." Some

students reported that they are comfortable telling teachers or other school personnel when bullying occurs, while others said they did not always feel free to express concerns about the behavior of other students. Most constituents interviewed by the IIT were not able to articulate the school's vision connected to student social and emotional developmental health and were not certain of their role in supporting students. Consequently, the lack of consistency among stakeholders regarding school safety and a positive learning environment impedes the school's ability to foster a sense of ownership and 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.

- The school leaders have not implemented a comprehensive system for using student data to address the social and emotional developmental health needs of students and have not provided support to staff to develop their ability to use data. During interviews with the IIT, staff reported that there is no support or specific plan for using data to address student needs. The school leader said they needed to provide more extensive student information for teachers. While student data focuses on behavioral issues, the IIT found no evidence of efforts to improve the understanding of school personnel regarding the connection between student social and emotional developmental health and academic success. Based on documents and interviews, the IIT found that staff uses data to develop behavioral interventions for students. However, staff only collects data on attendance and the number and kind of disciplinary referrals. Because school leaders do not promote an understanding of how to use data to respond to students' social and emotional developmental health needs, the school's ability to help students become academically and socially successful is impeded.

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

Tenet Rating	D
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Debriefing Statement: The school staff has not made efforts to recognize and engage all cultural groups that make up their community. This hampers families from sharing responsibility with the school for student academic progress and social-emotional developmental growth and well-being.

Strengths:

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

Areas for Improvement:

6.2 The school has received a rating of *Developing* for this Statement of Practice: The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently

engage with the school, leading to increased student success.

- While the school tries to welcome and engage families, not all families experience the school as welcoming. Constituents reported to the IIT that the school holds events to engage family and community members at each grade level. However, some family and community members stated that they did not always experience the school as a welcoming place that fosters feelings of belonging and trust. On the other hand, they noted that when there is a problem or issue to resolve, the school staff is responsive to requests for assistance. According to parents, a parent and teacher group sponsors events and activities to encourage family involvement in the school and in student learning. Because of inconsistent feelings of acceptance in the school, not all families engage fully with the school, which limits their ability to support student success.

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

- Reciprocal communication between parents and the school is not taking place for some constituents. Staff interviewed by the IIT reported an increase in the enrollment of Hispanic students. The IIT did not find evidence of planning to accommodate the increase in Hispanic students or to provide additional translation services to families whose native language is not English. While Spanish-speaking staff members are available to translate verbal communications, written communications, including report cards, are not generally translated. However, according to documents and interviews, some school personnel are bilingual, including the school leader and another member of the school leadership team. Because of the availability of bilingual staff, verbal communication with constituents in Spanish is more frequent than written communication. All staff interviewed stated that the school provides verbal interpreters as needed for facilitating parent meetings and conferences, but translated written communications are not available. In addition, the IIT found no evidence of programs that acknowledge the diversity of the school community. The lack of a plan to ensure effective reciprocal communication with all families, particularly non-English speaking parents, and the absence of programs that acknowledge the diversity of the community, diminishes opportunities for families to support their children's learning and success.

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

- The school has not developed partnerships with community organizations and does not actively link families with such organizations to support student learning and growth. In addition, the IIT found that the school provides no PD to staff on seeking and sustaining partnerships with families or community agencies. During interviews with the IIT, staff reported that the school sends some letters to families containing contact information about community resources, and school staff sometimes offer individual parent training for family members. While the self-assessment states teachers should be more knowledgeable about contacts with outside agencies, neither documents nor interviews indicated that the school provides any PD on how to actively seek or sustain partnerships with families or community organizations. The absence of partnerships with

community organizations and the lack of PD for staff on the development of partnerships with parents and the community, hinders support for student success

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

- The school mails or sends home with students, reports with student data and information explaining the data. These reports are the primary methods of providing data to families. The school's self-assessment states that the school would like to ensure that families are informed so they can help when there is a problem in academic growth. The review of documents and interviews conducted by the IIT indicated that the school's strategies for sharing data include newsletters and parent/teacher conferences and that reports sent to families are written in English. Some families interviewed by the IIT stated that the school sends progress reports to families frequently and that the reports are useful to those families who can read and understand them. The school's limited efforts to help families use and understand student data impedes a 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 IIT recommends the following:

- 2.2: Ensure that select staff and families develop a vision statement that is known and supported by all members of the school community. Develop SMART goals aligned to the vision statement. Make clear through multiple means of communication that the daily work of the individuals at the school is to implement that vision.
- 2.3: Implement systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes to inform practice. Espouse and support evidence-based practices that foster student progress and achievement. Establish feedback loops to evaluate practice continuously. Ensure that goals are timely, transparent, and widely available to all stakeholders.
- 2.4: Find ways to better focus available resources, such as the school schedule, to address student needs and support established mission-critical goals. Provide additional resources through community organizations and grants. Develop an extended-day program to meet student needs. Annually analyze available fiscal capital to make funding decisions that address school goals. Demonstrate the need for input in the district allocation of resources by providing data related to school goals.
- 2.5: Develop and implement a fully functional system for the observation of teacher practices, including timely feedback and targeted PD opportunities. Monitor student data as part of this system. Develop teacher improvement plans, as needed, and target observations and supports based on instructor needs for improvement. Seek feedback from teachers to ensure that the system helps them improve practice.

Tenet 3: Curriculum Development and Support

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

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

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Ensure, through PD and monitoring, that teachers develop evidence-based plans and goals for all groups of students, including students with disabilities and ELLs. Regularly monitor classroom instruction to ensure that teachers implement the established lesson plans, strategies, and instructional practices to meet student goals and promote high levels of student engagement and inquiry. Regularly review grade-level benchmarks with students so that short- and long-term goals establish a sequential and progressive path to reaching proficiency.
- 4.3: Ensure, through PD and monitoring, that that teachers use instructional practices appropriately aligned to curriculum maps. Ensure that teachers use data and student goals to develop a variety of instructional strategies that engage all students in learning and enable them to achieve their short- and long-term goals.
- 4.4: Ensure, through PD and monitoring, that teachers create instructionally safe classrooms with mutual respect and appreciation for diversity to increase access to learning and social opportunities. Ensure, through PD and monitoring, that teachers implement strategies to infuse higher-order questions, student inquiry, and higher levels of student collaboration into instruction.
- 4.5: Develop a comprehensive system to collect and analyze data as a basis for instructional decision-making, student grouping, and targeted lesson planning. Use formative assessments, progress monitoring, and frequent feedback to students to empower and encourage students to actively participate in, and take ownership of, their own learning process

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Design and implement a system that allows each student to be known by a designated adult who coordinates social and emotional developmental health needs. Develop partnerships to promote student social and emotional developmental health and track their effectiveness. Use data to Identify students with needs related to social and emotional developmental health, and create a system of student referral and support that addresses these needs.
- 5.3: Create a representative group of school constituents to develop a school vision for social and emotional developmental health connected to learning. Inform and educate all stakeholders about the school vision for students' social and emotional developmental health and how it connects to academic success. Implement a rigorous and transparent curriculum to teach and measure student skills and behaviors that build social and emotional health. Provide PD and training for all stakeholders to build adult capacity to support students' social and emotional health.
- 5.4: Use the school vision that is established for social and emotional developmental health to collaborate with representatives of each constituency group to determine and communicate the role each plays in realizing the vision. Request the support of each constituency group to hold each other accountable for building a safe and healthy school culture for all students.

- 5.5: Ensure, through PD and monitoring, that school leaders support teachers' understanding of how to use data to identify and address students' social and emotional developmental health needs beyond attendance and behavior management. Hold all school personnel accountable for the use of data to address student needs that align to academic and social success.

Tenet 6: Family and Community Engagement

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

- 6.2: Design an open-door policy to ensure that families and community members have appropriate access to school leaders and staff. Involve all stakeholders in the school community in developing a family and community engagement plan that define roles and responsibilities of school staff, families, and community stakeholders, including volunteer activities and , participation in, in other school improvement initiatives.
- 6.3: Develop a plan to recognize and celebrate the cultural diversity of the school community. Ensure that school staff communicates information about student achievement, school concerns, and school activities in languages understood by families. Develop a system where all families can communicate in a language they understand with teachers and other staff members about their child's academic, social, and emotional developmental health progress. Set up a schedule of communication about student achievement, using multiple methods, and distribute the communications in all pertinent languages. Devise a plan for reciprocal communication with families explaining that it is important for school personnel to know each student's strengths and needs so that teachers can provide meaningful instruction. If family members are unable to attend conferences and/or meetings at the school, ensure that written communications are delivered to the family.
- 6.4: Develop connections with families and community stakeholders focused on supporting student learning and growth. Develop a plan for ensuring that families know about and have access to community resources. Provide PD for staff members on how to seek and sustain healthy partnerships with families and community organizations linked to student needs.
- 6.5: Provide PD to staff on understanding and communicating school and individual student data. Develop a plan that provides multiple opportunities for families and other school constituents to increase their understanding of student learning needs and successes. Develop strategies to share school and individual data with parents in ways that enables families to understand student learning needs and successes.