



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



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| BEDS Code/DBN | 580109020006 |
| School | La Francis Hardiman Elementary School |
| School Address | 792 Mount Avenue, Wyandanch, NY 11798 |
| District | Wyandanch CSD |
| School Leader | Delores Jenkins |
| Dates of Review | April 29-30, 2013 |
| School Accountability | Focus |
| Type of Review | SED Integrated Intervention Team (IIT) |

| School Information Sheet | | | | | | | | | | | |
|--|-------|--|------|--|-------|--|--------------------------|------------------------------|------|----------------|----|
| Grade Configuration | PK-2 | Total Enrollment | 686 | % Title 1 Population | 100% | % Attendance Rate | 95.7% | | | | |
| % Free Lunch | 83.3% | % Reduced Lunch | 5.9% | % Student Sustainability | 78.3% | % Limited English Proficient | 16.5% | % Students with Disabilities | 16% | | |
| Types and Number of English Language Learner Classes | | | | | | | | | | | |
| # Transitional Bilingual | 3 | # Dual Language | 0 | # Self-Contained English as a Second Language | | | | 0 | | | |
| Types and Number of Special Education Classes | | | | | | | | | | | |
| # Special Classes | 6 | # Consultant Teaching | 1 | # Integrated Collaborative Teaching | | | | 3 | | | |
| # Resource Room | 1 | | | | | | | | | | |
| Types and Number Special Classes | | | | | | | | | | | |
| # Visual Arts | 0 | # Music | 1 | # Drama | 0 | # Foreign Language | 0 | # Dance | 0 | # CTE | 0 |
| Racial/Ethnic Origin | | | | | | | | | | | |
| % American Indian or Alaska Native | 0% | % Black or African American | 55% | % Hispanic or Latino | 44% | % Asian or Native Hawaiian /Other Pacific Islander | 0% | % White | 1% | % Multi-racial | 0% |
| Personnel | | | | | | | | | | | |
| Years Principal Assigned to School | 13 | # of Assistant Principals | 1 | # of Deans | 0 | # of Counselors / Social Workers | | 1 | | | |
| % of Teachers with No Valid Teaching Certificate | 0% | % Teaching Out of Certification | 0% | % Teaching with Fewer Than 3 Yrs. of Exp. | | 2.3% | Average Teacher Absences | 14.5 | | | |
| 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) | N.A. | | |
| ELA Performance at levels 3 & 4 | 20% | Mathematics Performance at levels 3 & 4 | 24% | Science Performance at levels 3 & 4 | NA | 4 Year Graduation Rate (HS Only) | | NA | | | |
| Credit Accumulation (High School Only) | | | | | | | | | | | |
| % of 1 st yr. students who earned 10+ credits | NA | % of 2 nd yr. students who earned 10+ credits | NA | % of 3 rd yr. students who earned 10+ credits | NA | 6 Year Graduation Rate | | NA | | | |

| Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.) | | | |
|---|----------------------------------|---|---|
| | American Indian or Alaska Native | X | Black or African American |
| X | Hispanic or Latino | | Asian or Native Hawaiian/Other Pacific Islander |
| | White | | Multi-racial |
| X | Students with Disabilities | | Limited English Proficient |
| X | Economically Disadvantaged | | |
| Did Not Meet Adequate Yearly Progress (AYP) in Mathematics | | | |
| | American Indian or Alaska Native | | 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 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 Balanced Literacy Reading Program.**
- 2. Provide Professional Development (PD) for Common Core Learning Standards (CCLS), including PD for the Go Math Program in alignment with CCLS.**
- 3. Implement Fountas and Pinnell Benchmark Assessments.**
- 4. Implement Wilson's Foundations, Phonics Base and Writing Program in Kindergarten.**
- 5. Implement Annual Professional Performance Reviews (APPR) and differentiated instruction.**

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

| # | Statement of Practice | H | E | D | I |
|------------------------------------|--|---|----------|---|---|
| 2.2 | Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP). | | X | | |
| 2.3 | Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals. | | | X | |
| 2.4 | Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved. | | X | | |
| 2.5 | The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement. | | X | | |
| OVERALL RATING FOR TENET 2: | | | 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 |
|--|---------------------|----------|

Debriefing Statement: The school community has created a vision statement that is reflective of school-wide goals. However, the systems and structures to support teachers’ use of resources and data to promote student growth are not clearly delineated. This lack of clarity impedes the use of best practice and inhibits the maximization of successful student outcomes.

Strengths:

2.2 The school has received a rating of *Effective* 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).

- During the student support staff meeting, teachers and support staff were able to articulate the school vision to the Integrated Intervention Team (IIT) and identify various means through which the vision is disseminated throughout the community. Means of communications include the school website, parent newsletters and during building activities, events, and pep rallies. In addition, the school vision statement is posted in each classroom and recited during daily morning announcements. Participants of the student support staff meeting stated that the creation of the vision statement was a district-building-community effort. School goals, as reflected in the School Comprehensive Education Plan (SCEP), were found by the IIT to be aligned to the vision and are specific, measureable, ambitious, timely, and results-oriented. The shared understanding of all stakeholders regarding the school vision, the ability of staff to articulate the vision, and sharing the vision on a daily basis with students leads to a sense of urgency about achieving the school-wide goals.

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 considers student needs when selecting staff, creates structures to support students, and makes budget decisions that support school goals. Based on staff interviews, document reviews, and classroom visitations, the IIT determined that systems and structures are in place to respond to changing student needs, primarily through the provision of guided reading groups and Academic Intervention Services (AIS). The school leader stated, and document reviews confirmed, that the school leader makes funding decisions that address school goals as part of the budget process. Additionally, the school leader stated that from interviews with teacher candidates, she generates input to the district to inform hiring decisions. Because the school leader has made decisions concerning human, programmatic and fiscal capital focused on meeting school-wide priorities, the school is better able to support school improvement efforts and the attainment of student achievement 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.

- During the school leader interview, vertical teacher meeting and document review, the IIT found that the school has implemented a system for frequently observing teachers, providing feedback, and providing targeted professional development (PD) to improve practice. The school leader reported that the school also uses student data to track student progress and teacher practice. The IIT also found that the school has implemented an approved Annual Professional Performance Review (APPR) Plan. This plan uses a revised version of the Charlotte Danielson Framework as a system for observing targeted teacher practices, providing feedback and improvement plans as necessary, and includes on-going tracking of teacher and student progress, throughout the school year. The school leader also conducts periodic check-ins with staff to develop and maintain a mutual understanding of the steps needed to bring about student achievement. Based on interviews with the school leader, teachers, parents, classroom observation, and document reviews, the IIT found that the school leader provides supports, such as PD opportunities, to teachers based on student data and feedback from formal and informal observations. The implementation of a functional system of teacher supervision provides on-going supports and holds teachers and staff accountable for continuous professional improvement.

Areas for Improvement:

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 the school leader has established systems to collect and analyze data, the system does not include examples of best instructional practice. The school leader has established timely and transparent goals, but they have not been consistently communicated to parents. In IIT meetings with teachers, participants reported that the school has established systems that lead to the collection and analysis of outcomes. These systems are adapted to each grade by the grade chairs. In meetings with parents, participants reported that, although the school leader has developed goals that are timely and transparent, and has communicated them to the school staff, parents did not receive this information in a timely and consistent manner. The school leader stated that she expects staff to use practices that increase student progress; however, the IIT did not find evidence that the school leader uses feedback loops or provides examples of best practices connected to student achievement. The absence of feedback to teachers about best practices and limited parent knowledge of school-wide goals impedes progress toward achieving mission-critical 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: The school leader, staff and consultants provide curriculum development and support to facilitate the implementation of the Common Core Learning Standards; however, the integration of enrichment opportunities (arts and music) and exposure to sequenced complex materials have not been incorporated into curricula. The lack of curricula that include the integration of the arts, music and enrichment opportunities and the lack of consistent use of complex materials hamper the school's ability to maximize instructional practices and student learning outcomes.

Strengths:

3.2 The school has received a rating of *Effective* 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 has adopted and implemented curricula and clear, descriptive units of study that were designed to support the CCLS. Based on interviews with the school leader and teachers and document reviews, the IIT found that the school has implemented curricula in support of the CCLS and provides teachers with PD opportunities that are aligned to those curricula. Based on meetings with the school leader, teachers, and student-support staff, document reviews and classroom visitations, the IIT found that the school uses curricula that consider what students need to know across the grades. Curricula also include descriptive units of study that support the standards. Because school leadership and staff have developed and implemented curricula and units of study designed to support the CCLS, students are receiving instruction that is aligned with CCLS-based curricula.

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.

- The school leader collects data and shares it with teachers. Teachers use information from data analyses to develop and adapt instructional plans. During meetings with the school leader and teachers, the IIT found that the school leader collects data and shares it with teachers in a timely manner to assess school-wide effectiveness and identify student needs. During meetings with the staff and students and during classroom visitations and a review of documents, the IIT found that teachers use assessment tools, such as running records and quarterly assessments, to identify student needs and adapt instruction. During meetings with the school leader and teachers and during classroom visitations and document review, the IIT found that teachers analyze data as a basis for developing instructional plans and mapping out a path for progress and growth. The school's data-driven culture informs strategic instructional planning that provides a path for student progress and growth.

Areas for Improvement:

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.

- Teachers collaboratively develop curriculum unit plans, but the plans do not consistently include complex material or promote higher-order thinking. The IIT observed teachers collaboratively creating and examining curriculum unit plans developed to support the CCLS. The IIT observed a teacher group discussion of a quarterly assessment for a math unit, noting instructional considerations for students with disabilities and English language learners. During classroom visitations and document review, the IIT determined that, although teachers are using unit plans that expose students to materials aligned to their grades, the plans do not consistently expose students to a progression of sequenced complex materials or promote higher-order thinking skills. Because classroom instruction does not emphasize progressively sequenced complex materials or promote higher-order thinking skills, student progress toward deep conceptual understanding and knowledge around specific content is impeded.

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.

- Teachers engage regularly in horizontal team meetings but these meetings do not target gaps in teaching the standards. During IIT meetings with teachers and the school leader, participants stated that the school leader creates regular opportunities for teams of teachers to work horizontally across grades and subjects; however, there was no evidence of opportunities for vertical meetings or of meetings targeting what is taught and why it is taught. The school has integrated technology, but not the arts, into instruction. During classroom observations, the IIT determined that technology is integrated into daily instruction; however, according to the school leader, student exposure to the arts across the subject areas is limited to opportunities to illustrate school reports. Because teachers do not meet regularly with teachers of other grades to collaboratively incorporate the arts in their instruction, student access to a robust curriculum with enrichment opportunities is limited.

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

Tenet Rating

D

Debriefing Statement: Teachers engage in practices and decision-making in order to address the gap between what students know and need to learn; however, instruction is mainly generic and limits the ways in which students are able to access learning and achieve goals. In addition, a narrow range of teacher practices limits how students access learning and hampers high levels of achievement.

Strengths:

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

- Teachers have instructional plans that are informed by data and have set short- and long-term goals for students. Based on the school leader interview and observations of teacher meetings, the IIT found that teachers have plans that are informed by data and grade-level goals for all groups of students. Data from the Fountas & Pinnell Benchmark Assessment System, informal daily assessments, and formal biweekly and quarterly interim assessments inform the plans. The IIT determined from classroom observations that teachers use instructional practices and strategies that are aligned to plans and provide instructional interventions to students. During meetings, students were able to articulate their individual short- and long-term goals. Because teachers implement instructional practices and strategies which are organized around unit and daily lesson plans and short- and long-term student goals, the school promotes high levels of student engagement.

Areas for Improvement:

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 provide instruction that reflects the CCLS but does not consistently provide multiple points of access. Based on classroom observations, the IIT determined that teachers use instructional practices that support the CCLS; however, the range of instructional practice varied among teachers and did not consistently provide students multiple points of access. For example, some teachers used a single strategy in developing the lesson and transferring information to students thereby significantly reducing the points of access that students may need to achieve targeted goals. The inconsistent use of multiple points of access impedes student progress 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 found that teachers explicitly teach behavioral expectations but do not consistently enforce behavioral rules. The use of questioning techniques that stimulate high levels of student engagement and inquiry is inconsistent. Based on the parent meeting and classroom observations, the IIT found that the school has created a safe environment for students and, although rules pertaining to behavior are explicitly conveyed to students, enforcement is inconsistent. Based on classroom observations and informal discussions with teachers, the IIT concluded that not all teachers provide opportunities to acknowledge diverse groups of students and opportunities are offered on an inconsistent basis. During classroom observations, the IIT noted that teachers asked questions that related to generic instructional materials. The IIT found that materials did not contain high-levels of text and content complexity and questioning did not delve deeply into the topic. The absence of instruction tailored to the strengths and needs of all students and designed to

consistently stimulate thinking about complex material impedes the maximization of student engagement and inquiry.

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

- Teachers use data to group students and develop targeted plans, but do not consistently link data with instructional strategies or develop targeted plans to address the needs of all students. Teachers provide data-based feedback to students regarding their reading by providing students with progress monitoring data in reading from formative and interim assessments. During classroom observations and teacher meetings, the IIT found that teachers use data to inform student-grouping decisions; however, the IIT found no evidence that teachers link data with instructional strategies or include targeted interventions for students requiring additional support. Although the IIT found that teachers provide data-based feedback to students regarding their running records, reading levels, and interim assessments, the lack of communications about instructional strategies and targeted plans from teachers to students impedes student participation in their own learning process.

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

Tenet Rating

D

Debriefing Statement: The school has identified internal and external supports to address the social and emotional developmental health needs of students and families. However, a curriculum addressing social and emotional developmental health has not been developed. The lack of a school-wide curriculum to promote and support social and emotional developmental health impedes the school's ability to maximize an environment that is optimally 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 school uses data to determine the social and emotional needs of students and has a system for referring students to appropriate programs. The school cultivates partnerships to meet student needs. The Pupil Support Team is responsible for referring students to appropriate programs. Student-support staff and parents reported that the school is in the process of developing a structure of systematic coordination for the social and emotional developmental health needs of students, inclusive of partnerships and referrals to outside agencies. The school has partnered with Girl Scouts of America, Stony Brook University summer program for second-grade students, and schools of higher education for the provision of student teachers. In addition, the student-support staff noted that the school uses Formative Behavioral Assessments and Behavior Intervention Plans to address student needs. The school leader and student-support staff reported that the school

cultivates partnerships with outside community-based organizations. The school uses behavioral records to identify students for special programs that address their social and emotional developmental health needs. Because the school cultivates the development of overarching systems and partnerships, the school's systems for meeting student needs supports the social and emotional developmental health of students.

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

- Parents and students indicated to the IIT that students feel safe in the school building and feel supported by teachers in their social and emotional developmental health. Constituents were able to articulate the school vision. Students and teachers were able to articulate how the school vision relates to social and emotional growth and they identified the teacher's role in the vision. School constituents expressed feelings of safety and belonging. These factors reflect constituent belief that students are provided with a safe, supportive learning environment. This perception fosters a sense of ownership and promotes greater student outcomes.

Areas for Improvement:

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.

- The school has not developed a comprehensive program to teach, support and measure behaviors that demonstrate social and emotional health and lead to academic success. However, parents indicated to the IIT that the school is helping the school community understand the skills and behaviors connected to social and emotional development and their links to academic success. The IIT concluded, from interviews with the school leader and the student-support staff, that the school is developing a vision and programs that address the social and emotional developmental health of students. The school is also developing supports for teachers to address student needs in this area. The lack of an established, effective program that clearly communicates a school vision for student social and emotional developmental health and connects this vision to learning experiences impedes the goal of building a safer and healthier environment for families, teachers and students.

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.

- Based on interviews with the school leader, student-support staff and teachers and on document review, the IIT determined that the school leader and support staff expect teachers to use data to effectively address student social and emotional development needs. However, there was no evidence that the school leader and support staff have a specific plan to support staff efforts to develop an understanding of how to generate and use relevant data for this purpose. Although the school leader and student-support staff reported that teachers use data to address student social and emotional developmental health needs, there was no evidence of a systemic approach to the use of data. The absence of PD and other supports from the school leader and student-support staff

impedes teacher's understanding of how to use data to support student social and emotional health needs and promote 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

Debriefing Statement: The school attempts to create 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. However, the school does not provide PD for staff on how to create and maintain community partnerships. The lack of PD in this area inhibits staff from maximizing their ability to establish and promote partnerships with the community in support of student progress and success.

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.

- Parents and teachers reported that the school welcomes families and provides opportunities to engage with staff during select times throughout the year. Parents reported to the IIT that the school community encourages relationships with families and community stakeholders who are consistently visible and vocal at the school or whose children are in immediate need. Based on parent interviews, the IIT also found that the school encourages parents from the parent association or other involved families to volunteer for different projects. Parents also reported that, while the school is welcoming, it does not have an open-door policy and does not actively seek relationships with, or volunteers from all families and community members. Limited outreach to increase family engagement in the education of children has impeded the development of an atmosphere that fosters a feeling of belonging and trust, encourages all families to freely and frequently engage with the school, and promotes increased 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.

- No evidence was found of a plan for cultivating an understanding of the diversity and needs of the community. Based on interviews with the school leader and teachers and on classroom observations, the IIT found that, while the school staff has an awareness of the diverse cultures within the building, there is not an established system to acknowledge this diversity. Based on interviews with the school leader and parents and on document review, the IIT concluded that the school communicates with parents in multiple languages and provides translations upon request. From the IIT document review, the IIT found that the majority of written communications for parents and families are translated into Spanish; however, no Haitian Creole translations were found. The absence of a plan to increase understanding of the diversity of the community and the absence of communications in all languages understood by families limit reciprocal communications

and the ability of the school and families to collaboratively identify students' strengths and needs and increase learning.

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

- Based on meetings with the school leader, student-support staff, teachers and parents, the IIT found that the school makes connections between families and the community, such as with local faith-based organizations, to support student growth and success. However, the school does not provide PD for staff on how to develop and maintain these partnerships and how to use community partnerships to support student success. The absence of PD for staff on how to develop, maintain and optimize partnerships on behalf of students limits the school's ability to maximize partnerships in support of student success.

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

- The school provides information to parents about student performance, but does not ensure that all parents understand the information and does not encourage parents to advocate for the best ways to meet student needs. The school leader reported that the district provides learning opportunities for parents who actively seek to understand student performance data, but does not provide a wide range of learning opportunities to heighten all parents' understanding of data. Based on meetings with teachers, parents, and students, the IIT concluded that the school shares results of quarterly assessments, report cards, and running-record reading evaluations with parents, but parents are not encouraged to advocate around student support and sustainability. School constituents, students and families are hindered from engaging in dialogue centered on student learning and success due to the lack of a full understanding by constituents of the implications of student and school data and how to use it to improve student 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:

- 2.3: Develop a system to communicate pertinent school goals to parents and teachers. Develop systems of supporting practices that impact mission-critical school goals and promote student progress. Ensure that these systems include feedback loops between teachers, parents, students and administrators, and provide examples of best practices connected to student achievement.

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:

- 3.3: Develop a system that ensures that curricula are collaboratively developed and include unit and lesson plans that are in alignment with the CCLS. Ensure teachers use appropriately aligned CCLS pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced complex materials. Ensure lesson plans are CCLS-based and are designed to promote higher-order thinking skills and help students analyze information across all grades and subjects. Include PD opportunities to support teachers in their development and implementation of these plans and evaluate the effectiveness of the instruction.
- 3.4: Develop systems that support teachers in examining what is taught and why it is taught. Provide opportunities for teachers to meet in vertical groups to discuss instructional strategies and student performance. Develop and implement curricula across all grades and subjects that are aligned with the CCLS and enable students to discover, create and communicate information using the arts, technology and other enrichment areas.

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:

- 4.3: Develop support systems to help teachers learn, practice, and implement a variety of instructional techniques that are aligned to CCLS and provide multiple points of access to all students.
- 4.4: Develop and implement policies by which behavioral rules are consistently enforced. Ensure, through PD and monitoring, that teachers use strategies that are sensitive to diverse groups of students and provide access to learning and social opportunities. Support teachers in developing and implementing instructional practices that stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.
- 4.5: Develop systems to support teachers in the use of data to inform instructional decision-making and target instructional plans and strategies to address the needs of all students. Ensure that instructional

planning fosters student participation in their own learning. Ensure that teacher feedback to students includes their next steps for achieving goals.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.3: Ensure that all constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health. Implement a program that teaches and measures social and emotional developmental health skills for students with the result that students demonstrate these skills. Provide PD to help teachers support the social and emotional developmental health of students.
- 5.5: Create systems that ensure the school leader and support staff work with teachers to develop an understanding of how to create and use relevant data to address student social and emotional developmental health needs.

Tenet 6: Family and Community Engagement

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

- 6.2: Ensure that the school is a welcoming place for all parents and is responsive to all families throughout the year. Encourage all parents to volunteer and promote activities to ensure they feel a valued part of the school community.
- 6.3: Develop and implement a plan that promotes understanding and ensures acknowledgement of the diverse cultures within the building. Conduct parent communication in all the languages used in the homes of families. Communicate regularly with families about student achievement to ensure reciprocal communication about children's strengths and weaknesses.
- 6.4: Provide PD for targeted school staff on how to actively seek and sustain healthy partnerships with families and community organizations that are linked to student needs.
- 6.5: Provide a wide range of learning opportunities for parents to heighten their understanding of student data and encourage families to use this information in support of their children. Encourage parents to advocate around student support and sustainability.