



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

**DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)**



<b>BEDS Code</b>	170500010006
<b>School</b>	McNab Meco Elementary School
<b>School Address</b>	230 West Fulton Street, Gloversville, NY 12078
<b>District</b>	Gloversville City School District
<b>School Leader</b>	Mr. James Crawford
<b>Dates of Review</b>	February 28, 2013
<b>School Accountability</b>	Focus
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	PK-5	Total Enrollment	362	% Title 1 Population	100%	% Attendance Rate	92%				
% Free Lunch	60%	% Reduced Lunch	13%	% Student Sustainability	93%	% Limited English Proficient	0	% Students with Disabilities	7%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	0						
Types and Number of Special Education Classes											
# Special Classes	1	# Consultant Teaching	2	# Integrated Collaborative Teaching	1						
# Resource Room	3										
Types and Number Special Classes											
# Visual Arts	1	# Music	1	# Drama	0	# Foreign Language	0	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	0	% Black or African American	5	% Hispanic or Latino	4	% Asian or Native Hawaiian /Other Pacific Islander	1	% White	90%	% Multi-racial	0
Personnel											
Years Principal Assigned to School	3	# of Assistant Principals	0	# of Deans	1	# 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.	1	Average Teacher Absences	12.92 days per teacher				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing	N/A	Priority School	N/A	Focus District	X	Focus School Identified by a Focus District	X	SIG Recipient (a) (g)	1		
ELA Performance at levels 3 & 4	34	Mathematics Performance at levels 3 & 4	48	Science Performance at levels 3 & 4	74	4 Year Graduation Rate (HS Only)	N/A				
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	N/A	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	N/A	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	N/A	6 Year Graduation Rate	N/A				

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b> <b>(Mark an "X" in the field(s) where school is identified for not meeting AYP.)</b>			
	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
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	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. Although we have opportunities to consistently connect with parents through our Morning Program, we would like to create additional opportunities for parents to become involved with our school, so that they'll be able to take a more active role in their child's education.
2. Analyze data from our subgroups that did not make AYP and subsequently use those results to adjust instruction in order to maximize student achievement.
3. Continue to refine the CCLS curriculum maps and pacing calendars to enable teachers to maximize their efficiency and accuracy in implementing the ELA and Math standards.
4. Continue staff training in the use of curriculum assessment data to aid in improving student achievement.

**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	
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

**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	

	<b>OVERALL RATING FOR TENET 3:</b>			<b>D</b>	
<b>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.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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
	<b>OVERALL RATING FOR TENET 4:</b>			<b>D</b>	
<b>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.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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	
	<b>OVERALL RATING FOR TENET 5:</b>			<b>D</b>	

**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	
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

School Review Narrative:

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** Despite the efforts to create a shared vision and goals for the school, a lack of urgency exists which inhibits widespread use of data and systems to support school improvement.

**Strengths:**

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 has developed questions and a rubric, in consultation with staff, which is used when interviewing a candidate for a position at the school. The information garnered from the interview is then forwarded to the superintendent and Board of Education. The school offers Academic Intervention Services (AIS) to students below benchmark and the grade level data team meets every six weeks to review data from assessments all the students take. The school leader’s decision making process allows the school to address student improvement issues.

**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 does not use the vision statement but he does promote a mission statement and “seven McNab words of excellence” that the students repeat every morning. The teachers reported that there is a lack of school goals aligned to the mission or any connections made to the school goals written in the School Comprehensive Education Plan (SCEP). Additionally, a shared sense of urgency was not observed among the staff at the school. The lack of a vision results in efforts not being coordinated to address specific, measurable, ambitious and timely goals aligned to a vision focused on improving student progress.

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

- The school leader has begun to use evidence-based systems in certain areas, such as grade level data meetings, the Charlotte Danielson Model, school evaluation rubric and, professional

development (PD). However, these initiatives are at the initial phase and a level of comfort has to be attained before the staff can use these tools effectively, which has not yet been achieved. Therefore, the use of evidence-based systems to examine and improve individual and schoolwide practices in critical areas is not fully functional.

**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 leader is expected to do 50 observations before the end of the school year using the new District purchased “Teachscape Model.” The school leader said that it is too early in the evaluation process to provide specific feedback to the teachers. Discussions about student learning objectives (SLOs) and teaching strategies are occurring at the school; however, there is not a functional observation system in place to hold the school leader and the teachers accountable for continuous school improvement. This situation reduces the ability of teachers to grow and subsequently the ability of students to make academic progress.

**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 structures do not encourage vertical and horizontal collaboration and hinder teacher ability to maximize the data, consistently use best practices, and deliver a fully aligned rigorous curriculum, thus limiting deep learning opportunities for all students.

**Strengths:**

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

**Areas for Improvement:**

**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 have begun to develop and use rigorous and appropriate curricula aligned to the Common Core Learning Standards (CCLS). The Rubicon Atlas, a systematic support that is aligned to the CCLS, is available to all teachers; however, the curricula are not fully complete. An assessment component is needed at all grade levels. Since a CCLS aligned curricula is not completely in place, teacher instructional practices are not maximized to improve student learning outcomes.

**3.3 The school has received a rating of *Ineffective* for this Statement of Practice:** Teachers ensure that unit

and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.

- There was no evidence of unit or lesson plans being used in classrooms during the review, nor was there any discussion of adjusting unit or lesson plans to better support students during the grade level meeting. The teachers reviewed the data of specific students, but did not move beyond that to determine what strategies could be used in the classroom to improve student achievement. One teacher raised concerns regarding some students receiving AIS and indicated that their needs could be addressed in the classroom through whole group instruction. The AIS teachers did not consistently align their instruction with the general education teachers. This lack of understanding of the CCLS and lack of coherence in supporting students needs hinders the school's ability to improve student academic attainment.

**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.

- The school schedule provides opportunities for teachers to meet weekly to discuss curricula and opportunities for specific grades to work together horizontally, but not vertically. Additionally, teachers sometimes meet daily to talk about work, papers, materials, etc. that could be used for upcoming lessons. However, teachers did not use an agenda or have assigned roles to provide a structure to their scheduled meetings. This minimized the effectiveness of the meeting discussions to address areas of need. The lack of structured collaborative opportunities limited the school's ability to provide a robust curriculum that incorporated the arts, technology and other enrichment activities.

**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.

- While, teachers received training on both summative and formative data-driven decision making and meet every six weeks to discuss data from assessments, the school has yet to consistently use student data to inform instruction and curriculum. One grade-level data meeting observed by reviewers lacked a facilitator, even with the school leader in attendance. Teachers referred to the Standardized Test for the Assessment of Reading (STAR) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores during the grade level data meetings. They spoke of their classes holistically, but rarely discussed individual student scores. In Meco, the building that houses grades kindergarten to two, teachers reported that they used recent benchmark data to regroup students; however, in McNab, the school for students in grades three to six, strategic use of data to differentiate in classrooms or to develop action-planning to inform instruction was lacking. Without a data driven culture, student achievement outcomes cannot be maximized.

<b>Tenet 4 - Teacher Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The inconsistent expectations at the school for the delivery of explicit instruction and differentiation of unit and lesson plans do not yield rigorous instruction, or high levels of student engagement and inquiry. The absence of assessment analyses and feedback to students does not foster purposeful instructional practices.

**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.

- Teachers do not share lesson plans with the school leader and none were seen during the general education classroom visits. The objective of the lessons was visible and stated in 20 percent of classes that had students with disabilities; however the special education teacher lesson plans reviewed were very general and were not informed by data. No discussion of instructional practices or strategies was heard during the grade level data meeting and the school leader indicated that the Rubicon Atlas curriculum maps to identify and communicate unit topics are continuing to be developed. There was little evidence that teachers align lessons around annual, unit and daily lesson plans, which minimized their ability to establish student goals and promote high levels of student engagement and inquiry.

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.

- In some classes observed, teachers used multiple points of access in their lessons for the students; however, this practice is in the emergent stage, since the CCLS have not been fully incorporated into classroom usage. Students reported that even when they are in stations or groups they all work on the same instruction or materials. Since the CCLS based instruction has not been fully embraced by the teachers, students do not consistently have the opportunity to achieve their 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 review team found that there was a lack of consistent student behavioral expectations across

the classrooms. In addition, students reported that there are some students who are embarrassed to raise their hands to ask questions for fear of being laughed at. Although students are grouped, teaching and independent stations show little differentiation and explicit instruction. These circumstances do not lead to high levels of student enquiry or engagement.

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.

- There was little evidence that teachers used assessments to inform their instructional decision making. During the grade level data meeting in McNab School STAR and DIBELS were discussed, but only in general terms and the literacy coach did not discuss instructional strategies or instructional practices aligned to CCLS. At the Meco building there was greater differentiation in the classrooms, but overall there was no evidence that teacher plans were used to adjust student groupings. There was no indication of data-based feedback to the upper grade students, and rubrics and student work were not evident in classrooms. As a result of the limited ways in which data are being used at the school, the school is not able to provide instruction that is tailored to their needs and allows students to participate 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 lacks standardized practices and coordinating procedures for systematic support for the social and emotional health of students. Without plans and procedures to use available resources, the social and emotional needs for all students are not being met.

**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 has informal practices that sustain social and emotional developmental health. For example, teachers at Meco eat lunch with their students. An attendance committee has been recently established to look at attendance data and its correlation with the social and emotional health of students; however, currently data is not used to support any kind of referral. There is a loosely-coordinated and inconsistently implemented system for student referrals, but no defined steps are in place to start a referral process to get a child the social-emotional help required. The

lack of a formal system to support student social and emotional health limits the support necessary for all students to sustain social and emotional development health.

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.

- There is no overarching vision relating to social and emotional health at the school, although some of the components for a system to connect social and emotional health with learning experiences are in existence. There is a Family Coordinator that promotes family related activities, conducts home visits and works with families and an existing student support team (SST) and a child study team (CST). The SST makes referrals to the CST, but members of the SST could not articulate the primary role of the CST. Also, the CST minutes do not reflect the use of academic data to address specific classroom supports and practices. Additionally, the CST referral form was limited in the collection of student performance data, reason for the referral and current modifications or supports to the student instructional program. Without a transparent school vision and curriculum to support student social and emotional health, school will have difficulty meeting the needs of students across the school.

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. students.

- Based on interviews with staff, there is uncertainty among teachers regarding their role in supporting students' social and emotional health. Teachers frequently look for support outside of the classroom (psychologist, social worker) before looking for classroom solutions for student social and emotional issues. The disconnected SST, CST and AIS process have resulted in inefficiencies and a lack of coordination of interventions and supports. Without teachers serving as the first level of student social and emotional support, the needs of all students will not be met and the response from the school will be reactive, instead of proactive.

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.

- Although the school leader and student support staff attempt to develop teacher ability to use data to respond to student social emotional developmental health needs, there is no data driven system and teachers are inconsistent in their understanding and documentation of student needs. The grade level data team meetings reflect a lack of data discussion and more anecdotal evidence being used to describe student needs. The CST referral form is limited in requiring the collection of student performance data, reason for the referral, or current modifications or supports to the student instructional program. Also, the CST minutes do not reflect the use of academic data to address specific classroom supports and practices. The social-emotional triggers of inappropriate behaviors are not systematically addressed, which impairs learning for all students.

<b>Tenet 6 - Family and Community Engagement:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** Attempts have been made to support a culture of partnership between families, community members and school staff, although many stakeholders are excluded. As a result, the school has not fully benefitted from a home-school partnership that supports student achievement and social and emotional well-being.

**Strengths:**

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

- The school routinely communicates with families regarding student achievement via e-mail, writing notes in the student agenda, parent-teacher conferences and report cards that indicate both student learning needs and successes. The parents stated the school staff communication with them is good, they are made aware of issues and concerns in a timely manner, and they feel comfortable contacting the school or teacher when necessary. Although not every parent is engaged with the school, the frequent contact between the school and the parents leads to a positive learning environment where student strengths and needs are identified and their success is a priority.

**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.

- Based on interviews, the review team noted that the school struggled with providing an environment where all students and families, regardless of socio-economic status, feel welcome. During the parent interview, it was stated that there was opposition to having a parent room in the school because it would attract “undesirable parents.” During the interview, some parents acknowledged that children with special needs, specifically those with behavioral issues, should not be in their child’s class or even in the public school. In addition, in order to be a class parent volunteer, one needs to be a member of the Parent-Teachers Association (PTA). Since the school has restricted volunteer opportunities to members of the PTA, not all families are encouraged to engage with the school. Without a school community that embraces all, the school will be limited in its ability to form strong partnerships with families and work together to increase student outcomes.

6.4 **The school has received a rating of *Developing* for the Statement of Practice:** The entire school community partners with families and community agencies to promote and provide professional development

across all areas (academic and social and emotional developmental health) to support student success.

- The school has not made it a priority to develop partnerships in the community. There are limited partnerships with a few neighborhood convenience stores and a Community Counseling Center, but partnerships focused on improving academic attainment or social interaction are not available. Furthermore, there was no evidence of PD for teachers offered at the school concerning the development of partnerships with families. The lack of partnerships that can provide academic and social opportunities for students limits students' ability to be academically successful.

**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.

- Although the school provides opportunities to explain student scores to parents, the school has not fully engaged the entire school community in conversations on student data in a way that allows families to support their child's needs. The school has provided a presentation on AIS, and the reports card conferences are typically well attended. However the review team found limited evidence of data informing instructional or curricular decisions, which limits the ability of teachers to engage parents in a dialogue regarding specific areas of strength and need. In addition, based on interviews with staff, the IIT learned that the school struggles to engage low-income families. Without a fully developed plan that involves collecting and analyzing data across the school and sharing and discussing the data with all parents, the school will struggle to fully develop parents as partners who can work together with the school to support student learning.

## **Recommendations:**

### **Tenet 2: School Leader Practices and Decisions**

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

- 2.2: Develop a vision statement with a representative group of stakeholders (school leaders, teachers and parents) that is visible in the school and distribute it to all members of the school community. Communicate through multiple means that the daily work of the individuals at the school is to meet and forward that vision.
- 2.3: Develop specific, attainable long and short term goals based on the vision statement, prioritize them and identify the means and systems that will be used to attain them, create and monitor measurable benchmarks and reasonable time lines for achievement of the benchmarks. Share this information regularly across the school community and articulate it in the SCEP.
- 2.5: Develop a fully functional system to complete teacher observations that includes frequent observations, specific feedback to teachers, a method to track teacher improvement based on student data and PD opportunities to allow teachers to grow in their profession.

### **Tenet 3: Curriculum Development and Support**

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

- 3.2: Complete the development of the curricula so that it is fully aligned to the CCLS and ensure its implementation in the classrooms with a sense of urgency. Develop teacher grade-level unit and lesson plans using the CCLS modules as a guide for teaching and assessing lessons.
- 3.3: Ensure that their lessons are aligned with the CCLS. Conduct regular classroom visits and teacher evaluations with relevant feedback.
- 3.4: Provide teachers with the opportunity to meet across grade levels to vertically align their curriculum in addition to their current grade and subject area meetings. Make it a schoolwide priority that all lessons promote higher-order thinking skills and require students to analyze information.
- 3.5: The grade level data teams and data coach should work toward expanding the understanding, analysis and use of individual student data to drive instructional practices and differentiation of instruction in the classrooms. Focus on appropriate data driven instruction with relevant instructional feedback and the opportunity for teachers to work with a coach or peer, as necessary, to develop competencies.

### **Tenet 4: Teacher Practices and Decisions**

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

- 4.2: Ensure that teacher instructional practices meet established student goals through the development of planned lessons with teaching strategies that promote higher-order thinking skills and require students to analyze information to increase academic rigor and active student participation in their learning. Facilitate through regular classroom visits and providing relevant feedback to enhance instruction.

- 4.3: Focus their CCLS-aligned instruction to provide multiple points of access for all students to help them achieve their academic goals. Use the CCLS modules as a guide and work together to develop comprehensive unit and daily lessons that can be used across a grade or subject.
- 4.4: Complete the school's curriculum maps so that they are fully aligned to the CCLS. Ensure that the classroom instruction reflects the CCLS Modules and contains numerous opportunities to engage students in their own learning through frequent classroom observations.
- 4.5: Have a clear set of acceptable and unacceptable student behaviors that are reflected in the classrooms and are reinforced with the students. Consistently apply the consequences for unacceptable behaviors. Provide PD for teachers to ensure that the classroom environment is conducive to full student participation.

### **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:

- 5.2: Identify how the social/emotional health support system works, the necessary steps and timeline for service delivery for any kind of referral, the roles and responsibilities of each person or group involved in the referral process and what data and information are used to trigger each step of the process, along with how to exit the process. Develop PD programs for teachers on how to identify a student in crisis that includes interventions that can be used in the classroom. Document student behaviors so that when a student is referred to the social/emotional health system there is documentation as to the point they should enter at and what strategies should be used. Strengthen existing partnerships and develop new partnerships.
- 5.3: Articulate and share with the entire school community the vision of the social/emotional health referral system and the process.
- 5.4: Provide teachers with PD to make them aware of how social/emotional issues can affect a student's class behavior and academic work and how teachers can provide support through differentiating and making meaningful connections with the student and the parents.
- 5.5: Encourage the use of data in all areas of the social/emotional health system and ensure that the staff and partners have the capacity to meet the student 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: Move forward in publicizing the parent room and making it available to all parents and allowing and encouraging all parents to participate in the school.
- 6.4: Provide PD for school leader and staff on family and community outreach focusing on academic and social opportunities for students, targeting family involvement. Support for this activity should be provided by the parent coordinator.
- 6.5: Become fluent in sharing individual student data and articulating the logical next steps and instructional strategies that flow from the data so that families can support their students in their academic learning and success.