



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

DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)



BEDS Code/DBN	170901040001
School	Northville Middle/High School
School Address	131 South Third Street, Northville, NY 12134
District	Northville Central School District
School Leader	Brian Bishop
Dates of Review	April 8, 9 and 10, 2013
School Accountability	Focused
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	6-12		Total Enrollment	259		% Title 1 Population	NP		% Attendance Rate	94.5%	
% Free Lunch	54%		% Reduced Lunch	13%		% Student Sustainability	94%		% Limited English Proficient	0%	
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	4		# Consultant Teaching	5		# Integrated Collaborative Teaching		1			
# Resource Room	8										
Types and Number Special Classes											
# Visual Arts	2		# Music	2		# Drama	0		# Foreign Language	5	
# Dance	0		# CTE	#7							
Racial/Ethnic Origin											
% American Indian or Alaska Native	1%		% Black or African American	1%		% Hispanic or Latino	0%		% Asian or Native Hawaiian /Other Pacific Islander	1%	
% White	97%		% Multi-racial	0%							
Personnel											
Years Principal Assigned to School	1		# of Assistant Principals	0		# of Deans	0		# of Counselors / Social Workers	1/1	
% of Teachers with No Valid Teaching Certificate	0		% Teaching Out of Certification	1		% Teaching with Fewer Than 3 Yrs. of Exp.	0		Average Teacher Absences	8.34 days	
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing			Priority School			Focus District	X		Focus School Identified by a Focus District	X	
SIG Recipient (a)			SIG Recipient (g)	X							
ELA Performance at levels 3 & 4	X		Mathematics Performance at levels 3 & 4	X		Science Performance at levels 3 & 4			4 Year Graduation Rate (HS Only)	X	
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits			% of 2 nd yr. students who earned 10+ credits			% of 3 rd yr. students who earned 10+ credits			6 Year Graduation Rate		

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
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	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. Our school's first priority is changing the way in which we provide educational services to our students with disabilities. This includes extensive professional development on Co-Teaching between core and teachers of students with disabilities. I also envision a change in our resource room instruction from a core subject support to a skills enhancement model.
2. A second area in which we feel there is a need for much improvement is providing differentiated instruction to our students across the board. We are also planning to provide professional development in this area for a core group of teachers who will be training other staff members.
3. The third area is creating a culture of partnership and cooperation with our families and community. In the past there have been several things that have been done that have excluded our families and our community from our school. One of my primary goals is to build those relationships for the betterment of the school, our students and the community.
4. Finally we need to do the work aligning our curriculum to the Common Core Learning Standards (CCLS). Our ELA and Math courses are not fully aligned and our other teachers are finding difficulty straddling between the CCLS while still living with the old NYS Standards. More time and training is needed to assure our curriculum is fully aligned and our teachers are prepared to deliver their instruction in this new way. We have largely focused on the area of Academic Vocabulary but there is so much we can do across the board to improve.

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:					I

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	I
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Debriefing Statement: The school has not developed a school vision nor has the school developed specific, measurable, ambitious, results-oriented and timely goals. The school leader does not connect the use of fiscal capital and school goals. The lack of a clear vision and goals with non-aligned resource allocation is limiting school improvement efforts.

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 does not have a shared vision concerning student achievement and well-being, nor does it have specific, measureable, ambitious, results-oriented, and timely goals. During an interview with the Integrated Intervention Team (IIT), the school leader reported, “I know my vision but I cannot articulate it. I want to collaborate on it. I want to have a vision crafted by the end of the year.” He indicated that no performance goals have been set but that family involvement was a priority. He also added that he had a goal to replace the consultant teacher model with integrated co-teaching in classes that include both general education students and students with disabilities. While the school’s self-assessment indicated that the school was working on creating a shared vision and that there were several committees working to improve student achievement and the school culture, staff and parents were unable to articulate a shared vision during interviews with the IIT. Staff reported that there is no long-term vision and no goals have been identified. One teacher stated, “We are like a boat with no oars. No one knows where we are going.” Other teachers agreed with this statement. Parents stated that they thought the school’s goals were “Core Curriculum and teacher evaluation.” Students thought that the school vision was “to do as well as you can.” Because the school leader has not developed and communicated a clear vision with aligned school goals, the school’s ability to foster continuous and sustainable school improvement is hindered.

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 encourages the staff to use systems that lead to the collection and analysis of outcomes, but these systems are not dynamic, adaptive, or interconnected, nor do they include feedback loops regarding best practices to staff. During an interview with the IIT, the school leader reported that the school has a Common Core Learning Standards (CCLS)/Data Driven Instruction (DDI) Inquiry Team. He stated that the inquiry team has been focusing on the CCLS and has not looked at student data. Staff reported during interviews that the school leader does not give them the feedback on their teaching practices to inform them if they are implementing the CCLS correctly. They indicated they have had limited professional development (PD) on how to implement the CCLS and although they have asked for PD on differentiated instruction, staff have not received PD with this focus. Student support staff reported during interviews that while they meet every two weeks to discuss student problems, including both academic and behavioral issues, they needed “a more concrete process, especially for follow up.” They also stated they would like to “improve their documentation of interventions to determine if they are working.” Teachers reported that they do not understand how the student support staff functions. They indicated that they report their concerns about students to the student support staff but that they do not know what the staff does with the information. Because of the limited use of evidenced-based systems to examine and improve individual and school-wide practices, progress toward mission critical goals is limited.

2.4 The school has received a rating of *Ineffective* 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 uses static systems and structures for programming students and teachers. The schedule, which is created by a member of the school staff, determines where students and teachers are placed rather than the needs of students driving the schedule. The school leader noted that the schedule does not maximize staff use and does not optimally meet the needs of students. However, the IIT found no evidence that the school leader has attempted to adjust the schedule. In interviews with the IIT, staff reported that the schedule is not in alignment with student needs. For example, they stated that the schedule “gives us mixed grade and ability levels for students in grades six to eight in the resource room (RR).” Staff indicated that this is not an ideal situation due to the different content being taught at each grade level. The school leader reported, and the IIT noted through an examination of documents, that there are a large number of special classes for students with disabilities. The school leader also articulated that he would like to see the school transition to the integrated co-teaching model, although he did not provide any plans for this transition. In addition, the school leader noted that some advanced classes only have three to five students in them, such as pre-calculus, which has four students. While the school leader is aware of the misalignment of resource allocation with student needs, there is no strategic plan to remedy this. While the school leader has limited authority over fiscal capital allocations, the resources that he does receive are not being used effectively. The school leader reported that he has a roll-over budget that is dictated by allocations from the previous year. While the school leader stated that he provides a “wish list” to the district, he indicated that the district has final authority over allocation

of fiscal capital. He noted that his “wish list” included the need for more Academic Intervention Services (AIS) support. However, staff reported that their current implementation of both Response to Intervention (RtI) and AIS is not functioning as intended. Teachers indicated that the school needed a “real RtI and AIS program that has criteria and is meaningful so that students can get the support they need.” They added, for example, that while RtI appears on all student schedules, it functions as a study hall. Without a strategic plan to guide decision making, the school leader is not organizing the resources available to effect sustained student achievement and school improvement

2.5 The school has received a rating of *Ineffective* 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 has not implemented an effective system for formal and informal observations and feedback. While the school leader has completed the first round of observations for the Annual Professional Performance Review (APPR), the written evaluations lack specificity and recommendations. Upon review of the APPR document completed by the school leader, the IIT found that the school leader gave all teachers a proficient rating. The IIT also noted that the written observations by the school leader did not contain recommendations related to implementation of the CCLS. The school leader indicated that because this was the first year of the APPR process, he was being lenient with teachers so as not to discourage them. Teachers stated in interviews that they had hoped their observations by the school leader would give them clear direction regarding implementation of the CCLS. One teacher who had received written feedback from her observation stated that it did not provide direction on implementation of the CCLS. Staff were in agreement in interviews that they are not getting the feedback they need to improve their practices, and they do not know what they need to do to transition to the CCLS. They indicated that although staff requested PD on differentiated instruction, the school leader did not provide PD on this topic. While the school leader did report that he met with teachers at the mid-point of each quarter to look at deficiencies through an item analysis of the interim assessments, the IIT found no evidence that the school leader used this data to track teacher progress. Because the school leader is not providing targeted, timely feedback to teachers, he is not holding teachers accountable for improving their practice.

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 does not have rigorous or coherent curricula that support the CCLS for all students, including identified subgroups. Teachers have not been trained in the collection and analysis of data to inform instruction, and there are limited opportunities for teachers to collaborate. As a result, student learning outcomes are negatively impacted.

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 are in the beginning stages of implementing curricula that support the CCLS. However, the staff is not receiving adequate PD and follow-up support to ensure that they know if their implementation of the curricula is meeting the expectations of the CCLS. The self-assessment indicated that implementation of the CCLS “has been slowed due to a lack of sustained professional development.” Teachers reported in interviews, “We do not know what to do to convert to CCLS. We do not know if what we are doing with regard to CCLS is correct. We are not getting the feedback we need.” Teachers also reported that the mathematics department was ahead of the English department. Science teachers reported that they were more focused on the Regents examinations than on the CCLS. The self-assessment indicated that middle school teachers are further along with the implementation of the CCLS than the high school teachers due to a regional approach. The school leader explained in an interview that the middle school English language arts (ELA) and mathematics teachers have attended regional meetings with colleagues to discuss the CCLS. The school leader reported he does not know of a similar regional approach for the development of CCLS-aligned curricula for high school teachers. The IIT noted during classroom visitations that there are some mathematics and ELA teachers whose instructional practices reflect the CCLS shifts, but it is not consistent or widespread. The school leader reported that there is some resistance to the CCLS among staff. He added that teachers in subjects other than ELA do not know how to implement literacy into their instruction. The inconsistent implementation of curricula that supports the CCLS is creating an uneven academic experience for some students, which limits student learning.

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.

- Teachers are in the beginning stages of creating lesson plans that support the CCLS. The self-assessment states that the teachers are far from full implementation of the CCLS but that this will be addressed through PD. The school leader reported in an interview that the middle school was ahead of the high school in implementation of the CCLS and that some lesson plan designs included elements of higher order thinking. He added, “Much work is needed in this area and will be addressed via PD over the summer and throughout next year.” Some staff reported in interviews that they are not sure what they need to do to transition to the CCLS. The self-assessment indicates

that common planning time is provided for teachers in grades six through eight, but “it has yet to be utilized effectively.” High school teachers do not currently have common planning time to collaborate on unit and lesson plans by department nor is there any cross-curricular planning. Teachers reported that the mathematics teachers were ahead of ELA teachers in implementing the CCLS. Lesson plans were not available and/or objectives were not posted in a number of classrooms during the IIT review. Teachers are not exposing all students, in particular students with disabilities, to higher-order thinking and deep conceptual understanding and knowledge around specific content. During classroom visitations, the IIT noted that in only 25 per cent of all classes visited, including general education classes and classes that included student with disabilities, teachers explicitly taught strategies for responding to higher-order questions. In a number of classes, teachers asked students to respond to fact-based questions requiring no higher order thinking and/or would provide an answer without allowing for enough student processing time. The ITT concluded from a review of lesson plans and classroom visitations, that the use of complex materials that stimulate higher-order thinking was very limited. For example, in one class the teacher was reading a passage from a story in a textbook, then asked students fact based questions about what was just read. There were words underlined in the text, which the teacher referred to as “words to know.” Without consistent exposure to units and lessons that promote higher-order thinking, not all students are building deep conceptual understanding and knowledge around specific content.

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 do not regularly collaborate in grade-level or subject-area planning meetings. Teachers reported in interviews that they “have no common planning time except by accident.” However, teachers reported that they do sometimes meet informally. The school leader reported that he plans to create professional learning communities for grade spans (six to eight, nine to ten, and eleven to twelve) in order to enhance co-teaching classes and strengthen curriculum. Although the self-assessment states that the school has provided common planning time for middle school staff in grades six through eight, it also notes that it has not been utilized effectively. Student support staff stated in interviews that there are artists in the community who volunteer their time by coming to the school to work with staff. However, the IIT found that there were few formal opportunities for content area teachers to collaborate with staff in the arts, technology, and other enrichment areas. There is a freshman transition class for grade eight students where reviewers noted student use of computers to research careers to help students set future goals and direct their high school planning. The IIT found minimal use of technology in other content area classrooms. In an earth science laboratory, students were working on a worksheet packet about weather and were told to work on Regents questions when they finished the assignment. The lab was not being used as a laboratory learning environment. In that classroom the SMART Board was being used as an overhead projector for posting the assignment. Without formal opportunities for teachers to collaborate within and across grades, and with enrichment area teachers, students’ exposure to a robust curriculum that incorporates the arts, technology, and other enrichment areas is limited.

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 school leader and teachers are in the beginning stages of identifying and using assessment tools to inform instruction. The school leader and staff have not developed a culture of data use, which includes the use of formative and summative assessments involving screening, interim measures, and progress monitoring to identify patterns of student learning. The school leader reported in an interview that teachers use interim assessments but that they are not all aligned to the CCLS. He indicated that teachers have not changed the assessments since the change to the CCLS expectations. He referred to them as “old style assessments.” He indicated that he meets with teachers at the mid-point of each quarter to look at deficiencies through an item analysis. He reported that teachers do not have common planning time to look at student data. Teachers indicated they have started to use STAR data but they have not found it to be as useful as the interim assessments. Teachers also reported that they do not get data on students from the elementary school, which had previously been the case. In classes for students with disabilities, the IIT found that there was some use of formative assessments in 13 percent of classes visited. Teachers conducted a short formative assessment of students’ levels of understanding through the use of exit tickets, collection of independent work, self-check, and peer check of work. The self-assessment reported that the school has a CCLS/DDI team, but the team lacks focus and is unsure of its role in implementing CCLS and providing support to teachers for DDI. The self-assessment also indicates that the school leader is using the inquiry team to survey staff in order to determine where they need the most PD opportunities in order to provide DDI. The school leader reported in an interview that he reviews interim assessments, attendance, and failure data and informs instructional staff of student achievement levels, but that teachers are not using the data to inform their instruction. Without a data-driven culture based on student needs, instructional staff is not able to map out a clear and timely path for student progress and growth, which negatively impacts student achievement.

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’ lessons and instruction do not consistently reflect the instructional rigor or higher order thinking that engage students in their learning at all levels. Teachers review limited student specific data to develop instructional interventions that lead to inquiry and engagement. However, teachers are not differentiating instruction for students from all subgroups. Therefore, these students have inconsistent opportunities for high-level engagement and achievement.

Strengths:

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

for improvement.

Areas for Improvement:

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

- Teachers use instructional practices that are aligned to unit and lesson plans; however, these plans are not consistently based on student data, and do not include student goals or accommodations for students with disabilities. Plans reviewed by the IIT varied widely in format and degree of detail. There was inconsistent teacher use of plans that included evidence-based strategies to promote high levels of student engagement and inquiry. Only nine percent of classes visited by the IIT demonstrated differentiated instruction. However, in 39 percent of classes, teachers included high-order thinking/questioning/discourse in their instruction. The IIT found no indication of specially designed instruction for students with disabilities. In only 25 percent of special education classes did teachers engage students in an activity to activate students' prior knowledge of the lesson skill/content. Teachers did not provide a purpose for the content, strategies, or skills being taught in the special education classes, which would promote student engagement. Teachers did not check that students with disabilities understood the objective accurately. The self-assessment reports that teachers are currently not providing "many opportunities for students to participate in their own learning process, as much of it is still teacher-driven." The school leader reported that he is hopeful that "the use of the Danielson Evaluation Tool will help encourage teachers to increase student involvement in their own education." During interviews, most students indicated that they did not develop goals with their teachers. While teachers are working to incorporate instructional practices around lesson plans, they are not providing targeted instruction to meet the needs and goals of all students, especially students with disabilities, which is limiting high levels thinking 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.

- Teachers do not consistently use instructional practices that support the CCLS, which limits multiple points of access for some students. The self-assessment stated that the curricula are "in need of alignment," and that the school needs to increase "depth and rigor dictated by the CCLS." During classroom visitations, the IIT noted that some teachers were using CCLS strategies to provide access points for varied learners, but this was not the norm. In one mathematics class, for example, students were encouraged to use various methods to solve a problem. Individual students were then called upon to describe their process to the class, and all students were directed to write in their own words their thinking process for solving the problem. However, many classes visited by the IIT were teacher-directed, and teachers focused on whole group instruction. There was little evidence of differentiated strategies being used in general education classrooms. In the classes visited that included students with disabilities, there was no indication of specially designed

instruction. In 42 percent of special education class visits, teachers routinely checked for student understanding and in 25 percent of those classes visited, there were structured accommodations for reading, writing, or mathematics tasks. Accommodations were used in just 13 percent of special education classes. Because teachers are not consistently providing multiple access points for varied learners, students are not meeting 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.

- Teachers articulate expectations that foster compliant classroom environments. In interviews with the IIT students noted, "Everyone knows the rules and consequences," and "there aren't many fights in the school." Students stated that they feel safe in the school and that the people who work in the school make students feel that they are very important. They also indicated that everyone knows the rules although some choose to ignore them. One student said that his teachers "have known him since birth; they know my mood and history; and I do things with them outside of school." The IIT observed during classroom visitations that students were well-behaved but teaching was not always tailored to the strengths and needs of all students, and students were not highly engaged in the majority of classes. Fifty percent of classrooms visited had classroom walls that reflected the linguistic and cultural diversity of the student population. In 88 percent of classes visited, special education students were working on content aligned with the content of the work of their grade level peers. However, in only 25 percent of classes were teachers explicitly teaching vocabulary terms critical to understanding the lesson content, including guiding students in understanding and decoding the term, providing student-friendly definitions, illustrating with examples, and checking that students with disabilities understood the new term. While teachers create a safe environment for students, they do not always tailor instruction to the strengths and needs of all students, which is limiting student engagement and inquiry.

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.

- The school leader meets with each teacher to review interim assessment data, but there is a lack of understanding of how to interpret the data to inform instructional decision-making. The IIT noted, from a review of the school self-assessment, that all teachers implemented interim assessments, but the school leader reported, "the results were unreliable." Teachers, however, indicated that the interim assessments were more useful to them than the STAR assessments. Teachers reported that they have recently started using the STAR assessments and indicated they broke students into "a couple of groups" to do targeted review of skill deficits. While teachers reported that they use formative assessments, the IIT found that teachers are not providing data-based feedback to students to foster student participation in their own learning. In none of the special education classes visited by the IIT did teachers or students make explicit connections between the lesson and post-secondary opportunities and to students' interests or goals. The self-assessment also indicated that teachers are currently not providing "many opportunities for students to be involved in their

own learning process, as much of it (instruction) is still teacher-driven.” Consequently, teachers’ limited use of data sources to inform their instruction and to inform students of their progress and goal setting is limiting student participation in their own learning.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.	Tenet Rating	D
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Debriefing Statement: While some school constituents believe that students are safe and supported, there are staff members that are unsure of the school’s vision for social emotional health or their role in supporting it. As a result of the lack of systems and structures to support student health and safety, the school environment is not consistently conducive to learning for all constituents.

Areas for Improvement:

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

- The school does not have an overarching system to coordinate the social and emotional developmental health needs of students. While students stated in interviews that they have more than one teacher to go to if they are having problems, systems and partnerships to support student social-emotional health are minimal. Those that exist include Sources of Strength, a suicide prevention program and a school-based student study team (SST), which meets to address issues concerning students referred to the team by teachers, staff, and parents. While members of the student support staff reported in interviews that they review academic grade reports and attendance data for their biweekly SST meetings, there is not a commonly understood process for referring students to the SST. They also reported that they have no data on students to determine if a student referred to the SST had a previous referral. Teachers reported in interviews with the IIT that while they were aware of the SST, they “do not understand how it works.” Teachers also stated that there are no individual plans for students, nor is there a process that is understood by all school staff.” One teacher related reporting concerns about students to the school leader, but was not aware of what he did with the information. Another teacher indicated that there are no guidelines regarding crisis intervention. Student support staff members acknowledged, in referring to their processes for supporting social emotional health, that they “need a more concrete process.” Because the school does not have functional systems in place to support student social and emotional developmental needs, student social and emotional needs are not being systematically promoted and sustained.

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 does not have a vision for student social emotional health that is systematically promoted. The self-assessment document reports that while student health and wellness is often discussed, the school is in the planning stages of articulating and promoting a vision. The school is developing an understanding of the skills and behaviors connected to social and emotional developmental health and how these behaviors are linked to academic success. The self-assessment reports that the school is beginning to outline clear expectations for student behavior in key areas, and classroom expectations will be posted in each classroom beginning in the fourth quarter in order to provide consistency and the expectation that those areas are learning environments. The school leader reported that the school partners with Sources of Strength to provide support to students and will be implementing Rachel's Challenge, a program to help create a culture of kindness and compassion, in the coming year. During IIT interviews with parents, one parent reported that the Parent Teacher Organization (PTO) was involved in efforts to secure funding for Rachel's Challenge and that the PTO has also provided parent mentoring nights. Parents noted that the PTO has provided opportunities for parents to meet, but that they are not well attended. One parent stated, "I have complete confidence that the adults here can take care of any problem that arises." While programs currently in place are addressing some needs, the school does not have an overarching vision for student social and emotional developmental health needs, which limits its ability to ensure a safe and healthy environment for all constituents.

5.4 **The school has received a rating of *Developing* for this Statement of Practice:** All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

- The school community is generally safe but disruptive behavior sometimes occurs in the hallways, and this can disrupt the learning of students. Students stated in interviews that they feel safe in the school and that staff "all show that students are very important." During interviews with the IIT parents indicated that they felt welcomed at the school and that the school community was safe. Parents provided an example of how the school was responsive to parental concerns. When parents expressed concern about bullying incidents on the bus (students in kindergarten through grade 12 ride the bus together), they reported that the school "handled" parents' concern by placing aides on the buses. Among teachers, there is uncertainty regarding their role in supporting students' social and emotional developmental health and how it ties into a school vision. Teachers indicated in interviews that they are not always able to get help for students in a timely manner "because the social worker or guidance counselor is busy and can't see them until much later or on another day." One teacher added, "We all need to have skills in de-escalating situations so the disruptive behavior stops. We need to pick an approach and stick with it and all staff needs to be trained on it." Student support staff reported, "We have supports but they are not coordinated so we all are on the same page." While students and parents believe the school environment is safe, staff's concerns about safety and uncertainty regarding their role in supporting it limits their ability to create an optimal learning environment throughout the school.

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 leader is in the beginning stages of developing systems that address how teachers and other staff use data to address student social and emotional developmental health needs. Student support staff stated in interviews that they review academic grade reports and attendance data for their biweekly SST meetings. One member of the student support staff stated that at the high school level the student support team does not look at data. Student support staff reported they receive referrals from teachers primarily for academic reasons and will then look at attendance or behavioral issues as possible contributing factors to academic problems. The self-assessment indicates that the data currently collected is anecdotal, but the document states that the school “is constantly monitoring the social and emotional developmental health needs of its students.” However, the IIT found a lack of evidence to support any systematic monitoring. The student support staff indicated that while they meet every two weeks to discuss students, they needed a more concrete process for using data to monitor student progress. Teachers also reported that they are not sure “how the student support services team works” and added there has been no PD offered to help them use data to respond to student social emotional needs. One teacher stated after referring a student to the SST, they do not receive follow-up information and reported “that’s the end of it.” Because there is not a fully developed system that addresses staff use of data, the ability of staff to address student social emotional developmental health needs is impaired.

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 has identified parent engagement as a short-term focus, but there is no formal parent engagement plan or long-term goals connected to a plan. Parents who actively seek information about student and school progress are able to access it. However, because the school lacks a comprehensive strategy to more fully engage all parents, a significant number of parents are not collaborating with the school to support student success.

Strengths:

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.

- The school welcomes and encourages relationships with families and provides opportunities to engage with staff but lacks a comprehensive strategy to engage all parents. Parents stated in interviews that they feel welcomed in the school and that a core group of parents is very involved. One parent stated, “I feel welcome in the school and I’m able to go to several staff members if I need help.” Another parent added that when the school could not afford to pay for a cheerleading coach, she was able to volunteer to fundraise for and coach the cheerleading team after getting permission from the Board of Education. Parents indicated that the PTO has provided opportunities for parents to meet, including the Parent Mentor nights, but they are not well attended. When asked if the school reaches out to families, one parent responded, “I never get the feeling that

parents don't feel welcomed, but that maybe some parents don't have time." Parents reported that the PTO meets with the principal frequently and they are working with the administration to involve more families in the PTO and other school related activities. They added that the PTO is planning events such as an upcoming bowling event, to encourage more participation by parents. The school leader reported that reaching out to families has been a priority for his administration. He indicated that they have reduced semester failures by 7 percent, because they alerted families at the mid semester mark. The school community encourages relationships with families and community stakeholders who are consistently visible and vocal at the school, but the lack of a comprehensive strategy to engage all parents is limiting student success.

Areas for Improvement:

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 taking place for some constituents, but there is a lack of planning that would ensure the school's ability to meet the needs of the entire school community. Student support staff reported that staff is encouraged to communicate regularly with families. However, they indicated that there is no actual plan for staff on ways to do so. They also indicated that there is no PD on effective ways to reach out to parents. During the parent interview, the IIT noted that parents' experiences varied concerning perceptions of home/school communication. One parent stated that although teachers are very accessible, parent/teacher communication happens only when parents initiate it. Another parent indicated that more regular and reciprocal teacher communication was common, citing phone calls and emails. One parent reported use of the parent portal at home to check on student progress. Parents expressed the concern, however, that some parents may not have access to the internet at home and therefore would not be able to access the parent portal. One parent related how the school worked with her to provide accommodations for her disabled son who wanted to be involved in sports. She noted she had five meetings with staff at the beginning of the school year to problem solve barriers he might encounter. She stated, "The wrestling coach made him the manager of the team, and I took him in our accessible van to all the matches. It meant so much to my son." Parents who initiate communication with school staff are able to identify student strengths and needs and engage in collaborative planning to meet the learning needs of students. Because there is no fully developed plan to ensure effective reciprocal communication with diverse families, not all students' strengths and needs are being addressed to support student success.

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 makes connections with the community through grant collaboration to support student learning and growth. However, the school does not provide PD to staff about seeking and sustaining partnerships with families and community agencies. The school leader and staff reported

in interviews that “relationships are being built with a number of community agencies that provide services to students during the day or after school.” These organizations include: Boys Inc., Girls Inc., Child Guidance, the government Office of Probation, Visions (which provides case management), and the Boys and Girls Club. Parents reported that they were aware of community providers, stating that the school has partners in the community they use to help students. While the school leader indicated that he has prioritized parental involvement, staff reported that they have not been provided with PD for developing and sustaining partnerships with families organizations. Because the school does not provide PD for staff to maximize and sustain parental involvement, many parents remain uninvolved in the collaborative process to support 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 community provides learning opportunities for families who actively seek to understand their child’s data. While the school is responsive to families who actively seek to understand student data, it is not proactively reaching out to all families. The self-assessment indicates that the school sends home quarterly report cards. Parents reported that progress notes are also sent home but one parent stated, “Progress notes are not personal to your child and there are no long term goals given in the progress notes.” One parent indicated regular use of the parent portal, which includes data about individual student progress. Another parent noted that the parent portal does not always have updated information. Parents reported they are hoping to get more parents to come to parent mentoring night, which provides some general strategies to help parents support their child’s academic success. The school leader indicated that attendance at the parent mentoring nights is growing. The school leader reported that parent conferences are scheduled only for parents of students who are not passing one or more subjects. He added, “The conferences are poorly attended.” The school does not provide workshops for parents to understand student data. The school leader indicated that there is the need for parents to be better educated about their child’s education. Because the school is not sharing data with families in a way that fosters their understanding and empowers them, not all parents are engaging in meaningful dialogue with school staff centered on student achievement and well-being.

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 in collaboration with staff and the community a vision and specific, measurable, ambitious, results oriented goals that are aligned to the vision. Communicate these goals to the entire school community to create a focused sense of urgency regarding student achievement reflected in the 2013-14 SCEP.
- 2.3: Develop systems that include the collection and analysis of outcomes and feedback loops to staff in order to ensure implementation of evidence-based systems.
- 2.4: Align human and fiscal resources to support teacher practices that contribute to school improvement.
- 2.5: Conduct frequent formal and informal observations of staff to provide specific, timely, and targeted feedback designed to improve teaching practices and to identify PD needs.

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: Provide embedded PD to ensure that teachers gain a deeper understanding of the CCLS shifts and what this looks like in classrooms. Help teachers to: plan CCLS units and lessons, align CCLS into existing curricula, increase instructional rigor, and deliver instruction that is student-centered and results in greater student inquiry and active participation in their own learning.
- 3.3: Provide opportunities for teachers to meet and design CCLS-aligned unit and lesson plans that are differentiated to meet the diverse learning needs of all students. Ensure that student-friendly learning objectives are discussed with students before, during, and at the end of lessons. Ensure teacher planning translates into practice so that students benefit from rigorous and connected lessons and are more engaged in their own learning.
- 3.4: Develop a process, which allows collaboration in the creation of instructional schedules that are flexible and promote teacher collaboration across all grade levels and subjects.
- 3.5: Provide training and coaching for staff on data-driven instruction and opportunities for staff to collaborate in the development of instructional plans that lead to the adaptation of instruction for individual students and groups of students.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Provide training and coaching for teachers on how to create plans that are informed by data and grade-level goals for all groups of students. Ensure that there are opportunities for staff to collaborate in the development of instructional plans that lead to the adaptation of instruction for individual students and groups of students.

- 4.3: Provide embedded PD to ensure that teachers gain a deeper understanding of the CCLS shifts and what this looks like in classrooms. Help teachers to plan CCLS units and lessons, align CCLS into existing curricula, increase instructional rigor, and deliver instruction that is student-centered and results in greater student inquiry and active participation in their own learning.
- 4.4: Provide teachers with PD that focuses on the development of a student-centered learning environment where students assume greater responsibility for their own learning.
- 4.5: Provide training and coaching for staff on how to use/interpret multiple sources of data, including formative and summative assessments. Ensure that teachers are providing frequent feedback to students based on the analysis of timely data to foster student participation in their own learning process.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Develop a system that coordinates the social and emotional developmental health needs of students. Ensure that all staff and families understand this system.
- 5.3: Develop a vision for student social and emotional developmental health to ensure that programs adopted provide a safer and healthier environment for families, teachers, and students.
- 5.4: Provide PD for teachers that will equip them with strategies to identify and respond appropriately when a student displays signs of social emotional distress that may impede academic success.
- 5.5: Develop a system that uses student data to identify and coordinate the supports to meet the social and emotional developmental health needs of students.

Tenet 6: Family and Community Engagement

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

- 6.2: Provide families various opportunities to volunteer and engage within the school, focused on student learning and development.
- 6.3: Develop family outreach initiatives to ensure reciprocal communications with family and community stakeholders.
- 6.4: Provide PD for staff on how to actively seek and sustain healthy partnerships with families that are linked to student needs.
- 6.5: Provide PD for staff and the school leader on how to reach out and involve all families to establish and sustain healthy partnerships that are linked to student needs.