



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

DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)



BEDS Code	491700010002
School	Public School 2
School Address	470 Tenth Street
District	Troy City School District
School Leader	Linda Martin
Dates of Review	April 10-12, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration		Pre K- 6	Total Enrollment		360	% Title 1 Population	100%	% Attendance Rate		91.5%		
% Free Lunch	90%	% Reduced Lunch	3%	% Student Sustainability	NP	% Limited English Proficient	3%	% Students with Disabilities		25%		
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	3	# Integrated Collaborative Teaching			1			
# Resource Room		3 consultant teacher also delivers resource What is the FTE of each role?										
Types and Number Special Classes												
# Visual Arts	1	# Music	1	# Drama			# Foreign Language		# Dance		# CTE	
Racial/Ethnic Origin												
% American Indian or Alaska Native	0%	% Black or African American	47%	% Hispanic or Latino	19%	% Asian or Native Hawaiian /Other Pacific Islander	2%	% White	28%	% Multi-racial	4%	
Personnel												
Years School Leader Assigned to School		14	# of Assistant School Leaders		0	# of Deans	0	# of Counselors / Social Workers		1		
% of Teachers with No Valid Teaching Certificate		0%	% Teaching Out of Certification		0%	% Teaching with Fewer Than 3 Yrs. of Exp.		15%	Average Teacher Absences		6%	
Overall State Accountability Status (Mark applicable box with an X)												
School in Good Standing		Priority School	X	Focus District	X	Focus School Identified by a Focus District			SIG Recipient (a) (g)		NP	
ELA Performance at levels 3 & 4	32	Mathematics Performance at levels 3 & 4		30	Science Performance at levels 3 & 4		28	4 Year Graduation Rate (HS Only)				
Credit Accumulation (High School Only)												
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits			% of 3 rd yr. students who earned 10+ credits			6 Year Graduation Rate				

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	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in 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. The number of students overall and for each subgroup measured for accountability achieving proficiency on Grades 3-8 English language arts (ELA) and mathematics scores will increase by at least 5 percent each year for the next five years.
2. The faculty and staff will become proficient in understanding and implementing the CCLS in ELA and mathematics.
3. Each grade level will develop interdisciplinary thematic units that are aligned horizontally and vertically based on CCLS
4. Through improved student engagement in learning, development of citizenship values, and use of behavioral interventions, violations of the student code of conduct will decline in School Two by 5 percent each year for the next five years.

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:			X		

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			X	

	achievement outcomes.				
	OVERALL RATING FOR TENET 3:			X	
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:			X	
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:		X		

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:			X	

School Review Narrative:

<p>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.</p>	<p>Tenet Rating</p>	<p>E</p>
<p><u>Debriefing Statement:</u> The school leader and the school community have a shared vision that focuses on student achievement and behavior; the vision specifically focuses on improving student test scores and the reduction of behavioral incidents in order to improve outcomes for students. Because the school community shares a vision for school improvement and the school has defined roles of constituents to achieve the school vision, the school community has developed a shared sense of urgency to achieve school-wide and school improvement goals.</p> <p><u>Strengths:</u></p> <p>2.2 The school has received a rating of <i>Effective</i> for this Statement of Practice: Leaders ensure an articulated vision, understood and shared across the community, with a sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).</p> <ul style="list-style-type: none"> • During Integrated Intervention Team (IIT) interviews, school staff, students, and parents were all able to articulate the school’s vision in their own words. In addition, morning announcements and assemblies publicize the vision daily and the IIT observed postings of the vision throughout the school. The IIT was provided with examples of how the school community incorporates the vision concerning student achievement and well-being in the work of such committees as Positive Culture, Attendance, Curriculum, and Response to Intervention (RTI). The IIT was also informed that one role of these committees is to collect and analyze data that supports the implementation of the SCEP. During IIT interviews, The IIT learned that the School Leadership Team (SLT) and consultants from the Capital Area School Development Association (CASDA) met together in December of 2012 to analyze school needs and develop a new SCEP. The revised SCEP was presented to the school community through staff meetings and families of students were invited to attend a meeting to discuss the plan. All staff received a copy of the entire SCEP and the school leader categorized the plan by areas of responsibility. The SCEP was then shared with community organizations, parents, and the district. The IIT found that the school leader collaborates with community organizations to promote the SCEP goals. An example of community collaboration can be seen in the Dads of Great Students (WATCH D.O.G.S.) group that was initiated by parents in collaboration with the school. This group promotes the school’s vision and SCEP by fostering daily parent/guardian participation in their children’s education and by promoting school-wide goals. An IIT review of documents indicated that the timeline embedded in the school improvement planning reflects priorities as outlined in school improvement plans. Because the school leader has articulated a vision concerning student achievement and well-being, and because the school community understands its role in the realization of this vision, the school community shares a school vision and a sense of urgency about achieving school-wide goals. 		

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

- The IIT learned from interviews, document reviews, and classroom observations that the school leader requires staff to use academic and behavioral student data. Individual student progress is defined in terms of academic and behavioral data. The school leader has established a common planning time for teachers. The grouping of students is predicated on data analysis and frequently adjusted based on student progress. The school leader works with consultants from the local Board of Cooperative Education (BOCES) and CASDA to provide professional development (PD) for staff to address identified areas of need. The school leader meets weekly with consultants from the BOCES to discuss individual teacher and PD needs. The school leader uses the district's Annual Professional Performance Review (APPR) protocol to provide teachers with feedback related to best practices connected to student achievement. During interviews, teachers informed the IIT that analysis of data is a challenge for staff; however, they also indicated that the school leader has established appropriate PD to address this situation. The school leader works monthly with the Curriculum, Positive Culture, RTI, Attendance and Parent Outreach Committees and the School Leadership Team. The school leader participates in RTI/Pupil Study Team (PST) meetings each week, and regularly participates in CSE meetings, various community meetings in the neighborhood, and all Parent Teacher Association (PTA) meetings. During meetings, the school leader communicates pertinent school goals that are timely, transparent, and widely available to all stakeholders. Because of the school leader's use of evidence-based systems to examine academic and behavioral student performance, instructional planning is tailored to advance school-wide and student goals.

2.4 The school has received a rating of *Effective* for this Statement of Practice: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

- From interviews, the IIT learned that the school leader is involved in the hiring of school personnel, and has hired two special education teachers, two long-term substitute teachers, and four teacher assistants for the 2012-13 school year. The school leader reported to the IIT that teaching assignments to each grade level and position are based on individuals' strengths to maximize instruction. All teachers in a grade-level have a common planning time every day, accomplished through the scheduling of a 90-minute reading block and a 30- to 40-minute RTI block for each grade level. The school leader also incorporates programs for extended learning time including the assignment of teacher assistants as scheduled tutors for students after school, the recruitment of family and community volunteers, and the formation of partnerships with community organizations and college programs to support student growth and achievement. The school leader also manages the school budget and advocates district fiscal support in order to support the school-wide goals as outlined in the SCEP. The school leader's decisions to organize resources concerning human,

programmatic, and fiscal capital to support school-wide priorities promote the achievement of school improvement and student goals.

2.5 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

- From interviews and a review of documents, the IIT learned that the school leader has a formal observation schedule for all teachers and teacher assistants that aligns with the district’s APPR. At the first staff meeting of the 2012-13 school year, the school leader provided PD and resources to implement the Charlotte Danielson Framework used in the instructional evaluation process. The school leader conducts informal walk-throughs daily. For formal observations, the school leader follows a pre-observation, observation, and post-observation process for each teacher. The school leader requires all staff to record, analyze, assess, and present on student data in the areas of reading, English language arts (ELA), and mathematics. The school leader also requires all staff to discuss progress for individual students. Staff also record, analyze, and assess student behavioral data from which they develop a plan for students who are in need of behavioral supports. The school leader provides individual teachers with feedback from formal and informal observations and from data discussions in order to make improvements. Through the implementation of a comprehensive APPR process and by holding teachers accountable for tracking student outcomes, the school leader is able to evaluate student progress for continuous improvement.

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 uses published curricula that is not fully in alignment with the Common Core Learning Standards (CCLS) in ELA and mathematics. PD on the use of data to facilitate teacher modification of instruction and the development and implementation of rigorous and responsive lesson plans was indicated as a need by staff. As not all curricula are aligned with the CCLS or tailored to meet student needs, most students are not consistently receiving rigorous instruction that is aligned fully with CCLS.

Strengths

All ratings for this Tenet are **Developing** 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 indicated and the IIT found evidence during document review, that staff was provided with professional support in reviewing and implementing the CCLS. The school leader informed the IIT that staff was working on CCLS alignment and differentiated instruction to meet the needs of students, and the school has contracted with the local BOCES for PD in the use of data. Document review indicated that there were no curriculum maps aligned to the CCLS. Teachers and district staff indicated to the IIT that curriculum mapping, to align appropriately the curricula to the CCLS, was scheduled to take place in the summer of 2013 as part of a district-led initiative. A literacy coach has been assigned to the school to model lessons and the coach meets with teachers to discuss best practices. The school leader and literacy coach plan and present PD and facilitate discussions on topics that are aligned to school priorities and address what students need to know in order for school-wide goals to be achieved. During classroom visits, the IIT observed some implementation of lessons that supported the CCLS. However, the IIT found teaching and expectations inconsistent across classrooms visited. Some teachers indicated to the IIT that they felt unable to tailor instruction to meet student needs by supplementing purchased units with material from outside these programs. The IIT found only partial alignment of published programs with the CCLS. The school has contracted for PD in the use of data. The school leader reported that time is provided at staff meetings each month to discuss topics pertaining to best practices and that future plans include developing opportunities for staff to share best practices with colleagues. Although the school leader has provided some opportunities for PD, has had discussions with staff, and some classroom support has been implemented, the school does not have a comprehensive approach to the school-wide development and implementation of consistently aligned CCLS-based curricula for all subjects that is based on data and tailored to meet the needs of all students. Consequently, not all curricula are aligned to the CCLS and not all students receive rigorous instruction in all subject areas.

3.3 The school has received a rating of *Developing* for this Statement of Practice: Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.

- Unit plans reviewed by the IIT indicated the development of instructional planning that is aligned to the CCLS. However, some unit plans reviewed by the IIT lacked vertical alignment. The school leader requires that all reading unit plans follow a thematic unit design that integrates science and social studies concepts at each grade level. Although teachers have common preps by grade level, and teachers can meet during staff meetings, staff does not formally meet to develop instructional plans systematically. The IIT found that common planning time is used by individual staff to develop CCLS plans. The school uses district-selected reading and mathematics programs, however the programs were purchased before the implementation of the CCLS, and they are only partially aligned to CCLS-based curricula and instructional shifts. Although a district pacing guide was provided for the reading program, staff reported to the IIT that the pacing guide is not consistently followed. Lesson plans are not required and evidence of written lesson planning was not observed in all classrooms visited. However, all teachers in classrooms visited informed the IIT that they had instructional plans, even if they were not in a written format. Although lessons supporting the CCLS

and instructional shifts were observed during some classroom visits, most lessons did not promote higher-order thinking skills. The IIT was informed that school goals for the future include daily lesson planning that reflects the CCLS. Although the school is working on the development and implementation of CCLS-aligned curricula and instruction, the lack of a comprehensive strategy to develop school-wide CCLS-based curricula that introduces complex materials and strategies to promote higher-order thinking limit the school's ability to consistently provide instruction that stimulates higher-order thinking and promotes deep conceptual understanding and knowledge around 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.

- The school schedule provides time for grade level teachers to collaborate and additional time for teachers to meet is available during early dismissal days. A schedule had been created by the school leader that allows teachers to meet regularly across grade levels. During IIT interviews, teachers reported meeting informally to collaborate on instructional planning. The school leader and teachers reported creating instructional units that integrate the arts and technology. As learned during the school leader interview, the art teacher integrates ELA and mathematics into art lessons. However, opportunities for students to discover, create and communicate information using art, music, technology and other areas of enrichment is inconsistent across the curricula. Although the IIT observed some lessons that incorporated art and technology, the IIT found inconsistent use of the arts, technology and enrichment in classrooms visited. The school leader informed the IIT that, although the school was able to acquire tablet computers for the second grade through a grant, the school needed to acquire additional resources to improve access to technology. It was also noted that the school had only a few computers in classrooms, and one small computer lab with outdated equipment. Although times for collaborative planning exist, the lack of a plan for targeted collaboration of teachers within and across grades and subjects inhibits the school-wide development and implementation of robust curricula that incorporate the arts, technology and areas of enrichment.

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 IIT was informed that data is collected and shared from summative, formative, and interim (unit) assessments and that the SCEP team analyzes data and shares its findings with staff. The CASDA consultant presented data at the first staff meeting of the 2012-13 school year. The school leader conducts grade level meetings with teachers and teacher assistants to analyze student data for the purposes of grouping and creating plans for individual students. All staff meets quarterly with the district's RTI coordinator to discuss student data. The RTI/PST team meets once per week to create a plan, based on data, for individual students who have been referred for evaluation. However, the IIT found that strategic use of data to inform instructional decision-making or school

practices was inconsistent. Both school leader and teachers reported difficulty with using data to modify instruction. Teachers interviewed by the IIT reported that they need more PD and ongoing support to improve their understanding of data, and to be able to use data to inform lesson planning and improve student performance outcomes. Although the school is being encouraged to use data to inform instructional decision-making, the lack of a data-based school culture inhibits strategic action-planning to promote greater student achievement outcomes.

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 created safe environments for student learning. However, there were inconsistencies in classrooms in regards to student engagement, differentiation, and academic rigor. While teachers use a variety of data sources; instruction is not consistently designed to meet individual student needs and present multiple points of access for all students. As a result, student access to learning that promotes high levels of engagement thinking and achievement for all students is limited.

Strengths

All ratings for this Tenet are **Developing** 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.

- Although lesson plans are not required and evidence of written lesson planning was not observed in all classrooms visited, teachers in all classrooms visited informed the IIT that teachers had instructional plans, even if they were not in written form. In most classrooms visited, the lesson objective, activities and resources available for student use were displayed for students. The IIT visited classrooms where lessons were supported the CCLS and instructional shifts; however, most lessons did not promote higher-order thinking skills. The IIT found through document review and class visits that staff reviewed data forms that included core reading program assessment results and Fountas and Pinnell levels and staff used this information to form flexible grouping based on student needs. Beyond student grouping, there was little evidence how this data was being used to increase student outcomes. In only half of the classrooms visited, it was evident that teachers were aligning their plans to meet the individual needs of the students. Classroom visitations showed lessons that included accommodations, but that offered inconsistent engagement. Because instructional plans are not consistently organized to include practices and strategies to stimulate student thinking and meet established student goals, the school’s capacity to promote high levels of student engagement and inquiry are hampered.

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.

- The IIT found that the school uses published ELA and mathematics programs as curricula and follow the program’s guides to determine day-by-day instruction. The IIT found that these programs are not aligned fully to the CCLS. The school does not have CCLS-aligned curriculum maps, although teachers and district staff informed the IIT that curriculum mapping to align curricula to the CCLS was scheduled for the summer of 2013 as part of a district led initiative. In most classes visited by the IIT students were on task and were working in small groups, with partners, or worked independently. Although manipulatives in math, and posters and books were used to engage students in some classes, most activities involved completing a worksheet from a published program. CCLS were visibly posted in classrooms and some teachers referred to the CCLS strands while teaching. Aspects of differentiation such as varied center activities, and small group instruction were observed in some classes; however, the IIT did not find evidence that instruction was always targeted to meet student goals. Although students engaged in assigned tasks, not all instruction was CCLS-based, or designed to meet established student goals, hence students were not consistently provided access to multiple points of access to promote achievement of targeted goals.

4.4: **The school has received a rating of *Developing* for this Statement of Practice:** Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry.

- The school culture fosters a safe environment and encourages sensitivity and concern for addressing the needs of all students; however, instructional practices are not consistently tailored to meet the needs of all students or to consistently foster high levels of student engagement and inquiry. The IIT was informed that the school has a plan to promote safe, respectful behavior, that the plan includes a modified version of Positive Behavior Intervention and Supports (PBIS) and that the plan was communicated to the community via the school handbook. The IIT found behavioral expectations listed on the school lobby wall, all classrooms visited by the IIT, and at other locations throughout the school. During interviews with the IIT, teachers reported that they explicitly teach appropriate behavior and model respectful behavior. The IIT noted in all classrooms visited during the IIT review that procedures were in place to ensure safe classroom environments. Students reported feeling safe in school and indicated that safety and strengthening academic success were school-wide priorities. The IIT was informed that the school implements a character education program that focuses on such issues as internet safety, bullying, and gang prevention. One student mentioned the “new” anti-bullying posters to the IIT. Weekly meetings are held at the beginning of the school day to celebrate student accomplishments. During IIT interviews, students identified their teacher and the school leader as individuals they can go to if they do not feel safe. Students demonstrated that they knew the school rules. During some classroom visitations, the IIT noted evidence such as explicit language, modeling, and varied center activities, indicating teachers’ efforts to be responsive to student needs. The school leader and teachers reported that the school promotes

sensitivity to diverse groups and emphasizes the importance of addressing student needs. During interviews with the IIT, parents reported that the school leader and staff are sensitive to the needs of all students. During classroom visits, the IIT noted most lessons did not promote higher-order thinking skills. Some teachers indicated to the IIT that they felt unable to tailor instruction to meet student needs by supplementing with material from outside the units the school had purchased prior to the CCLS initiative. In classrooms visited, students were observed working in small groups or with partners to complete work, but grouping criteria and instructional strategies within groups were not consistent from class to class. Although the IIT found that one classroom teacher created a separate instructional plan for her English language learner (ELL) student in conjunction with the English as a second language teacher; this was not a school-wide practice. The inconsistent use of instructional practices that stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity limit the school's capacity to ensure high levels of student engagement and inquiry.

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

- From interviews, documents reviewed and classroom visitations, the IIT found that, although the school uses a variety of data sources, staff does not fully understand how to identify pertinent data, analyze data, or use the analysis to inform lesson planning and develop explicit teacher plans that foster student participation in their own learning process. The IIT found that the school holds regularly scheduled data team meetings. Teachers bring their student data to grade level, PST, and RTI meetings. The IIT learned that teachers brought data to discuss the progress of specific students during the after-school PST meetings, and that teachers identified new strategies and set a plan for instruction as a result of the data. Teachers reported to the IIT that they collect a wide variety of data, but they do not fully understand how to analyze data in order to apply teaching strategies. They indicated to the IIT that more PD in this area is needed. During interviews with the IIT, teachers expressed that they are not sure they are collecting what they need to inform instruction. The SCEP states that the school would develop data sheets to be used to monitor the progress of students. It was evident in only half of the classrooms visited that student data was used to inform instruction and group students. During classroom visits, the IIT noted teachers providing positive verbal feedback, feedback regarding error correction, and re-teaching if students responded incorrectly. The IIT noted from a review of student work that individual student work contained only positive teacher comments. During the IIT student interview, one student stated that his teacher tells him when he is doing a good job. Because staff does not understand fully how to identify pertinent data, analyze data, or use the analysis to inform lesson planning and develop explicit teachers plans student participation in their own learning process is limited.

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	E
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Debriefing Statement: There are many programs and partnerships in place to provide support to students. The school has reduced the number of out-of-school suspensions, behavioral incidents, and discipline referrals. These factors have positively affected the quality of the learning environment for students.

Strengths:

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

- The school Leader and teachers indicated to the IIT that a climate exists where all teachers are familiar with all students. The school leader told the IIT that a school goal is to use and expand community partnerships and school and district systems in order to increase student success in school. The school leader also reported that partnerships and systems were in place to assess student needs. The school identifies and matches students who will participate in the school's Mentor Program with staff that are interested in volunteering to mentor a student for the 2012-13 school year. The IIT was informed that the school develops and implements in-house programs to support student social and emotional needs and that a system has been established that allows each child to be known by a designated adult who coordinates the child's social and emotional developmental health needs. The school has established a check-in/check-out process, for about 40 students, whereby Mentors check in with at-risk students three times a day. Students participating in both large and small IIT focus group meetings could identify adults in the school to address their safety needs. Parents reported that teachers call them when teachers have concerns about their children. There are systems in place to address various aspects of student social and emotional developmental health and identify and address student needs in this area. The school conducts an assembly program each morning that addresses topics related to character development, citizenship, and respect. The RTI/PST referral system is in place for students who are in need of social or emotional support. The school maintains a process to refer students in need to a counselor and psychologist for social or emotional support. The school leader has developed partnerships with community agencies for the provision of in-school and out-of-school social and emotional supports. The school has developed a formalized attendance program. School staff promote parent, community and agency partnerships such as with Unified Services/Department of Mental Health, pediatricians' offices, the Big Brother/Big Sister Program, the Girl Scouts and Sunnyside /Catholic Charities homework club. The cultivation and implementation of overarching systems and partnerships enable the school to support and sustain social and emotional developmental health.

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

- From interviews, documents reviewed and classroom visitations, the IIT found that, the school community understands the importance of social and emotional health and its impact on learning. This is evidenced by their decision to establish the Positive Culture/Climate Committee. A Positive Culture Handbook was created by the school leader and staff members and was presented to staff. During interviews, the school leader and teachers reported to the IIT that the school culture emphasizes social and emotional health. Classrooms and hallways showed displays relating to positive emotional health. The school leader referenced a Brian Mendler PD session titled, “Motivating Hard to Reach Students” that was provided by the district prior to the opening of the 2012-13 school year, as building adult capacity in supporting students’ social and developmental health. A behavioral matrix is posted around the building in specific areas and behavioral rules are regularly reviewed. There is a character education program in place that addresses internet safety, bullying, and gang-prevention. Weekly meetings are held at the beginning of the day to celebrate student accomplishments. A school-wide committee has been formed to address social and emotional developmental health. Student needs are assessed using a variety of resources. Staff received PD on Cavanaugh’s Morning Meetings prior to the 2012-13 school year, and each classroom teacher conducts Morning Meetings in order to teach and support social-emotional developmental health. The school leader has formed community partnerships that address student needs in school and outside of school. Because the school systematically promotes a vision for social and emotional developmental health that is connected to learning experiences, the school has established a culture that promotes the building of a safer and healthier environment for families, teachers and students.

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

- From interviews, documents reviewed and classroom visitations, the IIT found that, the school community has formed a Positive Culture Committee, developed a Positive Culture Handbook and that the school leader has reviewed the Handbook with the entire staff, with a particular focus on sections that pertain to communicating student expectations to parents. All classroom teachers discuss concepts from Positive Culture Handbook at “Morning Meetings” daily. The entire school community practiced the use of a positive behavioral matrix for each area of the school on the first day of school. School-wide systems that address safety and school ownership include an anti-bullying program and the WATCH D.O.G.S program. From student interviews and during classroom visits, the IIT learned that students feel safe in their classrooms. Individual students reported that they were aware of an adult in the school to whom they could turn for help. Teachers are able to articulate the school vision and that the school culture emphasizes the education of the whole child. During interviews with the IIT, teachers indicated their commitment to the social and emotional developmental health of their students and how this support is tied to the school’s vision. Teachers expressed that the school is committed to providing culturally and behaviorally responsive

instruction and strives to meet the needs of students in a safe and nurturing environment. Parents reported to the IIT that their children were safe in school and that the teachers and school staff were helpful in response to any concerns. Parents confirmed the school's and the school leader's support of the emotional health of students. Parents articulated the school vision in their own words in support of social and emotional, developmental health of their students. Because the school has established a culture that includes systems to ensure school safety and the establishment of a school environment that is conducive to learning and partnership, school constituents are able to articulate how the school community is safe and promotes ownership and responsibility for student outcomes.

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

- Both teachers and the school leader reported to the IIT that there is an expectation to use data to address student needs. The IIT found that teachers are given support in the use of data related to social and emotional health to help support identified student needs. The school is using and analyzing data through PST. The school formed a committee to look at student data that relates to social and emotional developmental health. The committee meets once a month to discuss social and emotional student data. The committee discusses data with teachers at staff meetings and helps them to use data to help students become more successful academically. The RTI/PST Committee meets four times a month to discuss individual students with social and emotional needs. The master schedule allows for grade-level meetings between teachers and the assistant to the school leader, and for the psychologist and counselor to discuss individual student needs and develop individual student plans. Teachers reported to the IIT that they find this assistance with data from support staff beneficial. Because teachers are given support in the use of data related to social and emotional health, they are better able to address identified student needs in this area to promote student academic and social success.

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

Tenet Rating

D

Debriefing Statement: There is a welcoming and trusting relationship between the school and families. There is generational loyalty to this school community. However, the school does not provide information and support to families in all pertinent languages to promote an understanding of data and the use of data to become empowered partners in the educational success of students. Although the school offers opportunities for families, the community and school staff to work together, the lack of communications in all pertinent languages limits participation by some members of the school community in participating in promoting their children's academic and social-emotional growth and well-being.

Strengths:

6.2 The school has received a rating of *Effective* for this Statement of Practice: The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.

- From interviews, documents reviewed and classroom visitations, the IIT found that the school fosters a welcoming atmosphere that nurtures a sense of belonging and trust and encourages family engagement with the school. The school hosts a block party to welcome all students and families to the school community. This event is held the day before school begins and provides an unstructured opportunity for parents, teachers, students and the school leader to interact and get acquainted. The first of two Open Houses is held the first day of school and these events are structured to build rapport with families and promote the perception that the school is a welcoming place. During the parent focus group with the IIT, many families expressed their positive feelings toward the school through comments such as, "I love this school!" and "All of my children have attended this school." Families expressed their comfort in communicating with and sharing concerns with the school leader and other staff members. Parents expressed that they are welcome to attend class field trips and visit classrooms. Parents stated that they not only feel welcome, they feel trust and respect from the school leader and teachers. The IIT observed that volunteer opportunities are posted at a table at the school entrance. The school instituted a volunteer program for fathers, WATCH D.O.G.S. that encourages fathers to volunteer in the school. Parents stated that whenever the School Leader asks them to volunteer they do. Parents, teachers and the school leader reported to the IIT that the school has an open door policy, demonstrates responsiveness for families and communities, communicates formally and informally, and provides flexibility in scheduling parent-teacher conferences to accommodate parent's availability. The District supports the position of Parent Liaison, which is awarded to one staff member in each school. The person in this position works closely with community members. Parents are likely to come for school-scheduled events including March Reading Month activities, evening events, a pot luck dinner, WATCH D.O.G. S., meetings regarding the parent outreach plan and budget, and Parents as Partners rather than committing to the PTA. Although there are no interpreters for communicating in languages other than English, one teacher who speaks Spanish volunteers to interpret at parent conferences. In general, the school communicates with parents through Open House, two parent conference days per year, and letters to parents. The School Leader has formed partnerships with numerous local agencies including Sunnyside Afterschool Care, the Troy Center For the Arts, Unified Services/Department of Mental Health, pediatricians' offices, Big Brothers/Big Sisters, Girl and Boy Scouts, the Department of Probation Diversion Program, Four Winds Hospital, and Russell Sage College. Because the school atmosphere is welcoming, has an open door policy and families are offered opportunities to volunteer in school activities, the school is able to foster a feeling of belonging and trust and is able to encourage families to freely and frequently engage with the school to promote increased 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' strengths and needs are identified and used to augment learning.

- From interviews and documents reviewed, the IIT found that the school engages in planning and reciprocal communications with families and community stakeholders and provides activities to encourage the building of school-family relationships; however, communications are not translated into languages other than English. The school leader and staff greet children each morning at the door and again at dismissal and talk with parents as they drop off and pick up their children. The school leader has an open door policy and meets with parents whenever they come to school. The school leader described to the IIT a first day conference for parents to meet the teachers and a block party event for parents, teachers, and children to build relationships. The school Leader attends meetings in the local community at the Oakwood Neighborhood Association to create partnerships to benefit the community's children. The School Leader established a WATCH D.O.G.S. program where fathers and grandfathers come to school on a regular basis to assist children and develop positive relationships. Parents and guardians expressed that they feel respected. The school Leader, teachers, and parents reported that there is respect for diversity within the school. Teachers received professional development on cultural sensitivity during the summer. During the parent meeting, many of the parents cited the school as the children's safety net. The school has a Bags of Blessings program that provides backpacks of food for the weekend to needy children on Fridays. Parents reported that some of the teachers maintain a communication log between the teacher and families. There are two parent conferences per year that are used for discussions of student progress, and meetings are scheduled with families as needed. However, some parents reported that they felt they may be missing district information that was filtered through the school. During family interviews, the IIT was told that information was not being provided to families in languages other than English. The school leader confirmed that written communication is not translated into languages other than English. The school leader and teachers discussed the ways that language translations were provided informally. Some families bring a family member to translate at conferences. Parent teacher conferences are held at varying hours to accommodate parent schedules. Informal communication in the form of emails and telephone calls occurs.. Parent conferences are offered at Sunnyside Center in the community, the school's partner for the afterschool program. The school has a monthly newsletter and a Parent Information Board. The Parent Outreach Coordinator encourages parent involvement. Although the school engages in providing opportunities for reciprocal communication with family and community stakeholders, the lack of provision of communications in all pertinent languages limit the ability of some families to identify and understand students' strength and use them to augment learning.

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

- From interviews and documents reviewed, the IIT learned that, although no PD has been offered for school staff on how to actively seek and sustain healthy partnerships with families and community organizations, the school leader has established connections and partnerships between the community, school, and families. School partners include the Hudson Valley Community College Mentors, Big Brothers/Big Sisters, 8th Street Garden, and the Ready to Learn Project. In addition, the school leader organized a program to paint murals on the boarded-up windows of nearby abandoned buildings, bringing colorful, cheerful artwork to the community. There are two parent conferences, held at varying hours for parent convenience, and parent workshops are held during the school year. Workshops include Reading Night and Math Night. Informal communication in the form of emails and telephone calls occurs. Staff work with community partners to strengthen the opportunities for student success. The school leader reported to the IIT that school personnel make referrals to outside agencies for assistance. Through document review and interviews, the IIT found that the school works with consultants from BOCES and CASDA on the provision of PD for staff in identified areas of need, such as data analysis. The school leader and literacy coach have also presented PD on topics aligned to school priorities. In addition, PD has also been delivered to staff related to social and emotional developmental health of students. However, in neither of these situations did the IIT find nor hear that the school partners with families and community agencies to promote and provide professional development across all areas of need in the school community. So, although the school community partners with families and community agencies to promote and provide support for academic and social and emotional developmental health, the lack of PD for staff on how to actively seek and sustain healthy partnerships with families and community organizations limits staff capacity to promote partnerships to support student success.

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

- From interviews and documents reviewed, the IIT found that although data is shared with families during conferences twice a year, families were not provided with additional opportunities to understand student and school data. School leadership informed the IIT that opportunities to share data with families needed to be expanded as not enough had been done to educate parents regarding the meaning or use of data. The school did not provide workshops or other activities to assist parents in understanding data. Teachers discuss data with parents during parent conferences and meetings. The psychologist meets with parents and explains data from RTI/PST meetings. RTI letters are sent home to parents quarterly and RTI letters are discussed with parents twice a year. Report cards are sent home quarterly and are discussed during parent-teacher conferences. All parents were invited to an informational meeting that provided an explanation of the meaning of NYS Priority School status. So, although some data is shared with families, the lack of opportunities to ensure families are empowered and encouraged to use and understand data limits families' abilities to participate in dialogue with students and school constituents centered on learning and success.

Recommendations:

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: Ensure that all curricula are aligned with the CCLS. Develop curriculum maps that are vertically and horizontally aligned in scope and sequence to ensure consistent implementation of coherent curricula. Provide resources, formal opportunities for collaboration, learning and PD and provide ongoing supports to ensure staff is able to acquire the skills and knowledge necessary to develop and implement rigorous CCLS-aligned curricula. Ensure that the school monitors the development and implementation of CCLS-aligned curricula across all grades and subjects.
- 3.3: Establish protocols for effective unit and lesson planning, implementation, and evaluation that include development and implementation of research-based strategies with supporting materials to stimulate higher-order thinking and that build deep conceptual understanding and knowledge of content. Ensure planning includes the development and implementation of research-based and CCLS- aligned practices such as the use of pre-tests, end of unit tests and checks for understanding, teaching of vocabulary, close reading of complex texts, writing in the content area and the use of student reflection and monitoring of their own learning using rubrics. Ensure the use of differentiated instruction, higher-order questioning practices and inquiry-based assignments to promote higher-order thinking skills and help students analyze information .
- 3.4: Establish a system to track achievement of goals established in the DCIP and SCEP. Ensure continuing opportunities for regular and frequent grade level meetings and ensure that these opportunities are used for collaborative planning of instruction that incorporates the arts, technology, and enrichment opportunities. Continue to provide time for vertical collaboration.
- 3.5: Provide PD, resources and ongoing support to all staff on how to use summative, interim and formative assessment data to inform instruction, how to examine student work to inform next steps of instruction and how to promote student ownership and accountability of their learning. Monitor implementation of school improvement initiatives to ensure implementation of appropriately aligned curricula and achievement of SCEP and DCIP goal and use findings to inform strategic planning and next steps to promote greater student achievement outcomes.

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 instructional planning addresses student goals and includes instructional practices to promote high levels of student engagement and inquiry. Establish targeted goals for all lessons that are based on data and which are differentiated to meet the needs of individual students and groups. Use research-based strategies to increase student acquisition of knowledge and processes that align with CCLS-based instruction. Provide staff with PD, resources and ongoing support to develop rigorous learning opportunities that are student-centered and increase student engagement and inquiry.

- 4.3: Ensure instruction includes clear and multiple points of entry and intervention support for all students so they can acquire the skills, knowledge, and understanding necessary to achieve the CCLS. Ensure staff is provided with the PD, resources, and on-going support to plan and implement CCLS-aligned instructional strategies that identify and address targeted student goals and provide multiple points of access for all students.
- 4.4: Ensure consistency in the implementation of instruction that is tailored to address the strengths and needs of students. Ensure the consistent use of instructional practices that stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.
- 4.5: Establish comprehensive systems with clear structures, protocols, data tools, expectations, and accountability to facilitate the use of summative, interim, and formative assessments to inform instructional decision-making. Ensure data-driven instruction includes students in the monitoring and analysis of their own progress. Monitor and expect explicit and timely feedback be provided to students regarding their learning and next steps to achieve success. Track the effectiveness of instructional practices in improving student progress vertically for the school, especially in the area of literacy in all content areas.

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:

- 6.3: Establish and maintain culturally sensitive, reciprocal communications with family and community members in all pertinent languages so that all families can become aware of students' strengths and needs, understand the implications of student achievement, and are able to partner with the school to develop and implement plans to improve student learning. Ensure representation of relevant constituents in the development and implementation of plans to identify and address students' strengths and needs. Introduce and reinforce community awareness of the roles stakeholders can play in strengthening families and the educational community's ability to augment student learning and promote success.
- 6.4: Ensure the provision of PD to staff to enable them to actively seek and sustain healthy partnerships with families and community organizations. Establish a year-long PD calendar that identifies opportunities for school leaders and staff, as well as, a calendar for parents that provides opportunities to address families' concerns and provide the knowledge, skills, and supports to enable families to better help students to achieve successful educational outcomes.
- 6.5: Establish a data-based school culture that espouses success for all students. Develop and implement an overarching system to ensure the measurement, analysis, and use of data to inform instructional planning. Ensure data is analyzed and used to identify next steps for support. Ensure that all relevant data is made accessible to all constituents in all pertinent languages and provide a wide range of learning opportunities for all families, school staff, students, and community constituents to elevate their understanding of student data and its implications for student success. Ensure that all data is provided in an accessible, easily understood format appropriate for constituents. Establish a data-based school culture that espouses success for all students. Continue to develop a school culture that promotes reciprocal communications and on-going dialogue with students, families, and the community centered on learning and success.