



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

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



<b>BEDS Code/DBN</b>	580513030008
<b>School</b>	Ralph G. Reed Middle School
<b>School Address</b>	200 Half Mile Road, Central Islip, NY 11722
<b>District</b>	Central Islip
<b>School Leader</b>	Brett MacMonigle
<b>Dates of Review</b>	April 30 – May 1, 2013
<b>School Accountability</b>	Priority
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	7-8		Total Enrollment	939		Title 1 Population	%NP		Attendance Rate	94.5%	
Free Lunch	70%	Reduced Lunch	14.8%	Student Sustainability	93%	Limited English Proficient	17.7%	Students with Disabilities	12.7%		
Types and Number of English Language Learner Classes											
#Transitional Bilingual	NP		#Dual Language	NP		#Self-Contained English as a Second Language	NP				
Types and Number of Special Education Classes											
#Special Classes	NP		#Consultant Teaching	NP		#Integrated Collaborative Teaching	NP				
# Resource Room	NP										
Types and Number Special Classes											
#Visual Arts		#Music		#Drama		# Foreign Language		# Dance		CTE	
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	31%	Hispanic or Latino	52%	Asian or Native Hawaiian/Other Pacific Islander	4%	White	13%	Multi-racial	0%
Personnel											
Years Principal Assigned to School	2		# of Assistant Principals	1.5		# of Deans	NP		# of Counselors / Social Workers	NP	
% of Teachers with No Valid Teaching Certificate	0		% Teaching Out of Certification	0		% Teaching with Fewer Than 3 Yrs. of Exp.	1		Average Teacher Absences	NP	
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School	<input checked="" type="checkbox"/>	Focus District		Focus School Identified by a Focus District		SIG Recipient			
ELA Performance at levels 3 & 4	<b>24%</b>		Mathematics Performance at levels 3 & 4	<b>26%</b>		Science Performance at levels 3 & 4	<b>49%</b>		4 Year Graduation Rate (HS Only)		
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits		% of 2 <sup>nd</sup> yr. students who earned 10+ credits		% of 3 <sup>rd</sup> yr. students who earned 10+ credits		6 Year Graduation Rate					

NP = Not Provided

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b>			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	American Indian or Alaska Native	X	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	Limited English Proficiency		
<b>SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:</b>			
Not Provided			

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

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

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

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

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

	achievement outcomes.				
	<b>OVERALL RATING FOR TENET 3:</b>				<b>I</b>
<b>Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.				X
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.				X
	<b>OVERALL RATING FOR TENET 4:</b>				<b>I</b>
<b>Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.				X
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.				X
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.			X	
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.				X
	<b>OVERALL RATING FOR TENET 5:</b>				<b>I</b>

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

#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strengths and needs are identified and used to augment learning.			X	
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.				X
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.			X	
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

School Review Narrative:

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>I</b>
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**Debriefing Statement:** The school leader has not created and clearly articulated a school vision and continuous and sustainable systems that lead to high academic success for all students. Because the school lacks a vision and culture for success, the school’s overall outcomes have not shown improvement.

**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).

- Based on interviews with the school leaders, teachers, and other school stakeholders, and on documents reviewed, the Integrated Intervention Team (IIT) determined that the school has not developed and widely shared a vision concerning achievement and well-being for all students. Additionally, the IIT found that the school has not developed specific, measurable, ambitious, results-oriented, and timely (SMART) goals that reflect priorities aligned with an articulated vision. In interviews, the school leader stated that his goals are to improve behavior, make instruction more rigorous and improve morale. However, these goals were not included in the self-assessment provided by the school leader to the IIT or tied to a vision, nor are they SMART goals. In another interview, the school leader stated that his goal is to increase student proficiency on English language arts (ELA) and mathematic exams to 50 percent; however, he expressed doubt that the school could achieve this result. Teachers interviewed by the IIT indicated that the goal is to increase student proficiency on these exams to 75 percent. The lack of vision and corresponding goals that the school community understands and widely shares significantly limits the school’s ability to improve.

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

- Based on interviews with the school leaders, teachers, and other school stakeholders, and on

documents reviewed, the IIT found that the school has not developed evidence-based systems to examine and improve individual and school-wide practices. For example, although the IIT requested samples of specific data the school is using to delineate the actual reading level of each student, the school leader did not provide this information; instead, he indicated in interviews with the IIT that 72 percent of students are reading below grade level based on the fact that 72 percent received a level 1 or 2 on the English language arts (ELA) exam. The school leader indicated that the school services roughly half of this struggling student population by reading teachers, and the other half by Academic Intervention Services (AIS). However, the school has no specific system to track the reading progress of these students; teachers who teach AIS have not received professional development (PD) on how specifically to teach reading to low-level readers; and the school leader could not explain either the best practices that these teachers are using to support these students or the strategies the school is using to support students who progress to the next level. Without necessary evidence-based systems and structures in place to examine and improve individual and school-wide practices in critical areas, the school is not making progress.

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.

- Based on interviews, the IIT determined that the school leader has not conducted an overall analysis of his school's resource needs, nor has he made strategic decisions to organize resources concerning human, programmatic, and fiscal capital. He indicated that the district makes all hiring and placement decisions. When asked about his use of fiscal capital, the school leader reported that he purchased blue chairs for the cafeteria, chairs for his own office so he would have a matching set, 100 social studies books at \$100 apiece, some texts for ELA, disposable books to prepare students for the ELA and mathematics exams, and miscellaneous items such as pens and pencils. This lack of strategic evaluation and planning limits the school's ability to improve and to increase student achievement.

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 does not have a functional system in place to conduct targeted and frequent observations, to track progress of teacher practices, or to hold staff accountable for continuous improvement. The school leader indicated that he is the instructional leader of the school, but the IIT found that he has not developed an overarching strategic plan for instruction. The district provides both a special education and English as a second language (ESL) coordinator part-time to observe classes in their areas of expertise, but the school leader was unable to explain to the IIT how he manages the work of these coordinators in his building. The full-time assistant principal (AP) does not play an active role in the school's instructional leadership. On the formal, written observations provided by the school leader to the IIT, all of the teachers received either an

“effective” or “highly effective” on all performance indicators, with one or two exceptions where a teacher received “developing” or “ineffective” ratings on one or two performance indicators. Classroom observations by the IIT, however, did not support these “effective” or “highly effective” ratings. Even the teacher whom the school leader indicated had received a score of “zero” on the State’s growth score was rated as “effective” and “highly effective” on most of the performance indicators. The school leader also indicated that he does not follow an observation schedule. This lack of a functional system to improve instruction severely limits the school’s ability to support and increase student achievement.

**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**

**I**

**Debriefing Statement:** The school does not currently have rigorous curricula and assessments that are aligned to the Common Core Learning Standards. Without a CCLS-aligned curriculum, the school is not maximizing teacher instructional practices and student learning outcomes.

**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 Ineffective 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.

- Based on interviews with the school leader and on documents reviewed, the IIT found that the school does not have rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS). The school leader reported to the IIT that the school does not have a set curriculum. The school provided sample units of study to the IIT that were not consistently and systematically aligned with the CCLS, and the units did not include curriculum maps or pacing calendars. They also did not include accommodations to address the varied learning needs of all students. In interviews, the IIT determined that the school leader was not aware of how the school modifies these units to meet the diverse needs of all students. Because the school is not implementing rigorous and coherent curricula appropriately aligned to the CCLS to meet the needs of all students, students are not exposed to what they need to know across all grades, and this limits students’ ability to improve.

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.

- Most unit and lesson plans are still not aligned to the CCLS, nor do they provide supports to meet the diverse learning needs of all students. Units did not reflect the rigor expected at the grade levels observed by the IIT, nor did they demonstrate a progression of sequenced complex materials. Based on interviews with the school leader and teachers, and on documents reviewed, the IIT concluded that although the school does not have a CCLS-aligned curriculum, the school leader has implemented common planning time in some content areas so that teachers can begin to work on units of study to support the CCLS. An outside consultant also provides PD to the staff on the CCLS. However, most of the daily lesson plans presented to the IIT consisted of abbreviated notes written in plan books, and there was limited evidence of how these plans supported the CCLS. This lack of a CCLS-aligned curriculum limits students' abilities to develop higher-order thinking skills and to build 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.

- The school leader and teachers reported that common planning time was introduced this year for some departments, including mathematics, English language arts (ELA), and special education; however, based on interviews, the IIT found limited evidence that the school leader holds teacher teams accountable for their work or for improvements in instruction based on this work. When asked about incorporating technology into the curriculum, the school leader referenced the SMART Boards in classrooms, and the IIT observed these in most classrooms. However, based on classroom observations, the IIT found that teachers are using them with varied degrees of success. In some cases, they were used as a replacement chalkboard. The IIT observed very few computers available in classrooms for student use. In terms of incorporating the arts, the school leader indicated that there is one art teacher who occasionally collaborates with other teachers, and it is up to the discretion of individual core content area teachers to determine whether and how the arts will be incorporated into the curriculum. This lack of a coordinated effort within and across grades and content areas to provide a robust curriculum that incorporates the arts, technology, and other enrichment areas limits the school's ability to help students excel.

**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 collects and shares some data, but this has not translated into a data-driven culture in which data is used effectively to inform instruction. Based on interviews with the school leader and teachers and on documents reviewed, the IIT determined that the school leader and academic coaches share data with teachers, including Discovery Education data, New York State assessment scores, Boards of Cooperative Education Services (BOCES) Assessment Reporting System (BARS) data, and Scholastic Reading Inventory (SRI) scores. However, based on interviews and classroom observations, the IIT found that there is little urgency for teachers to use this data to inform

instruction and to make necessary adjustments. For example, the school does not systematically track the reading levels of its significant population of low-level readers in order to support these students and provide targeted interventions that are adjusted as progress is made. In addition, the IIT found that the school is not monitoring progress towards end-of-year State assessments to ensure that students are effectively prepared for these examinations. This lack of strategic action planning based on data to inform instruction impacts the school's ability to improve 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**

**I**

**Debriefing Statement:** Teachers are not currently using data-based strategies to make decisions and create action plans that address the gap between what students know and need to learn. Because the school lacks instructional plans and strategies, most students experience low levels of 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 *Ineffective* for this Statement of Practice:** Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

- Based on interviews with students, teachers, and the school leader, the IIT found that students do not have formal written goals that students and teachers monitor and modify over time. Many teachers observed by the IIT did not have lesson plans. Those lesson and unit plans that the school presented to the IIT were not based on data and did not include accommodations to meet students' varied learning needs. This lack of instructional data-based planning and lack of student goals limit the school's ability to engage students in their own learning and to help all students excel.

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.

- Some teachers have begun to incorporate some CCLS strategies into their instruction, but this is inconsistent school-wide. Additionally, many teachers are not providing multiple points of access for all students. During classroom observations, the IIT saw some teachers use learning objectives in support of the CCLS, and teachers reported that they have received PD on the CCLS. However, much of the instruction in general education classes was teacher-dominated with teachers asking

low-level, recall questions requiring one- or two-word answers. In most classrooms observed by the IIT, teachers did not ask higher-order thinking questions. The majority of teachers also did not have checks for understanding built into their lessons. Student engagement was lacking in most classrooms observed by the IIT. The IIT also found that materials for instruction tend to be copies of packets and worksheets requiring students to fill in the blanks or provide answers to low-level questions. This lack of coherent, appropriately aligned CCLS-based instruction that leads to multiple entry points for all students limits the school’s ability to engage all students and help them achieve on high levels.

**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.

- School leaders and teachers have created a generally safe environment, but instruction is not tailored to the strengths and needs of all students. Based on interviews with the school leader, teachers, and students, the IIT found that the school leader has prioritized improving student behavior, and he indicated that he has been getting results, citing a significant drop in student suspensions as an example. In addition, students interviewed by the IIT indicated that they feel safe in school. Parents interviewed agreed that their children feel safe in school. However, based on documents reviewed and classroom observations, the IIT found that teachers are not systematically using data to inform instruction. As a result, most teachers are not tailoring instruction to the strengths and needs of individual students. Because the school environment is not fully responsive to students’ varied experiences, the school’s is unable to generate high levels of 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.

- Based on interviews, documents reviewed, and classroom observations, the IIT concluded that the school leader is not holding teachers accountable for using data to improve instruction and increase student achievement. The school leader noted that teachers receive BARS data in the beginning of the year, but in interviews with the IIT, he could not explain specifically how the school uses data to improve instruction or increase student achievement. Teachers interviewed also could not explain how the school leader holds them accountable for using data. One student interviewed had an SRI data report in his folder, but he could not explain what it meant. This lack of a data-driven culture limits student progress and achievement.

**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**

**I**

**Debriefing Statement:** The school does not currently have an overarching strategic plan to address the social

and emotional developmental health needs of all students. This lack of a plan and systems limits opportunities for students to become academically and socially successful.

**Strengths:**

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

**Areas for Improvement:**

5.2 **The school has received a rating of *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.

- Based on interviews with the school leaders and the school support staff, the IIT found that the school does not have an overarching strategic plan to address the social and emotional developmental health needs of all students in the school. The support staff members indicated that they address student social and emotional health with individual students on a small scale, but they do not have the resources to address these needs schoolwide. The IIT found that the school does not have a system to identify the social and emotional needs of all students or a system for each child to be known by a designated adult. The student support staff also reported that there are insufficient bilingual personnel to support communication among students, staff, school leaders, and parents. In addition, based on interviews and documents reviewed, the IIT found that the school does not systematically use data to identify areas of need connected to social and emotional developmental health. Because the school lacks overarching systems and partnerships, the social and emotional developmental health needs of many students in this high-needs district are not being identified and supported.

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

- Based on interviews and documents reviewed, the IIT found that the school does not articulate and systematically promote a vision for student social and emotional developmental health. The IIT also found that the school has not identified and communicated the skills and behaviors connected to social and emotional developmental health. The school leader reported that he has not provided PD for staff to support the social and emotional developmental health of all students. The lack of an implemented vision to support student social and emotional developmental health limits the school's ability to improve student well-being and academic achievement.

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 IIT found that there is no formal, strategic plan for how teachers, school leaders, and other staff systematically support the social and emotional developmental health of all students. However, based on interviews with the school leader, teachers, parents, and students, the IIT determined that the school leader has prioritized a safe school environment and has implemented a number of measures to address safety. These include a warning bell system to encourage students to get to class on time and the presence of adults in the hallways between classes to ensure smooth and safe transitions. Parents were able to reference some of the ways in which the school supports student social and emotional developmental health, such as a parent who received support when her family experienced a fire in their home. However, the lack of a strategic plan that involves all stakeholders limits the school’s ability to support student well-being and academic achievement.

**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.

- Based on interviews with the school leader and the student support staff, the IIT found that the school does not have a formal, structured system to use data to identify, support, and monitor the social and emotional developmental health needs of all students. The IIT found that the school leader has not prioritized the need for systems that address how teachers and other staff use data to address students’ social and emotional developmental health needs. The IIT also found that the school has no specific plan to support staff efforts to address student needs. Because the school is not systematically using data to identify and support student social and emotional developmental health needs, it is unable to maximize student well-being and academic success.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school is taking steps to develop a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress. Currently, not all stakeholders play a definitive role in supporting student well-being and achievement.

**Strengths:**

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

**Areas for Improvement:**

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

engage with the school, leading to increased student success.

- Based on interviews with the school leader, parents, and students, the IIT determined that the school has made an effort to improve its relationship with parents. This includes changing the entrance of the building to make parents feel more welcome and the school leader sending letters to parents during the school year. Parents and students interviewed by the IIT indicated that the new school leader has also increased parent-teacher communication this year. Parents reported that the leader fosters a feeling of belonging. However, the IIT found that this work is in its early stages. Additionally, while parents are able to volunteer through the PTA, the school does not directly offer families opportunities for volunteering and engaging with the school focused on student learning and development. One school leader indicated that he is not aware of the district's policy on parent volunteers. Because the school is only beginning to work on developing a welcoming atmosphere that fosters a feeling of belonging and trust, all families do not freely and frequently engage with the school, which inhibits student success.

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

- Based on interviews with school leaders, parents, teachers, and students, the IIT found that the school has made an effort to engage in reciprocal communication with families, such as "Dine and Discuss" meetings where parents have the opportunity to speak with the school leader. Parents interviewed by the IIT also reported that the school uses a number of other mechanisms to encourage reciprocal communication, including monthly calendars, newsletters, phone messages, teacher homework pages on the Internet, emails by teachers, and a parent portal. The school communicates to families in Spanish and occasionally in other languages. However, based on interviews with the school leader, the IIT determined that the school does not have a strategic plan to engage those families who do not attend school events or actively participate with the school. One school leader indicated that most documents sent to parents are not translated into other languages for those parents whose native language is not English. The school is not involving all families and the community in identifying student strengths and needs and in using this information to augment student learning, which limits student achievement.

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

- Based on interviews with the school leaders, the IIT found that the school community does not have a strategy for partnering with families and community agencies to promote and provide professional development to support student success. The school leader reported to the IIT that the school does not have partnerships that link families with the community. School leaders and staff also reported that the school does not provide PD for staff concerning developing partnerships with families and/or the community. This lack of partnerships and lack of PD to generate partnerships limit the school's ability to support student well-being and academic 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 shares data with families but has not done so in a way that empowers and encourages families to use and understand data. Based on interviews with the school leaders and parents, the IIT found that the school shares data, including via report cards, progress reports, and State assessment results. The school leader also indicated that the school is in the early stages of implementing an online grade and attendance reporting system. However, he noted that teachers are not required to use it, and he was not aware of whether or not the system has a tracking mechanism to determine how many parents are actually using it. One school leader, as a way of explaining why the school has not yet empowered families to use and understand data, indicated that it is hard to get parents to come to meetings. Parents interviewed by the IIT were unaware of the nuances of their children's data. Because the school is not sharing data in a way that promotes dialogue among parents, students, and school constituents centered on learning and success, this limits the role that critical stakeholders play in identifying and supporting student weaknesses, and in building on student strengths.

## **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: In collaboration with staff and families, develop and widely communicate a vision concerning achievement and well-being for all students. Define how to work as a community to realize this vision. Develop and work towards specific, measurable, ambitious, results-oriented, and timely goals that reflect priorities aligned with the vision.
- 2.3: Develop and encourage the staff to use evidence-based systems to examine and improve individual and schoolwide practices. Ensure that systems include feedback loops and examples of best practices connected to student achievement. Regularly monitor all systems and modify where necessary to maximize outcomes. Evaluate the validity of the current assessment Discovery Education in predicting preparedness for the end-of-year assessments. Evaluate the current AIS structure for effectiveness to ensure that students are improving as a result. Assess how students are programmed in AIS to ensure that the school is meeting their specific needs, that resources are used most effectively, and that there is flexibility for modifying instruction for students as they progress. Develop a system to identify and track the reading levels of the many students in the school who are reading significantly below grade level. Develop strategies to improve students' reading abilities, and provide teachers with PD on supporting low-level readers.
- 2.4: Assess and identify the school's overarching resource needs in order to improve instruction and increase student achievement. Clearly articulate these needs to the District, including the school's specific hiring and placement needs, as well as other resources needed to support the school's vision and goals.
- 2.5: Communicate clear expectations for instruction. Develop and implement a system for frequently observing targeted teacher practices throughout the school year that results in relevant feedback and teacher improvement plans. Ensure that written observation feedback accurately reflects the planning and instruction that is evident in classrooms. Use student data, feedback from formal and informal observations, and PD opportunities connected to improvement plans and conversations to provide supports to teachers and other staff members. Develop goals for all school leaders and other staff (including district resources who support the school, such as the ESL and special education coordinators, as well as academic coaches) and conduct check-ins to ensure they are making progress towards goals.

### **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: Develop and implement CCLS-aligned curricula for all content areas. Ensure that the curricula include clear, comprehensive, descriptive units of studies appropriately aligned to the CCLS that consider what students need to know across all grades. Include specific accommodations in the curricula to support the diverse needs of all

students. Ensure that all teachers are effectively implementing the CCLS curricula in all lessons, and provide additional targeted PD where necessary.

- 3.3: Ensure that all content areas formally participate in team meetings to collaboratively create and examine coherent CCLS-appropriately aligned curriculum unit plans across grades and subject areas. Monitor the development of these unit plans. Ensure that teachers are using appropriately aligned CCLS pacing calendars, curriculum maps, and unit plans across all grades, content areas, and classes that expose students to a progression of sequenced complex materials. Ensure that teachers are promoting higher-order thinking skills and helping students to analyze, synthesize, and apply information.
- 3.4: Provide opportunities for all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting what is taught and why it is taught. Ensure that students are exposed to a standards-based aligned curriculum that enables students to discover, create, and communicate information using the arts, technology, and other enrichment areas.
- 3.5: Ensure that school leaders and coaches are analyzing student data and holding themselves accountable for continuous improvement in student achievement. Ensure that all teachers are effectively using data to track student progress on an ongoing basis, and make necessary modifications to instruction to ensure that students are achieving high levels of learning and success, and that they are prepared for summative assessments. Analyze collected data and develop corresponding instructional plans for groups of students that capture current levels of student achievement and map out a clear and timely path for progress and growth. Ensure that the school is accurately aligning interim assessments with summative assessments.

#### **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: Establish expectations and provide guidance for teacher lesson and unit plans. Ensure that plans are based on data. Ensure that plans include accommodations to meet the diverse learning needs of all students and that instruction provides multiple entry points for all students. Ensure that teachers create short- and long-term goals for groups of students based on grade-level benchmarks that lead to student involvement in their own learning.
- 4.3: Ensure that teachers are incorporating CCLS-aligned curricula into their instructional practices. Move away from teacher-directed instruction to enable students to play an active role in their own learning. Ensure that teachers provide students with a wide variety of ways to engage in learning that enables students to achieve their targeted goals. Include checks for understanding in instruction. Ensure that teachers stimulate student thinking by asking questions related to instructional materials containing high levels of text and content complexity.
- 4.4: Ensure that teachers are tailoring instruction to the individual strengths and needs of students. Use strategies that are sensitive to diverse groups of students and their needs, providing access to learning and social opportunities. Ensure that teachers stimulate student thinking by asking questions related to instructional materials that contain high levels of text and content complexity.
- 4.5: Develop and implement a system and hold teachers accountable for analyzing and using data to inform instructional decision-making. Provide regular and timely feedback to students. Ensure that students are aware of their own data and that they know how to use it to improve their own achievement.

## **Tenet 5: Student Social and Emotional Developmental Health**

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

- 5.2: Seek District support in developing and implementing an overarching strategic plan to address the social and emotional developmental health needs of all students. Ensure that there is a system that allows each child to be known by a designated adult who coordinates his or her social and emotional developmental health needs, and a system for referral and support for all students that addresses barriers to social and emotional developmental health and academic needs. Use data schoolwide to identify areas of need and cultivate partnerships that impact student social and emotional developmental health. Ensure that there are sufficient bilingual personnel to support communication among students, staff, school leaders, and parents.
- 5.3: Develop and promote a vision for student social and emotional developmental health. Ensure that all school constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. Develop specific programs and curricula to teach, support, and measure social and emotional developmental health for all students that result in a significant number of students demonstrating these skills. Implement PD to build adult capacity in supporting students' social and emotional developmental health.
- 5.4: Ensure that all stakeholders are able to articulate the school vision and how it is connected to student social and emotional developmental health. Develop a strategic plan and clearly define the role that each stakeholder plays in achieving that vision. Ensure that parents are able to express the work the school does that is linked to the social and emotional developmental health of their children and how this support is tied to the school's vision.
- 5.5: Develop a structured data-based system to identify, support, and monitor the social and emotional developmental health needs of all students. Work with teachers to develop an understanding of how to use data to address students' social and emotional developmental health needs that align to academic and social success. Develop an expectation that all teachers use data to identify and address the social and emotional developmental health needs of all students.

## **Tenet 6: Family and Community Engagement**

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

- 6.2: Expand upon current efforts to create an atmosphere that is welcoming to parents and that fosters a feeling of belonging and trust. Encourage families to engage freely and frequently with the school. Provide additional opportunities for parents to volunteer, outside of the work that the PTSA is doing.
- 6.3: Develop a strategic plan to engage families who do not normally attend school events or actively participate in the school. Identify additional opportunities to acknowledge systematically the diversity of the existing knowledge and culture held by families and community members. Develop formal plans to address families who

speaking Haitian Creole and Urdu, languages that are emerging in the community. Translate documents sent to parents into the languages spoken in the community.

- 6.4: Ensure that the entire school community is partnering with families and community agencies to promote and provide professional development to support student well-being and academic success. Develop partnerships that link families with the community. Provide PD for staff concerning developing partnerships with families and/or the community.
- 6.5: Ensure that the entire school is sharing data in a way that empowers and encourages families to use and understand data to promote dialogue among parents, students, and school constituents centered on student learning and success. Develop expectations for all teachers to use the recently implemented parent portal, and monitor its use.