



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	472001040001
School	Richfield Springs Central School
School Address	93 Main Street P.O. Box 388, Richfield Springs, NY 13439
District	Richfield Springs Central School District
School Leader	TheriJo Climenhaga
Dates of Review	April 30-May 2, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	PK-12	Total Enrollment		534	% Title 1 Population	28	% Attendance Rate		92			
% Free Lunch	43%	% Reduced Lunch	21%	% Student Sustainability	NP	% Limited English Proficient	1%	% Students with Disabilities		16.6%		
Types and Number of English Language Learner Classes												
	0	# Dual Language		0	# Self-Contained English as a Second Language				0			
Types and Number of Special Education Classes												
# Special Classes	2	# Consultant Teaching		3	# Integrated Collaborative Teaching				3			
# Resource Room	8											
Types and Number Special Classes												
# Visual Arts	10	# Music	16	# Drama	0	# Foreign Language	2	# Dance	0	# CTE	0	
Racial/Ethnic Origin												
% American Indian or Alaska Native	0	% Black or African American	1.3	% Hispanic or Latino	1.7	% Asian or Native Hawaiian /Other Pacific Islander		1.5	% White	95.5	% Multi-racial	0
Personnel												
Years Principal Assigned to School	7	# of Assistant Principals		0	# of Deans	0		# of Counselors / Social Workers		2		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification		0	% Teaching with Fewer Than 3 Yrs. of Exp.		3.8	Average Teacher Absences		14		
Overall State Accountability Status (Mark applicable box with an X)												
School in Good Standing		Priority School		Focus District	X	Focus School Identified by a Focus District		X	SIG Recipient (a) (g)		N/A	
ELA Performance at levels 3 & 4	49%	Mathematics Performance at levels 3 & 4		55.5%	Science Performance at levels 3 & 4		86%	4 Year Graduation Rate (HS Only)		72.7%		
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		81%		

NP = Not Provided

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DCIP, etc.):

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Develop a vision and communicate with all stakeholders
2. Align curriculum with Common Core Learning Standards (CCLS)
3. Extend diagnostic testing to grade 8 (comprehensive K-8) and meet regularly by grade level to discuss data
4. Increase levels of differentiation for students with disabilities regular education settings
5. Individualize instruction for students in Academic Intervention Services (AIS) by using diagnostic testing to access barriers to learning

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.

#	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 achievement outcomes.				X
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>D</p>
<p>Debriefing Statement: The school leader models a belief in high expectations and success for all students; however, the school has not developed a school-wide vision or systems in place to support this vision. As a result, there is no sense of urgency to create an environment that maximizes opportunities for student success and school improvement.</p> <p>Strengths:</p> <p>All ratings for this Tenet are either Developing or Ineffective and therefore, comments are listed under Areas for Improvement.</p> <p>Areas for Improvement:</p> <p>2.2 The school has received a rating of <i>Ineffective</i> 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).</p> <ul style="list-style-type: none"> The school community lacked a clearly articulated vision and did not have an improvement plan with detailed action steps to achieve school-wide measurable and ambitious goals. The IIT found that the District Comprehensive Improvement Plan (DCIP) and SCEP and did not contains mechanisms to monitor progress toward improved student achievement. Teachers interviewed by the IIT reported that they were not aware of a District or school vision. However, staff identified the top school priority as increasing student achievement on New York State English language arts (ELA) and mathematics assessments in grades three to eight by increasing the number of students who scored at Level 3 on each assessment. However, staff interviewed by the IIT was not aware of the specifics of the data nor did they identify specific implications of the data in the School Report Card. All individuals interviewed by the IIT were aware that the district was in accountability status, but were not able to articulate the reason or a plan for improving student achievement. One staff member interviewed said, “We were all appalled that we are on the list, but the good thing is we get money. We were not told about the gap, and we do not know how to help close the gap and get off the list.” Survey data reviewed and interviews conducted by the IIT indicated a range of both positive and negative responses concerning stakeholder involvement in the school improvement process. Staff interviewed indicated that there was not an Academic Intervention Support (AIS) Plan nor localized curriculum aligned with any NYS Standards. The lack of formalized, aligned visions, missions, district, and school improvement plans that provide direction and steps in the achievement of elementary and secondary school-wide goals inhibit school capacity to achieve school improvement goals and improve student outcomes. <p>2.3 The school has received a rating of <i>Ineffective</i> for this Statement of Practice: Leaders effectively use</p>		

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.

- There are no specific goals, and the school has no evidence-based systems and structures in place to examine individual or school-wide practices regularly. Teachers interviewed by the IIT explained that they are free to develop their own curricula, and choose the books they use for teaching. Teachers further stated that there are no specific expectations for the collection or review of units or lesson plans, and teachers are not provided with feedback on plans they develop. Teachers interviewed were not aware of a formal plan for professional development (PD), but expressed a need for more PD to improve individual and school-wide instructional practices. During a review of lesson plans by the IIT, the plans were found to lack research based practices to improve student achievement. Staff stated that their data is limited to assessment results from Dynamic Indicators of Basic Early Literacy (DIBELS), State assessments for grades three through eight, and Regents Examinations. Staff further reported that the local Board of Cooperative Educational Services (BOCES) Regional Information Center (RIC) provided these data in a format that many subject area teachers were not able to use to inform their instruction. Teachers reported to the IIT they analyze data on an individual basis because there is no centralized plan, and no system for reviewing data formally and regularly. Teachers also indicated they needed PD to increase their knowledge to use formative and summative assessments to inform their practices for teaching and learning. Teachers in grades kindergarten to four reported they are at the beginning stages of using multiple assessments, including DIBELS, Text Reading Comprehension (TRC), Standardized Testing and Reporting (STAR) for reading and mathematics to monitor student progress. Teachers reported that less data is generated to inform instruction for students in grades five to twelve. Student support staff interviewed by the IIT expressed a concern that data systems are not in place for guidance counselors and while the Committee for Special Education (CSE) chair had binders of data reports, there was no formalized system for accessing or analyzing student data. No systems or protocols for Child Study Team (CST) meetings were currently in place at the school during the review, nor was data used to determine retention in the elementary grades. The grade-level teacher meeting observed by the IIT consisted of a review of DIBELS data and discussion of student achievement in general terms, but there was no expectation that teachers or other staff document and submit specific examples of interventions and support measures used to increase any specific student's academic achievement and or behavioral performance. Decisions are made through informal processes and procedures, with limited data use and no identified mission-critical goals. Consequently, there are minimal or no measurable improvements in student achievement, curriculum development, teacher practices, leadership development, community and family engagement, or student social/emotional developmental health.

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

- The school leader serving the prekindergarten through grade twelve staff and students this year was

given leadership responsibility for district and school hiring and fiscal and programmatic management. An advisement period for extended learning for grades seven to twelve was added to the schedule and the school leader has maintained the kindergarten through grade six after-school programs. This elementary program received Rural Education funds for the past four years and provides tutorial assistance and enrichment for twenty-five to thirty students. During IIT review of the documents showing resource allocation, and during classroom visits, the team found instances where human capital and other resources were not being used to support optimal student growth. The IIT noted inefficiencies in the scheduling of reading teachers and AIS periods. The IIT also noted that only one student used the junior-senior high school library during the three-day period of the IIT review. During a classroom visit, the IIT observed that although there were two teachers and a teaching assistant assigned in the room, only one teacher was observed to be engaged actively in instruction. The IIT also noted that no small group instruction was observed during English language arts (ELA) and mathematics time blocks. During the IIT review, the team learned that there were no procedures in place to address the needs of English language learners. Although the school leader has made decisions to allocate human and fiscal resources to support teaching and learning, the strategies for deploying personnel and other resources and program scheduling limit the capacity of the school to provide targeted support to address the needs of all students and improve student achievement.

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

- At the time of the IIT review, the school leader was in the first year of implementing a new teacher observation system involving the newly adopted Annual Professional Performance Review (APPR). The system required two teacher observations with the school leader providing formal and informal feedback. Teachers were in the process of receiving the required two observations. The school leader and teachers were engaged in conversations and setting some goals to use data to guide instructional strategies and practices to improve teaching and learning. However, the school leader indicated to the IIT that although walk-throughs were being conducted, they were not scheduled regularly and did not have a targeted focus. The school leader did provide some feedback from walk-through findings during grade-level meetings and did use faculty meetings to communicate instructional feedback to all staff. The school leader was on schedule to complete required teacher evaluations; however, the lack of full implementation of a system for instructional monitoring, evaluation and improvement has limited staff accountability 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

I

Debriefing Statement: The school does not have rigorous and coherent curricula or assessments aligned with

the Common Core Learning Standards (CCLS), and curricula do not include adjustments or modifications to meet the needs of all students. The lack of CCLS-aligned curricula tailored to meet student-learning needs limits support for teacher instructional practices and hinders 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

- The school leader has not ensured the development of CCLS-based curricula or rigorous instruction aligned with CCLS shifts. Curricular documentation provided to the IIT consisted of a download of the 2005 New York State Standards for ELA and mathematics. The use of CCLS-aligned curricula was not observed in any classrooms visited by the IIT. Staff interviewed indicated that the development of curriculum units, lessons and the identification of books and materials to use in teaching were left to the discretion of individual teachers. Elementary teachers interviewed by the IIT expressed inconsistent views on what they should be delivering, with only two individuals indicating they used materials from EngageNY as their curriculum. Teachers reported to the IIT that the school does not have curriculum maps and there were no consistent expectations for curriculum. At the secondary level, core content area teachers reported they referred to the *Castle Learning* online program. There was no scope and sequence to align curricula vertically, and no grade-level uniformity of curricula. In four secondary AIS classrooms visited by the team, the IIT found students working on homework and packets of previous Regents Examination questions. However, the IIT noted that instruction did not involve targeted re-teaching or instruction tailored to meet student needs and goals, nor did the instruction include explicit feedback to students. One teacher interviewed by the IIT indicated that there had been no direction provided to teachers regarding content and teaching strategies to use during AIS instructional periods to help motivate students. The IIT did note the use of small, guided groups that had very explicit, rigorous, and individualized lessons with feedback to individual students provided throughout the period during two primary grade reading blocks; however, this was an exception to most of the classes visited. Secondary school staff expressed concern to the IIT that curricula for electives also needed to be aligned with the CCLS. Because of the school-wide inconsistency in development and delivery of rigorous and coherent CCLS-aligned curricula, this impedes the implementation of instruction that meets the needs of all students.

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

- From documents reviewed, the IIT found that long- and short-range unit and lesson plans do not contain the elements to build the higher-order thinking and deep conceptual understandings of the CCLS and do not address CCLS instructional shifts. School leaders reported to the IIT that they do not collect or review unit and lesson plans and that staff use a variety of formats for instructional planning. Only one of sixteen classroom lesson plans reviewed by the IIT met Tri-State Rubric criteria. Staff indicated to the IIT there were no articulated expectations for unit or lesson content or format. Although some teachers had individually produced unit plans, they were not adapted to support the CCLS. While a member of the IIT visited six classrooms, and observed two teachers asking higher-order questions, with students giving appropriate responses, the rest of the team observed no examples of students engaged in asking higher-order questions during lessons. The IIT observed that the school textbooks do not support the CCLS, and did not provide students with the complex fiction and non-fiction materials to develop literacy skills required to master the CCLS. Teachers, secondary students, and school leaders told the IIT that they do not use textbooks very much; that the online program Blackboard has become the new textbook. Teachers told the IIT that they received one workshop on Bloom's Taxonomy at a BOCES workshop with sentence or discussion "starter stems," which teachers perceived was the extent of their PD support for using higher-order thinking in both unit and lesson plan design. The school provides access to a laptop for every student in grades seven to twelve, and each teacher had a computer in their classroom. However, some students report they refused to sign out a laptop because of the responsibility to take care of it. During classroom visitations, IIT members observed students using laptops in two of twelve secondary level classes visited. The students interviewed by the IIT indicated that their classes were either easy or just right. Only the distance learning physics course was described as challenging and required students to work and stretch their thinking. One middle school student said elementary students thought work would be harder in middle school, but indicated it really is not, "it is pretty much the same." All six of the secondary students interviewed by the IIT indicated that they feel comfortable asking questions however they also reported that most instruction is teacher-centered, with a stand-and-deliver method, and at least half of the questions asked are recall questions, accompanied with expectations to copy notes. Students indicated that everyone gets the same assignments. The nine elementary students interviewed by the IIT said they do worksheets in all classes; four said they do projects. Because unit and lesson plans are not aligned to CCLS-based curricula and instructional shifts, and students are not provided with complex and high-level materials to stimulate higher-order thinking, students have limited opportunities to build deep conceptual understanding.

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.

- There are no systematic structures to ensure teacher collaboration, professional conversations to examine instructional practice, integrate planning, provide PD, and communicate common expectations for teaching and learning; or opportunities for staff to build knowledge, understanding, and skills on using data to guide instruction. Teachers interviewed by the IIT indicated that there are no formal structures for the establishment of vertical or horizontal grade-level teams. They also stated that time is not scheduled for departments to meet collaboratively to share instructional

practices, develop unit and lesson plans, or review student work. Staff indicated to the IIT that because there is no vertical articulation, teachers are sometimes teaching with the same materials at multiple grade levels, with no increase in rigor, which negatively affect student learning and motivation/engagement. Teachers noted that occasionally there are informal opportunities during faculty meetings or superintendent's days for teachers to talk together. The reading teacher is able to meet once a week to plan with kindergarten through grade six teachers. However, special education teachers said they do not have common planning time. Teachers delivering AIS said they have limited knowledge of the learning deficits that put individual students into AIS. AIS are limited to helping students with their schoolwork. During IIT interviews, one staff member stated, "No one really knows where AIS fits in." Students in grades seven through twelve interviewed by the IIT, and those who completed a DTSDE Student Survey, expressed a desire for more enrichment opportunities. One student stated, "We need more after-school clubs, more [activities] for kids not in sports - like dance, archery, and hunting." Through a grant, the school has purchased interactive whiteboards, computers, and projectors for every classroom, and the school supplies students in grades seven through twelve with laptops. Secondary students commented to the IIT that they saw available technology as strength of the school. One student stated, "Our school does best in the use of technology to help our learning." "Our school is very good at incorporating technology into everyday learning." Secondary students report regular use of laptops to take notes, write essays, complete computer-assisted instruction assignments, apply for scholarships, conduct research, and communicate with teachers and classmates through Blackboard or Dropbox. However, the IIT observed that the interactive whiteboards are used more as chalkboards or overhead projectors than interactively. During classroom visitations, the IIT noted the use of technology in junior high classes, but not in high school classes. Although the secondary library had been renovated to accommodate new technology, the IIT found that the library was not used during the three days of the IIT review. Because the school leader and teachers do not participate in formal, teacher collaboration within and across grades and subjects, and because the use of available resources has not been optimized, students' access to robust curricula that incorporate the arts, technology and provide students with enrichment opportunities is limited.

3.5 The school has received a rating of *Ineffective* 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 is beginning to collect summative assessment data; however, the school has not yet expanded the scope of data used to inform instruction or instituted structures to establish and support a data-driven culture. Kindergarten through grade four teachers collect data from standardized, formative assessments (DIBELS and STAR) and from New York State grades three to eight assessments. Teachers in grades five through twelve limits the data they collect to the New York State Report Card and Accountability data. The IIT found no school-wide expectations or protocols to track growth in student achievement, conduct progress monitoring, look at and analyze student work or inform and adjust instruction to meet student needs and set student goals. Teachers interviewed said that much of their data is generated from observation. Elementary teachers said DIBELS helps them with grouping students, but noted that progress monitoring is time-consuming. Secondary teachers relied on the CASTLE Learning Program to provide formative

assessment data and provide students with immediate feedback. Although one member of the IIT noted assessments being administered during lessons in two of six classrooms visited, students were not asked to submit information as part of the lesson's closure. During the one grade-level meeting observed by the IIT staff engaged in limited discussion on use of data to make decisions about the tiered interventions that students were receiving. Teachers and school leaders reported to the IIT that they did not have a data team that reviewed district and building data regularly, and that the school lacked structures and protocols for using data for assessing and identifying needs of students and strategic action planning. A lack of structures, expertise, and expectations for the use of data limits the school's ability to establish a data-driven culture that promotes the collection and analysis of data to identify and address student needs, and inform strategic action planning to maximize achievement outcomes for all students.

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: Instructional practices are not strategically incorporated into unit and lesson planning to address the long- and short-term achievement goals of students, or to ensure high levels of student engagement or thinking. Instructional decision-making is not consistently informed by data analysis nor is it tailored to achieve student and school-wide goals. Even though the IIT observed pockets of effective instructional practice, instruction is mostly generic and teacher-directed with little attention given to the needs of individuals and groups of students. As a result, students do not consistently experience instruction that promotes high levels of engagement, thinking, 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.

- From interviews and documents reviewed, the IIT found that there were no formal, school-wide expectations for unit and lesson planning and there was no consistent expectation or use of data to establish student goals. The IIT also observed inconsistencies in instructional practice and observed a lack of instructional alignment with the CCLS-based instructional shifts. The IIT also noted a lack of research-based strategies to promote high levels of student engagement and inquiry across all instructional programs. Although staff provided positive responses to questions regarding the use of best instructional practice in the DTSDE Teacher Survey, in interviews and in written survey

reponses, the IIT found that teachers indicated they would like more direction, tailored PD and support for implementing the CCLS and shifts to ensure students receive support to learn the skills and knowledge necessary to achieve expectations of the CCLS. Staff indicated to the IIT that they attended initial BOCES training on the CCLS and shifts, but several content teachers noted that the PD was the same for everyone and did not provide experience in implementing the CCLS, especially regarding literacy in specific content areas. For example, French teachers received the same PD as science, English or mathematics teachers. The IIT was informed that PD is often delivered as a single experience, without follow-up, communications for expectations or support for implementation. Staff indicated a desire to be allotted time to collaborate to ensure the implementation of new State instructional requirements and the ability to implement CCLS-based instruction. Instructional staff indicated a preference that, instead of PD by an external PD provider, District Superintendent Conference Days be tailored to meet District and school needs for internal consistency in instructional approaches and methods to improve student learning. Staff also indicated a desire for more time to ensure the implementation of new initiatives and to gain skills and knowledge to establish student goals and promote high levels of student engagement and inquiry. School leaders and teachers interviewed by the IIT reported that the district and school lacked PD and staff could not identify a specific focus for improvement of instruction. During visits to classrooms, the IIT observed that instruction was mostly teacher-centered with limited student engagement and inquiry. Students reported to the IIT that they received many worksheets and classroom visits revealed that this was true. However, in two junior high general education classrooms and in two high school special education classrooms, teachers were modeling and using “think-aloud” and guided practice with gradual release of responsibility to the students. During visitations to classes, the IIT found no evidence of references to goals or standards. In classroom visits, it was also noted that instruction lacked the following research-based practices: identifying objectives; addressing student measurable, attainable, relevant and timely (SMART) goals; incorporating student collaboration into instruction, using checks for understanding, closure of lessons; use of rubrics, student self-evaluation or reflection on learning; academic vocabulary instruction, writing to learn, differentiation, re-teaching, opportunities for application of learning, learning centers, and higher order thinking strategies and problem-solving. DTSDE Student Surveys were administered to students. This data indicates that one quarter to a third of the student population feels negatively toward their school experience. Responses to the DTSDE Teacher Survey indicated that teachers found educational challenges that included, “deepening student motivation and actively involving them in their learning”, “building morale and school spirit,” “getting students to participate in extra help, and caring about their education,” and “getting our kids to see the value of education.” A lack of school-wide consistency in the provision of reasearch-based instruction that aligns with and supports CCLS-based instruction, tailored to meet identified student goals, limits the school’s ability to promote high levels of student engagement and inquiry.

4.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.

- Instruction observed by the IIT contained one point of entry for all students. The IIT noted that AIS instructors did not differentiate instruction to meet individual needs of students nor was their

instruction aligned with instructional practices used in general education classrooms. During staff interviews, the IIT heard that there is inconsistent use of curricula and that the school did not have district-wide curriculum that is horizontally or vertically articulated. During classroom visits, the IIT found little implementation of CCLS-based instruction, with the exception of the implementation of the close reading instructional practice. However, where this practice was used, every student read the same content. The IIT found no examples of differentiated instruction that employed a range of text difficulty to provide multiple points of access during classroom skill instruction, independent practice or in homework assignments. During staff interviews, the IIT heard that New York State assessment data is the primary data used for placement into services. A staff member stated, "Students with a one or two score in ELA and math receive AIS services; however, the school lacks curricula for AIS in ELA and math." Instruction in resource rooms and AIS classrooms visited by the IIT consisted mostly of homework help with explicitly designed instruction observed in only one of sixteen classrooms visited. Instruction in these AIS classrooms lacked specific, targeted goals for each student, individual skill-based instruction, and progress monitoring for achievement of targeted goals. During the IIT review, the IIT found no evidence of instruction tailored to meet student needs as informed by the analysis of formative data; that included explicit, communicated targeted goals for students; or that offered students multiple points of access. The lack of appropriately aligned CCLS-based instruction, the lack of multiple points of access to instruction and the lack of identification of targeted student goals inhibit the school's ability to optimize student achievement outcomes.

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

- School leaders, teachers, parents and students indicated to the IIT that they feel their school is a physically safe place. However, the IIT did not observe cultural responsiveness tailored to student strengths and needs or high levels of student engagement and inquiry. School leaders and teachers reported to the IIT that all students received a handbook that details school-wide protocols, procedures and behavioral expectations. However, when the IIT asked students about established expectations, school rules and routines, students responded that there were none. During classroom visits, the IIT noted that some individual teachers have established classroom rules and routines, but the IIT found no consistency or school-wide focus in this area. The IIT learned that the elementary school had started a Caring Accountable Responsible Example (CARE) Program in the fall; however, implementation had not been systematized. Students said they do not want to be recognized in front of their peers. The nine elementary students from kindergarten through grade six interviewed by the IIT agreed that bullying was not a big problem, although there are incidents of bullying. In these situations, students said teachers or school leaders address the situation, and handled it right away. One student stated, "I have learned to deal with it on the bus by standing up to them." Secondary students interviewed by the IIT shared that they feel bullying and violence have decreased in the past two years and do not see cyber-bullying as an issue. Although the RtI Plan reviewed by the IIT identifies universal screening three times per year, the IIT found no protocols to move students between tiers. Additionally, ELL students had not received required screening in a timely manner and there were no protocols established to meet placement and

supports required by SED regulation. Students with disabilities constitute over 15 percent of the student body, and in review of Individualized Educational Plans (IEPs), the IIT noted that students were getting services that were not necessarily based on, or in alignment with their disability classification. Although teachers created a physically safe environment, a lack of a school atmosphere that is culturally responsive and tailored to the strengths and needs of all students limits the school's capacity to promote 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.

- Data sources were limited, and there was no expectation and no formal structure for continuous use of data to inform teaching and learning. The primary sources of data for screening and placement purposes were state assessment results and DIBELS. The school also uses the latter for progress monitoring of students in kindergarten through grade four. Elementary teachers reported to the IIT that data is processed using old software programs and that they have coach books to process data, but the school has no cohesive program to help with all progress monitoring. The IIT noted that during a review of a report prepared by the Regional Special Education Technical Assistance Support Center (RSE-TASC), that in classes reviewed, there was no use of anecdotal record keeping for monitoring progress. School leaders informed the IIT that the school uses *Castle Learning* (a web-based content review and skill assessment tool) and based on data, teachers provide packets to students with old Regents questions. However, the IIT did not find evidence of use of this program for re-teaching in teacher plans or in instructional delivery. Although the IIT did not observe use of rubrics by students during class visits, they found evidence of the use of an ELA rubric published by New York State and found that the rubric was attached to some student writing in classroom folders. Although grade four through six teachers informed the IIT that students review their own work using rubrics, students interviewed by the IIT said they do not evaluate their own work, and did not evaluate the work of their peers using a rubric. Students indicated that they do not have folders or track their own progress on skill acquisition; however, secondary students said they could access their grades through the school portal. Secondary school teachers are required to email the school leader every two weeks regarding students who are struggling academically and what communication teachers make with parents. In junior high, the staff uses a web application to list missing assignments, so students can access information on owed work. However, the lack of CCLS-aligned formative and interim assessments and databases limit teachers' ability to access pertinent data, assess student progress, inform instructional planning and promote student participation in their own learning process.

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

Tenet Rating

D

Debriefing Statement: The school lacks a clearly developed vision and system to provide social and emotional supports to students and relies on the skill sets of a few individuals whose roles have self-identified them as the

supporters for social-emotional needs of students. The impact is the entire school community does not consistently identify, promote and support the socio-emotional health of its students.

Strengths:

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

Areas for Improvement:

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

- There is no clearly developed vision and system to provide social and emotional supports for students and the provision of student supports and services relies on the skill sets of a few individuals whose roles have identified them as supporting the social-emotional needs of students. In IIT interviews with the school leader, vertical teacher team, and school support team, all groups indicated that there was no written plan or protocol to follow in the event of a crisis. A recent incident this school year required immediate involvement of the school leader and guidance counselor who provided the supports and communication necessary. However, when asked by the IIT if there is a guidance document for staff to use during such incidents, the response was, “No.” In the IIT interview with the school support team, one of the teachers stated that the district has given so much attention to bullying that elementary students are calling things bullying, when in fact they are not. The school support team also stated that a Girls’ Circle Program person from the YMCA came and talked with grade seven and eight students about acceptance and diversity. From observations and IIT interviews with student groups, it was noted that this group was the only group to reference the Code of Conduct as providing protocols for students to seek help in the event of a bullying incident. Interviews with the school staff and school leaders indicate that students seek out or are referred to counselors through several means such as referrals from the child study team, mandated requirements in their IEPs, teacher recommendations, and through self-referral. An area of concern expressed by school leaders and students was that all of the coaching and class advising staff is comprised of teachers and assistants from the elementary school. Students in grades seven through twelve surveyed expressed a desire for their teachers to be more involved in their activities, and for their teachers to involve and engage them more in classes and in decision-making. Although almost all students expressed knowing that they could go to the school leader or counselor if they needed support, they also expressed a desire to have a teacher-mentor connection in the school. In IIT interviews, both secondary students and the school leader stated that at the beginning of the year, the after school advisement period helped students academically, and that it presented an opportunity to connect with teacher mentors. Additionally, parents and the school support team expressed concern over drug and alcohol use within the school population and by the local community. In response, awareness presentations by the New York State Police Department have been held at the school for the local community. The IIT found that most social and emotional supports for students occur without a clearly defined system or protocol in place and that the school leader or individual teacher leaders assume roles necessary to support student social and

emotional needs. Because the school does not have an overarching system to support and sustain student social and emotional developmental health and no long-term partnerships with community-based organizations, student support is reactive and not consistent.

5.3 The school has received a rating of *Developing* for this Statement of Practice: The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

- When interviewed by the IIT, the school leader, staff, parents, and students were unable to articulate a common vision for social and emotional developmental health connected to learning experiences. Interviews with the IIT the school leader, teacher teams, students, and parent groups identified trust as a barrier to providing social-emotional supports for students and their families. A survey of students indicated that between one-quarter and one-third of the student body openly expressed they feel disengaged from the school. A check-in/check-out mentoring program previously in place for grades nine through twelve paired each student with a teacher; however, due to scheduling changes this program is no longer in operation. Although an advisement program currently exists, teachers and students said this program no longer focuses on building one-to-one student-teacher relationships, and several stakeholder groups expressed concerns over the absence of contact with teachers. Furthermore, all students interviewed said they are hungry, even after lunch, and a majority of the 271 students surveyed noted dissatisfaction with the school lunches this year. In 2005, the staff read Dr. Ruby Payne's book, *A Framework for Understanding Poverty*, and discussed the impact of poverty on learning, but no additional actions resulted following the book review and discussion. The school is in the process of partnering with Bassett Hospital in Cooperstown to provide for a school-based clinic in 2014. The school also works with a Preventive Case Worker through the Department of Social Services in Otsego County who takes referrals on a voluntary basis, and works in the school community with her assigned cases. However, during interviews, the IIT noted that there is not strong inter-agency collaboration taking place on an ongoing basis to support the needs of students. The school support team and leaders estimate social-emotional concerns impact up to fifty percent of the student population. While the community has a few available agencies and services locally, community resources such as the courts, the police, and the Department of Social Services are not currently being coordinated fully in a focused and systematic manner to build a safer and healthier environment for families, teachers and students. As a result of not having all stakeholders share a common vision, and because not all stake holders are being fully engaged, the school does not ensure that activities and community resources systematically promote social and emotional developmental health of students.

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.

- When interviewed by the IIT, all interviewed stakeholder groups articulated they feel the school is physically safe; however, parents and students expressed a desire for greater communication and involvement in planning and decision-making. Parents stated that they did not know of any recent parent involvement in developing school improvement plans, and had not heard of anyone being

asked to be involved, although one parent did indicate that she was involved in the writing of school improvement plans two years ago. When interviewed by the IIT parent groups and school staff stated that the DCIP and SCEP are not shared with community stakeholders. A survey of secondary school students indicated that these students have a strong desire to be more involved in the decision-making process. When interviewed by the IIT one student stated, “Just because we are children and young adults doesn’t mean our opinions don’t matter, or that we don’t know right and wrong. We’re mature enough to make educated decisions and most adults just look at us as if we’re peasants before a king.” Because not all school constituents engaged in planning and decision-making, a sense of ownership to creating and maintain a safe school community that leads to greater student outcomes is not taking place.

5.5 The school has received a rating of *Developing* for this Statement of Practice: The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

- While school leaders and student support staff are responsive to the social and emotional developmental health needs of individuals, small groups of individuals in the school assume this responsibility. The IIT found no evidence of consistent data use, and no plan in place for sharing and using data, communicating, or establishing protocols to support students in becoming successful both academically and socially. When interviewed by the IIT, school staff indicated that they receive sporadic and incidental PD related to student social and emotional developmental health needs, and that often there is not a sustained focus or follow-up on an identified area of need. All stakeholder groups reported to the IIT that they believe that students are slipping through the cracks. Students and teachers stated in interviews, that while some students seek out relationships with teachers, not all students do this, or have a school connection. In parent interviews, parents expressed concern that they and the students may not know where to find social and emotional health supports in the school or community. In interviews with parent, student and teacher groups, the IIT heard concerns expressed over a lack of two-way communication. Because there is not a plan in place for sharing and using data, communicating, or establishing protocols, the school leader and student support staff do not work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so that students can become academically and socially successful.

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 leaders and staff welcome families, students, and visitors; however, this does not translate into a trusting relationship between the school and community. There are no formal systems or relationships established within the community to provide collaboration, two-way communication, and build a sense of shared ownership within the school community. Therefore, there is no shared responsibility for student academic progress and social-emotional growth and well-being.

Strengths:

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

- During interviews and in analyzing parent surveys, the IIT noted a majority of parents indicated that, while they view the school as welcoming and developing a feeling of trust among families and students in primary grades, the same view was not common among parents about the intermediate and secondary grades. Parents interviewed said they are not involved in school planning. During meetings with the IIT, parents identified a lack of reciprocal communication as problematic. For example, parents indicated that they have to request information about the specifics of the accountability designation for the school. One parent interviewed said she wants to be involved in the school, but does not know how. Other parents said they have been past members of the Wellness Committee, Vocal/band Boosters, Athletic Association, the Committee on Special Education (CSE), and the Project Prom Committee. Parents reported a lack of trust and support for the school occurred with the elimination of the football team. As a result, many parents and students are now involved in the alternative sports programs offered through Richfield Springs Community Recreational Programs. Parents also identified that the three-county demographics and socio-economic diversity and the continual movement of families in and out of the district as contributing to the lack of belonging. School leaders indicated only about ten parents on average participate in parent involvement nights and parent-teacher organization (PTO) meetings. As a result of the limited reciprocal communication and lack of consistent welcoming atmosphere throughout all the grades, there is a lack of parent and community engagement in the school, which hinders the ability of the school to foster high achievement and increased student success.

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

- The school does not consistently engage in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning. In a review of documents, the IIT found that once completed, school staff

members do not revisit some documents, such as the Parent Compact, amongst themselves or with other members of the school community. The IIT also found that only a few individuals constructed the SCEP and DCIP and the school does not share or discuss these plans with the school community at large. When interviewed by the IIT, staff and parents indicated that communication is one-way. Only one parent interviewed indicated that the school was receptive to meeting her halfway in assisting her child. Not all families have computer and internet access, therefore communication through the parent portal is not available to all families. Parents indicated that the parent portal, Power School, is not consistently updated on a regular basis; however, school leaders informed the IIT that staff is directed to update the Power School site at least once every two weeks. Parents expressed a concern over not receiving information regarding a school-wide emergency in a timely manner. Parents also indicated to the IIT that differences in philosophy regarding the homework policies within the school, between elementary and secondary programs, and differences in progress reports in the secondary school interfere with families' abilities to support the staff and enforce these policies with their children. Because of the lack of reciprocal communication and the limited data shared with families and community stakeholders, the school impedes families from the learning of and addressing the needs of their children. Hence, students' strength and needs are not consistently identified and used 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.

- There is some evidence from IIT interviews and document review to indicate that some of the school community is engaged in partnering with families and community agencies to support student success; however there was limited PD across all areas to support student success. The IIT found that some PD was focused on providing the school community with an awareness of academic, social or emotional developmental health issues. The IIT also found that on average, ten parents attended each of these PD nights, where parents received information on topics such as the Common Core, parenting, literacy, and special education. In addition, the school leader reported that the school ended a partnership with the Zone, which provided transportation to a Community Center, where students attended after school homework help programs until about four o'clock. Some high school students also went there to complete community service requirements. However, the school leader indicated that the Zone was looking for another director to maintain certification, and it was uncertain if the Zone would maintain its role as a community partner. The school has partnerships with Leatherstocking, which provides a College for Every Student mentoring program for grades five and six, Head Start, and the Little Lambs Pre-K program who work with the school to support student success. However, due to a lack of staff PD on developing family relationships, the changeable nature of secondary school community partnerships, and a low level of family engagement, most families are not acquiring skills and knowledge to support students in their quest for college and career readiness and for greater academic and social and emotional 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.

- There is little use of data and sharing of data within the entire school community to promote dialogue, support, and student success. When interviewed by the IIT, parents indicated they do not understand the data and student reports they receive about their students' achievement on tests. They received written notification of a meeting and that the school was in need of improvement, but received no academic information or data. However, when they attended this meeting, they did not receive academic information. The meeting was about the school's roof replacement. Parents interviewed said they have no idea what the school is identified for and added that they do not understand the testing and the CCLS. Some parents also expressed a lack of understanding about special education testing and information. Teachers and school leaders interviewed said there is insufficient data, and that when available, the data is not always provided in a user-friendly manner for analysis and dialogue. Data is not at the forefront of all meetings. The DCIP and SCEP are not clearly focused on data nor tracked for implementation and completion of tasks to improve student learning and success. Students interviewed knew their grades, but have not had ownership of their learning to the level where they are self-assessing their progress. When interviewed by the IIT, high school students admitted to struggling with blended and higher-level courses where they have to independently monitor and identify what they know and understand. Because of the inconsistent use of data and inconsistent sharing of data within the entire school community, a dialogue between parents, students, and school constituents centered on learning and success is not taking place regularly.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2 Establish a vision, mission and clearly articulated DCIP and SCEP for elementary and secondary grade levels. Ensure plans provide focus, action steps and monitoring of progress toward achievement of rigorous and attainable student achievement and school improvement goals. Ensure the vision, mission and improvement plans are shared and understood by the school community and promote a sense of urgency to accomplish articulated goals.
- 2.3 Establish clearly defined systems with identified protocols and roles/responsibilities for accountability in completing mission critical goals. These systems should include continuous monitoring for effectiveness and achievement of: student academic progress, implementation of PD, implementation of research-based instructional practices, communication, family engagement, the development and implementation of CCLS-based curricula, support materials and programs, social-emotional supports for students, and continuous use of data to inform teaching and learning.
- 2.4 Ensure that human and other resources are allocated to optimally support student learning and the achievement of school improvement and student goals. Correct inefficiencies in the scheduling of personnel. Ensure the effective use of school facilities, instructional personnel and instructional strategies to address the needs of all students. Ensure that the school establishes procedures to address the needs of English language learners.
- 2.5 Implement the APPR process in a manner that identifies and provides support for teaching and learning needs to support increased student achievement. Schedule regular walk-throughs with targeted “look fors” and provide timely individual and grade level feedback to staff regarding instructional practice, student learning needs, and next steps to achieve instructional improvement. Ensure that all administrators and staff are provided with PD and on-going support to achieve and to be held accountable for continuous school improvement.

Tenet 3: Curriculum Development and Support

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

- 3.2 Ensure that all District and school curricula are aligned with the CCLS and include instructional shifts. 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 school leadership and staff are 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. The lack of school-wide PD, ongoing support and formal opportunities to develop CCLS-aligned curricula limit the school’s capacity to implement rigorous and coherent curricula that is appropriately aligned to the CCLS.

- 3.3 Identify criteria and 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 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 end-of-unit tests, pre-tests, and checks for understanding; teaching of vocabulary; close reading of complex text; writing in the content area; the use of SMART goals in student-friendly language, differentiated instruction; the use of intentional higher-order questions and inquiry-based assignments and the use of student reflection and monitoring of their own learning through the use of rubrics.
 - 3.4 Establish a system to track achievement of goals established in the DCIP and SCEP. Ensure opportunities for regular and frequent grade level and department meeting times and that these are scheduled into the school's master schedule. Ensure these opportunities are used for collaborative planning of instruction that incorporates the arts, technology and enrichment opportunities. Ensure the development and implementation of protocols to document activities and findings of collaborative meetings that include minutes, standing agenda items and procedures, next step and follow-up for all meetings. Additionally, establish times for vertical teams to meet and share student work and progress in meeting mission and curricular goals.
- 3.5 Define the purposes and use of summative, interim and formative assessments in the District and schools. Identify and expand types of available data for staff to use in monitoring student achievement. Maintain individual teacher classroom binders that track student achievement in meeting content and skill requirements for the course. Include the use of regular rubrics to inform students of assignment requirements and for students to self-reflect and evaluate their work before turning it in for teacher feedback and evaluation. 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 goals and use findings to inform strategic action 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 align fully with the concepts in the Effective column of Tenet 4 the school should:

- 4.2 Ensure instructional planning addresses student goals including instructional practices and strategies to promote high levels of student engagement and inquiry. Establish targeted, student-friendly goals for all lessons that are based on data and which are differentiated to meet the needs of individual students and student 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 required for mastering the CCLS. Ensure staff is provided with 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. Ensure coordination in the planning and implementation of the AIS and RtI programs.
- 4.4 Ensure the establishment of a school culture that is culturally responsive and tailored to the strengths and needs of all students. Implement a school-wide system to provide consistency of expectations for behavior and

to promote student pride and increased morale. Ensure constituents are provided with the knowledge, skills and resources to promote high levels of student engagement and inquiry and that staff is held accountable for implementing instructional practices that foster improved engagement and higher-order inquiry.

- 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 5: Student Social and Emotional Developmental Health

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

- 5.2 Establish a consistent and clearly defined vision and systematic plan for including the entire school community in the support of student social and emotional developmental health. Communicate this vision and plan through multiple venues, including posting the vision in the school and classrooms, so that all stakeholders know and understand their responsibility and accountability in supporting health and academic success.
- 5.3 Identify the curriculum/program and professional development necessary for sustained support from stakeholders for providing a safe and healthy environment conducive to learning and academic success and well-being.
- 5.4 Include families and students in the decision-making process of the school and are participants on major school committees, including the writing of the DCIP and SCEP. Ensure that family representatives have venues for sharing information within the community. Establish strong student governments in elementary and secondary school levels that are representative of the student body and which represent and share reciprocal communication within the student body about decisions that would involve and impact students in the school.
- 5.5 Identify data to be used and provide scheduled time for staff to discuss and plan action steps that will improve student social and academic success. Maintain this data as part of the portfolio of data to be used to inform the development of and revisions to the DCIP and SCEP and for engaging agency and community partnerships to support students and the school community.

Tenet 6: Family and Community Engagement

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

- 6.2 Develop and implement, with representation from all stakeholders, a strategic plan to encourage all families to frequently engage with the school and enhance the school's relationship with all families and focus on improving the school's relationship with families of intermediate and secondary students. Ensure the school is responsive and respectful to all families and community stakeholders and that open communications with all constituents focus on how the school community can augment student learning. Ensure that the strategic plan is communicated to all members of the education community. Maintain open and reciprocal communication through a variety of venues including technology to solicit input from all stakeholders. Ensure the school presents a welcoming environment to all and that the school reaches out to all families and community

members to invite them to volunteer and engage with the school to improve student learning and development.

- 6.3 Establish and maintain culturally sensitive, reciprocal communications with family and community constituents 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 all 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 abilities to augment student learning and promote success.
- 6.4 Establish a yearlong calendar that identifies PD opportunities for school leaders and staff as well as a calendar for parents that provides opportunities to address families' concerns and provide knowledge, skills and supports to enable families to help students achieve successful educational outcomes. Identify school-wide and student needs using teacher and parent survey data as well as student achievement, attendance, suspension, special education and other pertinent data, including APPR instructional evaluation findings and Student Learning Objectives (SLO) goal-setting.
- 6.5 Develop and implement an overarching system to ensure the measurement, analysis, and use of data to inform instructional planning. Ensure that all relevant data is made accessible to all constituents in all pertinent languages and provide a wide range of learning opportunities for families, school staff, students and community constituents to elevate their understanding of student data and its implications for student success. Establish a school culture that promotes reciprocal communications to develop ongoing dialogue with students, families and the community centered on learning and success. Ensure that all data is provided in an easily understood format appropriate for each group. Ensure data is analyzed and made accessible to stakeholders and that data is used to identify next steps for support. Establish a data-based school culture that espouses student success for all students.