



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

DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)



BEDS Code	530600010011
School	Lincoln Elementary School
School Address	2 Robinson Street, Schenectady, NY 12304-1333
District	Schenectady City School District
School Leader	Pedro Roman
Dates of Review	January 30 - 31, 2013
School Accountability	Priority

School Information Sheet											
Grade Configuration	K-6	Total Enrollment	329	% Title 1 Population	87%	% Attendance Rate	94%				
% Free Lunch	81%	% Reduced Lunch	6%	% Student Sustainability	83%	% Limited English Proficient	9%	% Students with Disabilities	18%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language		0					
Types and Number of Special Education Classes											
# Special Classes	1	# Consultant Teaching	0	# Integrated Collaborative Teaching		3					
# Resource Room	1										
Types and Number Special Classes											
# Visual Arts	0	# Music	0	# Drama	0	# Foreign Language	0	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	0	% Black or African American	35%	% Hispanic or Latino	22%	% Asian or Native Hawaiian /Other Pacific Islander	20%	% White	21%	% Multi-racial	2%
Personnel											
Years Principal Assigned to School	3.5	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers		1			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	2	Average Teacher Absences	8.5				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing	N/A	Priority School	X	Focus District	N/A	Focus School Identified by a Focus District	N/A	SIG Recipient (a) (g)	YES		
ELA Performance at levels 3 & 4	31%	Mathematics Performance at levels 3 & 4	39%	Science Performance at levels 3 & 4	82%	4 Year Graduation Rate (HS Only)		N/A			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	N/A	% of 2 nd yr. students who earned 10+ credits	N/A	% of 3 rd yr. students who earned 10+ credits	N/A	6 Year Graduation Rate		N/A			

Did Not Meet Adequate Yearly Progress (AYP) in ELA
 (Mark an "X" in the field(s) where school is identified for not meeting AYP.)

	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics

	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science

	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		

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. Consistently use the Plan, Assess, Adjust Cycle for continuous improvement of educational practices.
2. Develop a systematic process for monitoring student progress.
3. Provide embedded professional development (PD) in the area of Differentiated and Specially Designed Instruction to meet the needs of all learners.
4. Identify accountability indicators and regularly monitor and adjust actions/decisions to meet the desired objectives.

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 Education 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:				D	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.			X	
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.				X
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.			X	
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.			X	
OVERALL RATING FOR TENET 3:				D	

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.			X	
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.		X		
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			X	
OVERALL RATING FOR TENET 4:				D	

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

#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.		X		
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.		X		
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	X			
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.		X		
OVERALL RATING FOR TENET 5:			E		

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		X		

	the school, leading to increased student success.				
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:		E		

School Review Narrative:

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

Debriefing Statement: The school leader is beginning to establish strategies and protocols, aligned with the vision, that are leading to improved curriculum planning, instructional practices, and community building efforts. The school leader encourages staff to use systems that lead to the collection and analysis of outcomes to improve student achievement.

Strengths:

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

- Interviews conducted by the review team indicated that the school leader analyzes the fiscal capital available through the District and within the community, i.e., Calvary Tabernacle Church, Whitney Young Clinic, Ellis Hospital, and the Northeast Parent and Child Society, to make funding decisions that support the school goals. The school leader reported that district funds are used for school improvement, such as CCLS flip charts, and that he uses district funds to support school goals in the improvement plan (SCEP). Based on interviews, the review team determined that that the school leader interviews candidates for positions in the school and has input into the hiring of staff. In multiple interviews with the school leader, the review team learned that the school leader developed classroom lists of students based on student strengths and needs and the skills of teachers; met with SBST members in June to review the future classroom placement of all students seen by the SBST during the year for either academic, social emotional or behavioral reasons; scheduled Reading teacher and intervention specialist in school based on Fountas and Pinnell results and State assessment results; placed students in classrooms based on their academic and behavioral strengths and needs; had current teachers meet with next year’s teachers to have conversation about students; and developed teaching schedules to allow for common planning time three times a week. Furthermore, the school leader seeks the support of external partnerships that provide human capital to the school, such as the tutors provided by Whitney Young. The school leader makes strategic decisions around human resources in terms of school improvement, such as the scheduling of reading teachers and intervention specialists based on Fountas and Pinnell and State assessment results. Thus, the school leader makes purposeful decisions to align human and programmatic resources, which improves the school’s instructional practices and increases student well-being and achievement.

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

- The school leader has the opportunity to dialogue with other leaders at District Administrative Council Meetings and informally meets with other elementary school leaders to share best practices. This school leader has a fully functional Annual Professional Performance Review (APPR) system in place using the New York State United Teachers (NYSUT) rubric to conduct targeted and

frequent observations and track progress of teachers' practices based on student data for continuous school improvement. The APPR has impacted the number of classroom walkthroughs and grade level team meetings the school leader can complete/attend. However, through these targeted observations, the school leader is providing teachers with ongoing, relevant feedback, and the school leader is holding staff accountable for the continuous improvement of teaching and learning.

Areas for Improvement:

2.2 The school has received a rating of *Developing* 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).

- As reported to the review team in stakeholder focus groups, the school community has an understanding of the school vision and is beginning to demonstrate a sense of urgency regarding student achievement. The school leader is in the process of using data to focus instruction on increasing student achievement. The School Inquiry Team and school leader, as noted in the School Comprehensive Education Plan (SCEP), have created an at-a-glance calendar with the SCEP goals and activities, monitor these goals and activities quarterly, and present progress reports quarterly to community partners. Therefore, the school community has a growing awareness of the need to improve school performance urgently and how it will be accomplished through the vision, goals, and activities in the SCEP.

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

- The school leader has established systems, i.e., grade level meetings, common planning time, School Based Support Team (SBST), School Climate and Culture Committee, and Data Inquiry Teams, to encourage staff to use evidenced-based practices to identify individual student strengths and weaknesses, develop goals, and group students appropriately for instruction. However, staff reports and observations by the review team confirm that this practice of identifying individual student strengths and weaknesses is inconsistent. Goals for students lack rigor and explicit teaching strategies that would provide students an opportunity to increase achievement were often not evident. Consequently, staff practices are currently inconsistent and school goals are not yet achieved.

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

Tenet Rating

D

Debriefing Statement: The school leader and staff are making efforts to provide curriculum support that will target the expectations set forth in the CCLS, but staff have yet to fully implement this new curriculum or to significantly change current teaching practices, resulting in less effective instruction that negatively impacts student academic growth.

Strengths:

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

Areas for Improvement:

3.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.

- The school leader has begun to provide supports so that teachers can appropriately align instruction to the District's CCLS-aligned curriculum and curriculum maps; however, this support is not systemic and does not provide staff with a deep understanding of how to implement rigorous instruction aligned to the CCLS. It was articulated to the review team during an interview and observed by the review team during classroom visits that there was limited understanding of the CCLS and inconsistency in its integration into daily student instruction. Consequently, students are not developing the higher level thinking skills that result in improved student achievement.

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

- Teachers are collaborating, i.e., using grade level meetings, common planning time, SBST, School Climate and Culture Committee, and Data Inquiry Teams, to discuss the District curriculum based on the CCLS and develop sample lessons across grade levels. However, teachers lack understanding of the CCLS and how to integrate the learning standards into their instructional planning and teaching practice. They report that they do not feel competent in how to shift their instruction to accelerate learning for all students. Therefore, this work has not yet resulted in targeted instruction across all classrooms that is appropriately aligned to the CCLS.

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.

- Although the school leader ensures that teachers collaborate within their grade level through grade level meetings, teachers have yet to focus on vertical alignment. They have not consistently incorporated the special subject areas, such as art and technology, into their meetings or their classroom instruction. Technology, such as SMART boards, is not consistently incorporated into lesson planning or instruction. Through class visits and focus groups, the review team determined that available laptops are not being used, the SMART Board is being used as a chalkboard, and students have little access to art projects that are connected to instruction in core classrooms. Therefore, students do not have access to a robust curriculum that incorporates the arts, technology, and other enrichment activities to foster student engagement in their learning.

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.

- Analysis of data by the school leader and teachers has led to some adaptation of instructional plans, i.e., data walls and benchmark assessments, but groups of students and individual students still experience a misalignment of instruction. The school leader and teachers are using only summative assessment to drive instruction. Teachers reported and classroom visits by the review team confirmed that teachers do not fully understand how to develop and use formative assessments to group students or to adapt instruction. Therefore students are receiving instruction that is not targeted to their specific needs.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent sub-groups experience consistent high levels of engagement, thinking and achievement.

Tenet Rating

D

Debriefing Statement: Teachers are beginning to examine their own instructional practices and use data to drive instruction; however, teachers' lessons and instructional practices are generalized, lack rigor, and fail to promote higher order thinking in students and consistently engage them in their learning. The review team found no evidence that teachers were consistently differentiating instruction based on student academic strengths and challenges. Consequently, students from all subgroups have inconsistent opportunities for high-level engagement and achievement.

Strengths:

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

- Teachers and staff foster a safe, compassionate, and positive school environment. In classroom visitations, the review team saw evidence of a common understanding of safe and acceptable behaviors, i.e. in six of six classes visited, students were well behaved and, in most cases, following teacher directions. Although teachers generally ask generic questions related to instructional materials, they are responsive to diverse needs of students. Students, teachers, and parents reported that the school is safe, despite a few instances of "fights" on the playground; classroom and hall displays showed an appreciation for the diversity in the school, such as the hall mural with "hello" in several languages. While higher order questioning was minimal in classes visited by the review team, teachers did stimulate students' thinking by using complex materials. Students were engaged in classroom activities in the classrooms visited by the review team. Thus, students feel that school is a safe place to learn and are clear on behavioral expectations; discipline issues are minimal; and students have access to more opportunities for engaging in learning and social activities with their peers.

Areas for Improvement:

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

- Teachers and staff are in the beginning stages of using data to drive instruction. Teachers are not yet using data effectively in a timely manner to set short and long term goals for students or to inform lesson planning. As reported by teachers and substantiated by class visits by the review team, student specific data are not being used to modify instructional strategies. Consequently, instruction is not explicit and does not meet the diverse needs of students.

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

- The review team observed that most teachers did not provide instruction that challenged students on different levels of proficiency due to the prevalence of whole class, teacher-led lessons. During classroom visits, the review team found little evidence of differentiation of instruction other than the grouping of students for reading. All students learned the same content in the same ways, and teachers relied on low-level comprehension questions that were not challenging to all students. Consequently, students are not able to access instruction at their proficiency level, thereby affecting their engagement in their learning.

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.

- Although teachers use assessment data to inform instruction, they are not analyzing all data available to drive instructional goals and to inform instructional decision-making, including student grouping and instructional strategies, especially those that are specific to subgroups of students, i.e., specially designed instruction for special education students. The action plans for adjusting student groups lack specificity and do not always provide additional targeted instruction for students requiring more support. Furthermore, teachers do not always provide students with specific, timely feedback on their daily work, i.e., use of rubrics is inconsistent as reported by students and teachers. The school leader and Building Leadership Team (BLT) are beginning to use data walls to analyze students' levels of achievement; however, the review team found during classroom visits that instructional groupings in classrooms were doing the same lessons without accommodations or differentiated strategies. Furthermore, teachers reported that they needed more PD to help expand their repertoire and understanding of strategies that would increase specific students receiving targeted instruction. As a result, the instructional rigor that leads to student engagement is absent in instruction, students are not able to self-monitor their learning process, and there is little student ownership in their own learning that could lead to improved academic gains or progress.

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

Tenet Rating

E

Debriefing Statement: The school staff has established a culture that allows each child to be known by many adults in the building and has put in place systems, i.e., SBST, that address social and emotional developmental health and academic needs. Students, teachers, and parents view the school as a safe and respectful environment, and there is a positive approach to behavior management. There were some concerns about the physical appearance of the building; however, overall the school and staff promote an environment that is conducive to learning.

Strengths:

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

- The school has a system in place to sustain the social and emotional developmental health of students. Each student in the school is known by at least one designated adult, who assists the student with social and emotional developmental health needs. Various focus groups reported that some of these practices are connected to the overall support system, including: a SBST for referral and support of academic, social, and emotional health needs; established partnerships (Calvary Tabernacle and Whitney Young) that assist the SBST team in helping students with academic and social/emotional health needs; Positive Behavioral Interventions and Supports (PBIS); Peer Mediation; and a Committee on Culture/Climate. Students and parents reported there are several adults in the school they can go to for help, and all school constituents mentioned the grant the school will be receiving for 2013-16, which will provide wrap-around health services to students and their families. The school staff has fostered a sense of community and connection, but they are not using data gathered to precisely measure the effectiveness of how the social and emotional supports in place contribute to student academic success. The school is safe, and students feel welcomed and respected, thus leading to a sense of community within their classrooms. Students feel safe as learners to take risks and reach out to staff if they have concerns or problems, which is supporting students' academic achievement.

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

- All school constituents realize how important it is for students to be socially and emotionally healthy in order to be academically successful and believe that their mission of “every child can learn” is given the proper student supports. Even though the PD offered at faculty meetings does not always focus on supporting student social and emotional developmental health, there are practices in place that support this vision of social and emotional health, i.e., SBST and PBIS and the new committee that is being formed that will focus on climate and discipline referrals. Teachers and parents reported in focus groups that adults in the school attend timely to issues and that there is timely follow-up. For example, the SBST always follows up on students referred within six weeks of the referral. There was a general sense in the school that, despite the lack of PD focused on promoting students' social and emotional developmental health, the students behave well; school community constituents feel that the school is safe and supportive as reported in the focus groups; and the school community knows how to take care of its students, which results in students and families feeling they are being supported.

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

- All school constituents articulated that students feel safe in the school and supported by more than one adult in the school community. Teachers voiced and demonstrated support for students' social and emotional health and expressed its connectivity to academic success. Parents expressed how the school community works hard at meeting the social, emotional, and academic needs of their children through extra notes put on progress reports and report cards, PBIS, SBIT, and timely follow through on any issues relating to student or parent concerns. The result is a school where students are comfortable learning and where families feel supported, thus motivating students to be successful.

5.5 The school has received a rating of *Effective* for this Statement of Practice: The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and

emotional developmental health needs, so students can become academically and socially successful.

- The school leader and student support staff have worked with teachers on using data to address students' social and emotional concerns as it aligns to success academically. There is an expectation, as articulated in an interview with the school leader, that staff will use these data to address students' social and emotional needs as it relates to academic success. All school constituents mentioned practices in place where data are collected, including data from PBIS and the SBST. In addition, the school leader and teachers reported that the school has a Data Inquiry Team. Through the continued development of the data collection process in this school, teachers and staff are working on the ability to respond to student social and emotional developmental needs and are proactive in giving assistance to students so they can be academically 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

E

Debriefing Statement: The school community is welcoming, fosters positive relationships with diverse families, makes connections between the family and community supports, provides families with data on their child's academic growth and progress, and offers them multiple opportunities to engage with the school. This partnership with families and community members promotes and supports student learning and development. Training on family and community engagement for family members, community members, and school staff will further enhance student success.

Strengths:

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

- The school atmosphere is friendly and family engagement with the school is encouraged through a variety of ways, including Parent Teacher Organization (PTO) meetings that are held immediately following dismissal to encourage and make it convenient for parents to attend; family events such as the Family Barbeque, Fathers take your Child to School Day, Career Day, and Parent Support Night; and other similar events that are held frequently and provide parents with information on how to support students in their schooling. Furthermore, all school constituents described the school as a warm, caring, welcoming place. This positive culture of family engagement creates the conditions necessary for academic improvement.

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

- The school leader and staff respect and acknowledge the diversity of the families and community members, provide opportunities for dialogue, and engage regularly in interactive communication. The school uses bilingual communication as appropriate, and emphasizes multiculturalism and support of all students regardless of economic status. The review team observed some bilingual print in the school environment and a multilingual "Hello" mural in the hallway. The school calendar is sent home in two languages (and available in others), the English as a second language (ESL) teacher uses multicultural literature with students, and weekly progress notes are sent home and calls are made to families about student progress. In addition, quarterly newsletters are sent home

in two languages (but available in others) and posted on the school website; report cards are sent home with students' reading levels and a list of books at that reading level; information is provided to parents about community agencies; and backpacks of food are sent home to needy families every weekend. All of this has created an atmosphere of open, reciprocal communication where parents feel empowered, valued and respected, and student abilities and/or needs are appreciated and understood by school staff.

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

- The school fosters partnerships and assists families in making connections with outside community organizations to support student learning, health, and well-being. Targeted staff are provided PD on how to effectively establish healthy partnerships in order to support student needs. This is evidenced by the two major partnerships with Calvary Tabernacle Church and Whitney Young, which provide funding for social and emotional developmental support and tutoring to assist with academic success and the Student Support Team (SST) and the school leader providing parents with information regarding community resources. In addition, the school is being awarded a School Improvement Fund grant in partnership with Ellis Hospital and Northeast Parent and Child that will provide wrap-around services for families and students. The creation of these partnerships and access to community organizations and resources is helping families support students' academic achievement and social and emotional developmental growth.

Areas for Improvement:

6.5 **The school has received a rating of *Developing* for this Statement of Practice:** The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on learning and success.

- The school community offers a range of opportunities for families to learn and understand school data and their child's progress. The review team found that some mathematics homework is sent home with instructions on how to teach it; report cards include reading progress reports that provide the child's reading level and a goal for end of the year; a bulletin board with school data is located in the Main Office, and data is shared at Parent Education Nights. However, the data shared with parents is not consistent across all grade levels and teachers. Although parents are able to access some information regarding student progress, the school has not yet developed a consistent data sharing mechanism that promotes active dialogue on student learning and success among all school constituents.

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: Continue the work on the school vision of incorporating and connecting to the social and emotional developmental health of students. Revisit the vision with all school community stakeholders and ensure it is widely communicated, shared, and referenced on a more consistent basis so that all school constituents understand and work towards achieving a unified vision and move the school towards higher student achievement.
- 2.3: Ensure that staff uses interconnected systems to collect and analyze outcomes of initiatives outlined in the SCEP. Prioritize and monitor the goals and strategies for the school and focus on best practices to improve student achievement. Focus on how to use data to inform instruction and group students to differentiate instruction to meet the needs of all learners.

Tenet 3: Curriculum Development and Support

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

- 3.2: Ensure that teachers gain a deeper understanding of the CCLS instructional shifts and how to implement them. Continue to ensure that all teachers participate in embedded PD on planning for further implementation of CCLS; aligning existing curricula and teaching practices with CCLS, both horizontally and vertically; fully implementing CCLS in order to increase instructional rigor; and delivering student-centered methods to promote greater student inquiry and active participation in learning. Provide PD for teachers and staff on developing and effectively using specially designed instruction and Universal Design for Learning (UDL) in order to accelerate meeting the diverse needs of students.
- 3.3: Support teacher use of unit and lesson plans that are appropriately aligned to the CCLS and differentiated to meet the diverse learning needs of all students. Provide staff opportunities to create and share student-friendly learning objectives and higher-order questioning strategies, as well as to learn how to use these tools to discuss learning with students before, during, and at the end of lessons. Closely monitor to ensure that planning translates into practice so that students benefit from rigorous and connected lessons and are engaged more completely in their own learning.
- 3.4 Provide more opportunities for all teachers, including special area teachers, to collaborate and meet in vertical groups. During vertical meetings, align the curriculum vertically and integrate art and technology into the aligned curriculum. Ensure that grade level, subject, department, and vertical meetings focus on how to use deeper questioning strategies and increase the rigor of instruction.
- 3.5: Develop a comprehensive, consistent system, including embedded PD, that enables teachers to use summative, interim, and formative student performance data to create differentiated instructional groups; regroup students based on data; design skill-based activities for small groups of students with similar needs; and adjust the planned curriculum with a special focus on at-risk students and identified subgroups. Use teacher observations to evaluate how data analysis outcomes are used by teachers to improve instructional delivery and differentiate practice. Have teachers maintain an ongoing data log to plan and guide instruction so as to ensure that students are engaged in and receiving instruction targeted to their specific needs.

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: Provide PD and support for teachers on effective instructional strategies and the appropriate use of data to inform differentiated instruction so that teachers use a consistent form of lesson planning and adjust lesson plans to address instructional content to meet the needs of all students. Further, ensure that all staff are aware of the school's Response to Intervention (RtI) plan and the purpose of the SBST, both of which should focus on necessary changes in instruction to ensure student success.
- 4.3: Continue to ensure that teachers participate in CCLS PD and focus on CCLS planning and alignment in horizontal and vertical meetings. Ensure that lessons become more rigorous, data-driven, and differentiated, and include specific goals to ensure that students with differing academic needs are engaged and challenged at their own level so that they actively participate and are more involved in their learning.
- 4.5: Ensure that the school's SCEP includes job-embedded PD to assist and support all school staff in: using data (formative, interim, and summative) to differentiate instruction, especially for those at-risk students who need more targeted support; providing students with data-based specific feedback; and developing Student Learning Plans that include accommodations, varied instructional strategies, and specially designed instruction. Monitor, support, and mentor teachers so that they learn to use data to inform targeted instruction and create flexible instructional groups. Monitor student performance and set students' progress goals to enable students to take more ownership in their education, monitor their own learning goals, and work towards continuous improvement.

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:

- 6.5: Develop consistent strategies for all teachers and staff to regularly share meaningful data with parents/family members. Continue to provide ways in which parents/family members can understand school-wide and individual data and the implications of such data so that parents/family members can support their child's academic, emotional, and social success. Provide ongoing opportunities for parents/families to engage with the school, with a focus on student learning and social and emotional development. Ensure that teachers and other staff have assistance in managing data so that their efforts are consistent, efficient, and targeted to the needs of all students.