



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

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



<b>BEDS Code</b>	01-01-00-01-0044
<b>School</b>	Sheridan Preparatory Academy
<b>School Address</b>	400 Sheridan Avenue, Albany, NY
<b>District</b>	Albany CSD
<b>School Leader</b>	Zuleika Sanchez-Gayle
<b>Dates of Review</b>	January 31, February 14, 2013
<b>School Accountability</b>	Focus
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	Pre K-5	Total Enrollment	431	% Title 1 Population	100	% Attendance Rate	93				
% Free Lunch	90.91 %	% Reduced Lunch	9%	% Student Sustainability	79%	% Limited English Proficient	5%	% Students with Disabilities	13%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	1						
Types and Number of Special Education Classes											
# Special Classes	3	# Consultant Teaching	1	# Integrated Collaborative Teaching	0						
# Resource Room	1										
Types and Number Special Classes											
# Visual Arts	0	# Music	1	# Drama	0	# Foreign Language	0	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	4	% Black or African American	65	% Hispanic or Latino	19	% Asian or Native Hawaiian /Other Pacific Islander	Less than 1%	% White	11	% Multi-racial	0
Personnel											
Years Principal Assigned to School	3	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	.6 FTE				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	3	Average Teacher Absences	9%				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing	N/A	Priority School	N/A	Focus District	X	Focus School Identified by a Focus District	X	SIG Recipient (a) (g)	X		
ELA Performance at levels 3 & 4	26%	Mathematics Performance at levels 3 & 4	36%	Science Performance at levels 3 & 4	77%	4 Year Graduation Rate (HS Only)	N/A				
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	N/A	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	N/A	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	N/A	6 Year Graduation Rate	N/A				

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b> <b>(Mark an "X" in the field(s) where school is identified for not meeting AYP.)</b>			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	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. There is a need for a school-wide behavior intervention system that can address a minimum 80 percent of our student population. This has led to the selection of Positive Behavioral Interventions and Supports (PBIS). Select staff members (PBIS Team) will be trained and turn-key train the whole faculty/staff.
2. There is a need to develop instructional practices that integrate data (AIMSweb, NWEA, Fountas and Pinnell and others) and the Common Core Learning Standards (CCLS) to inform instructional needs of students. Professional development (PD) geared towards analysis of AIMSweb data, NWEA data, and VADIR (Violent and Disruptive Incident Reporting) data has been provided to staff, and Sheridan Preparatory Academy has an ongoing relationship with SUNY Oswego to strengthen CCLS integration in English language arts (ELA).
3. Students need to show a minimum of a year's growth in ELA and mathematics. Address the needs of students who need more than a year's worth of growth via Response to Intervention (RtI) groups.

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

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

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

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

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

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

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

#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' 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
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

School Review Narrative:

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The leader is developing a vision for school improvement and organizing resources to support that vision. However, there is not a single clear, focused vision that the community can articulate, and therefore, staff has not been able to operationalize the vision to create substantive, sustained change.

**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.

- The school leader makes strategic decisions in the hiring of new staff and the assignment of existing staff to support school improvement. The school leader designed a teacher assignment preference sheet, and she has used the teachers’ responses to initiate conversations about moving teachers to other grades to best meet student needs. In the three years of the school leader’s tenure, the staff at every grade level has changed so that each grade has at least one teacher who has previously taught a different grade. When a local charter school closed, the school leader was able to accommodate 100 new students through restructuring of teaching assignments, while ensuring that class sizes remain balanced. Extended learning opportunities are promoted by the school leader, including afterschool tutoring through community partnerships such as the YMCA, the Unitarian Church, Girls, Inc. and the Russell Sage Scholars Program. In interviews with the Integrated Intervention Team (IIT), the school leader spoke about the school’s focus on improving technology. She indicated that she led the effort to acquire a new computer cluster, along with three SMARTBoards. The school leader uses available resources to increase student engagement with technology and to allow teachers to differentiate instruction through technology. As a result of the school leader’s decision making, the school has the resources it needs to improve student achievement.

**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).

- The school mission is “to learn all that we can and strive to achieve our full potential.” This mission, which is posted on the school’s website, was recited every morning over the loudspeaker and heard by reviewers. Staff reported their school vision as “teach students the best way we know how,” and that the school goal was “to meet students where they are” based on data. The school leader

reported there is a targeted goal to increase student achievement by at least a ten percent; however, this did not appear to be a shared goal since members of the school community did not articulate that during interviews. The school leader reported that she focused meetings with staff around school data and how the school is progressing or not progressing. However, the school leader has not prioritized improvement objectives that are regularly monitored and for which results are reported. While the school vision is articulated and shared with some stakeholder groups, it is not uniformly known across the community and it unclear how the school is measuring its ability to achieve its goals. Without resources and stakeholders focused on targeted priorities, the school will be limited in its ability to achieve its goals.

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 committees play a role in monitoring selected data related to aspects of multiple plans; however, an overarching and coordinated system to monitor and adjust the plan for school improvement is lacking. The school leader indicated in her SCEP that she is “in the developing stages of creating communication systems that focus on data collection and analysis for academic and behavioral data.” Although evidence-based systems are in place to address specific areas of the school, the lack of a coordinated system of oversight impedes communication and the achievement of mission-critical goals.

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.

- The school leader has developed a system for observation of teachers. The school leader reported that her schedule of observations began in October when she conducted observations of untenured teachers. She plans for the second observation of these teachers to occur in March. She said tenured teachers are scheduled for observations in April. The school leader provides feedback to teachers after formal and informal observations, but there was no evidence presented regarding how the feedback is used in conjunction with the overall improvement plan. Although some structures are in place for teacher observations and feedback, without a system to connect feedback to overall improvement plans, the school leader is limited in her ability to ensure a continuous cycle of teacher 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.

<b>Tenet Rating</b>	<b>I</b>
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**Debriefing Statement:** The school has a curriculum that is not rigorous, coherent, or aligned to the CCLS. The school uses district prescribed vendor materials (*Go Math!*) for mathematics curricula, which has gaps in alignment. The school uses data analysis for student grouping; however, staff do not use data to modify instruction, particularly for identified subgroups. As a result, student-learning outcomes are negatively impacted.

**Strengths:**

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

**Areas for Improvement:**

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

- Staff does not align their daily lessons with the CCLS. The staff adopted District designed units for ELA and mathematics last summer, but PD and support for staff to adapt these units for use at the classroom level has been limited and voluntary. Reviewers learned from interviews that individual teachers attempted to align their curriculum by seeking guidance from texts and other sources, such as EngageNY and other websites. Teachers have sought these resources on their own, and there has not been a cohesive approach to ensure that their efforts are connected across grades and subject areas. The school leader reported that he plans to hire a mathematics coach to provide embedded PD. The CCLS curriculum is not known or practiced uniformly and, as a result, students are not benefitting from the instructional shifts that result from classroom practice aligned to the CCLS.

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 meet during common planning time; however, attendance is not mandated and the agenda is at the teachers' discretion. The District offered voluntary PD in ELA alignment to the CCLS by the Student Teacher Director from Oswego, and provided one workshop on mathematics through BOCES. Teachers do not meet in vertical teams to discuss the trajectory of content instruction, but they do create their own pacing calendars within a unit of study. Direct teacher delivery of instruction was common throughout the classrooms visited by the IIT. The questions asked by the teachers typically were at the level of recall or simple inference. Students were not generally challenged to analyze the content, use judgment, or synthesize information. Without a curriculum that promotes student engagement and higher-order thinking, the school is limited in its ability to promote deep understanding of specific content.

3.4. **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and

teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.

- Regular opportunities for staff to collaborate across the grades and subjects do not occur. Teachers of students with disabilities and special area teachers do not participate in grade level meetings. Staff reported that they would like time to observe and learn from colleagues and meeting minutes indicate regular collaboration does not take place. The school leader reported that students now attend a mandatory computer class and that she models the use of Smartboard in faculty meetings. However, technology is limited in classrooms and classroom lessons generally lack the inclusion of the arts, technology or other enrichment. The lack of collaboration and inclusion of the arts, and technology limits student learning opportunities and impedes student access to a robust curriculum.

**3.5 The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.

- The staff discusses data at faculty meetings after benchmarks results are available. Teachers stated they are aware of the availability of data from the RtI and PBIS committees, as well as from AIMSWeb and Fountas and Pinnell data. Teachers indicated they must provide a data-based rationale for referring a student to the Instructional Services Team (IST). Student intervention groups change because of student performance on the benchmark assessments; however, there is no process for assessing the effectiveness of specific interventions designed for struggling students. Although teachers are beginning to use data to adapt and customize instruction, this practice is not yet at the level of depth necessary to ensure that the school can strategically monitor and revise curriculum.

**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:** There is a prevalence of teacher-directed instruction and a lack of higher-order questioning, which results in low levels of student engagement and academic rigor. While teachers teach and monitor behavioral expectations that lead to a safe learning environment, they are not communicating explicit short and long-term goals to students, limiting the way that students develop ownership of their learning.

**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 create classroom environments where there is a common understanding of acceptable behaviors. Students reported that if they do not understand a lesson, they feel safe to ask teachers for help. Teachers were observed by reviewers consistently enforcing appropriate behaviors in

classrooms and hallways. Reviewers observed behavior rubrics and posters sensitive to the needs of diverse groups of students in hallways and classrooms. The library and some classrooms contained book displays focused on issues of diversity. Students reported that staff held students accountable for their behavior. By providing students with a positive and safe learning environment, the school is able to help students feel academically successful and invested in their learning, increasing the likelihood of improved student achievement.

**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 are not routinely using instructional practices organized around annual unit and daily lesson plans. Reviewers observed teachers employing teacher-directed whole-group learning as their primary instructional strategy. In interviews, students could not identify specific academic goals they were working toward. Reviewers noted no evidence of the establishment of student goals. Instructional practices and strategies do not result in instructional interventions at the student level or the establishment of short and long-term goals, limiting 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.

- Only some of the teachers at the school provide instruction that is appropriately aligned to CCLS. Reviewers noted in most classes they visited that teacher instruction is not aligned to posted daily learning objectives; however, some teachers did align stated objectives to the instruction delivered. During classroom visits, reviewers observed teachers not monitoring student understanding of the material delivered and modifying instruction as appropriate. This resulted in a lack of student engagement and learning. Students who were interviewed by the IIT could not identify their academic goals. Without varied instructional strategies that provide multiple points of access, some students will have difficulty making progress toward targeted goals.

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.

- With the exception of the RtI model, teachers use data sources simply for student grouping and do not vary instruction based on data analysis. Teachers do not provide students feedback on progress. In addition, teachers do not discuss with students the next steps for the students to do. Teachers are not using data sources to adjust their instruction in responses to individual needs, which limits student participation in their own learning.

<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> The school community identifies, promotes and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school community identifies and responds to students' 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. Students have a sense of belonging and ownership for their behavior.

**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.

- As a full-service school, there are systems and partnerships with community-based health providers, such as Whitney Young Health Center and Parsons Child and Family, serving student social and emotional health needs within the school. Staff members meet in standing committees regularly to assess and monitor the progress of students who have identified social and emotional health concerns. The school psychologist reported that she has served on the IST, which holds bi-weekly sessions and assesses students' social and emotional health after teacher and team member data-based referrals are made. The school's ability to coordinate social and emotional health needs helps ensure that students are able to access learning.

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.

- The school has prioritized the teaching and learning of expected student behaviors, which is evidenced by the students' behavior throughout the school day. The use of PBIS is well-established, with behavioral reminders and rubrics posted throughout the school classrooms and hallways. Student support staff reported that when there is a behavioral infraction, students must complete an age-appropriate written assignment to ensure that they acknowledge and understand why what they did was inappropriate. The home-school coordinator ensures assignments are completed and signed by parents, with follow up when necessary. The focus on normative behavior based on PBIS creates an environment that provides students a greater opportunity to become academically successful.

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

- Members of the school community acknowledged in interviews with the IIT that the school provides a safe environment. Appropriate behavioral expectations were articulated and demonstrated by

the students in most classrooms and hallways. Teachers reported making daily good behavior phone calls home, and parents report teachers' willingness to provide them with regular communication when they have requested it. Parents reported that they know the school's behavioral expectations and support them by reinforcing them at home. The school leader created a safety patrol and responded to students' request to start a student council in support of youth development. The school provides students with a sense of ownership in their learning, which improves the likelihood of increased student achievement.

**Areas for Improvement:**

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.

- The school uses some data to respond to student social and emotional developmental health needs. The Student Support Staff reported that some teachers are using AIMSweb to progress monitor the behavior of some students and that data collection occurs during the development of Functional Behavior Assessment and Behavior Intervention Plans for students who need them. However, there is not a coordinated effort to collect social-emotional health data to inform instructional practices for all students, which limits the school's ability to ensure that all students are receiving the social and emotional learning they need.

**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 provides a welcoming and inviting space characterized by trusting and respectful relationships that recognize diversity. The school actively seeks and sustains community partnerships linked to student needs. However, the school does not engage in effective planning and reciprocal communication with families, which limits parents' ability to be partners in their children's learning.

**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.

- Parents say that the school staff knows them personally. In addition, staff members share their e-mail addresses so parents can easily reach them. Staff members communicate with parents through notes, through frequent calls to families with progress updates, and through home visits. Translation services are available to support home-school communications. The school is welcoming and responsive to families, fostering a feeling of belonging and trust which will increase the likelihood of student success.

## **Areas for Improvement:**

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

- The school communicates with families, however the communication does not provide families the information they need to best support their children. The school leader reported that while translation services are available to families during school visits, the school does not regularly communicate school issues or concerns in languages other than English when sending information home. The school newsletters are translated into Spanish informing parents of events and activities, but report cards are not. In an interview with the IIT, one parent reported that the reports she receives on her children were difficult to understand. The IIT found that communication with families is largely "one-way" from the school to the families. Opportunities for reciprocal communication are limited, and plans to reach out to community stakeholders in multiple languages about school improvement efforts do not exist. The lack of a comprehensive approach toward home-school communication limits the school's ability to work with families to support student 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.

- The school has shared some information with families regarding some of the resources available in the community. Staff members interviewed by the IIT reported that PD for them to assist in the development of partnerships with families and communities does not occur. This limits the potential for partnerships to fully support student learning and well-being.

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

- The school provides some information on student achievement to parents; however the school has not shared data in a manner that ensures families can understand the data and support their children. The school did not provide evidence to the IIT that it has provided workshops or other learning opportunities for families to understand student data. In addition, parents interviewed by the IIT shared that they felt the data that is sent home is difficult to understand. While some parents stated the school report cards was easily understandable, the IIT noted that the report cards are not translated into other languages. The absence of data that is easily understood, and the lack of workshops designed to help parents understand data limits the ability of families to support their children's learning.

## **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: Assure that a unified, prioritized vision is created during SCEP development. Share the vision with all stakeholders so that the school goals are acted upon, monitored, and adjusted as appropriate. Continually reinforce that the daily work of staff is to meet and accomplish these goals.
- 2.3: Develop specific long- and short-term goals, based on the vision statement, for effectively using data to improve individual and school-wide practices; prioritize the goals; identify specific steps to attain them; and create and monitor measurable benchmarks and realistic timelines to achieve them.
- 2.5: Prioritize the provision of feedback and supports to staff based on formal and informal observations, review of student data and PD opportunities. Hold staff accountable for continuous improvement, especially as it relates to the implementation of the CCLS and formative assessments of student progress.

### **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: Make the incorporation of CCLS a priority in lesson plans and classroom instruction by creative use of grade-level meetings and PD opportunities. Ensure that all staff participates in and implements all PD. Monitor and support staff throughout the implementation.
- 3.3: Ensure teachers participate in regularly scheduled meetings, within and across grade levels, focused on aligning their curriculum to CCLS. Provide staff mandatory, embedded PD focused on improving the rigor of unit and lesson plans, using complex materials, and developing students' higher-order thinking skills and deep conceptual understandings.
- 3.4: Develop a schedule that ensures that all staff, including teachers of students with disabilities and special area teachers, collaborate in development of CCLS unit and lesson plans within and across grade levels in order to develop a rich curriculum that incorporates the arts, technology, and other enrichment opportunities.
- 3.5: Prioritize expanding staff's ability to use assessment tools to drive instructional interventions, practices, and differentiation of classroom instruction.

### **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: Monitor classroom instruction and ensure every teacher implements effective instructional strategies that promote higher order thinking skills and require students to analyze information. Ensure teachers develop and implement strategies that lead to student engagement and involvement in their own learning.
- 4.3: Provide staff with PD that will enable them to effectively differentiate instruction based on data analysis of individual student needs. Support teacher development of a range of pedagogical strategies that lead to higher engagement of students so they can reach their targeted goals.
- 4.5: Provide specific PD focused on grouping and differentiation, then monitor staff members' use of appropriate data sources to group students and differ instructional strategies to meet specific student needs. Provide students with useful feedback on their performance and information about next steps to reach their goals.

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

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

- 5.5: Develop a system to track, monitor, and evaluate the provision of services that address student social and emotional developmental health and gauge the impact of those services on student success. Provide staff assistance in collecting, analyzing, and using data to target, support and effectively address academic and social and emotional developmental health needs and provide staff with time to develop and implement these new systems.

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

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

- 6.3: Develop a strategy to ensure parent participation in reciprocal communication about their children's academic, social, and emotional developmental health progress so families can partner with the school to create improvement plans.
- 6.4: Develop and provide PD for staff regarding reciprocal communication with parents in ways that are welcoming and respectful so that parents and teachers can collaborate more effectively to meet the needs of students.
- 6.5: Develop and implement effective strategies that will enable staff to regularly share data with parents so that they can understand both school-wide and individual student data, as well as the implications of that data. Provide parents with information that increases their ability to support their child's academic and social-emotional success.