



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	41-19-02-04-0001
School	Memorial Park Elementary School
School Address	145 East Bacon Street, Waterville, NY 13480
District	Waterville Central School District
School Leader	Matthew J. St. Peter
Dates of Review	March 26 – 28, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	PK - 6	Total Enrollment	451	% Title 1 Population	43%	% Attendance Rate	96%				
% Free Lunch	38%	% Reduced Lunch	8%	% Student Sustainability	98%	% Limited English Proficient	.6%	% Students with Disabilities	8%		
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	2	# Consultant Teaching	.5	# Integrated Collaborative Teaching		.2					
# Resource Room	2										
Types and Number Special Classes											
# Visual Arts	0	# Music	21	# Drama	0	# Foreign Language	1	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	0%	% Black or African American	.2%	% Hispanic or Latino	.2%	% Asian or Native Hawaiian /Other Pacific Islander	.2%	% White	99%	% Multi-racial	.4%
Personnel											
Years Principal Assigned to School	6	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers		1.5			
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification	0%	% Teaching with Fewer Than 3 Yrs. of Exp.		9%		Average Teacher Absences	7.5		
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing	N/A	Priority School	N/A	Focus District	N/A	Focus School Identified by a Focus District	X	SIG Recipient (a)	(g)		X
ELA Performance at levels 3 & 4	60%	Mathematics Performance at levels 3 & 4	73%	Science Performance at levels 3 & 4	93%	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		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) in Mathematics			
	American Indian or Alaska Native		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) 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. Collect and analyze data to drive instruction.
2. Align curriculum to Common Core Learning Standards (CCLS) in mathematics and English Language Arts.
3. Develop School and Community Mission Statement.
4. Improve school and community relationships.
5. Provide targeted staff development.

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:				D	

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:				D	

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
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Debriefing Statement: The comprehensive school-wide systems needed to improve student achievement have not been established. In addition, there is no written vision that is clearly articulated and shared. The lack of a school vision limits the establishment of school-wide systems that are focused on school improvement and the achievement of successful outcomes for all students.

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 outlined the current system for hiring new personnel during interviews with the Integrated Intervention Team (IIT). As part of this system, the school leader establishes a team to review applications and conduct interviews. The team also confers with the Special Education Director regarding special education hires. Newly hired staff participate in a mentor program and professional development (PD) is in place to support and sustain new teachers. Based on interviews with school staff, the IIT found that the school hired a Math/Reading Academic Intervention Services (AIS) Teacher to better support student interventions. The IIT also was informed that the school leader and special education director confer on programming for students with disabilities. An extended learning time program is offered after school; however, staffing of the program relies on teacher volunteers. The school has instituted a summer program for incoming kindergarten to grade six students that includes accommodations for students with disabilities. According to school leader report, the IIT learned that the school leader is involved in budgeting on an on-going basis and the allocation of resources are organized to address school needs for the implementation of the Common Core Learning Standards (CCLS). The school leader’s systematic approach for attaining and organizing resources to target school-wide and individual needs supports school efforts to implement the CCLS and address school improvement goals.

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

- The Special Education Director and the school leader conduct frequent formal and informal observations and provide feedback to teachers. The school uses the local Regional Information Center (RIC) and COGNOS, a data management system, to collect data. The IIT was informed that the school uses the web-based AIMSweb System to track student achievement in reading and mathematics and to conduct diagnostic testing three times a year as part of the school’s Response to Intervention (Rtl) process to track the progress of students and teachers. According to the school leader, the superintendent and the school leader maintain open, reciprocal communication. Additionally, the school leader meets periodically with the school leader of the junior/senior high school. The frequent observation of teacher practices and

open communications with district leadership enable the school leader to track the progress of teacher practices and hold the staff accountable for continuous school improvement.

Areas for Improvement:

2.2 The school has received a rating of *Ineffective* for this Statement of Practice: Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).

- The IIT found from interviews and reviews of documents that there was no vision statement developed for the school. The teachers were unaware of a school vision and were also unaware of the specific contents of the School Comprehensive Education Plan (SCEP); however, staff interviewed by the IIT indicated that alignment of curricula and instruction with CCLS was the primary focus of the plan. As evidenced during an IIT interview, parents were also unaware of a school vision. The lack of a school vision known throughout the school community and a lack of awareness of specific, measurable, ambitious, results-oriented and timely (SMART) goals aligned with the SCEP inhibit the development of a shared sense of urgency to work as a community to accomplish school improvement 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 leader reported to the IIT that he collects and discusses student data with staff, and that he has developed feedback loops through faculty meetings, grade level meetings and teacher observations; however, the IIT found that feedback provided by the school leader does not specifically focus on an analysis of instruction observed and how it is linked to student achievement outcomes. Available data is not consistently used to inform the development of instructional modifications to improve student achievement and according to staff, the programming of students is dependent more on availability within the school schedule than on student needs. Because evidence-based systems are not consistently used to examine and improve school-wide practices across all critical areas, progress toward mission-critical goals is impeded.

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
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Debriefing Statement: Although the school is beginning to implement curricula designed to support the CCLS, all staff are not provided opportunities for training, development of curricula and implementation of the CCLS. There are no formal opportunities for staff, including teachers of students with disabilities and the library media specialist, to regularly work in partnership across grades and subjects, vertically and horizontally, to address content, pedagogy and assessment connected to the CCLS. As a result, curricula are not developed and implemented to involve all students in rigorous, CCLS-aligned instruction that is tailored to meet the individual needs of all students and stimulate higher-order thinking in all content areas.

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 IIT learned from interviews with staff that the school has adopted regional curricula for mathematics and English language arts (ELA) instruction in kindergarten through grade two. The regional curricula were designed by teachers in collaboration with Oneida-Herkimer-Madison (OHM) BOCES. Grades three to six use CCLS and NY State Common Core modules from the EngageNY, a portal that is maintained by the New York State Education Department (NYSED). These modules are augmented with materials made available by OHM BOCES. Although PD on the CCLS has been provided to the general education teachers, PD has been less accessible to special education teachers, AIS teachers, resource room teachers, and teaching assistants. PD in support of the Common Core is provided by OHM BOCES, but is only available during the school day at the BOCES site. Staff shared in interviews that curricula are not completely tailored to meet the needs of all students in all subject areas. While the school has assigned two Common Core Ambassadors (one for ELA and one for mathematics) to attend Network Team Institute (NTI) training in the district and provide turnkey training at the school, PD opportunities for others are limited. Because not all staff receive PD on the development and implementation of the CCLS and the accompanying instructional shifts, not all curricula is aligned to the CCLS and tailored to the needs of all students in all subjects.

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

- Although general education teachers participate in grade level meetings to develop lesson plans based on curricula designed to support the CCLS, special education teachers do not participate with their grade level colleagues during these meetings. Teachers expressed to the IIT that due to the newness of standards, curricula, instructional materials and pedagogy, they felt that more time and support was needed to cover content and keep on track with pacing calendars. Of 15 lesson plans reviewed by the IIT, seven were found to reference specific Common Core standards. The absence of CCLS-aligned PD or collaborative team meetings for some teachers impedes the ability of the school to promote continuous growth in professional knowledge, which limits school improvement efforts.

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.

- Staff reported to the IIT that although teachers collaborate within grade levels and during common planning time to review progress of instruction and curriculum, they do not frequently collaborate across grade levels. Teachers also reported that elementary school special education teachers and the library media specialist are frequently not involved in formal horizontal planning and alignment meetings. Although formal planning

time is provided for staff, the lack of regularly scheduled opportunities for all teachers to work in partnerships across all grade levels and subjects, vertically and horizontally, limits student access to a robust curriculum that integrates the arts, technology and other areas of enrichment.

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

- The school uses AIMSweb to track student achievement in reading and mathematics and to conduct benchmark testing three times a year. Formative data is gathered through the use of “exit tickets” and teacher-created assessments to inform lesson planning. In addition, the Academic Intervention Services (AIS) staff members provide progress monitoring reports to classroom teachers. Item analysis is available of past assessments. School leaders reported that although multiple data sets are available, data is not used consistently to inform instruction. The school leader and staff informed the IIT that the school would benefit from the implementation of a Professional Learning Community (PLC) model to more effectively and efficiently identify patterns of student learning and promote the use of data to inform instructional planning. Specific, data-driven plans for cohorts of students or individual students based on identified needs or patterns of student learning were not provided to the IIT. Although school staff expressed the desire to increase their use of data to inform strategic planning to improve instruction, the school does not have a mechanism to ensure consistent use of data to inform instructional planning, which limits the school’s capacity to map out clear and timely paths for progress and growth in student achievement.

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: The establishment and application of systems to adapt instructional practices aligned with the CCLS is developing. Although some teachers consistently provide content delivery and skill instruction based on an analysis of data, the majority of instruction does not reflect the consistent use of data to inform instructional decision-making or to tailor instruction to address students’ needs. Therefore, not all students experience instruction that includes strategic practices to promote high levels of engagement, thinking 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.

- During classroom visits, the IIT learned that behavioral expectations were explicitly taught by teachers. In all classes visited by the IIT, students demonstrated an understanding of what constitutes safe and acceptable behavior, and this was characteristic of students both in and outside of their classroom settings. In some cases, students would self-correct or help other students correct their behaviors. In most general education and special education classes visited, the IIT observed teachers using strategies targeted to meet the needs of groups of students. Examples of these strategies include the provision of extended scaffolding for students needing additional support and follow-up activities for more accelerated students who finished assignments more quickly than other students. Because the district and school promote a common

understanding and recognition of acceptable and safe behaviors and these expectations are explicitly taught and consistently enforced, the school maintains an environment that is safe and conducive to learning.

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.

- Of the fifteen classes selected for review by the IIT, all teachers had lesson plans, with some teachers using Common Core modules as their lesson plans. None of the lesson plans included Individualized Education Program (IEP) information such as accommodations, special instructional techniques, or long and short-term goals. The IIT also found that information regarding student groupings was included in eight of the reviewed plans. Based on a review of instructional plans and classrooms visited, the IIT found that teachers implemented instructional practices and strategies aligned to their instructional plans, though a number of plans were found to include very limited information. Indicators of how instruction should be differentiated to meet the needs of individual students based on their performance levels were not included in plans reviewed by the IIT. The lack of instructional plans based on the specific needs of individual students and groups hinders the school's ability to ensure that all students are receiving instruction that meet their needs and 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.

- In many classes visited by the IIT, mathematics and ELA instruction were found to be in alignment with CCLS-based curriculum maps and instructional strategies were consistent with CCLS-based practices. Some classrooms provide leveled reading groups, leveled mathematics resources, and AIS in reading and mathematics to promote differentiated learning to address the targeted goals of some students. The implementation of the CCLS pedagogy was more advanced in general education classes than in special education and AIS classes. The use of a variety of ways to engage students in learning was observed by the IIT in fewer than half of the classrooms visited. Because of inconsistencies in the implementation of CCLS-based instruction, not all students in all subject areas are provided with multiple points of access to allow all students to achieve 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.

- Although extensive data sets are currently available through the district and the RIC, the school leader indicated to the IIT that they are underutilized. Teachers rely heavily upon questions raised in class and "quick checks" to make instructional and student grouping decisions. The school leader and staff expressed to the IIT that there is a desire for the school to implement a PLC model to help support the use of data to inform instructional practice, promote more efficient and effective application of data, and increase student

involvement in their own learning. Staff informed the IIT that one of the purposes of the use of PLCs would be to better inform instructional decision-making regarding student grouping and instructional planning. Because not all pertinent data is used to inform instructional planning on a consistent basis, lesson planning, the development of explicit teacher plans, and the school’s capacity to maximize student participation in their own learning process are hampered.

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
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Debriefing Statement: The school culture and climate support and promote student social and emotional developmental health. Classroom management systems that recognize and promote positive and safe behaviors are in place. However, the support systems for students who have social, emotional, and academic needs are not fully developed, understood, transparent and known by all stakeholders. Based on school schedules and student need, not all students who could benefit from additional supports have access to these supports. Therefore, although the school environment is one that is safe and respectful, because not all students are provided with appropriate supports, student achievement efforts are not fully realized.

Strengths:

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.

- According to the Self-Assessment, there is a great sense of pride for the school felt throughout the community. Many staff members live in the district and their families attend the district schools. There is active participation by multiple stakeholders as evidenced through organizations such as the Parent Teachers Association (PTA), the Board of Education (BOE), a district foundation group, and administrative staff in school and community events. Teachers are regularly represented at all functions and the classrooms and hallways are decorative and welcoming. The parents of students with disabilities reported to the IIT that the school has provided good quality support in addressing their children’s social emotional needs and that multiple sources of counseling and support services are available at the school. The sense of school pride throughout the community fosters a sense of ownership that promotes active school participation and community responsibility for the achievement of student success.

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.

- As reported to the IIT by the school leader, a system is in place for each child at the school to be known by a designated adult who coordinates their social and emotional developmental health needs. The school leader also indicated to the IIT that Rtl is the “gate keeper” for addressing student barriers to social-emotional development health and academic needs. When social and emotional needs are identified, a referral is made to the Director of Special Education. As reported by the school leader, although this system is fully in place, it does not proactively identify students at risk, but is effective in addressing barriers of

referred students through a six to eight week process. During teacher interviews with the IIT, it was reported that there are times when students who are “at risk” and in need of additional services sometimes do not receive such services due to a lack of capacity. Teachers also stated that the eligibility criteria for student services should be re-examined and consistently implemented in a transparent manner. The school leader indicated that the use of data to identify areas of need and cultivate partnerships is a work in progress. The Student Support Team (SST) indicated that greater definition and transparency are needed in the RtI-AIS-general classroom-special education system and in the provision of services for students. The lack of an overarching system that can proactively identify needs for social and emotional support and ensure the provision of appropriate services for all students hampers the school’s ability to address barriers to social and emotional developmental health and the academic needs for all students.

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.

- While the school leader reported that teachers use the “Golden Rule” in discussing how they promote student social and emotional health, there is no overarching vision for social and emotional developmental health connected to learning experiences. The school leader indicated that there is a curriculum in place to teach and support social and emotional developmental health and promote academic success. Parents, student support staff and teachers interviewed by the IIT were all able to articulate skills and behaviors that demonstrate social and emotional developmental health. The school leader indicated to the IIT that although the school does not provide PD that was specifically developed to build adult capacity to support student social and emotional development, opportunities and resources to support students’ social and emotional developmental health are available. The lack of an articulated vision that is connected to learning experiences and the lack of targeted PD hampers the school’s capacity to align community support to achieve the school vision and maximize resources to support a safer, healthier environment for all school constituents.

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.

- As reported to the IIT by the school leader, the SST has meetings with the AIS teachers and the Special Education Director in order to promote an understanding of how to collect and use data to address students’ social and emotional developmental health needs that align to academic and social success. The SST members interviewed by the IIT indicated that the school psychologist, guidance counselor and social worker work with teachers in using data and implementing student-specific interventions. The school leader stated that although there is an expectation that staff use data to address student needs, “More work is needed.” The school leader also reported working in collaboration with student support staff to help them use data when considering supports to teachers, and that data are used for AIS to differentiate instruction and to inform student grouping. Although the school leadership and SST have expressed an understanding of the importance of using data to respond to students’ needs, the lack of understanding of how to use this data hinders the school-wide use of social and emotional developmental data to maximize student academic and social success.

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

Tenet Rating

D

Debriefing Statement: The school is a welcoming space that is responsive to family and community members. Although the school has strong family partnerships in support of student success, school partnerships with numerous external partnerships are socially and emotionally oriented, and most of these partnerships are not leveraged to provide academic resources and support. Therefore, the potential educational supports and benefits for students are not maximized.

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 proactively reaches out to and has developed a trusting relationship with families. According to information gathered by the IIT during interviews and a review of the Self-Assessment, there are numerous family involvement opportunities at the school such as an Open House, Parent/Teacher Conferences, student performances. Parents interviewed indicated that families have opportunities to volunteer at the school, such as reading to students, and additional opportunities are available through the PTA or by contacting the child’s teacher. One parent stated, “They [Staff members] know your name. When you call, they don’t put you on hold.” Parents of students with disabilities indicated to the IIT that they feel that the school is a welcoming place and responsive to their needs. They feel comfortable and welcome at Committee on Special Education (CSE) meetings and IEP review meetings. The openness of the school and staff provides opportunities for families to work with and engage with the school to cooperatively improve student learning and development.

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' strengths and needs are identified and used to augment learning.

- During parent and staff interviews, the IIT found that the school staff regularly acknowledge and demonstrate respect for diverse cultural practices and communicate with parents in a manner that is understandable, jargon-free and non-technical. As indicated in the Self-Assessment, communication to the school community occurs through School Tools, email, letters to parents, classroom newsletters, phone calls, daily planners, web pages, Students That are Responsible (STAR) Binders (to organize student work), PTA Meetings, BOE Meetings, and the district newsletter. Parents of students with disabilities interviewed by the IIT reported that school staff regularly communicate with them by sending work and notes home regarding their student’s achievement. The use of reciprocal communication promotes an environment where all stakeholders are encouraged to be supportive to help address student academic needs and augment student learning.

Areas for Improvement:

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 leader indicated to the IIT that PD is not provided to staff on how to seek and sustain partnerships with families and community organizations. Although the school maintains partnerships with various community organizations, as indicated on the district website, the IIT did not have evidence that the entire school community partners with families and community agencies to promote and provide PD across all areas to support student success. The school has established a trusting relationship with the families of students, and provides opportunities for the school community to learn about issues to support student academic and social and emotional growth. However, the lack of specific PD on the establishment and maintenance of partnerships with all constituents hinders the maximization of community resources to improve student learning and promote student success.

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

- The school leader indicated to the IIT that families are kept apprised of student progress and performance through regularly scheduled progress reports and report cards, as well as through e-mail and phone contacts. Additionally, many teachers have web pages, which are accessible through the school's parent portal, that contain links to data sites and additional information. However, the school leader stated that "not enough" is being done to use evidence-based systems that are dynamic, interconnected and adaptive in the classrooms. Since the school does not have a systematic way for the entire school to share evidence-based student outcomes, the school has not optimized the ability of all parents, students and school constituents to engage in dialogues centered on learning and success.

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 Develop a school vision with a representative group of stakeholders (school leaders, teachers and parents) and ensure the vision is communicated across the community. Develop a common understanding of the school vision and how it is linked to school-wide goals and the SCEP. Promote a sense of urgency in the accomplishment of the school vision and school-wide goals. Ensure that the SCEP and the school vision align with school-wide and individual SMART goals.
- 2.3 Ensure the development and consistent implementation of evidence-based systems to examine and improve school-wide and individual practices that contribute to the accomplishment of mission-critical goals. Establish a data-driven culture with expectations that teachers use data to examine and improve instructional practices, differentiate learning opportunities for students and provide evaluation of the effectiveness of these efforts.

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 Provide on-going, systematic support including PD to all pertinent staff including teaching assistants, teacher aides and those who teach AIS, resource room and special education so that appropriately aligned, rigorous CCLS curricula are developed and effectively implemented across all subjects and grades.
- 3.3 Provide all pertinent staff, including general education and special education teachers, with opportunities to participate in grade level, horizontal and vertical meetings to ensure instructional planning is based on CCLS-aligned curricula and is designed to stimulate higher-order thinking and promote deep conceptual understanding of content by all students. Ensure instructional planning addresses the differentiated needs of all students across all subject areas and grade levels. Provide all staff with on-going support to ensure instruction covers appropriate content and stays on track with pacing calendars.
- 3.4 Ensure that all pertinent staff, including special education teachers and the library media specialist are involved in horizontal planning and alignment meetings. Provide all teachers with opportunities to collaborate on the development and implementation of CCLS-aligned curricula that incorporate the arts, technology and other areas of enrichment for all subject areas on all grade levels.
- 3.5 Establish a data-driven school culture where data is collected and analyzed to identify student needs and inform instructional decision-making including the use of best strategies and the adaptation of instruction to address group and individual needs. Build the school's capacity to map out clear and timely paths for progress and growth in student achievement.

Tenet 4: Teacher Practices and Decisions

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 4 the school should:

- 4.2 Ensure that instructional plans are consistently designed to meet established student goals and promote high levels of student engagement and inquiry across all subject areas and grade levels.

- 4.3 Develop and implement a system and procedures to ensure consistent use of data to inform instructional planning and ensure the development and implementation of CCLS-based instruction across the subject areas and grade levels. Ensure instruction is differentiated to address the needs and strengths of individuals and groups of students. Include a variety of ways to engage students in learning and provide multiple points of access for all students to achieve targeted goals. Ensure all staff are provided PD and on-going support on the development, implementation, and evaluation of CCLS-based instruction.
- 4.5 Develop and implement systems and procedures to ensure all pertinent data is made available and used to inform instructional planning on a consistent basis including lesson planning and the development of explicit teacher plans. Implement instructional strategies that provide students with feedback and next steps to ensure student participation in their own learning process. Develop and implement a system (for example the PLC model) to help support the use of data to inform instructional practice, promote more efficient and effective application of data, and increase student involvement in their own learning.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2 Evaluate the capacity of the school to provide services to all students in need of social and/or emotional supports as well as the eligibility requirements for services. To the extent possible, ensure that students receive services and supports in accordance with their needs as opposed to what the school scheduled affords. Ensure that the use of data to identify areas of need and cultivate partnerships in support of student growth. Develop and implement an overarching system which can proactively identify needs for social and emotional support and that ensures the provision of appropriate services for all students at risk hampers the school's ability to addresses barriers to social and emotional developmental health and academic needs for all students.
- 5.3 Develop an overarching vision for the school that promotes social and emotional developmental health. Provide PD to build adult capacity in supporting student social and emotional developmental health needs that are connected to learning experiences.
- 5.5 Expand teacher ability to collect and use data to identify and respond to student social and emotional developmental health needs.

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:

- 6.4 Provide PD to all staff on how to seek and sustain partnerships with families and community organizations to support student success.
- 6.5 Develop a systematic way for the entire school community to share data in a way in which families can understand student learning needs and successes and are encouraged to support learning and growth.