



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

DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)



BEDS Code/DBN	421800010060
School	Westside Academy at Blodgett
School Address	312 Oswego Street, Syracuse, NY 13204
District	Syracuse City School District
School Leader	Alton Hicks
Dates of Review	May 7-8, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	6-8	Total Enrollment	427	% Title 1 Population	100	% Attendance Rate	94.6				
% Free Lunch	91.0	% Reduced Lunch	4.0	% Student Sustainability		% Limited English Proficient	28.0	% Students with Disabilities	26.0		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	2	# Dual Language	0	# Self-Contained English as a Second Language	0						
Types and Number of Special Education Classes											
# Special Classes	1	# Consultant Teaching	6	# Integrated Collaborative Teaching	0						
# Resource Room	1										
Types and Number Special Classes											
# Visual Arts	1	# Music	1.6	# Drama	0	# Foreign Language	1	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	2.1	% Black or African American	37.7	% Hispanic or Latino	43.1	% Asian or Native Hawaiian /Other Pacific Islander	3.0	% White	13.3	% Multi-racial	0.7
Personnel											
Years Principal Assigned to School	1	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers	3				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	5	% Teaching with Fewer Than 3 Yrs. of Exp.	7	Average Teacher Absences	3.5%				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School	X	Focus District		Focus School Identified by a Focus District		SIG Recipient (a)		SIG Recipient (g)	
ELA Performance at levels 3 & 4	9.3%	Mathematics Performance at levels 3 & 4	9.6%	Science Performance at levels 3 & 4	16.3%	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
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
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
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	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. Not Provided

NP = Not Provided

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

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

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

	annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.				
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				X

	parents, students and school constituents centered on student learning and success.				
	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

Debriefing Statement: The school leader reported that he created the school vision without assistance from the staff and families. The vision is, “Creating a culture of learning to prepare today’s students for tomorrow’s challenges.” The lack of stakeholder input to design the vision prevents full buy-in, alignment of initiatives, and a sense of urgency for school improvement.

Strengths:

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

Areas for Improvement:

2.2 **The school has received a rating of *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 leader has articulated a school vision; however, the vision was created without stakeholder input. The vision is evident throughout the school building, in posters, letterhead, meeting minutes, and parent notifications. The Integrated Intervention Team (IIT) found that there was a lack of evidence to support that the vision drives decision-making. The IIT observed that low expectations existed for student engagement in classrooms, with low-level questioning that did not reflect a high level of rigor. Documents reviewed did not include incremental and measurable goals designed to achieve the school vision. A review of staff meeting minutes did not indicate conversations about the vision and ways to achieve it. Parent, teacher, and school leader interviews did not reference the vision as a driving force for school improvement. The lack of communication focused on the school vision and the identification of steps to pursue it, negatively affects the ability of all staff, students, and families to work collaboratively to achieve the vision.

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.

- According to the school leader, he developed schedules for teachers and the administrative staff that included common planning time. Document review of data indicated that planning time takes place regularly and minutes are recorded for each collaborative meeting. Meeting minutes reviewed indicated that meetings are facilitated and guided by a formal agenda and the school leader encourages staff to collect data and analyze outcomes. Horizontal and vertical team meeting

minutes contained notes of discussions regarding the foundational use of data. At the time of the visit, the school leader was working on developing goals; however, a review of agendas and/or meeting minutes lack specific targeted discussion regarding goals. As a result, there is a lack of specific changes in practice which prevents teacher teams and administrators from focusing on actions that would allow the school to make progress toward an actualized vision linked to mission-critical goals.

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

- The district manages school, fiscal and human capital. This constraint limits the capacity of the school leader to make strategic decisions to organize financial and human resources. The school leader stated that the school uses some resources to support professional development (PD), Positive Behavior Intervention Supports (PBIS), and both vertical and horizontal teacher team meetings. The school leader hired a Spanish-speaking secretary and Vice Principal to meet the needs of the school community. In addition, the school leader schedules time for the Reading Specialist and the English and Reading teachers to co-plan for the provision of Academic Intervention Services (AIS) for students who have low achievement scores on reading tests. Due to the district’s control of fiscal and human capital, the school leader is not fully able to target data-driven improvement strategies that would improve the school culture and community.

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

- School leaders use the Danielson Framework for formal observations of teachers. School leader interviews and document reviews indicated evidence of informal walk-through observations and formal observations that included pre and post observation conferences; however, documents did not indicate targeted next steps for improvement or targeted PD support for teachers. The school leader provided a schedule of teacher observations with dates for the IIT to review; however, not all teachers listed on the schedule had been observed. As a result, there is a lack of instructional feedback to all teachers that includes targeted next steps and PD support which negatively affects teacher ability to make proper adjustments to instruction to improve learning for all students.

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: Teachers implement the Syracuse CSD curricula designed to support the Common Core Learning Standards (CCLS). However, the school lacks a process for effective feedback loops with action steps to monitor progress.

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

- At the time of the visit, the school was in the early stages of implementing a Common Core Learning Standards (CCLS) aligned curriculum. Professional development (PD) regarding the CCLS had been delivered to staff during faculty meetings and at the district level training sessions. According to the school leader, he provides ELA and mathematics teachers with consistent and systematic support for English language arts (ELA) and mathematics which supports the CCLS curricula. School leader and teacher interviews indicated support has not yet been developed for all content areas. School leader interviews, teacher interviews, and minutes of collaborative meetings indicated that ELA, mathematics teachers and instructional coaches work during team meetings to discuss CCLS; however, other core areas do not have CCLS instructional support. Because not all teachers receive training for instructional approaches aligned to the CCLS, the school-wide curriculum does not prepare students to become college and career ready.

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

- Teachers use unit plans from the Syracuse CSD curricula that were designed to expose students to CCLS aligned learning experiences; however, lesson plans and classroom observations indicated that instructional practices lack higher order questioning techniques to promote deep conceptual understanding. The review of lesson plans, examination of team meeting agendas, and observations of grade-level team meetings indicated that teachers use time to plan CCLS aligned lesson plans. Classroom visits did not reflect instructional practices that included sequenced and scaffolded learning experiences. During classroom visits, the IIT noted that most teachers do not demonstrate techniques that elicit student engagement. As a result, students do not receive opportunities in all classes to engage in rigorous instruction, using complex materials that would increase achievement.

3.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.

- The school provides opportunities for teams to meet horizontally and vertically in order to collaborate. Evidence provided showed that the school had variations in classroom practice to improve student learning opportunities. In addition, documents also showed no evidence that

indicated that teachers incorporated the arts, technology or other enrichment opportunities into their curriculum although some of these meetings include technology and art teachers. The IIT found that the school leader provides weekly opportunities for all teachers to meet across grades and subjects. According to a student focus group, students can access computer labs as part of a reward system for the PBIS program. In addition, students reported that computer access is not a component of the core learning and not all grade levels receive instruction in art, music and technology. Although an infrastructure is in place for horizontal and vertical teacher planning, the lack of a robust curriculum inclusive of the arts and technology limits learning opportunities for students and has a negative impact on their achievement.

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.

- Teachers and administrators collect, share and discuss student benchmark and summative data. The review of meeting minutes, classroom visits, and teacher observation reports (Danielson) reviewed by the IIT did not show that data analysis took place and led to improved instructional practices. In addition, despite some form of data analysis showing a need to engage students more in the learning, lesson plans did not show strategies that had been implemented to increase student engagement. The lack of knowledge or ability for teachers to strategically select and implement specific instructional options that target individual learning needs identified in the analysis of data, negatively impacts the opportunity for all students to access content.

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 school has pockets of highly engaging instruction with direct alignment to units outlined in the district CCLS aligned curriculum; however, there is a lack of strategic practices and decisions that identify learning gaps which affects student engagement and academic progress.

Strengths:

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

Areas for Improvement:

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

- The IIT observed some lessons with direct alignment to the CCLS, and to rigorous unit and lesson plans with interventions. However in a majority of classrooms visited, lesson plans evidenced engaging, aligned, rigorous activities and tasks on paper yet not in the actual instructional practice.

In addition, lesson plans reviewed by the IIT did not include targeted student goals, and instructional strategies and extensions organized around annual unit plans. As a result, there is a lack of opportunities and expectations for student inquiry and engagement in the majority of classrooms which negatively impacts both behavior and academic progress for 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.

- Mathematics and ELA teachers implement instructional practices that support the CCLS standards. At the time of the visit, Instruction had not yet translated into improved levels of student achievement as evidenced by student performance data and actual engagement during instruction. The review of team meeting minutes, there was an absence of discussion of instructional strategy, practice, and reflection of targeted learning goals to be accomplished within each lesson. During the visit, there was no evidence of teacher discussion reflecting on the use of strategic instructional choices to improve individual gaps in student learning and strategic instructional strategies selected daily to determine learning progress. Teacher interviews indicated that teachers were beginning to grasp and utilize the CCLS to develop a foundation for future instruction. In most of the classrooms visited the IIT indicated a lack of engaging instruction informed by coherent data with multiple points of access to learning. As a result, there is a lack of engaging student-learning opportunities aligned to the CCLS. Additionally, there is a lack of precise instructional strategies used to provide daily evidence of successful student learning which leads to negative effects on the ability of students to achieve their learning goals.

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

- The Syracuse City School District adopted the PBIS system for use in this school. The school leader indicated that creating a safe environment for learning is a priority area for improvement at the school. Parent and teacher interviews, classroom and hallway posters, and classroom visits indicated teacher and student awareness of student behavioral expectations. This evidence combined with sign-in sheets for PBIS PD sessions indicated that staff had an awareness of PBIS skills and behaviors. Despite training, observations by the IIT indicated that PBIS skills and expectations are not universally and routinely understood and utilized by teachers and other school personnel. Staff members expressed a difference in opinion about PBIS protocols and what these were. Student and teacher focus group interviews and classroom and hallway observations indicated that behavior plans and expectations from teachers vary widely throughout the building. The lack of consistent implementation of behavioral expectations by all teachers and school personnel has a negative impact on the school's ability to creating a safe environment and culture of 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

- At the time of the visit, the school was in the early stages of using data to inform instruction. Agendas and team meeting minutes reviewed by the IIT indicated that school leaders, horizontal and vertical teams analyzed some student performance data but had not moved to the next step of using data to target instructional decision-making for diverse learners at the classroom level. Documents reviewed provided evidence that teachers are provided with performance data for individual students. The IIT found no evidence to demonstrate that individual student data informs targeted instructional practices to meet the needs of individuals and groups of students. Teacher lesson plans reviewed by the IIT showed no correlation between data analyzed and strategies used to address the learning needs of students. In classrooms visited by the IIT, most teachers did not provide relevant feedback to student responses and questions. As a result, students with disabilities cannot access the full range of activities and supports to enable them to access the general education curriculum, and general education students do not receive instruction to meet their learning needs, as identified through performance data.

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

Tenet Rating

D

Debriefing Statement: Several community and external partnerships exist to serve the social/emotional health of students. Students are matched by teachers to external services by the student support staff; however, this is accomplished in the absence of a review of pertinent data. As a result, there is a lack of communication of available services, a lack of a formal tracking system for services, and no external accountability of community partnerships which negatively impacts the ability of the school to maximize support for social and emotional needs of students.

Strengths:

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

Areas for Improvement:

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

- The IIT found that the school has some social and emotional supports available to meet the needs of its students. Interviews with members of the Student Support Team indicated that the team is in place and a variety of services is available to students within the building. Support staff indicated that their support focuses on issues that individual students are dealing with at any given time. These issues include bullying, teacher conflict, home issues and problems with friends. They further stated that they intend to develop a formal referral system to identify students who require extended services. Interviews and documents reviewed indicated that agencies currently providing

services to students include Huntington Family Center, Brownell, Hillside, and the Health Center. The services provided by these partners include counseling services, academic tutoring, and healthcare. The lack of a formal referral system with full administrative coordination prevents the school from maximizing the services provided by partner organizations and developing additional in school supports to address specific student needs in a timely fashion.

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.

- School leader and student support team interviews indicated a vision for social and emotional developmental health that connects to learning. However, this vision is not structured in a way that is systemic and connects to building-wide practices. Staff interviewed indicated the existence of a PBIS team that has developed a matrix of positive behaviors for the school. The matrix is evident in hallways and classroom posters. Staff received professional development related to the PBIS program at various times throughout the year. The IIT found inconsistent application PBIS strategies applied in classrooms visited, with little evidence of a positive impact on student achievement. Student and parent interviews indicated that not all students feel safe in the school. Classroom and hallway observations indicated that not all adults in the building are implementing PBIS strategies with fidelity. Although school leaders and teachers acknowledge a connection between student learning and social/emotional health and an over-reliance on poorly executed PBIS strategies negatively impacts the ability to create a safer and healthier learning environment.

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

- The school leader stated that his priority area for school improvement is to improve student behavior and safety. During interviews, students, parents, teachers, and administrators discussed safety, in terms of behavior in the halls, lunchroom and classrooms. Parents also indicated that there are not enough social supports for their children when they need help. Teachers stated they feel overwhelmed with trying to help students, as there is not enough support to address the wide variety of social and emotional needs that exist in the school. All constituents are aware of the focus on school safety; however, no one indicated that the school community has become safer. Student and parent focus groups indicated that not all students feel safe at school and reference several incidences of bullying. Students also stated that they do not always know who to trust, and they feel this negatively impacts their ability to focus on learning. The inability of students to feel safe in school reflects the school's lack of capacity to create a truly safe space for learning for all students.

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 staff works together to try to meet the social and emotional needs of the students. During

interviews, the school leader discussed the significant relationship between student social/emotional needs and academics. According to the school leader, developing a system to address student social/emotional needs that includes a multitude of checkpoints, involving support staff and teachers is a school goal. Documents reviewed indicated that teachers viewed a presentation identifying behavioral data. School leader interviews and agendas from staff and teacher meetings indicated that the school leader encourages the support staff and the instructional coaches to use data when making decisions about student support. Documents reviewed and interviews conducted by the IIT indicated that this encouragement does not lead to the school leaders formalizing expectations that data is regularly reviewed and used to help students access the services they need. Because the system and the checks are still being formalized and embedded in the school culture, not all students are currently being identified for support, and this delay in optimizing the delivery of services to students hinders student learning and 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
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Debriefing Statement: The school is a welcoming place with an open door policy, where parents can speak with school administrators and staff. Although parents feel welcome, there is a lack of purposeful dialogue with teachers and administrators connected to student social/emotional growth which impacts the ability of parents to become true partners in the academic success of their children.

Strengths:

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

Areas for Improvement:

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

- Interviews provided evidence that school leaders and teachers understand the significance of engaging families of all students. They believe that it is necessary to do more in this area. Teachers conduct parent meetings and walk through the neighborhood to meet and connect with parents. Parents stated, that the school is welcoming, but the parent meetings do not focus on building an understanding about the learning process. Although the school is welcoming, there is a lack of developing parent understanding about the academic program and the specific needs of students. As a result, parents are not aware of their role in partnering with the school to support student achievement.

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.

- There is a variety of cultures and languages represented in the school, which creates a challenge for effective communication with all parents. Document reviews indicated that parents are provided with English and Spanish communication through texts, letters, and flyers. Some documents contained sophisticated English structure that were difficult to comprehend. English and Spanish are not the only cultures or languages represented in the school, and there is no evidence of targeted effort to acknowledge the diversity of all families and community members. The school leader stated that he envisions the school becoming a community-based center in which parents can take advantage of language support provided within and in which teachers would embrace and acknowledge cultural relevance. The school leader hired a Spanish-speaking secretary and vice principal to address reciprocal communication with Spanish-speaking families. Parent interviews indicated that Spanish-speaking parents value the ability to communicate better with the main office and administration. The lack of a formal plan to provide parental language support and cultural awareness training for teachers and the lack of addressing communication with speakers of languages other than English or Spanish negatively impacts parent ability to engage and student strengths and needs.

6.4 **The school has received a rating of *Developing* for this 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 provides PD for targeted school support staff on how to actively seek and sustain healthy partnerships with families and community organizations to link the right organization to specific student needs. At the time of the visit, teachers had not received PD on how to access community resources. Teacher interviews indicated that support staff had not shared information received through PD sessions with teachers. Interviews indicated that not all school staff feels prepared to support student social/emotional health. The lack of PD and resources for all staff and for training and support for parents in the areas of academic, social and emotional developmental health has a negative impact on staff and families to becoming partners in student support and learning.

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.

- According to parents, little to no data is shared with families that lead to conversation about student learning and success. At the time of the visit, there was no evidence that the school shares data in a way that empowers families to support their children's academic progress. Parent interviews indicated that the school does not share data with the parents in a way in which parents can understand how data aligns to the academic and social needs of students. Parents stated that parent meetings held at the school do not focus on supporting them to learn about the impact of data and how it relates to student learning. Parents' understanding of the use of data may hinder their ability to fully engage in dialogue centered on student learning.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Communicate, share and align the school vision to instructional goals outline in the SCEP plan and used in decision making regarding student success.
- 2.3: Create specific, measurable, ambitious, realistic and timely goals that are part of a system that reflects priorities aligned with the vision.
- 2.4: Align resources to school goals and critical decisions to improve student achievement.
- 2.5: Provide teachers timely feedback aligned to areas of improvement.

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 PD for teachers on strategies that reach the level of rigor required by the CCLS to all teachers, i.e. using text-based questioning, requiring higher order thinking skills, etc.
- 3.3: Monitor classroom instruction and address observations that lack the level of engagement identified in CCLS lesson plans by providing specific instructional feedback and PD if warranted.
- 3.4: Create a schedule that allows arts and technology teachers to collaborate around creating curriculum that allows students to receive an integrated learning experience.
- 3.5: Provide the teachers PD in data analysis and data systems use to inform instructional modifications based upon individual student 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: Review lesson plans and monitor instructional strategies for learning activities that allow students to take responsibility for their own learning and focused on specific goals. Provide levels of engagement and rigor necessary to meet the expectations of the CCLS curriculum.
- 4.3: Incorporate the review of student work in grade level and content planning meetings using collaborative protocols that engage the teachers in reflection and planning focused on student learning goals with multiple points of access aligned to the CCLS.
- 4.4: Monitor the implementation of PBIS and student behavioral expectations to ensure all teachers, paraprofessionals, support staff, parents, clerical, food service, etc. adhere to the system and hold staff members accountable for the same expectation.
- 4.5: Model the process of shared dialogue in team and content meetings around the delivery of immediate student feedback and use of data to inform student outcomes. Identify this process as a standing agenda item for team and content meetings.

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: Create, implement and monitor a formal referral system for the school to identify students who require services.
- 5.3: Monitor how teachers acknowledge and enforce the identified behavioral expectations for students, hold teachers and staff accountable for following expectations and retrain teachers in PBIS as needed so that there is a consistent and clear understanding by all.
- 5.4: Ensure safety practices that include awareness and reporting of all bullying behaviors by all adults with particular attention to adult responsibilities during student hallway transitions and the revision of staff procedures as needed.
- 5.5: Establish a consistent process for examining student behavioral, social and emotional data at grade level and department level meetings so that students experience support in all areas of their development. Include data collection and analysis in this process and train teachers in the use of data to better equip them to address the needs of their students.

Tenet 6: Family and Community Engagement

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

- 6.2: Create opportunities for staff to meet with families, establish relationships. Encourage teachers to reach out to parents as a proactive approach to managing, student behavior problems with a focus on student academic data to build stronger relationships and develop understandings of learning objectives and specific student goals.
- 6.3: Provide PD for teachers and parents that focus on respecting diversity and culture in the community and leads to opportunities for meaningful, purposeful dialogue that supports student success. Ensure that communication is available in all languages spoken in the school.
- 6.4: Provide PD to teachers that help them understand how to connect students and families with established partnerships and agencies currently serving some students. Provide opportunities that link all stakeholders in supporting student engagement and growth.
- 6.5: Share student data with teachers and families. Provide PD to teachers on the use of data in team and content level meetings that support social, emotional and academic areas to ensure all students receive appropriate supports. Monitor the use of data by teachers to inform their practice to support student success.