



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

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



<b>BEDS Code/DBN</b>	27-01-00-01-0018
<b>School</b>	William B. Tecler Arts in Education Magnet School
<b>School Address</b>	210 Northern Boulevard, Amsterdam, NY 12010
<b>District</b>	Greater Amsterdam School District
<b>School Leader</b>	Ms. Terry Dewey
<b>Dates of Review</b>	February 26 – 28, 2013
<b>School Accountability</b>	Priority
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

<b>School Information Sheet</b>											
Grade Configuration		UPK-5	Total Enrollment		489	% Title 1 Population	70%	% Attendance Rate		92.4%	
% Free Lunch	60%	% Reduced Lunch	6%	% Student Sustainability	88%	% Limited English Proficient	<1	% Students with Disabilities		19%	
<b>Types and Number of English Language Learner Classes</b>											
# Transitional Bilingual		0	# Dual Language		0	# Self-Contained English as a Second Language			8		
<b>Types and Number of Special Education Classes</b>											
# Special Classes		2	# Consultant Teaching		1	# Integrated Collaborative Teaching			2		
# Resource Room		1									
<b>Types and Number Special Classes</b>											
# Visual Arts	1	# Music	1	# Drama	0	# Foreign Language	0	# Dance	0	# CTE	0
<b>Racial/Ethnic Origin</b>											
% American Indian or Alaska Native	<1%	% Black or African American	5%	% Hispanic or Latino	36%	% Asian or Native Hawaiian /Other Pacific Islander	<1%	% White	56%	% Multi-racial	2%
<b>Personnel</b>											
Years Principal Assigned to School		12	# of Assistant Principals		0	# of Deans	0	# of Counselors / Social Workers		0	
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification		0	% Teaching with Fewer Than 3 Yrs. of Exp.		0	Average Teacher Absences		10
<b>Overall State Accountability Status (Mark applicable box with an X)</b>											
School in Good Standing		Priority School	X	Focus District	X	Focus School Identified by a Focus District			SIG Recipient (a)yes (g)		\$45,000
ELA Performance at levels 3 & 4	<b>30%</b>	Mathematics Performance at levels 3 & 4		<b>28%</b>	Science Performance at levels 3 & 4		<b>74%</b>	4 Year Graduation Rate (HS Only)		<b>N/A</b>	
<b>Credit Accumulation (High School Only)</b>											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	<b>N/A</b>	% of 2 <sup>nd</sup> yr. students who earned 10+ credits		<b>N/A</b>	% of 3 <sup>rd</sup> yr. students who earned 10+ credits		<b>N/A</b>	6 Year Graduation Rate		<b>N/A</b>	

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b>			
	American Indian or Alaska Native		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		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	Limited English Proficiency		

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

**SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**

1. Continue implementation of Positive Behavioral Interventions and Support (PBIS) program.
2. Provide active engagement in student learning.
3. Implement APPR, as per RTT.
4. Use data to direct instruction.
5. Implement new strategies to connect with parents in out of school settings.

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

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

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

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

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

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

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

#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.			X	
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.				X
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.				X
<b>OVERALL RATING FOR TENET 6:</b>					<b>I</b>

School Review Narrative:

<b>Tenet 2 - School leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school leader has not provided the school community with a clear, consistent vision or prioritized school goals. The school is at the beginning stage of using data to inform instructional practices and social emotional developmental health, and current practices do not support high academic outcomes.

**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 *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 school leader has not established a clear vision shared by staff, students, and parents. The school leader has also not developed building-level shared decision-making teams. Interventions are reactionary and do not work toward a commonly understood vision. The school is conducting several school initiatives based on the SCEP; however, they are not coordinated. In addition, the school initiatives do not have goals that are measurable or have specific timelines. Members of the school community do not have a common understanding of the school priorities or direction for how to achieve school-wide goals aligned to the SCEP. The lack of a clear vision limits efforts to accomplish school goals.

2.3 The **school has received a rating of *Ineffective* 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.

- There is no evidence that the school leader has instituted a system of data collection, a structure for sharing of best practices, or development of building-wide goals. The school leader provided reviewers with an action plan calendar. However, she developed this document without the input of other staff members and items were not prioritized. The School Leader reported she established an Inquiry Team, a sub-committee of the Data Team, in February to focus on academic data; however, interviews indicated the Data Team staff was unaware of this development. Reviewers were provided limited documentation of agendas or discussion/decisions records for staff meetings,

CEP Team, Data Team , Inquiry Team or Student Support teams. The absences of building-wide goals and sharing of best practices aligned to goals has led to a school without a clear sense of direction for achieving academic improvement.

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

- The school leader fulfills basic level managerial responsibilities. Hiring decisions are at the District level with school leader input. Eligible students are provided tutoring beyond the regular school day. While there is an Academic Intervention Service (AIS) program utilizing Response to Intervention (RtI), staff and parents expressed concerns about the amount of time it takes for special education services to be put in to place. The school leader developed a master schedule that allows a common planning time for teachers by grade level twice a week; however, there was no evidence that this time was used to further student goals or the goals of the New York State Education Department initiatives. The school leader has not strategically targeted program, human, and fiscal resources, and therefore school improvement goals and student goals are not achieved.

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

- District Leadership developed a system for how to conduct targeted observations and provided staff PD in the new APPR. However, the school leader does not effectively use informal observations to provide feedback or track teacher practices. In addition to the formal APPR evaluation process, the school leader conducts informal walk-throughs, but there is no evidence of feedback to staff that could lead to improved instructional practices. The teacher observation reports reviewed did not include specific recommendations, offer suggested strategies, or have PD linked to best practices. These observational processes conducted by the school leader limit the potential of staff to develop best practices that result in continuous improvement.

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

<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** Protocols are not in place to create and examine Common Core Learning Standards (CCLS)-aligned unit plans. CCLS-aligned lessons plans were not consistently present in the classrooms and reviewers were unable to see evidence of the use of data to differentiate instruction or group students in the classrooms in order to provide targeted, adapted instruction. As a result, students have limited access to a rigorous and coherent curriculum.

**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.

- Although the building staff has access to locally developed curricula that are consistent district-wide, as well as access to a PreK-12 curriculum in all subjects through Rubicon Atlas, not all teachers access the written curriculum for their own grade levels. Reviewers learned through staff interviews that the school does not have a writing curriculum. The school is piloting two mathematics series that support CCLS, and it uses a basal reader (Scott Foresman Reading Series) for English language arts. Teachers reported they primarily develop instruction based on the district selected reading/mathematics programs. The school's new schedule allows for a mathematics block (60 min/day) and a reading block (90 min/day for Kindergarten to third grade and 120 min/day 4-5). Staff reported that they received professional development (PD) for CCLS in the prior year, and the opportunity for teachers to develop more individualized or small group learning activities are limited. Teachers do not fully implement curricula that enable all students to learn what they need to know to achieve rigorous, coherent CCLS-aligned standards.

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.

- The school is in the process of implementing a curriculum that supports CCLS, which the district is developing. The school leader and staff reported Rubicon Atlas software is being used with the Reading Street reading series, and Go Math! and Envision for Mathematics. Reviewers observed some instances of the CCLS instructional shifts in units and lessons, particularly in Mathematics, however this was not consistent across the school. Staff reported an increase in the amount of time available for team meetings, but the development of Common Core-aligned unit plans is not typically the focus of the teacher team meetings. Teachers typically use grade level meetings to discuss planning activities, such as field trips. Staff members have a basic level of understanding about Data Driven Instruction (DDI) and CCLS. The school leader reported a consultant is training teachers monthly on CCLS, rigor, relevance, and student engagement. However, during classroom visits reviewers observed few instances of practices that lead to higher order thinking skills. As a result, students have limited opportunities to build deep conceptual understanding around specific content.

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

- Grade level teachers report they collaborate in core subjects. Documents show teachers have

regularly scheduled meeting times; however, ESL does not have common planning time. Teachers also do not meet vertically. Although this is an Arts in education magnet school, during classroom visits reviewers did not see coordination with the arts in classroom curricula or projects. Grade-level core subject teachers meet to discuss the needs of students in the classroom; however, the team discussions observed by reviewers did not focus on the content of instruction across grades, across other curriculum areas, or for classrooms providing support to struggling learners, which limits all students' access to a robust curriculum.

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

- Staff collect data from multiple sources and the school leader reported she reviews a limited amount of data, but reviewers saw little evidence or discussion around the use of data and how to use it for student achievement. The team did not receive evidence, such as meeting notes and agendas, to indicate that the school leader meets regularly with the Inquiry or Data Teams to review relevant student data. The school does not use data strategically to inform instructional practices resulting in limited student achievement outcomes and school improvement.

**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 building leader and teachers care about students and their learning. Teachers typically provide whole-group instruction. Student engagement opportunities are limited without providing small group and differentiated instruction, and individualized learning plans based on the CCLS and aligned with the curriculum. The lack of small group and differentiated instruction, as well as individualized learning plans aligned to the curriculum, diminishes student engagement opportunities.

**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 teachers observed during the review lacked effective classroom organization and management skills. There was limited use of multiple sources of data and development of individualized teaching strategies to address the needs of specific student sub-groups. The school is in the beginning stages of using data to help structure interventions and develop program design. Lesson plans that were reviewed do not show scope and sequence; in some cases, lesson plans were not provided; in others teachers use manuals as instructional guides. There was no evidence that short and long-

term goals for students were being developed. Reviewers observed most teacher lessons tended to be at a basic level, using whole group instruction and lacking differentiation that would meet individualized student needs, particularly for Limited English Proficient/English Language Learners (LEP/ELL) students. Students are not receiving instruction organized around instructional practices that 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.

- The English Language Arts and mathematics curricula series supports the CCLS end of the year expectations, but teachers observed did not consistently demonstrate the CCLS instructional shifts in the classrooms visited. Reviewers did not see evidence in classroom visits that the District's aligned curriculum was fully integrated into the daily classroom lessons. Additionally, reviewers observed that instruction was predominately whole group without differentiation, resulting in LEP/ELLs students not being able to fully understand lessons. Instruction that does not provide multiple points of access leads to limited student engagement and achievement.

4.4 **The school has received a rating of *Ineffective* 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 school does not have effective systems to meet the needs of all students within the classroom and school setting. A PBIS model is in place, but staff members were not implementing it consistently and with fidelity; rules are inconsistently applied, PD for staff and support from school leadership is limited. Reviewers noted disruptive student behaviors in several classrooms. As a crisis management strategy, classrooms are evacuated and classes are sent to the library, while crisis managers are brought to address students who exhibit a need for immediate attention. Reviewers observed some teachers used strategies that were sensitive to diverse groups of students, i.e., LEP/ ELL students, and their needs. Students reported that they learn the most and prefer when material is challenging and were most engaged when teachers used strategies other than direct teaching; however, reviewers saw limited evidence of teachers using higher-order questioning and limited opportunities for student engagement. Overall, staff did not collect student behavior data systematically nor analyze it to determine more appropriate supports or interventions for high impact students. Supportive systems that address all students' needs and lead to student engagement are not in place, which impedes all school improvement.

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.

- Staff members collect data but it is not fully utilized. Staff reported there are structures, such as the RtI plan, that allow for changes in the classroom groupings in the area of reading. Reviewers observed that teachers use data for grouping students; however, evidence of how data leads to the

adaptation of instruction is not apparent. Teachers and students reported teachers are not meeting with students individually to talk about their schoolwork or to set goals, so that students are not full partners in the learning process. Staff does not consistently use data as a tool to focus all school constituents in the learning process, which results in limited opportunities for student success.

**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**

**I**

**Debriefing Statement:** The school is not providing students a safe and respectful learning environment. The staff has not fully implemented the school’s behavioral program. In addition, the program is not consistently applied or lacks administrative follow-through, which results in a learning environment that is not safe and respectful for all 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 school does not have effective systems or consistent practices for dealing with overall behavior management issues school-wide and, specifically, with high-impact students. The school staff is aware of both internal and external resources and supports; however, they are not adequate to meet students’ needs. In addition, staff inconsistently applied PBIS in classrooms. While the district administers the (Rtl) referral process through the district, and when the school makes referrals through the Rtl system, parents and teachers report the response is not timely. Members of the school community expressed these strategies are not adequate leaving students with significant needs without appropriate support. The lack of overarching systems that appropriately address student social and emotional developmental needs impedes student success.

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.

- The school began initiatives to provide social and emotional supports for students; however, reviewers observed inconsistent implementation of the models. Connections made between social and emotional health and academic performance are only in the most general terms. Staff reported the school initiated the PBIS program and shared it with students; however, staff reported they do not support or have a full understanding of the program. Staff report training has been insufficient to prepare them for program implementation. The absence of a school improvement vision that connects learning to social and emotional developmental health hampers student learning.

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.

- Teachers acknowledged the need to address student social and emotional needs so that learning can take place, while also stating that they feel left on their own to deal with students with social-emotional and behavioral needs. Staff reported there are frequent, intense outbursts by a small number of students, although students report that they generally feel safe. Staff members expressed that they continue to struggle to find effective solutions or programs to deal with high impact students. Teachers reported that they feel “left on their own” to deal with problems in the classroom. Reviewers observed a scheduled library class being interrupted to accommodate the arrival of another class who had evacuated their room due to a student outburst. The lack of an effective system leaves school staff to act independently and to attempt to patch together a support system that relies on reactive responses. As a result, the school is not fostering a learning environment that leads to greater student outcomes.

5.5 **The school has received a rating of *Ineffective* 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 collection, analysis, and utilization of data to improve social and emotional well-being of other students are not occurring at adequate levels. The PBIS model has provided a big picture perspective for the redesign of behavior management in the building. The school leader did not provide evidence of providing sustained support for the consistent implementation of PBIS. Data is not being collected systematically and reviewers did not observe that it was used to adjust and modify instructional practices to provide all students’ access to learning. Consequently, academic progress is stifled due to the lack of effectively run systems and programs.

**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.

<b>Tenet Rating</b>	<b>I</b>
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**Debriefing Statement:** The school environment is welcoming for some parents but not for those for who English is not the primary language. All members of the school community are not working together to share in the responsibility for student 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:**

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.

- Parents who reach out to the school and those who have greater contact with the school shared that they feel welcome in the building. However, the school's outreach efforts to parents of subgroups is limited. The school leader recently initiated monthly teas to provide parents an opportunity to express their concerns. However, the school leader reported that the school did not make efforts to provide written communication to Spanish-speaking families for general building-level correspondence or formal documents such as report cards and progress notes. The lack of an inclusive communication process that restricts ESL families' opportunities to engage with the school results in limiting student success for all students.

**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.

- Structures that support effective reciprocal communication with all families are not in place. While the school does two full-time employees who are bilingual and assist with parent communication, information posted on the website is in English, as is most information sent home. Reviewers did note that staff used Rosetta Stone as a method to learn how to speak Spanish. Parents of special needs children reported they receive frequent communication from their child's teacher; however, formal structures to promote reciprocal communication, particularly with Spanish-speaking families, are limited. Without reciprocal communication that includes all families, parental engagement is limited and opportunities to work together to support student growth are lost.

**6.4 The school has received a rating of *Ineffective* 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.

- Staff and parents reported the school did not provide staff or families PD that would enable them to learn effective, positive communication to support student success. Reviewers did not observe documents that showed evidence of PD being planned or delivered to families. The school does not provide all families access to needed supports. Spanish-speaking parents have significantly less information available to them about the school and their child's performance than English-speaking parents. The lack of inclusive school-family partnerships hinders school improvement efforts.

**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.

- Data shared with families are limited and there are minimal opportunities provided to assist families in understanding the data. No evidence was provided to show structures for effective school/parent communication or engagement around sharing and analyzing data. Parents reported a Parent Teacher Organization was recently established; however, its focus is on event planning and not on parent education. Partnering with parents is limited to parent-initiated contacts. Without

parent engagement structures that promote dialogue around student achievement, the school is limited in its ability to empower parents to use data to support their child's learning.

### **Recommendations:**

#### **Tenet 2: School Leader Practices and Decisions**

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

- 2.2): Develop and implement a shared vision, collaboratively involving all stakeholders, to guide the school towards achieving school improvement goals that are focused, specific, and measurable, with realistic timelines.
- 2.3): Set long and short-term goals as determined by the vision. Create a data collection system based on best practices to monitor progress toward vision-determined academic, social-emotional, and behavioral goals.
- 2.4): Organize resources and set up structures to collect data and assess progress toward meeting strategic, measurable, attainable, time-bound goals.
- 2.5): Strengthen staff capacity to achieve identified goals by providing targeted appropriate PD that is informed by teacher observation and student improvement data.

#### **Tenet 3: Curriculum Development and Support**

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

- 3.2): Ensure curricula are rigorous, coherent and aligned to CCLS to meet student needs and engage students in the learning process, particularly in mathematics, reading and writing.
- 3.3): Provide support for teachers to collaborate on the development of pacing calendars, unit plans, and lesson plans that based on CCLS-aligned curricula. Expose students to materials that stimulate higher order thinking and analytic skills. Monitor teacher practices and provide feedback along with targeted PD and progress monitoring.
- 3.4): Create opportunities for all staff to work across grades horizontally and vertically, including teachers in special areas, so that curricula are aligned within and across grades and provide all students access to a robust curricula. Create enrichment opportunities for students by providing time and resources for staff to collaborate on the development of aligned curricula that incorporate the arts and technology.
- 3.5): Collect and analyze data to monitor progress toward achieving school improvement goals; use data, such as formative and summative assessments, to identify patterns of student learning, and make timely appropriate adjustments to instruction based on students' needs.

#### **Tenet 4: Teacher Practices and Decisions**

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

- 4.2): Provide PD opportunities that build staff capacity to deliver instruction that is data driven and differentiated and that incorporates specially designed instruction as appropriate, providing student access to

rigorous content that promotes student engagement. Teachers should meet with students to help them to set learning goals and next steps to engage students in their own learning.

- 4.3): Provide PD that includes embedded support so that staff is able to provide CCLS-aligned instruction that leads to multiple points of access for all students.
- 4.4): Provide a structure that supports a safe learning environment through the consistent enforcement of the District policies and a school code of conduct, including the establishment of a school-based RtI team. Create a system that uses data that considers the impact of student behavior on academic achievement. Provide PD that teaches strategies that enable teachers to create an understanding of acceptable behavioral expectations and to deliver differentiated instruction, and provides special education staff with specifically designed instruction. The Committee on Special Education needs to review specific student educational programs to determine if their placements are appropriate and to develop further action plans.
- 4.5): Use data to inform instructional strategies and decision-making to adjust groups. The School leader should attend grade level meetings to monitor staff understanding and use of data to improve student performance.

### **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): Review pupil personnel staffing to determine if it adequately addresses students' social and emotional health needs. Develop an improvement plan for implementation that includes input from teachers and school support staff. Create an infrastructure that removes barriers to students receiving timely services that support their social and emotional developmental health needs. Use data to identify areas of need, and develop partnerships to expand school resources and services offered to students and families. A system needs to be created that supports a safe learning environment that addresses the needs of all students including the needs of high impact students that would result in a positive school environment and improved academic performance.
- 5.3): Provide sustained PD to build capacity of all staff to deliver social and emotional developmental health curricula, and ensure that programs already in place are implemented with fidelity. The school leader should coordinate with the School Support Team and any district resources to implement effective services for students, their families, and staff.
- 5.4): Provide PD for staff on classroom management techniques. Create reciprocal communication opportunities for student and their families to foster a sense of ownership in the educational process.
- 5.5): Provide leadership that supports a data-driven culture in all domains of the school. Ensure that school leaders and staff develop effective Functional Behavior Assessment/Behavior Intervention Plans for high impact students to improve overall school and classroom atmosphere.

### **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): Provide multiple educational opportunities to share information about school improvement initiatives and support student learning by using multiple outreach methods. Provide a Spanish-speaking interpreter to allow engagement of students and/or families in learning-related information and opportunities.

- 6.3): Collaborate with parent and community organizations to develop reciprocal communication opportunities.
- 6.4): Facilitate family-community connections that support students' learning needs. Provide PD on ways to align resources available in the school and community so that they are of the greatest benefit to students.
- 6.5): Provide leadership in the effort to encourage families to participate and support their child's learning by providing resources and learning opportunities to enable them to understand student data and learn how to ensure the school is meeting their child's learning needs.