



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

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



<b>BEDS Code</b>	101300010002
<b>School Name</b>	John L. Edwards Primary School
<b>School Address</b>	Harry Howard Avenue, Hudson, NY 12534
<b>District Name</b>	Hudson City School District
<b>School Leader</b>	Steven A. Spicer
<b>Dates of Review</b>	January 21 – 23, 2014
<b>School Accountability Status</b>	Focus School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	PK-2	Total Enrollment	504	SIG Recipient	X	Title 1 Population	100%	Attendance Rate	93 %		
Free Lunch	58%	Reduced Lunch	8 %	Student Sustainability	93%	Limited English Proficient	10%	Students with Disabilities	13%		
Number of English Language Learner Classes											
#Transitional Bilingual		#Dual Language		#Self-Contained English as a Second Language							
Number of Special Education Classes											
#Special Classes	4	#Consultant Teaching	2	#Integrated Collaborative Teaching							
# Resource Room	2										
Number Special Classes											
#Visual Arts		#Music	1	#Drama		#Foreign Language		#Dance		#CTE	
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	20%	Hispanic or Latino	14%	Asian or Native Hawaiian/Other Pacific Islander	10%	White	48%	Multi-racial	8%
Personnel											
Years Principal Assigned to School	3	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	3				
Teachers with No Valid Teaching Certificate	0%	Teaching Out of Certification	0%	Teaching with Fewer Than 3 Yrs. of Exp.	0%	Average Teacher Absences	6%				
Credit Accumulation (High School Only) and Performance Rates											
% of 1 <sup>st</sup> yr. students who earned 10+ credits		% of 2 <sup>nd</sup> yr. students who earned 10+ credits		% of 3 <sup>rd</sup> yr. students who earned 10+ credits		4 Year Graduation Rate					
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4		Science Performance at levels 3 & 4		6 Year Graduation Rate					
Did Not Meet Adequate Yearly Progress (AYP) in ELA											
	American Indian or Alaska Native				X	Black or African American					
	Hispanic or Latino					Asian or Native Hawaiian/Other Pacific Islander					
	White					Multi-racial					
	Students with Disabilities					Limited English Proficient					
X	Economically Disadvantaged					All Students					
Did Not Meet Adequate Yearly Progress (AYP) in Math											
	American Indian or Alaska Native				SH	Black or African American					
	Hispanic or Latino					Asian or Native Hawaiian/Other Pacific Islander					
	White					Multi-racial					
	Students with Disabilities					Limited English Proficient					
SH	Economically Disadvantaged					All Students					
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					All Students					
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective											
	Limited English Proficiency										

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

1. We will develop a vision and mission statement to define our role and purpose as an educational institution serving our community;
2. The school leader will continue to implement all parts of the Annual Professional Performance Review (APPR) or teacher evaluation system;
3. The John L. Edwards (JLE) teachers will update and use Grade Level Benchmarks for teachers to use showing what information or abilities each child should have as the school year advances;
4. Create a school schedule to better support our Special Education and English as a Second Language (ESL) children;
5. The teachers will continue to attend special trainings to ensure their lessons are closely aligned with the curriculum.

**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.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).			X	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.			X	
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.			X	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).				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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement			X	

	needs.				
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.			X	
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</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.

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.			X	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</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.

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.			X	

5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.			X	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.				X
<b>OVERALL RATING FOR TENET 5:</b>				<b>D</b>	

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

#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.			X	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.				X
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.				X
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

**School Review Narrative:**

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

The school leader, supported by the school improvement team (SIT), has developed vision and mission statements, which have been shared with staff and parents, but not with the students. There is a School Comprehensive Education Plan (SCEP) in place that has goals and priorities to guide school improvement. However, the goals are not written in a measureable format, and a lack of rigorous systems to monitor progress limits achievement.

**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:** The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

**Overall Finding:**

The school leader does not consistently ensure that all stakeholders share the school’s vision, mission, and goals aligned to the SCEP.

**Evidence/Information that Lead to this Finding:**

- The school’s vision and mission statements are new this year and have been introduced with support from the district. The school leader worked with the school improvement team (SIT) to develop these statements, and reported that he shared them with the staff and parents, but not students.
- A document review demonstrated that the school’s SCEP goals are not written in SMART goal format, and lack rigor to drive improvement. Discussions with the school leader demonstrated that the school’s priorities, which have been redrafted to make them more user-friendly and are available for parents in English and Spanish, are not available in other languages, particularly Bengali, which limits the ability of many families to support their children’s success.
- The school leader, assisted by the district, has introduced a PBIS initiative encouraging students to be safe, be respectful, and be responsible, and posters are displayed in corridors and in general areas. Despite this, the review team found that inconsistencies in applying the principles of PBIS limit the opportunities to reinforce PBIS and its alignment to the school’s vision.

**Impact Statement:**

The lack of measurable goals and a known vision by all stakeholders limits the success of students.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that all goals the school is working toward are SMART, and are known by all stakeholders.

2.3 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

**Overall Finding:**

The school leader does not consistently make strategic decisions to organize programmatic, human, and fiscal capital resources.

**Evidence/Information that Lead to this Finding:**

- The school leader stated that after the staffing costs are taken out of his budget, he is left with limited funding to make any significant purchases for the school. By engaging with district staff, the school leader reported that he obtains grants and other funding to help provide resources for the school. Through these grants, he has established an after-school tutoring program. However, classroom visits and discussions with leaders and staff demonstrated that there is little evidence to suggest how this program is impacting student achievement.
- The school leader works closely with the leaders of each grade level team and regularly engages them in conversations about staffing issues and concerns. As a result, each grade has appropriate numbers of staff and some classes receive additional support. However budget cuts over the past three years have resulted in reductions in physical education, music, art, and library time, and the school has not been creative or innovative in addressing these shortcomings.
- The school has a range of experienced staff to support students, such as counselors, a nurse, and a psychologist. Four teaching and learning coaches were appointed this year and are being trained to support staff development. Staff reported that they are interested in improving their practice and approximately half of the staff attended a three day voluntary PD offered by the district, which focused on English language arts (ELA), math, and close reading. Through these efforts, the school is beginning to develop their understanding of the curriculum related to the Common Core Learning Standards (CCLS), but this is in the early stages of development, and has not led to significant improvements in student achievement.

**Impact Statement:**

The school leader does not consistently use available resources to address the needs of the school community, which hinders student achievement.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop a system to ensure that the after-school program raises student achievement and that the maximum number of students benefit from this resource.

2.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

**Overall Finding:**

Structures and systems for monitoring the quality of instruction are not rigorous enough to bring about sustained improvement in student learning and achievement.

**Evidence/Information that Lead to this Finding:**

- The school leader, with the support of the district, has implemented a system aligned to the district's APPR. A timetable of formal observations is in place, but informal walk-throughs are not planned until later this year. The school leader reported that he visits classes weekly, but not to focus on any aspect of instructional practice, simply to keep contact with the students.
- The vertical teacher group shared that the special education director visits special education teachers twice weekly to undertake informal walk-throughs and to talk to students, but teachers stated that they are not consistently provided with feedback.
- An external district lead evaluator provides feedback after visits; however, school support staff stated that they are not part of the APPR plan and do not receive formal feedback.
- Although the pre-observation meetings, led by the school leader, require teachers to clarify the types of data they are using to guide their instruction, the review team found little evidence of teachers using data to inform instruction or of the school leader using observation data to develop PD.

**Impact Statement:**

As a result, administrators and staff are not held accountable for continuous improvement and student needs are not consistently met across the school.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop a plan for improving instructional practices by providing actionable feedback for all teachers.

2.5 The **school has received a rating of *Ineffective* for this Statement of Practice:** Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as

defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

**Overall Finding:**

The school leader does not use evidence-based systems to examine and improve critical school-wide practices.

**Evidence/Information that Lead to this Finding:**

- The school leader stated that the SCEP priorities are reviewed during monthly SIT meetings. However, the review team found that the goals are not specific, so progress is not easy to measure. Further, discussions with leaders demonstrated that the school does not have effective evidence-based systems to measure its progress toward goals.
- Systems for monitoring the quality of instruction and the implementation of the curriculum are not comprehensive. As a result, school leaders are not aware of weaknesses and do not put into place strategies and interventions to address areas of concern. In addition, procedures for evaluating the quality of communication with parents are not effective, which limits the ability of school leaders to make adjustments that would strengthen the partnership between school and home.
- The review team found that teachers are unclear how to use data to drive instruction. Additionally, the school leader does not consistently use data to monitor school improvement or student achievement.

**Impact Statement:**

A lack of rigor in assessing how well the school is performing restricts progress towards the achievement of school goals, and limits student academic achievement.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop strategies to monitor the effectiveness of the school in using evidence-based systems to meet the goals outlined in the SCEP.

**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.

<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:**

Although curriculum is beginning to be aligned to the CCLS, instructional practices do not engage students in higher-order thinking. The school leader does not regularly attend meetings where student data is discussed or plan regular data meetings where student performance is discussed by teachers. As a result, students do not benefit from decisions based on data and do not always receive appropriate targeted instruction or curriculum planning. Planning and delivery of interdisciplinary curriculum is limited. These weaknesses limit student achievement as student needs are not consistently met.

**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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

**Overall Finding:**

The school leader does not consistently ensure that teachers implement a rigorous and coherent curricula aligned to the CCLS.

**Evidence/Information that Lead to this Finding:**

- A review of documents, and meetings with the school leader and staff, demonstrated there has been regular, targeted support from the district to support the implementation of the CCLS. However, classroom visits show inconsistent instructional practices. The PD schedule has been pre-determined by the district, in collaboration with the PD committee. There is little documented evidence of the impact of recent PD on the implementation of the CCLS. However, evidence shows that the coordinator for school improvement meets with the grade level chairs and the school leader twice monthly, to discuss strategies for embedded ELA and math support.
- The school leader encourages staff to include written CCLS aligned objectives in their planning books. However, an evaluation of lesson plans showed that some lesson plans contained lists of activities, rather than well-crafted plans that scaffold learning to meet the needs of students. The school leader does not ensure that planning is consistent throughout the school.
- Teachers and aides in English as a second language (ESL) classrooms focused on different groups of students for support, but students who needed less support sat and read independently when tasks were completed for up to twenty minutes without adult interaction. Parents and students stated that this leads to boredom.

**Impact Statement**

Curricula does not consistently meet the needs of students, which hinders student college- and career-readiness.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop procedures for monitoring teacher planning, instructional practices, and the curricula to ensure that teachers meet all student needs.

3.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

**Overall Finding:**

Teachers do not consistently ensure that plans use DDI protocols and align to the CCLS.

**Evidence/Information that Lead to this Finding:**

- Teachers posted “I can” statements in the classrooms visited by the review team; however, these statements were low-level. In addition, there is limited time allotted on the master schedule for teachers who work together in classrooms, such as the special education consultant teacher and push-in ESL teachers, to collaboratively plan aligned coherent instruction. Further, the master schedule indicates that there are limited opportunities for collaborative planning between teacher leaders and teachers, to help guide and modify instruction.
- Classroom visits demonstrated that many teachers successfully modify instruction for students with disabilities. However, teachers do not consistently modify or differentiate instruction to meet the needs of other students.
- The review team found that teachers do not consistently use data to guide curriculum planning and instructional delivery. Further, teachers do not consistently scaffold learning or use appropriate materials to provide students with a progression of skills.

**Impact Statement:**

Inconsistent planning and instruction aligned to the CCLS limit student achievement

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Monitor instructional practices to ensure that all teachers make effective use of data, to adjust the curriculum and drive instruction, in order to meet student needs.

3.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

**Overall Finding:**

Teachers do not formally create interdisciplinary curricula targeting the arts, technology, and other enrichment areas.

**Evidence/Information that Lead to this Finding:**

- While teachers have regular opportunities in grade level meetings to discuss a range of curricular

issues, there was little evidence of planned interdisciplinary curricula targeting the arts, technology and other enrichment opportunities. However, the librarian does support teachers in their use of technology for research purposes.

- Classroom visits demonstrated that few teachers capitalize on opportunities to extend literacy and math skills in other content areas. While classrooms have SMART Boards, which teachers use daily, students were not provided with opportunities to interact with this technology, or use technology to reinforce and develop learning across all grades and subjects.

**Impact Statement:**

Students have limited opportunities to engage in thoughtful cross-curricula activities and this hinders the ability of students to be academically successful.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop an interdisciplinary curriculum that connects the arts, technology, and other enrichment activities across all grades and subjects.

3.5 **The school has received a rating of *Developing* or this Statement of Practice:** Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

**Overall Finding:**

Teachers do not consistently use data to plan curriculum or involve students in the ownership of their learning.

**Evidence/Information that Lead to this Finding:**

- While teachers use summative assessments for discussions with parents, a review of documents and classroom visits demonstrated that not all teachers use this assessment data to modify instruction.
- A review of documents demonstrated that some teachers use assessments, such as Questar, Journeys, and enVisions to create learning objectives and to determine which students need extra assistance. However, the review team did not find evidence of established systems to ensure that formative and summative assessments are used to adjust curricula to meet the needs of students across classrooms.
- Although teachers discuss data and differentiation during grade meetings, the review team found little evidence of differentiated instruction based on data during classroom visits. For example, teachers consistently told students who completed work ahead of their peers to read silently in many classrooms.
- Teachers do not provide adequate feedback to students. Evidence from observations, student work and discussions with students indicate that teachers do not make clear to students what they need to do to improve their work or reach their academic goals. Evidence also points to the fact that

teachers do not make the best use of data to provide specific feedback to enable students to track their own progress and to take more responsibility for their own learning. These failings further illustrate that the curriculum and assessment are not aligned and impact negatively on student achievement.

**Impact Statement:**

A lack of alignment between the curriculum and assessment hinders student achievement.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Establish a school-wide system to ensure that teachers use assessment data to inform their instruction and to involve students in reflecting on, and taking ownership of, their learning.

**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.

**Tenet Rating**

**D**

**Debriefing Statement:**

The school leader engages teachers in conversations about aligning instruction to the CCLS, but the quality of lesson plans varies across the school. Teachers do not use the data to plan and deliver instruction, or to address the wide range of abilities in the classes. Consequently, student needs are not consistently met.

**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 *Developing* for this Statement of Practice:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

**Overall Finding:**

Teachers do not consistently organize instructional practices around unit and lesson plans that meet student needs.

**Evidence/Information that Lead to this Finding:**

- While the school leader shared that teachers have received PD on using data to create lesson plans aligned to the CCLS, classroom practices demonstrated that instructional plans and practices were inconsistent. Teachers reported that they have received PD from the school and district, and that coaches and curriculum specialists support their work, but plans did not reflect this training.

- While some teachers use “I can” statements aligned to the CCLS, and modify planning for students with disabilities, the review team did not find this practice consistent across the school, as most planning was not differentiated.
- ESL teachers use New York State assessments to develop goals for each student, which they check quarterly against targets for listening, speaking, reading, and writing. Additionally, Individualized Education Programs (IEPs) also have goals to inform progress monitoring for students with disabilities. However, students were not clear about their specific goals, but instead shared generic goals and aspirations with the review team. Further, students reported that teachers give them smiley face stickers, but stated that they were unclear why they receive them and that teachers do not explain to them what specifically they need to do to earn these stickers.

**Impact Statement:**

Teachers do not consistently use data to inform their lesson plans and do not use instructional strategies to meet the needs of all students across the school, which limits student achievement.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure teachers differentiate their lesson plans to meet the needs of all students.

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

**Overall Finding:**

Teachers do not consistently provide coherent instruction aligned to the CCLS that leads to multiple points of access for all students.

**Evidence/Information that Lead to this Finding:**

- During most classroom visits, teachers gave students the same activity with different degrees of support. In addition, teacher questions were not consistently high-level and did not provide students with opportunities to develop their understanding or extend their answers. Although some teachers are beginning to provide instruction aligned to the CCLS, this is not consistent across classrooms, as most teachers are not differentiating instruction to meet the needs of students.
- In a small number of ELA classrooms, teachers used non-fiction texts and grouped students by ability levels. However, the review team did not find evidence of teachers grouping students during math. Some teachers modified instruction for small groups of students, or provided supports, such as pencil grips or differentiated letter sizes to meet student needs, but this was not consistent across the school.

**Impact Statement:**

Inconsistent instructional practices do not lead to high levels of student engagement and limit student

academic achievement.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Improve teacher instructional practices, such as higher-order questioning, so that they align to the CCLS and meet the needs of all students.

4.4 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

**Overall Finding:**

Teachers do not consistently implement a program to create a learning environment that is responsive to student needs.

**Evidence/Information that Lead to this Finding:**

- The school leaders and staff are working to establish behavior expectations for all classrooms. While the school leader shared that initiatives are in place to support developing student awareness of the importance of being responsible, respectful, and safe, and most classrooms were calm, teachers did not consistently promote these values across the school.
- Some teachers are beginning to develop strategies to identify and meet the needs of diverse groups of students. However, during most classroom visits, instructional practices did not consistently include a variety of complex materials or tasks tailored to the strengths and needs of all students. Students in most classrooms were given worksheets to complete either independently or with additional adult support. The changing needs of the student population are not consistently addressed, and there is little evidence to suggest that teachers use strategies that reflect student values.

**Impact Statement:**

The learning environment is physically safe, but does not consistently meet the needs of all learners, which hinders student success.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that the learning environment meets the needs of all students and that teachers consistently promote the school's vision for behavior expectations.

4.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers inform planning and foster student participation in their own learning process by using a variety of summative and

formative data sources (e.g., screening, interim measures, and progress monitoring).

**Overall Finding:**

Teachers do not consistently use data to inform instruction or to involve students in the ownership of their learning.

**Evidence/Information that Lead to this Finding:**

- Classroom visits demonstrated that some teachers are beginning to use data to guide their instruction, to group students, and to assess and monitor student progress; however, these practices are limited across the school. For example, while Kindergarten and ESL teachers are beginning to engage in discussions about data, and some teachers are assessing students during instruction, the review team found little evidence that teachers are using this information to inform their planning and differentiate instruction to meet student needs. Further, students shared with the review team that some students find the work in classrooms too easy or too difficult.
- The review team found limited evidence that teachers are providing students with data-based feedback that includes clear next steps to improve student learning.

**Impact Statement:**

Inconsistent data-based instruction that is timely and purposeful limits student achievement.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure teachers analyze data and use it to plan instruction to meet student needs and to provide students with clear feedback to improve their learning.

**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:**

The school has established structures to support student social and emotional developmental health; however, not all stakeholders understand their roles. In addition, staff members do not give students specific and timely feedback regarding appropriate behaviors. Data is not used consistently to monitor, revise, and develop additional structures to support 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

### **Overall Finding:**

The school does not consistently use systems to support and sustain student social and emotional developmental health and academic success.

### **Evidence/Information that Lead to this Finding:**

- The school has introduced the district's PBIS initiative to support and maintain behavior across the school. Posters encouraging students to be safe, responsible, and respectful are displayed and these behaviors are reinforced through the distribution of Little Hawk tickets. However, parents and students shared that they are unclear how to earn these tickets. While most classrooms displayed behavior expectations, procedures for monitoring and evaluating behavior are inconsistent across the school.
- There was limited evidence that all students are known by an adult. Further, the review team found that the use of data to identify, monitor, and revise systems to support student social and emotional developmental health needs are developing, and do not ensure that all student needs are met.
- The district provides funding for a primary school advocate who supports the Primary Project and the use of the Comprehensive Mentoring Technologies (COMET) in partnership with the Children's Institute. While this program supports twenty students in need, it is not offered to students that enter the school later in the year, and there is limited evidence regarding the success of this program in meeting student needs.

### **Impact Statement:**

Inconsistent systems to address student social and emotional developmental health limit student success.

### **Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that all students are known by an adult and that systems address the social and emotional developmental health needs of 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 aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

**Overall Finding:**

The school does not consistently articulate a vision for student social and emotional developmental health that is aligned to a program or plan.

**Evidence/Information that Lead to this Finding:**

- The school has introduced PBIS to promote the teaching of social and emotional developmental health that is in the early stages of development. Student support staff stated that they work to enable students to participate in classroom activities and to be successful in their school setting; however, they shared that crises take priority over instruction.
- Discussions with stakeholders demonstrated that constituents have different understanding regarding the school's systems for student social and emotional developmental health. While parents reported that they support the system of rewards, they are unclear what other initiatives are in place.
- Discussions indicate that staff has received some PD on the implementation of the Primary Project and PBIS; however, there is limited evidence of how the school is monitoring the impact of PD on student social and emotional developmental health.

**Impact Statement:**

The lack of consistent understanding of the school's vision and its systems to support student social and emotional development health limits student success.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Improve and develop the teaching of student social and emotional developmental health to ensure that all student needs are met, so students learn in a safe and healthy school community.

5.4 **The school has received a rating of *Developing* for this Statement of Practice:** All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

**Overall Finding:**

Stakeholders do not consistently work together to develop a common understanding of the importance of their roles in creating a safe school community that supports student social and emotional developmental health.

**Evidence/Information that Lead to this Finding:**

- The school leader shared that protocols and procedures to ensure that all stakeholders are aware of their roles in providing the appropriate supports for students are in the process of being developed. While students shared that they are clear about the expectations of PBIS, the review team found

that teachers did not consistently monitor and respond to student misbehavior across the school.

- While teachers reported that security has been improved, parents of kindergarten children shared that they are no longer allowed to walk students to their classroom, and that this information was not communicated to them appropriately.
- The school has established some partnerships with community agencies, such as Columbia County Mental Health (CCMH) that has an on-site satellite office that provides intake and services to students and families who struggle to access services at the CCMH offices. However, there is limited evidence to show how support staff monitor and evaluate their responses to student needs.
- The school leader leads by example encouraging a positive, nurturing approach to vulnerable students and their families, and students stated that they know him and would ask him for help if they needed it.

**Impact Statement:**

Not all constituents are able to articulate how they can work together to create a safe and secure learning environment where the needs of students are consistently met.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that the school community works together to develop monitoring procedures to respond to student social and emotional developmental health needs.

5.5 **The school has received a rating of *Ineffective* for this Statement of Practice:** The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

**Overall Finding:**

The school leader and student support staff do not work with teachers using data to support student social and emotional developmental health.

**Evidence/Information that Lead to this Finding:**

- Discussions with the school leader, staff, parents, and students demonstrated that data is not used to monitor, revise, and support student needs. The school leader and support staff reported that they meet together to discuss additional supports for individual students, but the review team found limited evidence for how data is used to determine when and what supports are appropriate.
- Although teachers use the COMET survey as a universal screening tool for the social and emotional developmental health of students in order to assign appropriate interventions, no evidence of these surveys was provided. Further, formal minutes from support staff meetings were not available for review. While teachers give students Little Hawk tickets for positive behavior, teachers do not collect or analyze data regarding the use of these tickets in order to build on student successes or adjust their practices based on data.

**Impact Statement:**

The lack of data-based systems and structures to respond to student social and emotional developmental health limits student success.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop and implement a system to analyze and use data to identify and track student social and emotional developmental health needs.

**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 does not have an established culture where families and staff work together and share responsibility for student academic progress. The school disseminates information to parents, and is beginning to translate communication into some of the relevant languages of the school population. Parents are given information on how their children are achieving, but not all parents are satisfied with the quality of it. Parents are not consistently offered help in supporting the academic achievement of their children. There is no plan in place for the school to improve and sustain partnerships with families. As a result, the needs of all students are not met.

**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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

**Overall Finding:**

The school leader does not ensure that communication with families consistently fosters high expectations for student academic achievement.

**Evidence/Information that Lead to this Finding:**

- The school leader reported that he ensures that there are regular opportunities for families to connect with the school and that he has focused on putting systems in place to raise the expectations for student achievement. For example, he identified that the student report card was

not clear and worked to improve this. Additionally, teachers shared that they give parents report cards and that these provide an opportunity to discuss student expectations. However, parents reported that although they do have opportunities to communicate with the school, not all of them are satisfied with the information they receive about their children's progress or are clear on the school's expectations for student achievement.

**Impact Statement:**

A lack of clear communication regarding the school's expectations for academic achievement limits the ability of families to support student needs and hinders student success.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that all communication with parents shares the school's high expectations for 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 student strength and needs are identified and used to augment learning.

**Overall Finding:**

The school does not consistently engage in reciprocal communication with family and community stakeholders in order to support student needs.

**Evidence/Information that Lead to this Finding:**

- The school leader shared that the school engages in reciprocal communication with parents through agenda books for two-way daily conversations between the home and school, one-to-one meetings with teachers, emails, the parent portal, teacher websites, and weekly newsletters. However, the review team found that the school does not evaluate how well it communicates with families and some parents are not happy with the quality of the information they receive or the effectiveness of the systems in place. For example, parents and students shared that they are not sure of the procedures regarding the PBIS initiative related to behavior. As a result, parents feel that they are not clear about how they might support their children academically or socially and emotionally.
- While the school population is culturally diverse, communication between home and school is written in only English and Spanish. However, family groups are diverse and speak other languages, such as Bengali. The school is beginning to have conversations about the effectiveness of its strategies for communicating with parents. As a result, not all parents successfully work with the school staff to identify their children's strength and needs and this limits their children's academic achievement and social and emotional growth.

**Impact Statement:**

Limited reciprocal communication with all families limits student academic achievement and social emotional

growth.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that the staff reflects on the strategies they use to engage families in order to enable parents to support their children's academic achievement and social and emotional growth.

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

**Overall Finding:**

The school community does not partner with families and community agencies to provide training to support student success.

**Evidence/Information that Lead to this Finding:**

- There are few opportunities for staff to partner with families and community agencies to provide and promote training to support student growth and learning. Further, the school leader has no formalized plan to teach parents different ways they can support their children's learning and growth. During the review, some parents stated that they would welcome more guidance on how they can support their children.
- Discussions with school leaders and teachers demonstrated that there are no structured or formalized plans to provide PD for staff concerning developing partnerships with families and the community that focus on supporting the academic and social needs of students.

**Impact Statement:**

The lack of a plan to train staff to engage parents in supporting the needs of their children limits student success.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Provide training to staff so that they can work with families to support student learning and growth.

6.5 **The school has received a rating of *Ineffective* for this Statement of Practice:** The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

**Overall Finding:**

The school does not share data in a way that promotes dialogue with families to support student success.

**Evidence/Information that Lead to this Finding:**

- Parents reported that they are not satisfied with the data provided to them by the school. While parents are aware that testing takes place, they stated that they receive little information regarding test results, which limits their ability to support their children.
- Parents reported that teachers do not consistently share information with them. For example, parents stated that while ESL teachers provide translated information, this is not done across the school.
- While data is collected related to student social and emotional developmental health, the review team found that this data is not analyzed and shared with parents.

**Impact Statement:**

The school community does not share data with families to empower them to advocate for their children's success.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop a system that enables all stakeholders to analyze and use data to empower families to support their children's learning.