



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

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



<b>BEDS Code</b>	280201030003
<b>School Name</b>	Jackson Main Elementary School
<b>School Address</b>	451 Jackson Street, Hempstead, New York 11550
<b>District Name</b>	Hempstead UFSD
<b>School Leader</b>	Richard Browne
<b>Dates of Review</b>	February 3-5, 2015
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Focus School
<b>Type of Review</b>	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

## School Information Sheet

School Configuration (2014-15 data)				
Grade Configuration	1-5	Total Enrollment	427	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	2	# Dual Language	0	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
	1	# SETSS		# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	1	# Music	2.5	# Drama
# Foreign Language	0	# Dance	0	# CTE
School Composition (most recent data)				
% Title I Population	85	% Attendance Rate		93
% Free Lunch	91	% Reduced Lunch		9
% Limited English Proficient	24	% Students with Disabilities		9.6
Racial/Ethnic Origin (most recent data)				
% American Indian or Alaska Native	1	% Black or African American		36
% Hispanic or Latino	61	% Asian or Native Hawaiian/Pacific Islander		1
% White	1	% Multi-Racial		1
Personnel (most recent data)				
Years Principal Assigned to School	1	# of Assistant Principals		0
# of Deans	0	# of Counselors/Social Workers		1
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification		0
% Teaching with Fewer Than 3 Years of Experience		Average Teacher Absences		
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12	Mathematics Performance at levels 3 & 4		21
Science Performance at levels 3 & 4 (4th Grade)		Science Performance at levels 3 & 4 (8th Grade)		
Student Performance for High Schools (2013-14)				
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4		
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		% of 2nd year students who earned 10+ credits		
% of 3rd year students who earned 10+ credits		4 Year Graduation Rate		
6 Year Graduation Rate				
Overall NYSED Accountability Status (2013-14)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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	X			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
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	X	Limited English Proficient		
Economically Disadvantaged				
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
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				

**SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:**

- 1) Support services for students-reading and math academic intervention
- 2) Parent involvement-Parenting workshops comprising Parent Academy; topics to include health and nutrition, academic expectations, SMART goals for students etc.
- 3) Professional development-for teachers to set professional goals, initiate peer evaluation, creation of lesson plans, self evaluation methods, technology, setting goals with students and CCLS.
- 4) Student involvement in goal setting and progress measurements
- 5) Enrichment programs for students-Robotics, STEM program, Lego building, writing, book clubs, science labs.

**Information about the review**

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, a district-selected Outside Educational Expert, a Special Education School Improvement Specialist (SEIS) representative, and a representative from the Regional Bilingual Education Resource Network (RBERN). The review team visited a total of 54 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided results of a staff survey that 44 (100%) completed.
- The school leader has been in post since the start of the 2014-15 academic school year following a period of instability when five building school leaders had held the post over the previous three-year period.

**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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>OVERALL RATING FOR TENET 2:</b>				<b>X</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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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 needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>OVERALL RATING FOR TENET 3:</b>				<b>X</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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>OVERALL RATING FOR TENET 4:</b>					<b>X</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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 5:</b>				<b>X</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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>OVERALL RATING FOR TENET 6:</b>				<b>X</b>	

<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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The school has received a rating of ***Developing*** for Tenet 2 – School Leader Practices and Decisions.

- Discussions with the school leader indicate that the school vision statement has remained consistent over recent years, but assessment data over time demonstrates that it has not been effective in helping raise academic achievement. A separate mission statement was re-drafted by the current school leader and is well known by staff, students, and parents. Although the mission statement commits the school to providing a comprehensive academic program that provides challenging instruction, staff and parents stated that they were not involved in drawing up the statement. There are no specific goals associated with the aspirational statements included in the school’s mission and so the school has no clear method of measuring its progress towards their achievement.
- On his appointment in September 2014, the school leader re-assessed the level of human and physical resources across the school in order to strengthen student literacy skills. The English language arts (ELA) program was strengthened through the introduction of the Benchmarks ELA resource working in tandem with the district ELA and social studies program. The available flexibility within the schedule was used to allocate a further 90 minutes to the existing 90 minutes given over to ELA in conjunction with social studies. Observations, documents, and discussions with teachers indicate that the school leader has provided time for the English as Second Language (ESL) teachers to offer advice to all teachers on strategies for good instructional practice. However, these changes are relatively new and the the impact of the re-allocation of resources has not yet been seen in academic performance nor are there systems to measure their impact and effectiveness on school improvement.
- Documents and discussions with teachers indicate that the school leader conducts regular formal observations of teachers, but these observations focus almost entirely on teacher activity and not sufficiently on the progress made by the student during the lesson. Teachers state that the observations provide them with a series of recommendations in the form of open-ended questions but that that they do little to help them improve instructional practice. Evidence from school files shows that information from the regular formal lesson observations and walkthroughs is not analyzed to provide data on, for example, the quality of lesson plans or how teachers use learning objectives as a strategy for checking learning and consequently the rate of improvement is slow. In addition, discussions with the school leader indicate that evidence from observations is not used to inform the priorities for professional development (PD).
- Staff, parents, and students describe how the school leader has been successful in injecting new life and energy into the school and the morale of all stakeholders has risen as a result. However, this has not yet resulted in measurable improvement in student academic performance. Classroom visits by the review team indicate that the guidance for improvement for teachers provided by the school leader has not been effective in ensuring continuous improvement in instructional practice. There is no established process for using data at class or grade levels in order to set improvement targets. The school leader is developing a good sense of what the school needs to do to improve but this is not

based on secure data and evidence nor have improvement goals been shared with all stakeholders.

**Recommendation:**

Develop a lesson observation and walkthrough strategy:

- that gives actionable feedback to teachers based on the monthly focus;
- to collect and analyze the feedback data to inform PD; and
- monitor the impact on instructional practices.

**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.

**Tenet Rating**

**D**

The school has received a rating of **Developing** for Tenet 3 – Curriculum Development and Support.

- The school leader has started to work with teachers to help them better understand how data can be used to have an impact on planning and in improving student achievement. The school leader is developing a consolidated plan to address the full implementation of the Common Core Learning Standards (CCLS), but this is work in progress. As a result, student needs and learning styles are not yet fully integrated into planning and the curriculum is not consistently matched to the abilities of individual students. Discussions and documents indicate that the school leader does not monitor the curriculum or instruction rigorously and so planning and lessons often lack structure resulting in many lessons ending before the teacher has time to assess or recap what different groups of students have learned.
- Documents show that lesson and unit planning aligns to the CCLS requirements including the instructional shifts. However, classroom visits indicated that these are not consistently implemented and as a result, the CCLS is not always effectively taught. The school leader and teachers reported that assessment data from Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Measures of Academic Performance (MAP) testing, or from informal formative assessments are not used consistently to plan learning. Planning documents do not consistently demonstrate how teachers are introducing higher-order questions into instruction and discussions with teachers demonstrate that they insufficiently reflect on the effectiveness of their lessons in order to make adaptations to future curricula planning and implementation.
- Evidence from discussions with teachers and school leaders indicate that some teachers in ELA, social studies, and science are working together to provide interdisciplinary learning experiences for students. However, this is not yet part of a coherent and cohesive school wide plan to promote interdisciplinary learning. Instead, observations and evidence from discussions with teachers and the school leader indicated that interconnected learning relies on the initiative of individual teachers rather than a whole school initiative or directive. Few opportunities were observed of students using available technologies to support, enhance, or advance their learning or academic progress.
- Teachers are using a range of standardized assessments, such as DIBELS and MAP to assess student progress and achievement. However, evidence from lesson plans and classroom visits indicate that

teachers do not make sufficient use of data to guide and inform curricula and lesson planning, or to adapt the curriculum with the intention of improving individual and subgroup achievement. Evidence from meetings with teachers indicates that the school leader and grade leaders have not provided sufficient guidance to teachers to ensure that they use available data and information to create flexible groupings. Students stated to the review team that teachers do not regularly provide data based feedback to help them improve their work, achieve at a higher level, or take ownership of their learning.

**Recommendation:**

Teachers should improve the rigor and content of unit and lesson planning to include:

- learning objectives written in terms of what students will know and be able to do by the end of the lesson, and use the objectives to assess student understanding;
- more effective range of assessment strategies, such as the use of mini white boards, peer and self-assessment using rubrics, and accountable talk sentence stems; and
- activities that are adjusted based on individual student needs.

**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**

**I**

The school has received a rating of *Ineffective* for Tenet 4 – Teacher Practices and Decisions.

- Discussions with teachers and the school leader indicate that they beginning to look at data and discuss its potential impact on instruction. However, this work is at early stage and observations carried out by the review team indicate that the impact of data on instructional practices is currently minimal and consequently the needs of all students are not met. Further discussions demonstrate that the school leader does not monitor instructional practices rigorously enough to ensure that the needs of students are consistently met. In particular, observations show in general education classes, students with disabilities and ELLS are not sufficiently engaged in the lesson, as their needs are not properly addressed. Discussions with staff demonstrate that school leaders have not monitored to ensure that teachers have set learning goals for different groups of students or that students know what they need to do to improve.
- While ELA and math lessons were aligned to the CCLS during classroom visits, the instructional shifts were not integrated into instructional practice. Observations indicate that very few teachers provided lessons that engaged student interest and provided relevance to students’ everyday life, application to the world in which they live, or an appropriate level of intellectual challenge. Lessons observed by the review team showed that only a very small number of teachers incorporate higher-order questioning strategies into lessons or provide students with high levels of text and content complexity.
- Students and staff state that they learn and work in a safe learning environment and the review team found during classroom visits that behavior was good. However, students are often passive in class

and have few, if any, opportunities to initiate or discuss their own ideas, views, or opinions. Students seldom ask questions in class because teachers provide them with few opportunities to express new ideas or challenge the comments of others. Classroom visits show that teachers present students with few choices about their learning and they have few opportunities to work collaboratively.

- Discussions with the school leader and staff demonstrate that teachers are using a range of assessments to evaluate student progress, but the knowledge gained from these assessments is rarely used to adjust the pace of instruction or to provide flexible groupings. The school leader confirmed that teachers have not received sufficient training that will help them interpret and find effective use for the data and other information provided by the MAP testing and other forms of assessment. Students do not receive effective feedback on the classwork or homework they complete. Discussions with students and an analysis of student work show that most teachers do not grade much of the work contained in student notebooks and students confirm that they are given few specific ideas from teachers as to how they might improve or extend their work in the future.

**Recommendation:**

Identify models of exemplary practices to provide reciprocal and reflective peer coaching to:

- develop a common understanding of probing and higher-order questioning;
- review how lessons begin so that students are clear about their learning outcomes; and
- use technology creatively to engage students actively.

**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**

The school has received a rating of **Developing** for Tenet 5 – Student Social and Emotional Developmental Health.

- The school leader is in the process of developing systems to meet the social and emotional developmental health needs of students, but strategies to evaluate the impact of actions are not yet consistent or reliable. Classrooms visits and discussions with staff and students indicate that education is provided within a physically safe environment where nearly all students are well known to the school leader and his staff. Students stated to the review team that they know and recognize who support staff is and to whom they may go for help. However, structures are not in place for leaders and staff to use academic and social data to identify student needs and target resources to support these needs.
- Discussions with staff and students demonstrate that the school has in place a character education program that encourages students to be aware of how to treat each other with respect and be good citizens in the school. The school has also introduced a “Universal Screening Tool” that had been used by all teachers with their classes during the previous semester to identify at-risk students. Discussions with teachers and support staff indicate that PD has taken place during regular teachers meetings, but this is not part of a planned program to link students’ social needs with their academic progress.

Consequently, staff is not equipped with all the necessary skills to ensure that the needs of all students are met on a consistent basis.

- Discussions with school leaders and staff indicate that not all staff is clear on their roles in contributing toward the school’s vision for student social and emotional developmental health. Further discussions with students and parents demonstrate that the roles they are expected to play in making the school an effective place to work and learn has not been made clear.
- The school leader is at an early stage of ensuring that staff uses data to drive school improvement. While discussions indicate that staff and leaders have access to data related to academic achievement, attendance, and behavior, the school lacks cohesion in using the accumulated data to identify and meet specific student needs.

**Recommendation:**

- Review and enhance the current systems to support all students’ academic and social and emotional developmental health needs by using all available data in a systematic and rigorous manner to set challenging and achievable goals that are reviewed on a monthly basis.

**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**

The school has received a rating of **Developing** for Tenet 6 – Family and Community Engagement.

- Discussions with the school leader and documents show that the school leader uses a range of strategies for communicating with parents that include printed and email messages. However, discussions with parents indicate some confusion as to the school’s expectations for student achievement. Parents state that much of the terminology in teacher dialogue with them refers to the content of what has been taught rather than their children’s academic progress. This leaves many parents unsure as to what support their children might need to bridge any gap in achievement. Discussions with the school leader demonstrate an awareness of this and he is developing a plan to ensure a greater clarity as to how well the school makes its academic expectations clear to parents.
- Discussions with parents and a review of documents show that the school communicates information to parents in English and Spanish. Parents acknowledge that communication with the school has improved in the current school year and they describe the school leader and teachers as approachable. The school leader recognizes that there is still work to be done and is beginning to design a system to monitor the effectiveness of communication strategies to promote parent engagement.
- The school has worked with the district to provide some training for parents in the CCLS. In addition, a Parent University has been effective for a small number of parents who attend the sessions. However, the school leader stated to the review team that the Parent Teacher Organization is concerned about low attendance at parent meetings. As a result, the school leader is working with the organization to change meeting times. Discussions with teachers demonstrate that they have not been provided with PD to help them better develop and sustain strong partnerships with parents.
- Discussions with parents indicate that they receive limited information related to their children’s

academic progress through report cards and dialog with teachers. However, parents stated that they do not fully understand the data or that it does not give them a clear insight into how well their children are achieving. This hinders their attempts to better support student academic success.

**Recommendation:**

Create a progress report card for individual students which:

- uses clear language which is readily understood by families; and
- compares individual student progress in ELA and math in relation to the CCLS grade expectations and not simply outlines curriculum coverage.