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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)

BEDS Code	662300010057
School Name	Thomas Cornell Academy
School Address	15 St. Mary's Street Yonkers, New York 10701
District Name	Yonkers City School District
School Leader	Edward Beglane, Ed.D
Dates of Review	January 28-29, 2015
School Accountability Status	☒Focus School
Type of Review	☒SED Integrated Intervention Team (IIT): Conceptual Frames 1 through 8

School Information Sheet for Thomas Cornell Academy

School Configuration *(2014-15 data)*					
Grade Configuration	PreK-5	**Total Enrollment**	356	**SIG Recipient**	No
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	-	**# Dual Language**	-	**# Self-Contained English as a Second Language**	-
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	1	**# SETSS**	-	**# Integrated Collaborative Teaching**	-
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	1	**# Music**	1	**# Drama**	-
# Foreign Language	-	**# Dance**	-	**# CTE**	-
School Composition *(most recent data)*					
% Title I Population		31%	**% Attendance Rate**		91.3%
% Free Lunch		70.7%	**% Reduced Lunch**		3%
% Limited English Proficient		19.5%	**% Students with Disabilities**		13.9%
Racial/Ethnic Origin *(most recent data)*					
% American Indian or Alaska Native		3	**% Black or African American**		20.2
% Hispanic or Latino		66	**% Asian or Native Hawaiian/Pacific Islander**		5.1
% White		6.2	**% Multi-Racial**		2.2
Personnel *(most recent data)*					
Years Principal Assigned to School		3	**# 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		0	**Average Teacher Absences**		6
Student Performance for Elementary and Middle Schools *(2013-14)*					
ELA Performance at levels 3 & 4		14	**Mathematics Performance at levels 3 & 4**		14
Science Performance at levels 3 & 4 (4th Grade)		19	**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		-			

Accountability Status – Elementary and Middle Schools

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	All Students-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		**Limited English Proficient**	
Economically Disadvantaged	X	All Students-X	
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. Character Education school-wide
2. Coordinate PD and grade level efforts with a focus on DDI and the CCLS

Diagnostic Tool for School and District Effectiveness Rating Matrix

Conceptual Framework 1: Vision (Leadership)					
	The potential ratings for this review are (H) highly effective = 4 pts., (E) effective = 3 pts., (D) developing = 2 pts., or (I) ineffective = 1 pt. The average scores that lead to the cumulating CF ratings are: highly effective (3.75 - 4.0), effective (2.75 – 3.74), developing (1.5 – 2.74), and ineffective (1 – 1.49).				
#	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).	☐	☐	☐	☒
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.	☐	☐	☐	☒
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.	☐	☐	☒	☐
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.	☐	☒	☐	☐
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.	☐	☒	☐	☐
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	☐	☐	☒	☐
OVERALL RATING FOR CONCEPTUAL FRAME 1	**Rating**			**D**	
	Score			**2**	

Conceptual Frame 2: Systems and Structures					
#	Statement of Practice	H	E	D	I
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.	☐	☐	☒	☐
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).	☐	☐	☐	☒
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.	☐	☐	☒	☐

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.	☐	☒	☐	☐
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.	☐	☒	☐	☐
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.	☐	☐	☒	☐
OVERALL RATING FOR CONCEPTUAL FRAME 2	**Rating**			**D**	
	Score			**2.17**	

Conceptual Frame 3: Resources

#	Statement of Practice	H	E	D	I
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	☐	☐	☒	☐
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.	☐	☐	☐	☒
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.	☐	☐	☐	☒
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.	☐	☒	☐	☐
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.	☐	☒	☐	☐
OVERALL RATING FOR CONCEPTUAL FRAME 3	**Rating**			**D**	
	Score			**2**	

Conceptual Frame 4: Common Core Learning Standards

#	Statement of Practice	H	E	D	I
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	☐	☐	☒	☐
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.	☐	☐	☐	☒
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.	☐	☐	☐	☒
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.				
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.	☐	☐	☒	☐
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.	☐	☐	☐	☒
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).	☐	☐	☒	☐
OVERALL RATING FOR CONCEPTUAL FRAME 4	**Rating**			**D**	
	Score			**1.57**	
Conceptual Frame 5: Collaboration					
#	Statement of Practice	H	E	D	I
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.	☐	☐	☒	☐
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.	☐	☐	☒	☐
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.	☐	☐	☒	☐
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.	☐	☒	☐	☐
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.	☐	☐	☒	☐
OVERALL RATING FOR CONCEPTUAL FRAME 5	**Rating**			**D**	
	Score			**2.2**	
Conceptual Frame 6: Use of Data					
#	Statement of Practice	H	E	D	I
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.	☐	☐	☒	☐
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).				
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.	☐	☐	☒	☐
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).	☐	☐	☒	☐
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.	☐	☒	☐	☐
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.	☐	☐	☒	☐
OVERALL RATING FOR CONCEPTUAL FRAME 6	**Rating**			**D**	
	Score			**2**	
Conceptual Frame 7: Professional Development					
#	Statement of Practice	H	E	D	I
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.	☐	☐	☒	☐
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.	☐	☐	☐	☒
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.	☐	☒	☐	☐
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.	☐	☐	☒	☐
OVERALL RATING FOR CONCEPTUAL FRAME 7	**Rating**			**D**	
	Score			**2**	
Conceptual Frame 8: Differentiated Instruction					
#	Statement of Practice	H	E	D	I
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.	☐	☐	☐	☒
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.				
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.	☐	☐	☐	☒
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).	☐	☐	☒	☐
OVERALL RATING FOR CONCEPTUAL FRAME 8	**Rating**			**D**	
	Score			**1.5**	

School Review Narrative:

Conceptual Frame 1- Leadership and Vision	**CF Rating**	**Developing**

Debriefing Statement:

The school opened four years ago and since its conception, the school leader and staff have focused their efforts on improving student conduct. The school leader has updated the vision, but has not ensured that the community shares Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals that align to the vision/mission. While student conduct has improved, students' academic performance as measured by standardized test has not.

Planning:

The school staff uses the "Pledge," which is well known by students and staff, as a tool for improving the social skills of students throughout the school. The school leader reported that, after receiving notification of the school's focus status in August 2014, he reviewed and re-drafted the vision and mission statements. Although the school staff displays the visions and mission throughout the school, the vision and mission do not incorporate a strong enough message about improving academic achievement. In addition, the Pledge remains the dominant school message and it primarily focuses on citizenship and conduct, not academics.

Implementation:

The school staff displays the vision and mission statements as well as the school Pledge prominently in classrooms and hallways. All the students together with staff repeat the Pledge aloud daily. When interviewed by the Integrated Intervention Team (IIT or "review team"), most students were able to recite the Pledge and explain what the Pledge means in relationship to their own behavior and that of others around the school. Some students were able to articulate their personal and academic goals. However, not all the students interviewed were able to describe how the Pledge connects to their classroom learning. There are no SMART goals associated with either the Pledge or the revised vision and mission statements. Although the school collects data to show changes in the number of suspensions and referrals, the school lacks a data-driven mission that sets short- and long-term targets for school-wide academic improvement.

Monitoring and Revising:

The absence of challenging and achievable targets and benchmarks to enable ongoing and regular review of the vision and mission statements hinders the school leader and staff from consistently monitoring and evaluating school improvement initiatives, particularly in relation to academic performance. When interviewed by the IIT, staff and students expressed their support for the school Pledge, but did not clearly articulate the school's vision and mission. During discussion with the IIT, although the parents present shared that they understand the School District's priority to have every student reach their grade level; parents could not articulate how their own child's performance relates to this goal. The school's amended mission statement referred to the inclusion of experiential learning and higher order thinking skills as a part of student experience; however, during classroom visits the IIT found minimal evidence that these elements of learning are a consistent part of students' experience in the classroom.

Impact:
Students are aware of the school community aspects of their Pledge and the benefits of meeting those standards. While most students' are making progress toward their goals, most students are not making sufficient progress academically.

Recommendation:
The school leader, together with students, staff and parents, should revisit the school's mission and vision statements to show in detail how they align with the school pledge. Together, stakeholders should build an operational plan that sets goals for school improvement over the three-year period to the end of the 2017-2018 academic year. These goals should be challenging for the school but at a minimum should seek to ensure that by June 2018 30% of students are able to achieve at or above proficiency in ELA and mathematics. The school leaders, should critically and regularly, review the school's progress towards the achievement of the school improvement targets. The goals, as well as the school's progress towards those goals, should regularly be shared with parents.

Conceptual Frame 2- Systems and Structures	CF Rating	Developing

Debriefing Statement:
The school leader has some structures for monitoring the behavioral and academic life of the school. However, the school leader has not organized or accessed sufficient administrative support to allow him to focus rigorously on raising the skills of teachers or the academic achievement of students.

Planning:
The school leader reported that shortly after the school opened, he established a partnership with a local mental health agency to provide support for children and their families as well as to assist school staff in meeting the needs of students. Although the school leader has created structures such as intervention teams, to support the work of the school, the school leader minimally delegates and primarily handles most daily management tasks of the school. During discussions with the IIT the school leader shared that he is reluctant to delegate some tasks, such as bus schedules or dismissal duties because he does not want to take staff away from their assignments and he does not want to miss opportunities to connect with students and families. The IIT found that grade level teams that meet to review students' progress rely heavily on the school leader to set the agenda for improvement. Although a plan is in place for observing classroom instruction, its implementation has not brought about sustained improvements in teacher practices.

Implementation:
The school leader conducts regular walkthroughs and observations of classroom practice. However, these focus heavily on what teachers are doing, and not sufficiently on how well the students are learning. Rigorous monitoring to secure improved practice does not follow up recommendations for improvement. The school leader shared that the provision of services for children who may be experiencing mental health issues and displaying difficult behaviors are reviewed at least annually and any necessary adjustments to the service result. He ensures through the provision of family and community information that staff understands how the student's life outside of school might have an impact on their ability to learn. Although the school leader meets with staff from each grade to review progress and discuss next steps in students' academic path, staff

and the school leader interviews reflect that the school leader does not use these meetings to discuss how changes to instructional strategies might bring about a greater rate of progress.

Monitoring and Revising:
Observation of meetings as well as discussions with the school leader and staff show that most monitoring of the systems and structures relating to student learning, achievement, and the quality of instruction is not rigorous or systematic enough to bring accelerated improvements. The weekly professional development (PD) meetings provide a regular opportunity to monitor school improvement but the effectiveness of such reviews is limited by the lack of clear data driven targets.

Impact:
The links with external services and agencies has stabilized the behavior of many students referred and successfully increased the school's capacity to manage difficult behavior so that fewer students are now being referred. The school leader has a secure awareness of students' academic performance but he does not use this information rigorously enough to hold teachers accountable for the academic performance of the students they teach or to challenge teachers to change and improve their instructional practice. The results of walkthroughs, formal observations, and analysis of performance data do not lead to the required improvements in instructional practice.

Recommendation:
Together with the District consultants, the school leader should plan and implement the appointment of a management and curriculum leadership team within the school with clearly defined roles and responsibilities focused on raising student achievement; the team should work closely with the school leader and together drive forward school improvement at an accelerated rate.

Conceptual Frame 3- Resources	CF Rating	Developing

Debriefing Statement:
The school leader has established a strong and productive partnership with a local child mental health agency that is successful in supporting students' social and emotional developmental health needs. There is an over-reliance of textbooks to deliver the CCLS. Although selected texts align to the CCLS, the IIT found that teachers minimally modify curricula to meet the needs of students. In addition, teachers minimally use technology as a regular part of students' learning process.

Planning:
The school leader's initial plan to recruit a local child mental health agency as partner is now an established part of school life. From his initial assessment of the needs of the students, the school leader has determined that the promotion of reading should be a principle priority. He has strategically allocated resources from the school budget and from monies raised from external sources to target improvements in students' literacy and reading skills. The school leader has ensured that technology, such as SMARTBoards are in classrooms. Discussions with the school leader indicate that he is committed to increasing collaboration with parents to strengthen the potential of parents as a valuable resource in establishing partnerships between home and school. This commitment is articulated in the School Comprehensive Education Plan.

Implementation:
The school leader has been creative and determined in acquiring books from a number of sources both inside and outside the school to raise the literacy levels of the students. Teaching staff have participated in PD opportunities from consultants visiting the school and from teachers attending courses outside the school. Discussions with teachers confirm that this PD has enthused and supported them in the introduction of CCLS into the mathematics curriculum. However, teachers also confirm that there has been insufficient emphasis in PD on improving the range of instructional practices available to them that would include the required instructional shifts and make learning more engaging for students. Evidence gathered from class visits and staff interviews confirm that students have limited opportunities to use digital technologies except at the grade six level. Although SMARTBoards are available in classrooms, students do not interact with or use the SMARTBoards as a regular part of their learning experience.

Monitoring and Revising:
The IIT found that school leader has not dedicated sufficient time to monitoring and reviewing the impact that current resource allocations are having on the academic performance of students. Evidence gathered from classroom visits, the school's PD calendar, and the school leaders' classroom observations notes show that the impact of PD has not been consistently realized in instructional practice.

Impact:
Observations in classes and hallways shows that the school provides students with a calm and orderly learning environment and many students are discovering the enjoyment that reading adds to their lives. However, evidence from class visits show that in many classes students minimally engage actively in their lessons. Although teachers report that PD has been successful in motivating teachers to implement the CCLS mathematics curriculum, the training needed to enable them to fully implement the associated instructional shifts has not yet taken place.

Recommendation:
The school leader together with teacher leaders in the school should review the availability and use of digital resources inside and outside the classroom. They should ensure that students engage with available technology regularly and devise measures that track individual student's use of the technologies. Teachers should be better trained and supported in the potential uses of classroom technologies so that they use modern technologies to engage students' interest and make learning more relevant to the lives of students.

Conceptual Frame 4- Common Core Learning Standards	**CF Rating**	**Developing**

Debriefing Statement:
The school has made a start in the implementation of the CCLS. Teaching and learning materials to support the implementation of the new curriculum are fully in place for ELA and are in the process of implementation for mathematics. Teaching staff are not yet consistently employing instructional practices that make the CCLS relevant, challenging, and engaging for students in the school.

Planning:
The school leader has prioritized the provision of supports for staff to implement the CCLS modules and to supplement the Journeys program. The district has supplied the range of Journeys resources to support the ELA curriculum and teachers implement this across all grade levels to address the CCLS. However, the school leader has not devised or implemented a long-term plan for full implementation of CCLS or a current plan for assessing ongoing CCLS alignment of the curricula. The school uses the standardized Developmental Reading Assessment (DRA) and Measures of Academic Performance (MAP) to provide an accurate measure of the progress made by students against national cohorts.

Implementation:
The school leader said he conducts observations and walkthroughs and then provides teachers with comments about the pedagogical shifts required in CCLS and with suggestions on creative ways to use resources. Teachers reported that suggestions are helpful and some teachers said they successfully implemented the recommendations. The IIT found that the follow-up to this process, while helpful for some teachers, is not sufficiently rigorous and records of classroom visits show that some teachers are slow to adopt the suggestions made. A review of documents, including samples of student work showed that students' experience of the curriculum involved limited integration of modern technologies into their class-work and few opportunities to develop an inter-disciplinary approach to learning. Most students interviewed by the IIT were able to identify their own strengths and weaknesses, but some students expressed frustration that they were not able to proceed with their studies as quickly as they liked because they found they were not sufficiently challenged by the instruction being offered.

Monitoring and Revising:
Weekly grade level meetings are held between the school leader and teachers from each grade with differing agendas such as the results of reading assessments. The IIT attended a grade-level meeting during the school review and noted that the school leader and the teachers present at showed a good understanding of individual students' strength and weaknesses. However, the school leader and teachers did not discuss how the teachers might modify the curriculum and resources to match the learning program to the needs of individual students. Teachers use the information available from test scores and assessments to evaluate the performance of individual students but the information from DRA and MAP testing is not consistently aggregated at a class or grade level, by class teachers or school leaders, to note trends and areas for additional focus to target improvement in performance.

Impact:
Curriculum planning does not demonstrate how the instructional shifts required to making the curriculum more student-focused will be realized in lessons. In addition, teachers are not consistently using the information available to them from standardized tests and on-going assessments of student work to drive instruction. As a result, teachers do not differentiate instruction to meet the individual or group needs of students.

Recommendation:
The school leader and teachers should review and revise the scope and sequence of unit plans in ELA and mathematics for all grades. Planning should demonstrate alignment to the CCLS and the associated instructional shifts. Planning should also incorporate inter-disciplinary projects to increase the level of student

engagement and motivation so that students are able to experience greater ownership of their learning.

Conceptual 5- Collaboration	CF Rating	Developing

Debriefing Statement:

The school leader has developed and sustained an effective partnership with external agencies that enhance support to students. The school leader ensures the school maintains positive relationships with parents and extended families. However, Information passed from the school to stakeholders does not always provide the clarity necessary for parents to make an accurate judgment about how well their child is progressing or their level of achievement. Collaborations with teachers and support staff within school do not consistently result in improvements to individual and school-wide practices that in turn are instrumental in raising student achievement.

Planning:

The school leader shared that he diligently sought and formed community partnerships that would help support students' social and emotional development health. The school leader uses his established local connections to provide some training for parents to increase opportunities for parents to support their children both academically and socially. In particular, the school leader has developed a consistent relationship with its key partner, the Andrus Children's Center over the last four years. Although the school leader has done extensive outreach and has successfully developed partnerships with community agencies to support the school, the IIT found limited evidence of PD on strategies to enable school staff to develop family and community partnerships to consistently support student learning. The school leader has scheduled time to enable teacher and support teams to meet, but has not rigorously monitored the impact of these meetings on influencing school improvement. In addition, while the school leader conducts classroom observations and plans PD opportunities, the outcomes of these initiatives are not driving school improvement at a fast enough rate.

Implementation:

Parents interviewed by the IIT, reported that the school staff invited them into classrooms for a math CCLS day to share information about the new curricula demands and vocabulary associated with mathematics. Although parents said they found the CCLS Day helpful, they expressed the need for additional workshops on the CCLS to help their children at home. The school leader has ensured that opportunities are provided for teachers to collaborate in grade level and other meetings. However, school leaders and teachers inconsistently use this time to focus on curricular modifications and specific areas of improvement identified through the observation process. During discussion with the review team, students shared they have opportunities to voice views and concerns. Students reported that the student council meets regularly, provides the administration with ideas for improvement, such as canteen food, and makes suggestions for curriculum enrichment.

Monitoring and Revising:

The school leader and teaching staff are aware of the positive impact partnerships and collaborations with agencies promoting social and emotional developmental health have on children and their families. During discussions with the IIT, parents spoke positively about the professional and inclusive way the school deals with the social and emotional issues relating to their children. Evidence from discussions with the school leader and

a review of documents indicate that the school leader does not monitor the collaborations between teachers and other support staff for the impact that they have on driving improvements in instruction and student academic outcomes. The school leader minimally holds teachers accountable for implementing feedback from classroom observations or learnings from PD.

Impact:
Collaboration with the Andrus Children's Center has resulted in a school where behavior is good and students are acquiring good interpersonal skills. However, collaborations between teachers, such as grade level meetings and collaborations between the school leader and teachers after classroom observations are not bringing about rapid enough improvements in student learning or the quality of instruction. The school leader has not yet developed those additional collaborations that would build on the improved behavior of the students to raise student academic achievement.

Recommendation:
The school leader in collaboration with the staff should create a plan to share school academic goals that demonstrate high expectations with all stakeholders. Meetings with parents, students, and staff should be held quarterly to monitor and revise identified goals. The school leader should regularly monitor the outcomes of grade level meetings, other teacher collaborations, and classroom observations to ensure that all teachers implement improvement strategies identified at these events as a matter of urgency.

Conceptual 6- Use of Data	CF Rating	Developing

Debriefing Statement:
The school leader and teachers have a range of data available to them from the results of standardized testing and information gathered from referrals relating to student behavior. Teachers use this data to record and monitor the progress of individual students but the information is not used effectively to track student performance at class or grade level to measure whole-school performance over one or more school years. The school leader does not use the data to set challenging class or grade level targets for students or teachers.

Planning:
The school leader and teachers use the data derived from DRA and MAP testing to discuss the progress made by individual students in each grade. In addition, teachers receive data from the state on the progress made by those students for whom English is a second language. The school leader indicated that the school-wide PD plan includes research-based learning strategies for meeting ESL student needs and that many of the strategies are also appropriate for all language learners. However, class visits reflect that teachers do not consistently or with any confidence use data to inform and guide planning and instruction to meet the varied needs and abilities of the students they teach. The school leader interview as well as a review of documents shows that regular formal observations of lessons are undertaken. In addition, the school leader conducts less formal walkthroughs. During discussions with the IIT, the school leader reported that he shares the results of observations with teachers, but that not all teachers adhere to or implement the suggestions for improvement.

Implementation:

A review of teachers' lessons plans shows that although teachers use a range of assessments, they do not sufficiently use the assessment information to guide or inform what happens in lessons. The review team found that written feedback on students' class or homework assignments is not effective in giving guidance on how students might improve their work or pose further interesting and challenging questions. Although some of the older students interviewed by the IIT expressed awareness of their strengths and of areas of their written work that need improving, the students shared that they rarely have opportunities to draft and re-draft work or review their work to make corrections or improvements. Some parents reported to the review team, that they are at times unsure how to interpret the data provided to them and so have insufficient information on how well their children are performing in relation to state and national standardized tests and therefore are not in an informed position to better help their child's learning.

Monitoring and Revising:

The results of formal lesson observations and walkthroughs are not collated and analyzed so that they can be used to discover trends, research the impact of recent PD, or indicate areas for further staff training. Planning for learning is not consistently effective and the monitoring and revision of current lesson planning lacks cohesion.

Impact:

The school leader's awareness and knowledge of students' academic performance has not resulted in strategic decisions to challenge teachers to change and improve their instructional practice. The results of walkthroughs, formal observations, and analysis of student performance data do not lead to the required improvements in instructional practice.

Recommendation:

The school leader should facilitate guidance and support for teachers to enable them to use student data to develop differentiated lesson plans and instruction that all teachers implement with fidelity and consistency across the school; the school leader should monitor this implementation, regularly and rigorously.

Conceptual 7- Professional Development	CF Rating	Developing

Debriefing Statement:

The school leader ensures that PD for teachers occurs weekly. However, a review of documents shows that PD topics minimally focus student achievement. Classroom visits show that some teachers inconsistently implement the learning strategies that the PD records show they have experienced.

Planning:

The school leader reported that the partnership with Andrus has proved successful in providing staff with a range of competencies that have enabled them to deal with student behavior in a calm and professional manner. Discussions with the school leader and teachers show that teachers have opportunities to participate in PD, regularly and that most teachers attend trainings offered. Teachers meet weekly before the start of school to share ideas and consider new initiatives. During discussions with the IIT, the school leader shared that the District, provides teaching staff with opportunities to attend CCLS training in other Districts. The

school leader does not ensure that PD aligns to areas for improvement identified through the classroom observation process.

Implementation:
Much of the curriculum materials are CCLS aligned but do not add breadth or challenge to student experience and are not accompanied by the instructional shifts. The school is effectively using the Second Step curriculum and materials to address the social and emotional developmental health issues of the students. Visits to classrooms showed that teachers are skilled in the use of positive reinforcement and can quickly gain the attention of students when they need to.

Monitoring and Revising:
The school leader stated that the outcomes of PD training have resulted in an earlier than planned introduction of the CCLS mathematics program into the school. Teaching staff stated that they were enthused, by what the CCLS curriculum could add to students' learning and with the support of the school leader, they have introduced the math curriculum in the current school year. However, a review of observation notes as well as class visits show that teachers have not fully implemented the math curriculum as not all teachers are proficient in delivering the instructional strategies demanded by the CCLS. In addition, the school leaders have not focused PD efforts to align with identified areas of improvement from the observation process.

Impact:
Although PD provided promotes the staff capacity to manage a wider range of behaviors, PD plans have minimally provided teachers with the skills and support necessary to consistently deliver instructional activities that align with the CCLS. As a result, students have limited opportunities to engage in rigorous learning experiences that prepare them to be college- and career- ready.

Recommendation:
To help raise student achievement the school leader should ensure that PD focuses rigorously on activities designed to improve instruction and student achievement; incorporate additional modalities such as coaching, strategy development, modelling, and peer observation to provide timely, job-embedded, and targeted professional learning; address the topics derived from the immediate and long-term needs of individual teachers and school-wide trends as identified in the APPR process and analysis of student performance; and immediately introduce methods to assess PD effectiveness and to hold teachers accountable for the implementation of agreed improvement strategies.

Conceptual 8- Differentiation	**CF Rating**	**Developing**

Debriefing Statement:
Most lessons do not show clear and effective plans for differentiating the learning activities so that all students can meet the planned learning outcomes. In many classes, students that are more able finish their set tasks quickly and are not provided with extension activities while other students struggle to complete tasks in the time set.

Planning:
The planning of learning, in both the curricula and lessons, does not sufficiently take into account the available data or the academic starting points that students bring to their learning. During discussions with the IIT, some students expressed that they did not feel challenged by their coursework and assignments. Although the school leader's and grade-level teachers' discussions with the IIT reflect that they are knowledgeable about students' strengths and weaknesses, the IIT found minimal evidence to show how they use this information to adjust learning materials or group students.

Implementation:
A review of unit and lesson plans and classroom visits show that a few teachers have begun to use flexible pairings to enable stronger and weaker students to work together. Teachers rarely employ dynamic groupings of students, in which each group member has a well-defined role. Students have few opportunities to work independently or collaboratively to do research or pursue areas of interest. The review team found that teachers do not regularly differentiate assessments to allow each student to demonstrate what they know or can do. Access to the curriculum tends to be through a single point of entry, which is not effective for all learners in the group. Most teachers do not use a wide-range of questioning strategies and most questions required only basic knowledge to elicit a correct response. Teachers rarely employed higher order questioning skills to stimulate critical thinking.

Monitoring and Revising:
A review of classroom observations notes, show that the school leader recorded and fed back to teachers the lack of higher-order questioning and use of flexible grouping of students. The observations notes also reflect that not all teachers responded to the identified suggestions for improvement and some continued with ineffective practices. The IIT found minimal evidence to show that peer observation and modeling were employed effectively to bring about improvements in teachers' instructional practice.

Impact:
The school leader has not ensured that all teachers do not consistently differentiate lesson to meet the needs of all students. As a result, students, particularly, the more able, are not improving their academic performance at an acceptable pace.

Recommendation:
The school leader should identify staff within the school or an outside resource to support the school staff in developing skills in the use of higher-order questioning strategies. In addition, the school leader should develop a long-term plan to build teachers' capacity to use these strategies. School leaders should monitor teachers' implementation of these skills and strategies through formal observations and walkthroughs.