



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

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



|                                     |  |
|-------------------------------------|--|
| <b>BEDS Code</b>                    | 261600010043   |
| <b>School Name</b>                  | Theodore Roosevelt Elementary School # 43                                  |
| <b>School Address</b>               | 1305 Lyell Avenue Rochester NY 14606                                       |
| <b>District Name</b>                | Rochester City School District   |
| <b>School Leader</b>                | Richard Smith  |
| <b>Dates of Review</b>              | October 27-28, 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 for Theodore Roosevelt Elementary School

| School Configuration (2015-16 data)                             |     |   |     |
|---|-----|---|-----|
| Grade Configuration   | K-6 | Total Enrollment                                | 538 |
|   |     | SIG Recipient                                   |     |
| Types and Number of English Language Learner Classes (2015-16)  |     |   |     |
| # Transitional Bilingual  |     | # Dual Language                                 |     |
|   |     | # Self-Contained English as a Second Language   |     |
| Types and Number of Special Education Classes (2015-16)         |     |   |     |
| # Special Classes   |     | # SETSS   |     |
|   |     | # Integrated Collaborative Teaching             | 2   |
| Types and Number of Special Classes (2015-16)                   |     |   |     |
| # Visual Arts   |     | # Music   |     |
|   |     | # Drama   |     |
| # Foreign Language  |     | # Dance   |     |
|   |     | # CTE   |     |
| School Composition (most recent data)                           |     |   |     |
| % Title I Population  | 88% | % Attendance Rate                               | 91% |
| % Free Lunch  | 85% | % Reduced Lunch                                 | 2%  |
| % Limited English Proficient                                    | 4%  | % Students with Disabilities                    | 20% |
| Racial/Ethnic Origin (most recent data)                         |     |   |     |
| % American Indian or Alaska Native                              | 1%  | % Black or African American                     | 60% |
| % Hispanic or Latino  | 16% | % Asian or Native Hawaiian/Pacific Islander     | 4%  |
| % White   | 19% | % Multi-Racial                                  | 0%  |
| Personnel (most recent data)                                    |     |   |     |
| Years Principal Assigned to School                              | 6   | # of Assistant Principals                       | 1   |
| % of Teachers with No Valid Teaching Certificate                | 0%  | % Teaching Out of Certification                 | 0   |
| % Teaching with Fewer Than 3 Years of Experience                | 3%  | Average Teacher Absences                        | N/A |
| Student Performance for Elementary and Middle Schools (2014-15) |     |   |     |
| ELA Performance at levels 3 & 4                                 | 6%  | Mathematics Performance at levels 3 & 4         | 13% |
| Science Performance at levels 3 & 4 (4th Grade)                 | 69% | Science Performance at levels 3 & 4 (8th Grade) | N/A |
| Student Performance for High Schools (2014-15)                  |     |   |     |
| ELA Performance at levels 3 & 4                                 |     | Mathematics Performance at levels 3 & 4         |     |
| Global History Performance at levels 3 & 4                      |     | US History Performance at Levels 3&4            |     |
| 4 Year Graduation Rate  |     | 6 Year Graduation Rate                          |     |
| Regents Diploma w/ Advanced Designation                         |     | % ELA/Math Aspirational Performance Measures    |     |
| Overall NYSED Accountability Status (2014-15)                   |     |   |     |
| Reward  |     | Recognition                                     |     |
| In Good Standing  |     | Local Assistance Plan                           |     |
| Focus District  |     | Focus School Identified by a Focus District     | X   |
| Priority School   |     |   |     |

### Adequate Yearly Progress (AYP)

| DID NOT MEET Adequate Yearly Progress (AYP) in ELA (2013-14)         |   |   |   |
|--|---|---|---|
| American Indian or Alaska Native                                     |   | Black or African American                       | X |
| Hispanic or Latino   | X | Asian or Native Hawaiian/Other Pacific Islander |   |
| White  | X | Multi-Racial                                    |   |
| Students with Disabilities   |   | Limited English Proficient                      |   |
| Economically Disadvantaged   |   | ALL STUDENTS                                    | X |
| DID NOT MEET Adequate Yearly Progress (AYP) in Mathematics (2013-14) |   |   |   |
| American Indian or Alaska Native                                     |   | Black or African American                       | X |
| 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 |
| DID NOT MEET Adequate Yearly Progress (AYP) in Science (2013-14)     |   |   |   |
| 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                                    |   |

#### SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL

1. To increase differentiated instruction within classrooms in an effort to increase student achievement as measured by multiple assessments.
2. To increase the number of teachers using multiple resources to conference and collaborate with students to set short- and long-term goals leading to increasing student achievement.
3. To align instruction between the content areas and special subjects (physical education, art, library and music) to increase student achievement through the completion of integrated lessons.
4. To attain and maintain an average attendance rate of 93 percent or higher.
5. To increase parent involvement before, during, and after school activities and events.

## 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 two district representatives, a district-selected Outside Educational Expert, and a Special Education School Improvement Specialist (SESIS).
- The review team visited a total of 39 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 did not conduct a student survey.
- The school did not conduct a staff survey.
- The school did not conduct a parent survey.
- Four classes were staffed by substitute teachers for five weeks at the start of the school year until the budget was approved by the district. A 1.5 FTE speech and language therapist position vacancy was not filled.

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

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the overall stage at the end of each Tenet.

| #                             | Statement of Practice  | Stage 4                  | Stage 3                  | Stage 2                             | Stage 1                  |
|-------------------------------|--|--------------------------|--------------------------|-------------------------------------|--------------------------|
| 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 checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>TENET 2 OVERALL STAGE:</b> |  |                          |                          | <b>2</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   | Stage 4                  | Stage 3                  | Stage 2                             | Stage 1                  |
|-----|---|--------------------------|--------------------------|-------------------------------------|--------------------------|
| 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  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|                               |  |                          |                          |                                     |                                     |
|-------------------------------|--|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
|                               | student achievement 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. | <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>TENET 3 OVERALL STAGE:</b> |  |                          |                          | <b>2</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  | Stage 4                  | Stage 3                  | Stage 2                             | Stage 1                  |
|-------------------------------|--|--------------------------|--------------------------|-------------------------------------|--------------------------|
| 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 checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>TENET 4 OVERALL STAGE:</b> |  |                          |                          | <b>2</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  | Stage 4                  | Stage 3                  | Stage 2                             | Stage 1                             |
|-----|--|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| 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 type="checkbox"/> | <input checked="" 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 type="checkbox"/>            | <input checked="" 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>TENET 5 OVERALL STAGE:</b>  |                          |                          | <b>2</b>                            |                                     |
|--|--|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| <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.</b> |  |                          |                          |                                     |                                     |
| #  | Statement of Practice  | Stage<br>4               | Stage<br>3               | Stage<br>2                          | Stage<br>1                          |
| 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 type="checkbox"/>            | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/>            |
|  | <b>TENET 6 OVERALL STAGE:</b>  |                          |                          | <b>2</b>                            |                                     |

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

**Tenet Stage**

**2**

The school is at **Stage Two** for Tenet 2 – School Leader Practices and Decisions.

- The school leader reported that he revised the school's mission, long-term vision, and Specific, Measurable, Attainable, Realistic, and Timely (SMART) goals and shared these revisions with staff, students, and parents through newsletters, emails, and parent meetings. The Integrated Intervention Team (IIT) found that teachers and student support staff demonstrated only limited understanding of the SMART goals. While attendance data presented by the student support staff show that attendance has increased and referrals for chronic absenteeism has declined, the School Comprehensive Education Plan (SCEP) showed that school made little measureable progress toward the accomplishment of the goals. One key goal was to increase student achievement; however, the school leader presented academic performance data that reflect a decrease rather an increase in the school's academic combined performance index. Additionally, although the data show slight improvements for Hispanic students, the overall performance index for the Hispanic subgroup did not increase.
- The school leader has made some resource allocation decisions, but has not developed a system for monitoring and measuring the impact of decisions made about the use of resources. The school leader reported that he hired caseworkers and a reading specialist to address students' needs, but the review team did not find evidence that the school leader has evaluated the impact of these hires on student achievement. The school leader stated that he identified teachers' professional development (PD) needs through conducting surveys and gathering information from walkthroughs, but the review team did not find evidence that the school leader has implemented a PD program based on the data gathered. The school leader has not adjusted the school schedule to enable all grade-level teachers to meet to share best practices and learn from each other. The school leader indicated that he has examined the zip codes of families, identified those who lived at a distance, and secured a grant for bus passes to enable more parents to attend school events. However, parent participation at school events is variable, and the school leader has not surveyed parents to identify their needs.
- The school leader, as part of the Annual Professional Performance Review, instituted a new cycle of quarterly walkthroughs to monitor and support instruction. Although teachers received feedback through this process, the recommendations provided are not specific enough to promote improvements in teachers' instructional practice. While teachers developed professional goals, the IIT found little evidence of subsequent monitoring. The review teams' discussions with the school leader before, during, and after class visits demonstrated that he has accurately identified teachers' strengths and needs, but has not acted upon this knowledge by utilizing resources to improve the quality of instruction. For example, the school leader has not provided opportunities for teachers who have received PD on topics such as differentiation to turnkey their knowledge to other teachers. In addition, the school leader has not established protocols to hold all teachers accountable for consistently using data to plan instruction that include tasks and resources that align to students' needs. The review team found limited evidence to show that the school leader has rigorously assessed the relationship between student outcomes and teacher performance.
- Although the school leader has developed protocols to track some school practices, staff inconsistently

use and apply these procedures. While the school leader reported that he provided data binders to all teachers to encourage them to record and use student academic data systematically, a review of lesson plans and lesson observations showed that teachers do not consistently use available data to inform and adjust instruction. The school leader reported that he has delegated a parent liaison to monitor attendance and stated that attendance has increased since this position has been in place. The school leader and student support staff reported that behavioral referrals have decreased due to tightened procedures; however, the review team found that the school leader lacks monitoring protocols to ensure all staff are held accountable for reinforcing consistent behavior expectations. In addition, the IIT found little evidence of formal school-wide procedures to analyze data in order to measure growth and improvement.

**Recommendation:**

- The school leader should collaborate with school staff to develop an in-house professional training program that will allow leaders to track teachers’ implementation of best practices in curriculum, instruction and social and emotional developmental health. The school leader should:
  - utilize staffs’ with strengths in curriculum, instruction and social and emotional developmental health to provide PD and to mentor other staff;
  - schedule and implement monthly professional learning, collegial circles, or workshops followed by required teacher reflection of improved practice, immediately;
  - monitor the transfer of skills into classroom practice, evaluate teachers using student data, and provide actionable feedback to teachers monthly; and
  - follow up with those teachers who need additional support as evidenced by lack of student achievement.

**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 Stage**

**2**

The school is at **Stage Two** for Tenet 3 – Curriculum Development and Support.

- The school leader reported that he scheduled collaborative planning time for teachers to align the Common Core Learning Standards (CCLS) and instructional shifts for English language Arts (ELA) and mathematics by grade level and discipline. The school leader also indicated that a part-time coach provided some guidance to teachers on how to develop CCLS aligned plans. School leaders and teacher interviews indicated that the school leaders lack procedures to monitor the focus and impact of collaborative planning or to ensure that teachers develop plans that consistently align to the CCLS. School leaders reported and a document review confirmed that most teachers’ did not adapt their plans to meet the needs of students. The IIT found that gaps exist between the qualities of the curriculum delivered for different subgroups of students. The IIT saw few examples of plans that included a variety of materials and higher order questioning. Typically, teachers demonstrated a

limited understanding of the components of a rigorous, coherent, and differentiated curriculum.

- Although the school leader reported that he encourages teachers to use an electronic lesson plan template, a review of lessons plans indicated that few teachers use this template. Lesson plans examined by the review team were not consistently aligned to CCLS. In addition, the IIT found that most plans included minimal scaffolding or adaptations to meet the needs of English language learners (ELLs) and students with disabilities. Some teachers' expectations were low, and the work for some classes was below grade level. The IIT saw few plans that included student performance data.
- While teachers reported that they are beginning to collaborate and discuss methods for delivering an interdisciplinary curriculum, the review team found that most teachers plan lessons individually. Teachers of grades one and four reported that they regularly plan together. Teachers of art, physical education, science, social studies, ELA, and library said they collaborate informally. Reviewers observed an example of informal collaborations in a grade two art lesson when the teacher connected art with ELA. In this lesson, students recalled and discussed the story of "the fisherman and his wife" and then illustrated the story. The teacher then introduced new vocabulary to deepened students' understanding of the characters and setting. The school leader reported that a small number of teachers plan enrichment opportunities such as a monthly visit by a chemist to reinforce science lessons. Teachers reported that they are beginning to develop thematic units. However, the review team did not find evidence to show that the school leader monitors how effectively teachers are using interdisciplinary units.
- Although teachers collect a range of assessments, the review team found little evidence to show that teachers use student assessment results to inform decisions and to plan interventions and supports. Lesson plans examined by the IIT showed that few teachers' used data to plan instructional groups based on the skills and needs of their students. Typically, teachers provided students the same level of work with the same materials and expectations. Students reported that only a few teachers provided specific feedback related to their progress and goals. Comments made by students indicated that they did not know how to advance to the next level in their learning. A review of the new student data binders that contain assessment results and student work samples showed that teachers are at an early stage of providing feedback to help students improve.

**Recommendation:**

- School leaders should schedule, monitor, and attend monthly grade/subject level meetings that focus on ongoing reviews of student data.
- Teachers should immediately engage in targeted professional learning matched to the school's SMART goals and focus on developing one or two specific strategies for differentiating learning and integrating the curriculum.
- Teachers should consistently use a lesson template to plan learning activities and skills based on grade-level common-core curriculum, provide specific resources appropriate to individual student needs, include higher-order questioning and thinking, and specific feedback to students that relate to their academic and behavioral goals. School leaders should monitor lesson plans at least monthly.

|   |                    |          |
|---|--------------------|----------|
| <b>Tenet 4 - Teacher Practices and Decisions:</b> Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement. | <b>Tenet Stage</b> | <b>2</b> |
|---|--------------------|----------|

The school is at **Stage Two** for Tenet 4 – Teacher Practices and Decisions.

- School leaders and coaches said that they are helping teachers at grade-level meetings and through some PD activities and courses to use data to plan instruction, set expectations, and develop appropriate strategies, and interventions; however, during class visits, reviewers saw few examples of targeted interventions for student subgroups. Typically, lessons were whole group, teacher-led, and lacked a variety of texts and resources to engage students. While school leaders reported improved student participation and engagement in classes, the school leader did not provide measurable data to substantiate this assertion. Reviewers observed some students learning phonics and comprehension in small intervention groups, but noted that teachers provided students with few opportunities for differentiated learning experiences. During classroom visits, reviewers found inconsistencies in the quality of the planning and delivery of instruction. For example, in a grade one mathematics lesson, groups of students rotated to learning centers, but the activities in each center were the same for each group. In contrast, in a grade four, General Education/ESOL– ELA class, students worked in centers on differentiated activities based upon their skill levels.
- The IIT found that most teachers’ lessons provided a low level of challenge for students. The review team found that few teachers posted objectives in classrooms, and the teachers that posted objectives rarely reinforced them throughout the lesson. Few teachers incorporated higher-order questioning into their lessons. Materials and resources did not reflect complex text and content. Teachers inconsistently checked for student understanding, or provided sufficient time for student responses and reflection. Although some teachers of grades one and four and the Integrated Collaborative Teaching classes employed a variety of modalities to engage students and to meet their diverse learning styles, this was not typical in most classrooms. Generally, teachers did not provide activities that challenged students to think deeply or engage in rich discussions. Students generally sat and watched passively.
- Teachers use the Prepared, Act respectfully, Work responsibly, and Self-control (PAWS) classroom and school management system; however, the IIT found that not all teachers reinforce consistent expectations for learning, behavior, and engagement in classrooms across the school. In interviews, students reported feeling physically safe in the classrooms; however, they said that they did not take risks to answer questions or share their thoughts and opinions with the class. Students reported that some students teased other students and that the behavior of a few students sometimes disrupted learning, but said that most teachers managed student behavior effectively. During class visits, reviewers noted that classroom management was a problem in the two new self-contained classrooms for students with disabilities. In these classes, the work level did not consistently meet the students’ specific learning needs, and teachers did not use resources such as visual prompts or reinforcements to support students. Generally, the IIT found that most student behavior was appropriate, and the relationships between teachers and students and among students were positive.
- While teachers collect data such as quarterly STAR assessments and XTRA Math data, most teachers do not analyze and use available data to modify and adapt instructional tasks and activities. During class

visits, the IIT found that students used the same resources and texts in groups. The school leader and teachers reported that all students have data binders, and there is an expectation that older students will know and strive to accomplish their targets and goals. Most of the binders reviewed by the IIT were incomplete, and students interviewed by the review team said that they did not understand the data and goals contained in the binders. Some students knew their levels, but did not know what they needed to do to improve. Reviewers found that teacher feedback was inconsistent in quality and student conferencing time was not well organized or monitored.

**Recommendation:**

- The school leader and/ or coach should provide PD and regular support to teachers to ensure they understand what the data collected tells them about student progress. Teachers should use this information weekly to identify appropriate resources and adapt what and how they plan to teach. The delivery and pace of learning will reflect student needs, and teachers will regularly check for student understanding.
- The school leader and/or coach should support teachers to create a learning environment where students’ views are listened to and valued and where students are given regular opportunities to take ownership of their learning, share ideas, take risks, and achieve their targeted goals.
- Teachers will meet with students individually every two weeks to discuss what they need to do in order to achieve their targeted goals, based on progress monitoring data.

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

**Tenet Stage**

**2**

The school is at **Stage Two** for Tenet 5 – Social and Emotional Developmental Health.

- The school leader has developed some systems to identify and support students’ social, emotional developmental and health needs; however, not all staff are aware of and use available supports. The school leader reported that the school acts as an intermediary between health practitioners and students and families. At the start of each academic year, the nurse and school leader gather information from parents on student medical needs, and they use the Welligent data system to record and track student attendance. The school leader reported that he increased the number of health appraisals to reduce physical barriers to student learning and attendance data shows that the no show rate for appraisals has decreased from 77 percent to 44 percent. The school leader also reported that in response to increasing social-emotional and health needs he assigned two caseworkers to support students and their families. During discussions with the review team, students expressed positive sentiments about the support they received from the new caseworkers. While each grade level now has a case manager who liaises with speech and language teachers, social workers and the special education administrator, class teachers do not always access the shared information. The IIT found that staff inconsistently use and evaluate and Behavior Individual Plans (BIPs) and other interventions to support students.
- While student discussion and behavior data indicate that the school provides a safe environment, the

review team found that school staff have not consistently promoted a program of social and emotional developmental health that meets the diverse needs of all students. Although the school adopted the PAWS program to promote shared behavior expectations, class visits showed that not all teachers consistently implement the PAWS program. In addition, teachers new to the school have not received training in this program. The school leader said that some students misbehave because their teachers are not meeting their academic needs. The school leader also stated that vacancies in support specialist positions have impacted the school staff's ability to provide mandated services to students. The school leader reported that he is seeking ways to increase teachers' skills and understanding of how to support and manage students with behavioral learning needs. However, currently, the school does not offer PD to build adult capacity and support students' social and emotional developmental health needs.

- The IIT found that the school is developing protocols and processes for working with parents and families to support student social and emotional developmental health needs. Student support staff shared that case workers have referred families to programs such as Hillside treatment program to help families set up medical and mental health appointments. In addition, the parent teacher liaison worked with parents to locate community agencies that provide food clothing and that assist families in accessing transportation and finding housing. Teachers and parents interviewed were unaware of the support services available to meet students' social and emotional developmental needs. The student support staff reported that the Response to Intervention (RtI) team meets regularly to discuss individual progress and to process RtI referrals. Staff also reported that not all teachers consistently complete and file referral forms, which limit their ability to provide interventions for all students in need. The review team found limited evidence to show that the school has a coordinated and consistent approach to identifying and addressing barriers to student learning.
- Although the school leader and support staff indicated that staff collect student attendance and behavioral referral data, the IIT found limited evidence of a system in place to ensure staff consistently analyze, share, and monitor data to respond to students' needs. Some teachers reported that they use ClassDojo to collect behavioral data, and they share this information with parents as needed. Although student support staff reported that staff access data through the Power School portal, the student support team and teachers do not work cohesively to share data and monitor the effectiveness of interventions and support programs. The IIT did not find evidence of consistent practices for monitoring student achievement of Individualized education programs (IEPs) goals or the effectiveness of RtI and behavioral intervention plans.

**Recommendation:**

- Once a month, school case managers should meet with assigned grade-level teachers to discuss and monitor students' social and emotional developmental health needs. Discussions should specifically focused on establishing protocols for a more consistent implementation of the PAWS Program, reviewing the current RtI plans and referral forms; and ensuring that specific support addresses individual student 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

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| <b>Tenet Stage</b> | <b>2</b> |
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The school is at **Stage Two** for Tenet 6 – Family and Community Engagement.

- Although parents interviewed by the review team expressed that they understood that the school wanted their children to do well, most parents did not articulate a clear understanding of the school’s expectations for learning. Parents voiced strong appreciation of and trust in the school leader, teachers, and especially the parent liaison because of the care and support they provided. However, parents were unaware that students were underachieving in the school. Although some teachers meet with students and their families and employ strategies such as making telephone calls and sending emails and text to sustain communication, this practice is inconsistent across the school. Parents reported that they are invited to attend individual meetings about their children when interventions are described and planned. The school has initiated some events and activities to give families information about the school and student learning including Pro Dads, a 45-minute program on fatherhood and family topics for fathers and children and an ELA workshop. In addition, parents reported that the school had reached out to parents who lived a certain distance from the school to provide transportation to meetings. Despite these efforts parent attendance at most events is low and the school has not surveyed parents to determine their needs or the effectiveness of outreach efforts.
- The school leader reported that he is beginning to review family-school relationships and reciprocal parent involvement. The school leader stated that while parent attendance has increased at events such as the Open House, parent participation at most school activities remains low. During discussions with the review team, parents reported that the school communicates with them in a variety of ways, including flyers, newsletters, robo-calls, meetings, and Class Dojo. In addition, the school leader holds a weekly cafe event, where families can drop in to share concerns or just to say hello. Parents reported that the school sends home letters to inform parents about forthcoming events, however, not all letters are translated into native languages. The review team found that the school does not have procedures in place to evaluate and monitor the effectiveness of communication with families.
- Staff interviews indicated that the parent liaison shares resources with families to raise parents’ awareness of community partnerships. However, the review team did not find evidence of a comprehensive plan to provide trainings to teach parents ways to support student learning. In addition, staff have not had recent training in building relationships with families and community agencies.
- Parents reported in interviews that teachers share data binders and student academic data at parent conferences, but the information is in different formats and does not include detailed explanations. Some parents stated that they receive report cards, but do not understand what the information is telling them about student progress. Parents reported that the district website lists information about Parent Teacher Organization events, student activities, tests, and other topics, but they would welcome talks or workshops on helping their children with mathematics and understanding the new curricula. The school has not sufficiently informed parents about how to support learning at home.

**Recommendation:**

- The school leader should develop a formalized system to track all forms of contact with parents,

families, and community members. At a staff meeting, communicate expectations to all staff and, engage teachers who have shown to be successful with reciprocal parental communication to share these strategies with other staff. The school leader should ensure that the system includes the following elements:

- mandating the participation of all teachers in making weekly contacts with parents;
- requiring all staff to use a formalized electronic template for recording all parent contact, and attempts at contact including the date, time, and name of the contact, details about the content communicated, and planned and actual follow-up;
- ensuring that all school staff can access data, and information, including SharePoint and intranet; and
- reviewing and analyzing the communication logs monthly in order to ensure that regular communication with families is occurring.