



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	180300010005
School Name	Batavia Middle School
School Address	96 Ross Street, Batavia, NY 14020
District Name	Batavia City School District
School Leader	Sandra C. Griffin
Dates of Review	June 3-5, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	5-8	Total Enrollment	747	SIG Recipient	<input type="checkbox"/>	Title 1 Population	26 %	Attendance Rate	95.5 %		
Free Lunch	48%	Reduced Lunch	8%			Limited English Proficient	1%	Students with Disabilities	13%		
Number of English Language Learner Classes											
Transitional Bilingual	0	Dual Language	0								
Number of Special Education Classes											
Self-Contained	5	Consultant Teaching	28		Integrated Collaborative Teaching				0		
Resource Room	7										
Number of Special Classes											
Visual Arts	12	Music	12	Drama	0	Foreign Language	17	Dance	0	CTE	
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	9%	Hispanic or Latino	6 %	Asian or Native Hawaiian/Other Pacific Islander	1%	White	77 %	Multi-racial	7%
Personnel											
Years Principal Assigned to School	11		# of Assistant Principals	2		# of Deans	0		# of Counselors / Social Workers	4.5	
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification	1		Teaching with Fewer Than 3 Yrs. of Exp.	4 %		Average Teacher Absences	4.3 %	
Credit Accumulation (High School Only) and Performance Rates											
% of 1 st yr. students who earned 10+ credits			% of 2 nd yr. students who earned 10+ credits			% of 3 rd yr. students who earned 10+ credits			4 Year Graduation Rate		
ELA Performance at levels 3 & 4	30.75		Mathematics Performance at levels 3 & 4	20.0		Science Performance at levels 3 & 4	72.0		6 Year Graduation Rate		

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Classroom rituals and routines that increase time on task (bell to bell instruction).
2. Entry and closing tasks that set the stage for learning and wrap-up instruction.
3. Student-centered classrooms where students CONSTRUCT their learning (Who is doing the work?).
4. Student inquiry through rigorous questioning and interaction with complex texts and other sources of information.
5. Developing daily learning targets (or objectives) using language and vocabulary that facilitates students' understanding.

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

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).			X	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.			X	
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.			X	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).			X	
OVERALL RATING FOR TENET 2: DEVELOPING				D	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.			X	
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
OVERALL RATING FOR TENET 3: DEVELOPING				D	

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

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

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.			X	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.			X	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.				X
OVERALL RATING FOR TENET 5: DEVELOPING				D	

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

#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and			X	

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

School Review – Findings, Evidence, Impact and Recommendations:

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 Rating	D
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Debriefing Statement: The vision/mission statements were created six years ago and current students have no ownership of the statements. The school leaders have introduced other systems to create more consistent school-wide approaches to help support the school priorities in the School Comprehensive Educational Plan (SCEP). School leaders have purchased programs and resources to implement and align the Common Core in English language arts (ELA) and math, although most teachers do not follow the programs with fidelity. There was no evidence of a cohesive, integrated learning time plan to support extended learning, and academic opportunities for students. As a result of the inconsistency, student academic needs are not fully met.

Strengths:

All ratings for this Tenet are **Developing** or **Ineffective** and therefore, comments are listed under **Areas for Improvement**

Areas for Improvement:

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

Overall Finding:

Stakeholders are aware of the school leader’s mission to strive for consistent school improvement. However, there is a lack of ownership, particularly by the students, who are not engaged in the changes being introduced. Although, school leaders are keen to articulate school improvement, especially in the use of data, to achieve better outcomes, there has been resistance to key aspects of change that have slowed down the process.

Evidence/Information that Lead to this Finding:

- The vision and mission statements were agreed six years ago and are posted around the school and in all classrooms. However, more recent school improvement changes have been introduced and shared with the staff, for example, the MS Mindset Poster, learning targets for each lesson and lesson planning. All students from the large group meeting were aware of the learning targets but said they were not explained by the teachers on a regular basis. There was limited enthusiasm by

the students for the MS Mindset initiative, an aspect of the school's Positive Behavior Interventions and Supports (PBIS) model. Teachers are following the agreed action to post them because Annual Professional Performance Review (APPR) targets link to these priorities and are also recorded in the School Comprehensive Educational Plan (SCEP). Data about referrals suggests that they are increasing rather than diminishing, despite school-wide efforts being made, such as the Honesty, Empathy, Respect and Open-mindedness (HERO) meetings. In addition, there is a lack of fidelity in commitment amongst staff to some of the funded programs, despite the fact these were purchased through staff discussion.

- Professional Development (PD) is targeted through mini-observations of instructional practice and the review of data from the monthly data review meetings to support the implementation of Common Core Standards (CCSS). A system, eDoctrina, is used to monitor and record the Annual Professional Performance Review (APPR). While the teachers' commitment to change is monitored by school leaders, there is a lack of rigor and urgency that accompany the change process. One initiative toward school improvement involved assisting staffing by providing a Special Education School Improvement Specialist (SEIS) to provide coaching, hands on support, feedback and guidance over the past year for the Special Education Teachers. The school leader and teachers spoke very positively about the impact of this initiative on improving the quality of teaching and progress that lead to the targeted subgroup making Adequate Yearly Progress (AYP), which is a significant improvement in relation to past years.

The group of parents questioned confirmed, very positively, the efforts made by the school to inform them of the changes, particularly those relating to the Common Core and Carnegie Math Programs. Two meetings were offered by the school this year to inform and develop the parents' understanding of the drive to push school improvement. About 80 parents attended, encouraged also by food, free babysitting and free books, although usually, the school struggles to engage parents. The small group of six parents that were questioned felt that "parents have to do more as the school is doing all it can" to encourage their involvement and partnership in the support of their children.

Impact Statement:

School improvement strategies have been introduced and communicated by school leaders to all staff. The school's progress and improved student outcomes in the Special Education department are well documented. However, the overall improvement strategies do not incorporate the perspectives, experiences and expertise of all stakeholders. As a result stakeholders are unable to make personal, professional and financial contributions, to the school improvement process, to improve the academic achievement of all students.

Recommendation:

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

- Ensure that the school's vision, mission and S.M.A.R.T. goals are shared with all stakeholders.
Devise a long-term vision and action plan that involves community members who are aware of the

history, language and cultural backgrounds of the community to help push the school improvement activities. Enrich the roles of students in school improvement initiatives to demonstrate that they are valued as key stakeholder.

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

Overall Finding:

The school leader supported by District funding, acquired resources to support the recruitment of staff and expand programs for target populations. However, the collaboration between the teachers of the special programs and the classroom teachers is not coordinated to create joint planning and follow up on student performance in the programs. As a result, expectations for the success of new programs and gains in student performance are not realized.

Evidence/Information that Lead to this Finding:

- The school leader facilitated the opportunity during last summer recess for teachers to attend a conference to determine what programs would be implemented in the school to support the move towards the Common Core. Consensus of staff resulted in the purchase of Code X for ELA and the Carnegie Program for Math through grades six to eight. Grade five continued with the NYS Modules. Through discussion with the school leader, teachers and students, it is clear that there is an inconsistent approach to the use of Code X, with teachers using a pick and mix approach using resources that have "worked" in the past combined with the Code X program materials. The Carnegie program is more consistently applied, as are the New York modules. The AIS Academy of Math is regulated by school leaders and administrators, but through classroom visitations and discussions with staff, there has been little collaboration achieved between the AIS teacher and the general education class teachers. Consequently, there is little correlation between what is being taught in the different classrooms.
- The programs that are being followed are organized into sixty minute blocks and so the existing school schedule means that the content is not fitting easily into the lesson blocks. Efforts have been made through the Scheduling Committee to resolve these difficulties. These efforts have not been successful and are a focus for the next academic year.
- The Building Administration has worked this year to improve the school climate and to promote mutual respect and appreciation for the human resources and the efforts of all the staff. There was some evidence during the classroom visitations that these efforts are generating positive relationships between staff and students that facilitate a more conducive climate to learning, but more work is needed.

Impact Statement:

While resources are available to expand and support instructional programs, the resources are not applied

strategically to ensure maximum impact on teaching and learning. As a result the academic needs of all students are not met.

Recommendation:

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

- Ensure that there are systems to sustain instructional programs and ensure they result in increasing students outcomes. Review all newly introduced program, including AIS program and ensure they are integrated and functioning cohesively with general instructional practice.

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

Overall Finding:

The school leader undertakes regular mini-observations to monitor the quality of instruction. Although feedback is given within forty-eight hours of the observation, monitoring and subsequent feedback have not resulted in continuous improvement in instructional practices and subsequent improved student achievement.

Evidence/Information that Lead to this Finding:

- A system for APPR of teaching staff has been implemented. School leaders undertake regular mini-observations to monitor the quality of instruction targeting specific areas for improvement agreed through PD, professional dialogue with staff, the agreed five instructional strategies and the targets set by the individuals themselves. This has been confirmed through the school leader interviews, discussions with staff and documentation. Feedback is given within forty-eight hours as part of the process, to support the drive for school improvement. This is evaluative but does not target effectively the areas of instruction that are most in need of improvement. Feedback at times is generic rather than specific and does not provide laser-like guidance to teachers on the aspects of their work that need to be addressed. These omissions also mean that teachers are not held accountable enough for their instruction.
- The use of eDoctrina to store data and APPR targets and evidence is a growing feature of the school. Teachers confirm that they have to use this program to record the evidence they are gathering to corroborate the achievement of the three APPR targets they have chosen through their consideration of the criteria in Domain 4.
- The District APPR Committee meets monthly to monitor the effectiveness of the APPR system. Feedback from this committee helps to shape and adjust the system for the coming academic year. A master record is used by the school leader to help track the targets of individual teachers. While this supports the leader's ability to schedule and complete observations, but the lack of targeted,

high-quality feedback on observations limits the effectiveness of the APPR model.

Impact Statement:

Systems for monitoring the quality of instruction are not rigorous enough to bring sustained improvements to teaching and student achievement. As a result progress toward increased student achievement is not realized.

Recommendation:

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

- Provide evidence based actionable feedback to raise the quality of instruction; Develop the use of eDoctrina to ensure that all teachers not only store data but receive constructive feedback about how to use performance data to reflect on their own practices and support student learning.

2.5 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

Overall Finding:

The school leader has introduced a range of systems to help move the school forward. One of the areas of focus is to encourage the use of data to inform teacher's planning and to match the instructional practice to meet the needs of all students through multiple points of access. Another relates to discipline referrals to monitor the impact of the PBIS program. Although these meetings and procedures are in place, evidence gathered throughout the review did not highlight consistent improvement across the school.

Evidence/Information that Lead to this Finding:

- School leaders stress the importance of the development of instructional practice in the use of data to inform planning. Monitoring is undertaken, but has very little significant impact on instructional practices because classroom visitations lack consistency. Teachers plan but without rigor or reference to data and to multiple points of access for all students. Opportunities to create child-centered learning environments are inconsistent. Large numbers of parents are not consistently engaging with the school on a regular basis.
- There is a system for APPR that leaders are using to try to develop more consistent instructional approaches within the classrooms to improve the quality of learning for students. This system incorporates on-going mini-observations that are designed to generate data and information about teachers' instructional practice. The examples shared during the review used criteria matched to professional standards rather than targeting the quality of instructional practice.
- The monthly data meetings and the use of eDoctrina to store information make it accessible to teachers so that they can adjust their planning and instruction to meet the needs of their students. However, the meeting observed, which school leaders confirmed was typical of data meetings that

had occurred over the year, never mentioned data. It was a vehicle to share students' general responses rather than assessment outcomes.

- A focus on targeted PD is in place, but the lack of teacher fidelity and resistance to change has a negative impact on school improvement and student achievement.

Impact Statement:

Because the systems introduced to monitor and revise practices by staff lack rigor and are not embedded, they have limited impact on improving student achievement.

Recommendation:

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

- Ensure that the systems in place to monitor and review the performance of the school lead to improvements in the academic performance of the school.

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

Tenet Rating

D

Debriefing Statement: The school has begun the process of implementing CCLS into their instructional planning of units and lessons. Teacher collaboration around the CCLS planning is limited, and does not include interdisciplinary planning among all stakeholders. Collection, analysis, and monitoring of student data is limited and not connected to the process of informing CCLS planning for differentiated instruction for identified subgroups. As a result, not all students have access to a rigorous, engaging curriculum that allows them to achieve at high levels.

Strengths:

All ratings for this Tenet are **Developing** or **Ineffective** and therefore, comments are listed under **Areas for Improvement**

Areas for Improvement:

3.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

Overall Finding:

Despite the support that has been provided, staff is not implementing CCLS effectively.

Evidence/Information that Lead to this Finding:

- The school leader encourages staff to use CCLS resources and provides time in the daily schedule to support CCLS unit alignment to NYS standards. , Teachers have regular opportunities to participate in training that is targeted to support curricula change. However, as evidenced in classroom visits, teachers have not readily adopted the CCLS and the accompanying instructional shifts, and many still rely on previously used materials and strategies. As a result, the instructional goals have not been met, and students do not experience high levels of academic success.
- Teachers receive release time during school year as additional time to plan and prepare lessons aligned to CCLS. Conference days take place, which support the changes and also provide teachers with time to plan and prepare lessons aligned to CCLS. Grade 5 teachers use NYS modules in ELA and math and have completed year 1 of full implementation. Students said they liked the modules in grade 5 and teachers are also positive about them. Grades 6-8 teachers use Code X in ELA and Carnegie for math. Discussion with teachers and classroom visitation shows inconsistency with use of the recommended programs.
- Code X training took place in summer 2013 but because this training is voluntary for teachers, not all staff attended. Carnegie training is extensive throughout the year and is customized based on walk through visits. Existing PD is planned around mini observation findings and perceived needs. The school leader, supported and advised by the district, facilitated external support from multiple places. One successful example of this support has been through the SESIS initiative, which facilitated observations, feedback targeted to instructional practice, coaching and assessment. This has impacted positively on student achievement and has resulted in them meeting expected progress.

Impact Statement:

The school leader does not ensure that staff uses a comprehensive and adaptive CCLS curricula. As a result, the needs of all students are not being met and students are not adequately preparing for college and career readiness.

Recommendation:

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

- Ensure teachers follow curricular programs with fidelity.

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

Overall Finding:

Teachers do not ensure that planning is aligned to CCLS or that it is tailored to the needs of all students.

Evidence/Information that Lead to this Finding:

- Teachers are not required to create lesson plans on a regular basis. When they do, the planning is inconsistently aligned to CCLS. The examples shared were brief, and lacked understanding of the need of the different student sub-groups or individual student need. In most cases, teacher instructional plans made no reference to multiple points of access. The lesson plans displayed during the review did not use a variety of complex materials, did not list different levels of higher order questions and did not incorporate data sources toward scaffolding and rigorous instruction.
- CCLS modules are designed for sixty minute teaching blocks and the building schedule runs on a forty minute time frame. Therefore teachers modify and adapt lessons and pacing to fit the scheduled time frame. Most teachers had lesson plans that were based upon the district template or the NYS module lesson plan. Reviewers found lesson plans of varying lengths; some were very brief with only a few written sentences on less than half a page; some teachers confirmed that they had produced the lesson plans specifically for the review and did not do this as part of their regular practice. The school leader stated teachers are not required to complete daily lesson plans.
- Lesson plans observed did not have multiple points of entry and most reflected a “one size fits all” plan for all students. Packets of worksheets and instructional materials were provided and used across multiple disciplines to steer students through their work. The students said they viewed the packets as an additional task rather than an aide for their learning. All teachers posted learning targets in student friendly “I can” or “I will” language. Teachers collect Scholastic Reading Inventory (SRI) data with all students three times a school year. This is available to inform instruction, but no reference was made to it by teachers during the review.
- SESIS has completed walk-throughs, given individual teacher feedback and completed the full coaching cycle with most special education teachers. During the vertical teacher meeting these teachers were very positive about the support they had received from the SESIS. The teachers agreed that the coaching led to improved instructional practices and student progress.

Impact Statement:

Most teachers do not use data to plan instruction and create multiple points of access in their lessons. Many students are not challenged to ask or answer questions in class to clarify understanding and improve their learning experience. As a result, not all students are adequately prepared to meet the demands of CCLS.

Recommendation:

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

- Ensure the pacing of the lesson is timely enough to support all students individual learning needs, ensure teachers plan daily for new learning, and use the data to provide rigorous activities that challenge high levels of thinking to improve student academic achievement.

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

Overall Finding:

School leaders provide time daily for teachers to plan for the curriculum, but there is limited amount of collaborative effort for interdisciplinary curricula.

Evidence/Information that Lead to this Finding:

- Evidence from lesson observations, discussions with teachers and reviews of documents indicate that there is no formalized plan to implement interdisciplinary curricula across the school. Teachers have collaboration time but discussions indicate that this time is not used to plan a collaborative approach to integrated learning. There are however some good examples of an integrated approach to learning that are leading to increased student engagement and advances in learning. For example, the evidence gathered shows that the art and library teachers have created thoughtful planning and interdisciplinary work opportunities. One example of this was through the library's support of grade 5 module work entitled "The Universal Doctrine of Human Rights." During this project, each student selected a book and then used active curricula inquiry strategies independently through art and general studies. Art lessons facilitated literacy and students wrote poems after reading a book and researched the history of the printing press. However, this approach was due to the commitment and initiative of the teachers involved rather than a school-wide strategy. Classroom observations conducted during the reviews show little evidence that core skills were taught across different subjects. Equally variable was the use of technology to further the learning and engagement of students.

Impact Statement:

The lack of systematic collaboration among core teachers with teachers of the arts and other enrichment areas limits students' ability to be successful.

Recommendation:

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

- Create and plan more purposeful, integrated cross disciplinary and enriched learning opportunities for students.

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

Overall Finding:

Teachers are beginning to develop a system to analyze and use data from varied assessment sources to make curricular decisions. The use of a variety of formative and summative assessments is inconsistent school-wide. In addition, there is limited student feedback based on data.

Evidence/Information that Lead to this Finding:

- Teachers have time to analyze data in DDI Teams. In grade five and six this is facilitated during common planning time for forty minutes weekly. Grades seven and eight have the opportunity in the form of after school faculty meetings. However, evidence from lesson observations indicate that these efforts are not reflected in adjustments to curricular decisions. Evidence from lesson observations also indicate that teachers do not make effective use of class based assessments to adjust curriculum planning. Lessons observed also evidenced teachers posting learning targets. In the classrooms visited by the reviewers, teachers did not take the opportunity to refer to these learning targets consistently. Students reported that teachers do not regularly refer to these targets and stated that it would be more beneficial to their learning experiences if the teachers did this more often.
- All students questioned said they rarely have ownership of their own learning. One student reported that Carnegie software offers step by step guidance and that you can go at your own pace. However, the lack of teachers' fidelity in following the programs works against the impact of this stepped approach to learning. Reviews of student work and discussions with teachers and students indicate that few teachers use test and assessment data as a tool for giving feeding back to students. This prevents students from taking some ownership of their own learning and taking responsibility for improving identified weaknesses.

Impact Statement:

The lack of alignment of the curriculum limit the use of assessment data to inform instruction. As a result students do not take ownership of their learning goals and their academic success is delayed.

Recommendation:

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

- Ensure teachers collect, analyze student data and modify their instruction and curriculum planning to meet all student needs; ensure data is used to inform students the aspects of their academic work that need to be improved.
- Undertake rigorous formative and summative assessments to provide baseline data and benchmarking information to accurately measure student progress.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.	Tenet Rating	D
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Debriefing Statement: Planning and strategic practices do not yet reflect the learning needs of all students and follow a “one size fits all” model. As a result, students are not highly engaged and lack autonomy in influencing their learning. Teachers are beginning to align their instruction to CCLS, but very few examples were observed of students being offered multiple points of access to their learning. Although the environment is physically safe, instructional practices do not consistently or effectively challenge all students to think and achieve at high levels. Additionally, the use of data by teachers to individually modify instruction is not embedded.

Strengths:

All ratings for this Tenet are **Developing** or **Ineffective** and therefore, comments are listed under **Areas for Improvement**

Areas for Improvement:

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

Overall Finding:

Systems have been introduced by school leader to inform staff about data, to highlight student needs and set student goals. Mini-observations are undertaken to monitor instruction and to inform teachers so adjustments can be made to meet the learning needs of students. However, there is inconsistent use of data to inform practice.

Evidence/Information that Lead to this Finding:

- Monthly data meetings take place with the goal of analyzing and constructing action plans to shape instruction to meet the needs of all students. However, despite the systems to provide data, there is limited application and use of the data by teachers to monitor and adjust instruction.
- Learning targets are posted in classrooms. However, evidence from student meetings and classroom visitations show that little reference is made to these learning targets throughout the lessons. Mini-observations focus upon five instructional strategies, but do not question the quality of instruction. Therefore feedback is less targeted.
- Planning is not always in place. This is a negotiable item in the school and so examples of lesson planning did not show evidence of planning for rigor to engage students in the learning targets. In

the vast majority of classrooms visited, all students were assigned the same task, which was teacher directed. Very few lessons deviated from whole class instruction, even though opportunities arose to group students through seating arrangements.

- Discussions with students indicate that only a small number of teachers set long and short-term goals for students that outline the academic steps they need to take to achieve at a higher level.

Impact Statement:

Instructional planning is not organized around a system of shared goals and expectations for student learning outcomes to engage all students. As a result, instructional planning among teachers have yet to demonstrate organized unit and lesson planning to increase student achievement.

Recommendation:

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

- Set clear instructional goals for student improvement and ensure expectations for planning and delivery of units and lessons are understood by all teachers. Ensure teachers move away from the “one size fits all” model using effective planning to organize multiple points of access to learning for students; ensure all teachers set challenging long and short-term goals for students.

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

Overall Finding:

Instruction does not consistently incorporate the CCLS instructional shifts, nor does it provide multiple points of access for all students.

Evidence/Information that Lead to this Finding:

- Evidence of lessons being aligned to CCLS are seen only in the minority of classrooms. Teachers modify lessons to incorporate resources that they are more familiar using rather than align their lessons to CCLS. In the majority of classes visited where ELA lessons were being observed, teachers used other materials and not Code X. In a number of lessons, learning materials were simplistic or worksheet based and did not provide sufficient challenge for students, particularly high-achieving students. Too often instructional materials did not contain high levels of text and content complexity, and CCLS curricula are not yet embedded.
- In the lessons observed by the reviewers, questioning was mostly of a closed nature, and did not challenge student thinking. This resulted in many students disengaging with the learning, as was evidenced through their body language and lack of volunteered contribution. In addition, lessons that incorporated higher-order thinking strategies were rarely observed. Students interviewed confirmed that it was typical for them to either repeat work to fill time and or to not be engaged in

new learning experiences in their lessons.

Impact Statement:

Teacher-led instructional approaches that are not CCLS based do not lead to high levels of student achievement and progress.

Recommendation:

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

- Ensure teachers use a range of styles of questioning to stimulate higher order thinking, particularly for the able students; ensure learning materials engage and challenge students.

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

Overall Finding:

The learning environment is not conducive to fully meeting the needs of all students.

Evidence/Information that Lead to this Finding:

- Although there were a number of referrals over the two days of the review for students displaying behaviors that were judged by teachers and school leaders to be unacceptable, for the most part, the classrooms visited were physically safe. The didactic style of teaching that dominates most classrooms visited is not conducive to offering multiple points of access to learning.
- In most classes visited, the teacher's voice was dominant and few opportunities were offered for students to share their thinking. Students were passive, compliant and typically well-behaved.
- Student groups shared that they like to be challenged, but in most lessons observed students were repeating work or not working at all. No links were evidenced between the work of the AIS teachers and those in general classes. Opportunities are therefore lost to extend or embed learning. All students indicated that they would prefer more opportunities to be challenged.
- Discussions with teachers and students and evidence from lesson observations indicate that there are not enough opportunities for students to discuss and share their ideas or to offer different viewpoints and perspectives. This, together with work that often is not tailored to their abilities, results in a compliant but not thriving and nurturing learning environment.

Impact Statement:

Teachers are not creating a challenging and encompassing learning environment where all students are able to achieve in line with their abilities. As a result, students do not have the opportunities to develop their

potential in an intellectually safe learning environment.

Recommendation:

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

- Ensure that students are provided with opportunities to discuss, share ideas and values and benefit from work the setting of work that enables them to reach their potential.

4.5 **The school has received a rating of *Ineffective* for this Statement of Practice:** Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

Overall Finding:

Data and feedback are not used well to drive improvements in student achievement.

Evidence/Information that Lead to this Finding:

- Data, although available, is not used to drive instruction. Dialogue relating to instructional strategies focuses upon what students are doing or not doing, rather than data to modify teachers' instruction to meet student need. As a result the majority of classes visited showed no evidence of individual or group work matched according to need.
- A data meeting occurs monthly with the purpose of gathering, analyzing and responding to data to inform instructional practice through generating action plans; however, an observation of one of these meetings showed a lack of focus on data. Discussions centered upon challenges presented by students' responses. When leaders were questioned to explore whether the meeting was typical of data meetings throughout the last year, they confirmed that the teachers felt that the meeting had gone well and reflected on-going practice. Evidence from planning and lesson observations indicate that teachers are not using data to group students or to inform their instructional practices. There was no evidence of benchmarking with teachers using formative and summative assessments to determine student achievement outcomes. The teachers do not assess the students on entry and therefore there is no accurate measure of progress as the students move through the school. Planning is basic and does not address individual need or group needs.
- Evidence from student work and discussions indicate that teachers do not consistently provide feedback that enables students to move forward. Students confirm that feedback is often generic and lacks specificity in the precise aspects of students' work that needs to improve. This prevents them from having a blueprint for success and from taking ownership of their own learning.

Impact Statement:

Data and feedback are not used effectively and does not lead to high levels of student achievement.

Recommendation:

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

- Ensure teachers become skilled at using data to modify instruction and provide appropriately matched work to students of all abilities to enable them to achieve their full learning potential; ensure all teachers provide constructive feedback to students on what is needed for them to make advances in their learning.

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

Tenet Rating

D

Debriefing Statement: The system of student referral and support addresses the social and emotional developmental health needs of some students, and the school is generally physically safe for most students. However, the component programs are inconsistently practiced by staff members. All school constituents do not yet effectively engage in dissolving barriers to student social and emotional and developmental health needs. Consequently, all students do not achieve academic and social success.

Strengths:

All ratings for this Tenet are **Developing** or **Ineffective** and therefore, comments are listed under Areas for Improvement

Areas for Improvement:

5.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

Overall Finding:

Systems to fully support students’ needs are not cohesive and supporting academic success.

Evidence/Information that Lead to this Finding:

- The school leader has put in place systems to identify the social and emotional and developmental health needs of students. While some behavioral and character-building programs are adopted, they are not embraced or implemented by all school staff with fidelity. Most programs appear to be punitive and reactive and do not get to the root cause of the behavior. The school self-assessment records the school leader’s goal to address the balance of focus to be more positive, but this is not yet evident in daily school interactions.

- Students report that while they know an adult that they would go to for help or support, they are not aware of a designated adult to “touch base” with them individually on a regular basis. They shared that rules are enforced inconsistently. Sometimes, students are referred to the assistant leader for breaking a rule and other times there is an automatic suspension or more severe consequence. Students expressed that there are a number of fights in the building, but these were not evidenced or confirmed by the reviewers. Teachers suggested inconsistency in the delivery of discipline and monitoring of plans.
- Data indicates a steady increase in discipline referrals over the past three years and first eight months of this school year. The school leader has generated a range of behavioral data reports for the school board, but these did not provide data in a way that enabled those studying them to draw out patterns and trends.
- The Behavioral Improvement Program (BIP) shows that multidisciplinary teams meet and review data to develop a Functional Behavioral Assessment (FBA) and if needed, use a behavior intervention plan (BIP). In addition, the School Behavioral Intervention Team (SBIT) meeting agendas record the work of multidisciplinary, building level teams who meet to discuss students exhibiting behavioral concerns and to put plans into place. The Middle School Mindset posters are evident in all classrooms, but no reference was made to them during classroom visits. These strategies appear to be working independently of each other rather than through an integrated plan to support the goal to improve behavior and to develop a consistent, school-wide response to behavior.

Impact Statement:

The existing systems to deliver support to students with social and emotional developmental health needs are used inconsistently. As a result, barriers to assisting all students are not addressed effectively and consistently to cultivate student social and emotional developmental health and academic success.

Recommendation:

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

- Create and implement a plan that builds upon existing successes and supports student social emotional developmental and developmental health and academic success positively and pro-actively in an integrated manner.

5.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

Overall Finding:

The school’s vision for social and emotional developmental health is not reflected across the school.

Evidence/Information that Lead to this Finding:

- Current systems favor a reactionary, crisis style of response, which result in growing numbers of referrals to community agencies and disruption to student instructional time. The inconsistent use of these systems does not promote social and emotional developmental health and academic success for all students, despite the considerable efforts of some groups of staff, namely the school counselors and student support team. The vision of the school leader, though expressed in the school self-assessment document is not articulated clearly or consistently to all stakeholders.
- The SLT and teachers state through the meetings held and documented evidence that parts of a positive support program and an anti-bullying program exist. However, there is no monitoring of implementation or consistency of practice throughout the school.
- PD is provided to school staff by student support staff through faculty meetings and during after school hours. Some are mandatory attendance and some are not. No one provides follow-up monitoring to ensure skill or strategy implementation or consistent, effective use of these in instructional practice.
- Based upon the evidence gathered from meetings and documentation, there is no school emotional developmental health vision promoted or integrated plan in place to build adult capacity to support students. Professional Development is offered to address specific areas of student social emotional development, but there is little follow-up to ensure that strategies learned are implemented with consistency. Discussions with the school leader confirm that PD will be used to reflect upon current behavioral practice to try to address the difficulties and to establish more consistent, positive behavioral approaches school-wide. All staff, including clerical, teaching and support and school leaders will attend. There is no intention, at present to include parents and students.

Impact Statement:

The lack of adult capacity in the building to fully meet the needs of students hinders student chances of academic and social success.

Recommendation:

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

- Ensure that staff receives quality and ongoing PD to equip them with the skills to meet the social and emotional developmental health needs of students.

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

Overall Finding:

Few school community stakeholders understand or articulate their role in providing appropriate student supports for all groups of students.

Evidence/Information that Lead to this Finding:

- Across the school community, students, teachers, and parents inconsistently contribute toward ensuring that the student needs are met. Consequently, although the school has systems in place the lack of understanding school-wide does not impact consistently on student social and emotional development and developmental health and academic success. There is not a coherent, consistent and rigorous approach to monitor and support student social and emotional and developmental health needs. The whole school community is not involved in creating the school's vision and improvement plan and is not empowered to be active participants in creating a safe learning environment for all students.
- The school has begun to develop a system for monitoring and responding to student social and emotional health needs, however, this is not yet integrated or embedded. Across the school community, students, teachers and parents inconsistently contribute towards ensuring the school's vision towards students social and emotional and developmental health is achieved.
- Some staff members, for example the IS and student support team, provide opportunities through training and awareness programs for stakeholders such as parents, teachers, and students to discuss their role in providing support services. Despite this, school staff and students state that there is no school vision pertaining to student social and emotional and developmental health or a consistent process that ensures that all students' needs are met.
- The system for monitoring student needs is a priority for a small group of school staff members. Student support staff members are the primary responders to inappropriate, disruptive, and/or life-threatening behavior. However, teachers stated that there is inconsistency in the delivery of discipline and monitoring of plans.

Impact Statement:

A lack of buy in from all stakeholders to the school's vision hinders the school's ability to successfully meet student social and emotional and developmental health needs is negatively affected.

Recommendation:

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

- Ensure that all stakeholders are able to articulate the vision that underpins student social and emotional developmental health through purposeful discussion and involvement of all constituents in establishing the vision; ensure that all stakeholders understand and carry out their individual role in reaching and sustaining the school vision for the social and emotional well-being of all students.

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

Overall Finding:

Data is not used strategically to identify and respond to student needs.

Evidence/Information that Lead to this Finding:

- The school has no strategic plan or guidance for the analysis or use of data to address student social emotional developmental health needs. The school collects data, however only a small group of staff members use the data to address student or school community needs. The analysis and prioritization of actions to address building needs is not embedded.
- Student support staff members reported that they have their own plan/process for regularly reviewing various points of student data to address student social and emotional and health developmental needs. In addition, teachers provide data to support referrals for services. However, there is no expectation that they will collect, analyzes, or use specific student data to address student social and emotional and health developmental needs. School leaders collect behavioral data, but do not analyze the referral data generated in order to plan targeted intervention to meet student needs. As a result, of the reactive measures in place and a lack of clarity through monitoring of the patterns in existing student data, there are few opportunities created for all students to become socially and academically successful.
- Student referral data indicates that there is a significant discrepancy in the number of students referred for behavioral infraction by race or ethnicity as compared to percentage of population. For example African- American students make up 9 percent of the population and 22 percent of the referrals, and Hispanic students are 0.6 percent of the total population and 12 percent of the referrals. The school leader provided a behavioral report that was to be shared with the board at the end of the academic year. However, the data in the report did not highlight the trends and findings above and the review team had to dig deeply into the data provided to search for the outcomes. Senior leaders are not analyzing the referral data independently, to determine these patterns of behavior.

Impact Statement:

The lack of a strategic plan to use data to meet the needs of students is impacting negatively on student behavior and academic success.

Recommendation:

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

- Analyze behavioral and other data to ensure there is clarity about the behavior, trends and social and

emotional needs of sub-groups and diversity to respond appropriately to student need. Share this data with all stakeholders to ensure understanding to build purposeful partnerships.

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

Tenet Rating

D

Debriefing Statement: School staff members offer a variety of activities and events to encourage regular communication with families and develop a culture of partnership. However, few family members engage with the school or staff on a regular basis. Although the school has prioritized the development of links between the home and school, there is not yet a comprehensive plan in place for developing reciprocal partnerships. Therefore, many students do not benefit from a robust and focused home-school connection that results in shared responsibility leading to improved academic achievement and social emotional growth.

Strengths:

All ratings for this Tenet are **Developing** or **Ineffective** and therefore, comments are listed under **Areas for Improvement**

Areas for Improvement:

6.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement

Overall Finding:

Most of the school staff members are knowledgeable about the expectations for student academic achievement and communicate short-term expectations with families. The school leader has a plan for sharing the expectations with students and families; however, it is not evident that all parents have engaged in the process.

Evidence/ Information that Lead to this Finding:

- Not all parents engage in a relationship with the school, even though the school makes efforts to engage with them in a variety of ways, such as through evening sessions, newsletters, information on the website, Twitter, texting and the parent portal. Therefore, some students' needs are not met as a result of the lack of partnership between home and school.
- The review of notices sent to parents indicates that two parent nights were held during this school year to discuss the CCLS. During these meetings, the teachers focused on the expectations, the shifts, and student levels as determined by the SRI. The school leader and parents report that attendance at the meetings range widely, with 10 to 15 percent of family members considered a

high attendance rate and a good response, historically. Communication is encouraged through newsletters, Parent Portal, texting, emailing, conferences, "Focus Family Nights," Twitter feed, report cards and through home visits. About fifteen percent of parents attended the Family Night events on CCLS and College and Career Readiness (CCR) in the Autumn and Spring. The school supported and encouraged attendance through providing babysitting services, food and free books. Individual electronic contacts between staff and family members, as well as home visits, are currently the most common strategies used for communication between the school and families.

- Students expressed in the meetings that they believe not all teachers have high expectations, but that teachers will teach to the students who are struggling. This is corroborated by evidence gathered through classroom visitations. Counselors state that the reason students are not making adequate academic growth and in some cases social emotional developmental health growth is due to the lack of family support. Reviewers however, found other reasons for limited student outcomes, such as the that the lack of systems and structures across the school.
- Sample newsletters indicate that the school has sent information on academic expectations and social emotional issues that impact students at middle school age. The newsletter is written quarterly for the parents of children who attend the middle school, as evidenced through samples documented. Other means of communication are in use; however, the parent survey findings available indicated that 40 percent of parents would prefer more learning to occur via the web. The school has however not yet acted on parental responses or sought to ask parents in more detail how it could better build relationships between school and home.

Impact Statement:

Partnerships between home and school are not strong. Consequently, this negatively affects these students ability to achieve the academic success required to become college and career ready.

Recommendation:

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

- Find ways of engaging parents in a regular pro-active dialogue that establishes an effective partnership between home and school and supports student behavior and academic success; involve all stakeholders in the discussions to ensure ownership and to draw upon their ideas of ways to engage more parents and families.

6.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

Overall Finding:

The school uses multiple tools to communicate with families about school and student issues and concerns but channels of reciprocal communication are not yet established.

Evidence/Information that Lead to this Finding:

- The school support team, which includes grade level counselors and a school nurse, indicate that they make home visits, phone calls, send letters, and use translation supports to make connections with parents. Their view is supported through documented evidence and cases studies. However, despite these efforts, the school continues to struggle to engage with parents who have had negative experiences with the school, legal system or mental health agencies. The school support team continue to look for ways to engage these families, but have not yet explored their ideas or those of the family, through discussions in partnership with students or parents. Contact logs indicate that counselors and administrators make regular contact with families whose students are struggling academically, behaviorally and with attendance. The school leader is beginning to have conversations with other school staff about more meaningful strategies for communicating with parents. While the district and school have websites, and documents are translated into languages other than English, it was not evident that the school has made robust efforts for alternate communication strategies with families who are illiterate, speak another language, or do not have internet access. . In addition, the school leader, parents, and teachers state that written, verbal, and electronic communications are used to contact family members, often with no response.

Impact Statement:

The lack of a clear and comprehensive plan for increasing the number of families that actively participate in a robust and focused connection with the school impedes the level of academic success required for students to become college and career ready.

Recommendation:

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

- Explore creatively other opportunities to improve the links between home and school through involving all stakeholders, to encourage response through ownership and active dialogue.

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

Overall Finding:

Opportunities for school, teachers and parents to work together to best support students' academic development are limited. This limits parents' access to work with teachers to improve the learning opportunities for their children.

Evidence/Information that Lead to this Finding:

- Parents reported that the school provided training opportunities for family on the "Family Focus Nights." The school offered a babysitting service, food and free books as well as presentations by teachers to support parental understanding of the curricula changes affecting the students.

Although attendance was low, in comparison with other historical meetings, it was judged to be a “good turn-out.”. The school welcomes and partners with family members willing and able to engage in a partnership, but such partnerships are not common. Discussions with parents, teachers and school leaders indicate that there is no formalized plan to provide on-going guidance for parents on how they can best support their child’s learning and no on-going PD opportunities provided by the school for staff that specifically teach strategies for developing community and family partnerships.

- The school leader, teachers and parents report that there is frequent one-way communication from the school to families, through email and other electronic means, phone calls, and postal mail. Other avenues of electronic training possibilities are being explored.

Impact Statement:

The school community is beginning to empower families to take action to support student learning; however, not all parents have engaged in the process. Therefore, the positive impact upon student achievement is limited.

Recommendation:

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

- Find ways that engage and empower families in their support of student learning; provide PD for staff on how to build and sustain effective partnerships with parents and families.

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

Overall Finding:

Data is collected and made available to staff as well as parents engaged with their children’s learning. However, the data is not presented to all stakeholders in ways that are always meaningful, or that facilitate strategic use of the data. Consequently, not all stakeholders engage with or understand the data.

Evidence/Information that Lead to this Finding:

- The school has only just begun to understand the importance of data as a tool to influence learning outcomes. School leaders expressed this as a priority, but the lack of opportunity provided for parents and students to deepen their understanding of the data generated by the school on a regular and consistent basis limits the impact the data can have on student academic success and emotional well-being. Parents report that teachers share data on a regular basis throughout the year and are open to questions and or discussions about their child’s data upon request. However, as the staff admit they are still in the process of learning how to use data, their work with parents has limited impact upon student achievement and well-being.

- The district has installed a number of data collection systems. One of these is the “Parent Portal” that makes specific student data available and accessible to all parents to look at student assignments, grades and attendance.
- The school leader and teacher reports, as well as document reviews, indicate that data meetings are held monthly at grade levels. Through these meetings teams are beginning to look at student work to review areas of challenge. Observation of one of these meetings revealed that teachers discuss the review of whole class work within the context of student error and performance. In addition, any actions agreed only relate to whole class instruction, with a one-size-fits-all approach in response. Assessment data was not shared and neither was the outcome of sub-groups to consider the implications for improved or altered instructional practices and decision-making to match need.
- Grades, attendance, and referral data are collected, however there is no indication that they are analyzed and used to determine support and guidance needs for parents.

Impact Statement:

The school has only just begun to understand the importance of data as a tool to influence learning outcomes. As a result, all stakeholders collectively are not empowered effectively to support student learning.

Recommendation:

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

- Establish a working party of parents and staff and students to brainstorm ways of engaging parents more effectively in the support of their children’s education; ensure that support is provided for parents in understanding and interpreting the data the school provides about their child so that they can be better advocates for their child’s learning.