



The University of the State of New York

The State Education Department

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	450801060003
School Name	Clifford Wise Intermediate/Middle School
School Address	1016 Gwinn Street, Medina, New York 14103
District Name	Medina Central School District
School Leader	Elaine B. Wendt
Dates of Review	March 11 – 14, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	4 – 7	Total Enrollment	526	Title 1 Population	62.3%	Attendance Rate	95.6%				
Free Lunch	46%	Reduced Lunch	9.4%	Student Sustainability	%	Limited English Proficient	0.3%	Students with Disabilities	7.8%		
Types and Number of English Language Learner Classes											
#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language		0					
Types and Number of Special Education Classes											
#Special Classes	1	#Consultant Teaching	1	#Integrated Collaborative Teaching		3					
# Resource Room	0										
Types and Number Special Classes											
#Visual Arts	1	#Music	2	#Drama	0	# Foreign Language	0	# Dance	0	CTE	#0
Racial/Ethnic Origin											
American Indian or Alaska Native	1.3%	Black or African American	7%	Hispanic or Latino	6.8%	Asian or Native Hawaiian/Other Pacific Islander	0.3%	White	80%	Multi-racial	10.5%
Personnel											
Years Principal Assigned to School	7	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers		2			
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification	0%	% Teaching with Fewer Than 3 Yrs. of Exp.		2%	Average Teacher Absences	5.91%			
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District		Focus School Identified by a Focus District	X	SIG Recipient			
ELA Performance at levels 3 & 4	124	Mathematics Performance at levels 3 & 4	99	Science Performance at levels 3 & 4	117	4 Year Graduation Rate (HS Only)		NA			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	NA	% of 2 nd yr. students who earned 10+ credits	NA	% of 3 rd yr. students who earned 10+ credits	NA	6 Year Graduation Rate		NA			

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

- 1. Teachers will strengthen the use of assessments to drive instruction through the analysis of data and the establishment of smart goals.**
- 2. Professional development provided in Explicitly Designed Instruction and use of teaching strategies that increase student engagement and learning for all students especially our target population who did not make AYP.**
- 3. Lesson and Unit Plans will reflect CCLS and incorporate rigorous, higher-order thinking skills.**

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 letter rating in the OVERALL RATING row as the final overall tenet rating.

#	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:				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:				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:				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:			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 families fosters their high expectations for student academic achievement.				X
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strengths 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:				I

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 school leader responds reactively rather than proactively to issues at the school. Although some decisions are designed in response to data on student academic and social-emotional needs, not all decisions are systematically followed to determine whether they are producing the desired outcomes. As a result, students have yet to achieve the high academic outcomes and social emotional well-being that are the focus of the school’s mission.

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

Areas for Improvement:

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

Overall Finding: While the school leader invited stakeholders to offer input on the mission and vision, few responded to the invitation. As a result, the school’s mission, aims, and intentions are understood by stakeholders only in general terms. The SCEP goals are not focused on student academic outcomes.

Evidence/Information that Lead to this Finding:

- The SCEP drafted by the school leader omits a statement of the school’s mission and vision, focusing instead on activities such as improving lesson plans and participating in professional development (PD). Document review indicated that input from stakeholders on the school’s mission statement was limited: seven parents responded to the invitation for comment; 15 teachers offered suggestions; and one grade seven class used the exercise as a class assignment and provided feedback on the proposed mission, vision and goals.
- The goals in the SCEP list no specified expectation of impact on student academic achievement when actions are completed. The measurable component of the SCEP goals includes statements such as “community participation will increase” and “teachers will participate in training,” neither of which stipulate the impact of these actions on student learning. Three of the goals in the SCEP are indirectly related to student learning. None of the school’s written goals include the required results-oriented component of SMART goals that clarify how they will improve student outcomes.
- The school’s SCEP does not include any goals, action items or intended outcomes to address student social and emotional well-being, despite survey evidence and student reports that suggest bullying

and misbehavior are of concern to both teachers and students.

- Interviews with stakeholders revealed confusion about the student subgroups most in need of support. Teachers and school leaders cited the target subgroups as students with disabilities (SWD) and Black students, whereas the most recent accountability report and the school leader's self-assessment list white students, economically disadvantaged students, and students with disabilities. The SCEP action items describe vague and generalized efforts not focused on the students who are most at risk of failing to meet academic achievement targets.

Impact Statement: Without the investment of all stakeholders, parents, students and community agencies in taking action toward common measurable goals in a clearly defined school plan, efforts and energy are scattered, uneven and unfocused on the core challenge of improving student academic achievement.

Recommendation:

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

- Actively engage parents, teachers and community members in an assessment and understanding of school performance using available data.
- Facilitate collaborative development of a mission, vision, goals and action items that meet the criteria for SMART goals, including explicit responsibilities for members of the school community in attainment of the school's goals.
- Establish procedures and a timeline for monitoring of progress toward the SCEP goals, distributing responsibility for monitoring activities across the school community.

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: For the most part, the school leaders' decisions are reactive to issues at the school as they arise. Decisions are neither strategic nor based on compelling evidence of need and there is minimal review of data to monitor whether decisions have resulted in the desired or intended outcomes.

Evidence/Information that Lead to this Finding:

- Examples of school leaders' decisions listed in the self-assessment and mentioned during the school leader interview are generally reactive rather than strategic: schedule changes, hiring of staff shared with other buildings, late bus supervision, class sizes, and equipment purchases. These decisions are not based on a structured review of evidence of need nor are they assessed to determine if they resolve the originating concern.
- The school leader stated she undertook a process that shows evidence of a strategic approach: the use of data to determine the need for and interest in an evening tutoring program. She surveyed 100 parents, reviewed survey responses, determined costs for the program and persuaded the school board to fund the initiative. While the school leader used a strategic approach for this

initiative, she was unable to provide data on the number of students taking advantage of the program, nor was data available on the impact of the program on the academic progress of the participating students.

- Sample meeting minutes provided for the IIT visit show that teams established at the school to help drive progress have small membership, low attendance and limited impact on school improvement. These teams include the Site-based Decision-making Team (SDM), Response to Intervention (RtI) team, and Positive Behavioral Interventions and Supports (PBIS) team. To give one example, in SDM meetings, four or fewer teachers and one of the school leaders were responsible for decisions about mission, vision, student misbehavior, substitute policy and plans for preparing for the IIT visit.
- Fiscal decisions at the school are made in reaction to teacher requests and within the limits of available funds. The decision to purchase 15 Polyvision boards before the start of the 2013-14 school year was listed in the SCEP as an effort to enable teachers to deliver highly engaging lessons for students. However, no funding for training and teacher support is included in the SCEP budget, and agendas for PD time show little time allocated to use of the boards. The school leaders' decision to purchase this technology does not include a plan to measure its effective use to improve student engagement as intended.
- Decision making and management of school resources do not include collaboration with stakeholders. Teachers indicate they have no or little influence on budget decisions or on hiring decisions. Parents note that the Parent Teacher Student Association (PTSA) is not involved in advising on governance issues. Students report that the Student Government primarily plays a role in fundraising.

Impact Statement: Without deliberate, well-planned decisions, regularly monitored to ensure positive impact on school operations and student outcomes, the school leader does not ensure that human, fiscal, and programmatic resources effectively support the well-being and 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:

- Enlist active participation from representative stakeholders and establish clear expectations for each of the school's teams. Ensure that each team has explicit responsibilities clearly linked to the improvement of student outcomes at the school.
- Adopt best practices for strategic decision making, including review of data to establish need, deep analysis of causes, selecting or designing actions to address the cause, and regular, consistent monitoring of the impact of actions on student outcomes, revising strategies as evidence dictates.

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 primary components of the Medina Central School District (CSD) APPR system are in place and in use at the school. While twice yearly observations are conducted, they do not include current student data in the assessment of performance or in the feedback provided to teachers.

Evidence/Information that Lead to this Finding:

- The school leader has followed the Medina CSD APPR system, which was implemented during the 2012-13 school year. She is in the process of completing both announced and unannounced visits. The team reviewed seven sample observation reports. The samples evaluated teachers' performance across 21 indicators for Danielson Domain 2 (classroom environment) and Domain 3 (instruction). Ratings for all 21 indicators for all seven samples were either 3 (proficient) or 4 (distinguished), with only one 2 (basic) across all indicators. While the environments of most classes visited during the review were orderly, few demonstrated the high standards of instruction described as "distinguished" in the Danielson rubric.
- Little actionable feedback from the school leader was listed on the sample observations. Strengths were noted primarily in the area of Domain 2, classroom environment. The most commonly mentioned area for growth was closer alignment with the instructional shifts in the CCLS. None of the sample reports referenced teachers' use of student achievement data in their lesson planning or referenced student data in evaluating the effectiveness of classroom teaching, despite the recent adoption of the STAR assessments and the SCEP goal of improving teachers' use of data.
- The school leader reported that she will use the second observation of the year to monitor whether changes have been made in teaching practice in response to the initial observation feedback and to track whether lesson plans aligned with the CCLS are being implemented. The current and infrequent schedule of observations is not ensuring that students experience high quality instruction.
- Required PD for all staff occurs during superintendent's conference days and at monthly faculty meetings. Core classroom teachers in grades four, five and six receive district-led training in the analysis and use of data at monthly grade level team meetings. While individual teachers may attend PD of their own choosing, there is no system in place to link PD to feedback from evaluations. Teachers in the district-led grade level team meetings are beginning to adopt practices that include setting measurable classroom academic goals; however, this practice is not a requirement for all teachers.

Impact Statement: Without frequent, systematic, and comprehensive monitoring of instructional practices that includes actionable feedback, the school leader does not ensure that every student enjoys learning opportunities or that teachers are held accountable for students to experience continuous improvement.

Recommendation:

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

- Conduct whole school informal walkthroughs frequently to collect timely evidence of instructional practices across the school. Share the findings of the walkthroughs with staff to improve instruction. Follow-up on action items in subsequent rounds of class visits to establish a continuous improvement process.
- Set an expectation that all teachers, not just those currently involved in the data dialogues, establish classroom learning goals that are measured and tracked regularly and reflect the learning needs revealed in the STAR and other local assessments. Include these progress measures in observation feedback.
- Collaborate with teachers to set timelines and targets for incorporating improved instructional practices revealed during the observation or walk-through processes. Incorporate professional learning plans into the evaluation process.

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: While there are several evidence-based systems in operation at the school, they generally operate reactively rather than proactively and independently of one another. The school leader has not put in place coordinated systems to critically examine and important school-wide practices that effect classroom instruction.

Evidence/Information that Lead to this Finding:

- Documents review revealed that the RtI system is the primary process at the school to identify students in need of academic support. The Student Support Staff (SSS) reviews student academic, behavioral, and social-emotional data and assigns students to Academic Intervention Services (AIS). The system relies on observations by staff and changes in student performance; it is not proactive in reaching out to identify students. While individual AIS teachers monitor the progress of their students, there is limited evidence that school leaders assess the effectiveness of the program as a whole in promoting academic achievement and social-emotional well-being.
- A collection of practices grounded in the PBIS program constitutes the school’s approach to behavior management known as the “Mustang Mission.” The shared practices represent the components of a “system,” but observations and discussions with staff indicate that their implementation and impact are inconsistent.
- The district-led initiative to address the SCEP goal of improving teacher skill in analyzing student achievement data is intended to build teacher capacity and establish teacher accountability for student achievement. Full-day grade level team meetings are held monthly and the products of discussions of student progress demonstrate growing skill in the use of assessment among teachers in grades four, five and six. Grade seven and special subject teachers are not included in the process.

- School leaders have yet to establish practices to gather and examine useful data to monitor progress toward the SCEP goals listed in the school’s Action Plan. In interviews, school leaders cited the completion of some activities listed in the SCEP, but could not provide evidence that the activities contributed to improved school performance. Classroom observations are conducted infrequently and provide limited evidence that the SCEP goal to produce “improved instructional practice” is met.
- The school has access to data on student social-emotional developmental health that have yet to be examined to identify needs or gaps. Both the DTSDE Survey and the Olweus Survey (bullying) administered in spring 2013 reveal evidence of ongoing issues related to student safety. However, the school has recently scheduled a review of that data for March 2014.

Impact Statement: Without systematic review by a broad group of stakeholders of the full range of available evidence to critically examine the effectiveness of school programs, practices are not consistently meeting the needs 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:

- Convene a representative group of stakeholders to conduct a review of all school data, including student achievement aggregated at the classroom and student level, social-emotional data including in-school behavior data, and other sources such as the Olweus, DTSDE, and SOS surveys. Charge the group with recommending changes in programs and practices to address identified needs.
- Revise the SCEP to include specific and measurable goals, and establish protocols to monitor school progress toward the intended targets.

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’s curricula reference the learning strands and major work of the CCLS. The enacted curriculum is a work in progress and does not provide a coherent academic program. Interdisciplinary projects and units emerge though they are not part of an intentional plan. Some teachers utilize skills in examination of formative and summative assessment data that result in modification of the instructional program to serve student’s needs. While struggling students are served by the staffing structure and design, proficient students have fewer opportunities for enrichment or advanced learning. The inconsistent implementation of rigorous and coherent curricula for all students contributes to continuing low levels of student proficiency.

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

Areas for Improvement:

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

Overall Finding: While curriculum topics are outlined in curricula maps, pacing charts and scope and sequence documents, the practices aligned to CCLS are not detailed across the year. Cross-grade meetings that allow vertical coordination have not produced a curriculum that includes a coherent sequence of learning across the grades. Infrequent monitoring of the curricula as implemented prevents the school leader from ensuring coherence and rigor.

Evidence/Information that Lead to this Finding:

- Grade level team meetings are the primary vehicle in place to help ensure implementation of the CCLS. PD and support for CCLS implementation occurs during the superintendent's conference days four times per year, monthly faculty meetings, and individualized supports with SESIS coaching as well as the grade level team meetings. Teachers have the option of participating in extended training offered offsite. Not all teachers participate in CCLS training, and knowledge and deep understanding of the CCLS essential practices and learning expectations vary across the school.
- The plan to ensure CCLS integration outlined in the District Comprehensive Improvement Plans (DCIP) includes twice yearly cross-grade level meetings; however, the orderly progression of concept development across the grades is unclear from the topical curricula maps and lesson plans examined during the review. Within the school, daily common planning time is available for teachers to collaborate on developing lesson and unit plans; the school leader reports that teachers are not required to work together, though teachers report they do often meet as a team. Common lesson plans reviewed by the IIT confirmed that some grade levels collaborate in developing plans for core subject areas, with variation in implementation evident across classrooms.
- While the school's plan to ensure CCLS implementation includes a schedule of PD activities as well as grade level and vertical meetings, the school lacks a structured process for oversight and monitoring of the quality of curricula materials produced from these activities. The IIT observed similarity between lessons about fractions in grades four, five and six, which indicates that teachers' understanding of the progression of complexity across the grades is not well-developed.
- Parents expressed concern in the interview that their children had "no curriculum materials." They reported that students have no books to bring home to enable parents to help with homework. Several parents explained they were told to go to the internet and use the EngageNY modules to learn about the content of their child's academic program. In a similar vein, teachers explained that they use whatever material they can to prepare lessons, borrowing from the EngageNY curricula modules, the *Treasures* reading series, the *Envisions* math program and internet resources.

Impact Statement: The school lacks a systematic plan to provide frequent oversight of alignment between the planned and the implemented curriculum, which lessens the ability of the school leader to ensure that all students have access to the breadth and range of opportunities embodied in the CCLS.

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 schedule of regular, embedded in-depth learning opportunities for all staff to build on the emerging knowledge of grade level teams to ensure CCLS implementation. Refine curricula maps and lesson plans to incorporate the essential practices as well as the topic or.
- Schedule regular cross-grade level meetings to examine vertical coordination of the curricula to ensure students benefit from the full range of rigor and challenge defined by the CCLS.
- Develop a system that examines curricula plans more frequently than twice per year to ensure all curricula standards are being addressed in the academic program.

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: Some teachers adjust lesson plans using data-driven protocols implemented this year in monthly grade level team meetings under district leadership. Lesson plans for grades four, five and six reference CCLS topics and list appropriately challenging materials but omit explicit mention of the depth of knowledge required to attain the learning standard. Plans mention differentiation strategies such as changes in product, pace or process but the implementation of these strategies varies. Teachers in grade seven and special subjects do not receive the same training as their colleagues and oversight of their curricula modifications is less frequent.

Evidence/Information that Lead to this Finding:

- Minutes from monthly all-day grade level team meetings for grades four, five and six describe discussions of curricula content and pacing in light of review of local assessment data. The school has adopted the STAR assessment for initial screening and progress monitoring. Students are grouped for intervention and referred to the RtI team based at least in part on the STAR results. As recorded in the minutes, curricula discussions occur primarily at the classroom level and teachers develop individual classroom goals.
- School leaders report that grade seven teachers align their curricula plans with secondary teachers at the high school. These teachers have not adopted progress monitoring assessments other than curricula-based measures, often teacher-developed. It is not evident that their curricula plans are modified in light of student data.
- Grade level lesson plans examined by the IIT were developed collaboratively by teachers and

included strategies to differentiate lesson activities and include formative assessments.. However, these strategies were enacted inconsistently across classrooms. Except in AIS classes, the plans did not describe which students would be provided with modified learning options.

Impact Statement: The lack of a coherent and comprehensive curriculum that incorporates DDI protocols restricts students' opportunities for academic success.

Recommendation:

- Schedule regular monthly meetings of grades seven and special subject teachers to use curricula-based measures to assess and revise content area curricula.
- During twice yearly cross-grade level curricula meetings, make use of available video and other resources to ensure teachers understand the learning progressions expected of students at each grade level. Conduct a critical review of curriculum maps to eliminate overlaps and fill in gaps in the content and skills students will acquire across grades and subject areas.

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: The staff collaborated on a number of interdisciplinary learning opportunities for students, integrating subject area content with particular attention to music and the arts. However, integration opportunities are not part of a comprehensive plan but rely more on ad hoc staff interactions. Technology integration is not always included as part of the interdisciplinary activities.

Evidence/Information that Lead to this Finding:

- The school provided examples of interdisciplinary learning activities that covered themes such as the Civil War and natural disasters and included local artistic and cultural field trips. As described by staff, these events emerge from informal interactions as part of a long-standing history of collegial interactions among a stable and veteran staff.
- The use of technology as an integrated part of the learning experience was not observed during the review. Teachers make use of the Polyvision boards to display sample math problems or reading passages, but these uses are not integral to the lesson. In four classrooms, team members noted students use computers for word processing, research, skills practice and enjoyment as part of reward time. Explicit technology instruction is not evident.
- In the school leader interview, the school leader acknowledged that there is no requirement to collaborate across grade levels or subject areas to create interdisciplinary curricula. She confirmed that interdisciplinary curricula emerge incidentally rather than within a structured plan.
- Teachers in the focus group repeated, "We know each other well; we know what we all teach." They asserted that their long-time relationships lend themselves to interdisciplinary interactions. In

response to a question about why choose to collaborate across disciplines, teachers indicated that student achievement would be improved if lessons increase motivation by appealing to student interests. In a follow-up question, teachers acknowledged there is no process for tracking whether the interdisciplinary work used leads to improved student outcomes.

- Both students and parents interviewed by the team expressed disappointment with the range of opportunities available to students who excel. One student said she would like the school to give students a chance to explore an area of interest in depth while still meeting the CCLS expectations. The school leader described a daily intervention period as an opportunity for teachers to provide extra support or enrichment in place of one of the special subject classes (music, art, health). This is carried out at teacher discretion and is not part of a designed plan.

Impact Statement: Opportunities for students to participate in cross-curricula activities are varied but incidental and as a result, only some students benefit from an enhanced interdisciplinary curricula to help them meet their academic goals.

Recommendation:

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

- Allocate time in whole-school meetings or district-wide conference days to foster cross-curricula discussions. Establish expectations that all students will benefit from interdisciplinary experiences within the curricula, tying the expectation to the Danielson domains.
- Provide teachers the needed depth and breadth of training to enable them to make use of the available technology to enrich their curricula. Provide opportunities at staff meetings to showcase examples of effective technology integration.

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: With the launch of the district-led data-focused grade level team meetings, teachers are implementing a system for using assessments to inform short-term curricula planning. However, the consistent use of pre- and post-assessments, benchmarks and embedded formative assessments are not in place to ensure students receive useful feedback to guide their learning.

Evidence/Information that Lead to this Finding:

- Through the district-led grade level team structure and data-focused agenda, teachers in grades four, five and six are developing new skills and knowledge in using STAR assessment results and other benchmark data to create lesson plans linked to student needs. In these monthly meetings, teachers develop grade level goals linked to the STAR results.
- Grade seven teachers do not have access to the same data training as their colleagues and instead

periodically work with secondary subject area teachers at the high school to examine samples of student work to assess the effectiveness of the curricula. Grade seven lesson plans do not indicate how variations in student abilities informed the sequence of topics or strategies for differentiating the instructional approach. Benchmark assessments in mathematics using curricula-based material are administered in grades four through seven but document review revealed limited evidence that these results are used to plan lessons. Other tests seen in classroom visits were drawn from the curricula materials, *Treasures* for ELA and *Envisions* for mathematics in grades four, five and six. There was not a coherent alignment between the full array of academic assessments, curricula assessments, benchmark assessments, and STAR screening and progress monitoring data.

- Most of the lesson plans examined used the optional lesson plan template that includes strategies for embedded formative assessments, such as exit tickets, thumbs up, and fist to five. However, even where formative assessments were used, teachers often did not take the next step of making real-time adjustments in the lesson. In 25 of the 34 classes visited, the task, pace and product of the lesson was the same for all students.
- According to students, typical feedback from teachers about their work is in the form of a grade. Students said they are occasionally allowed to revise or redo work for a better grade. The summative nature of most feedback places ownership for the attainment of learning targets in the hands of teachers and limits students' ability to take action toward their learning goal.
- Students at the school are guided to create individual academic and personal goals, a process confirmed by the school leader, teachers and students. The academic goals shared by students in the focus group were basic, such as "score 90s on all my math tests" and "improve my academic vocabulary;" these goals do not reflect deep understanding of the range of curricula expectations at their grade level. Teachers reported they review individual student goals at each report card period, although not all students in the focus group confirmed this. According to students, teachers' review of individual goals consists of sharing report card grades, and not citing target learning standards or other information.

Impact Statement: The school lacks a comprehensive plan to make full use of the broad range of assessment information to provide meaningful feedback to students to foster ownership of their learning across all grades. As a result, student achievement remains below desired targets.

Recommendation:

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

- Build on the assessment literacy skills emerging among the staff and establish expectations that embedded assessments, benchmark assessments, and other academic data inform not only curricula plans but also instructional practices. Require consistent use of data analysis protocols among all teachers to identify strengths and gaps in the curricula both within and across grade levels and subject areas.
- Require teachers to provide feedback on student work that uses the language and reinforces the

intention of the learning targets listed in lesson plans. Expect teachers to engage students, either individually or as a group, in conversations about the criteria for work that meets the learning target.

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

Tenet Rating

D

Debriefing Statement: Teachers are acquiring skills to effectively make use of summative and formative assessments to inform instructional decision-making, as well as to provide feedback to students to guide academic goal-setting at some grade levels. While classes are generally well-managed and paced appropriately, consistently high levels of engagement in higher-order thinking is less common. While some differentiation is detailed in plans and enacted in some classrooms, levels of instructional rigor vary, contributing to continuing low academic performance.

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

Areas for Improvement:

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

Overall Finding: Systematic oversight of instructional practices is insufficient to ensure that teachers are implementing the instructional practices and rigorous content as defined in the written lesson plans, pacing charts and curricula maps. While instructional practices are discussed and shared in grade level team meetings, there is not a comprehensive plan to monitor their execution across all classrooms.

Evidence/Information that Lead to this Finding:

- District and school leaders are engaging teachers in conversations about the relationships among curricula, instructional practices, aligning data and student outcomes. The monthly district-led team meetings for grades four, five and six are helping teachers analyze student academic data and incorporate those findings into short-term lesson plans. However, not all teachers are engaged in these professional learning activities or use student data to the same degree to inform curricular planning.
- The school leader stated that support to ensure implementation of data-informed lesson plans aligned with CCLS is provided by the District Curriculum Director and the SESIS who offer instructional coaching to some staff members. SESIS coaching is at the request of the teacher, however, and while the school leader uses the twice yearly observation process and walkthrough findings to encourage staff to access this support, she does not require them to do so. The District Curriculum Director visits classes following grade level meetings to ensure instruction matches

planned lessons. Formative feedback is offered to staff but there is no requirement that teachers follow recommendations.

- Document review indicated that school leaders do not frequently oversee the implementation of instructional practices. Teachers are required to submit lesson plans twice per year on an announced schedule, limiting the extent to which the school leader can track the alignment of plans with practices. Both teachers and students indicated that school leaders are seen in classrooms irregularly, estimated as once every two weeks.
- During grade level team meetings led by the District Curriculum Director, grade four, five and six teachers have begun to draft classroom level goals based on their analysis of local assessments. In one sample reviewed by the IIT, the plan was to monitor whether selected instructional practices and lesson designs help students meet specific academic targets, as measured by either the STAR screening tool or curriculum based mathematics assessments. Because STAR and the math benchmarks are administered three times per year, these classroom goals cover one or two units across the curricula. However, document review revealed that goals are not always specific, challenging or individualized. Teachers of grade seven and special subjects are not part of the data dialogues and are not required to set short- or long-term classroom goals.
- While lesson plans mention the use of embedded formative assessments to monitor whether students are meeting lesson targets, their use varies across classrooms. The IIT observed embedded assessments in 13 of 37 classes; additionally, when assessments were embedded, they were not always used to make immediate adjustments in lesson task, pace or product. Students explained that teachers sometimes use exit tickets to assign students to intervention support, which is built in to the school's daily schedule.

Impact Statement: Teachers are not yet proficient in defining differentiated goals that apply to subgroups of students needing help with specific learning targets.

Recommendation:

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

- Set expectations that teachers plan and execute lessons that reflect progress monitoring data and are responsive to immediate needs based on embedded formative assessments.
- Expand the data-dialogue process to all teachers in all subjects and grades and require all teachers to create action plans to monitor the impact of their practice on student academic performance and to set academic goals for students that are individualized and challenging.

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: While some lesson plans reference the CCLS standards but omit explicit mention of the depth

of knowledge, execution of the plans varies in the degree to which students are challenged to meet rigorous standards. Differentiation strategies are listed in most lesson plans, but their use in classrooms is nominal. Students complete the same task at the same pace in the majority of classes visited by the team.

Evidence/Information that Lead to this Finding:

- In six of the 10 math classes visited by the IIT, the focus of the lesson was fractions, the major work in mathematics for grades three through five as defined by CCLS. However, learning targets for each of the grade levels were similar. While within-grade similarity is expected, the similarities across the three grades did not reveal a progression in conceptual complexity expected to ensure student growth.
- Close reading, a key CCLS instructional shift, was the learning target in lesson plans in seven of the 16 English Language Arts (ELA) classes visited by the IIT. Teachers translated this shift into lesson activities that ask students to derive the meaning of vocabulary words from context clues. The source documents students were using generally met the expected level of difficulty (lexile) in five of the seven classes, exceeded typical levels in one, and fell below average in the other one. While the text met expected levels of difficulty, the activity to derive the meaning of vocabulary words was not challenging for many students.
- In three of the 16 ELA classes observed by the team, teachers asked students to read the text carefully to identify evidence of point of view, cause and effect, or to support a claim. Text complexity was aligned with grade level difficulty, and teachers in these classes posed probing questions to challenge students' claims. However, while some teachers implemented plans that challenged students to respond to higher-order thinking questions, most ELA classes did not offer students those opportunities. There were few instances in which students initiated discussion or posed questions that reflected high levels of conceptual understanding. In only three classes were teachers observed asking specific probing questions that were intended to prompt higher-order thinking among the students.
- Across 37 classes, team members noted 17 instances where differentiation was described in the plan but not employed in the classrooms. In nine classes, students were seated in groups or pairs and in many were invited to collaborate in their work, but the pace and task to be completed was the same for every group. In most classrooms, students had few opportunities for multiple points of access to the material. In the focus group, students explained that teachers use the Intervention period to pull in students who struggle with the instructional material. In the teacher focus group, teachers acknowledged that they struggle to differentiate instruction with classes of 20 to 25 students. Students confirmed this in the DTSDE survey, in which 32 percent of students agreed or strongly agreed with the statement, "It's tough to get extra help from teachers when I need it."

Impact Statement: While most lesson plans include references to the CCLS and the required instructional shifts, teachers do not effectively execute these shifts in most classrooms. Questioning is not always challenging and a lack of differentiation means the academic program does not meet the needs 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:

- Establish a plan for extended and intensive PD that includes deep exploration of the meaning of the CCLS instructional shifts and their implementation in the classroom.
- Ensure that higher-order questions and instructional materials that contain high-level texts and content complexity are consistent features of instruction in all classrooms.

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 school engages in reactive rather than strategic efforts to establish a learning environment that responds to students' varied needs and experiences. While the school is orderly and behavior is well-managed, some behavioral concerns hinder some students' access to an environment conducive to learning.

Evidence/Information that Lead to this Finding:

- The "Mustang Mission" is the school's version of PBIS designed to establish and manage student behavior. The practices used by many teachers include posting class rules built around the four pillars: respect, responsibility, honesty and compassion. Tickets are awarded by teachers to reinforce positive behaviors and can be used to purchase trinkets or privileges. The "Mustang Creed" is recited each morning at the conclusion of announcements. While many teachers follow the practices, teachers and students explained that not all teachers agree with the practice of rewarding students for expected behavior and do not uniformly enforced the rules.
- While the school leader and teachers claimed that the "Mustang Mission" is known and understood by all members of the school community, a description of the program is not posted on either the school's website or in the student handbook. Team members did observe rules posted in classrooms addressing expectations for behavior that reflected the pillars and students are generally orderly and obedient.
- The school leader, teachers and students acknowledged that teachers have discretion whether to adopt the Mustang Mission practices. According to parents and students, practices are implemented differently, particularly the ticket reward system, with the result that students they deemed "bad" are rewarded more than good students. Parents expressed the concern that inconsistent application of the practices lessens the value of the character lessons.
- Comments from students suggested that the school does not take student perspectives into account in developing strategies to create a positive and productive learning environment. Student government members reported they are not consulted for insight into academic or behavior issues. On the survey, thirty-one percent of students agreed that "I have ideas about how to make my school better, but I have not been asked to share them."

Impact Statement: The school has not ensured a safe and productive learning environment for all students, which means students are unable to reach expected targets. Because student perspectives are not taken into account when adopting or refining school practices, students do not see themselves as members of the school community and in control of their own 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:

- Establish common principles for behavior management that generates commitment from all teachers. Ensure consistent implementation and fair enforcement of rewards and consequences associated with the practices.
- Engage teacher representatives in a focus group to discuss interview and survey data from teachers and students that express concerns about the school's learning environment. Identify immediate and long-term strategies to resolve the underlying factors contributing to those concerns.
- Engage student representatives in a focus group to discuss interview and survey data that present concerns about the school's learning environment. Design and plan opportunities to convene a wide range of students in a problem-solving process to reduce slacking, goofing off, and other misbehavior.

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

Overall Finding: While some teachers adjust student grouping and instructional strategies in response to evidence from summative and formative assessments, these practices are not consistent school-wide. Teachers' summative feedback on students' work assignments, tests and quizzes offers insufficient information about progress toward CCLS targets to enable students to participate fully in their own learning.

Evidence/Information that Lead to this Finding:

- A key goal in the school's SCEP is to strengthen teachers' ability to analyze and use student data. With the adoption of the STAR assessment this year, the school has a screening and progress monitoring tool for students in grade four, five and six. Through the district-led data dialogues during monthly grade level team meetings, teachers in grades four, five and six use student data to develop individual classroom goals. According to minutes of prior meetings and IIT observations of one grade level team activity, teachers are researching instructional strategies that might be suitable for students with different performance profiles. However, observations indicated that data is not used to guide and inform instructional strategies in the classrooms.
- STAR data are not available for teachers of special subjects and grade seven. Teachers of those classes use curriculum-based measures to assess student progress. There was limited evidence that

teachers used this data to create subgroups or to inform instructional modifications.

- AIS teachers and special educators use a variety of diagnostic and progress monitoring tools to place students on appropriate learning paths. In these settings, students are seen working independently and one-on one with the teacher rather than in groups. It was not evident that teachers share results of diagnostic and progress monitoring assessments with students.
- Most student work examined during the visit was marked with the number or percent of correct answers. Few pieces of work included formative feedback that would allow students to improve their next effort. One high-performing student commented, “My teachers don’t really talk to me about my work.”
- Students are guided to develop individualized academic and personal goals, a strategy intended to foster student ownership of their learning. However, students explained that only some teachers meet with them quarterly to review their progress. During these progress checks, teachers review students’ grades over the course of the marking period. The school leader reported that teachers review STAR data with students, but students said that only a few teachers do so.

Impact Statement: The lack of consistency in the use of formative and summative assessments to inform instructional strategies, and the lack of timely and actionable feedback to help students improve restricts academic achievement.

Recommendation:

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

- Ensure that all teachers develop the necessary skills to better use data to inform their instructional strategies and to use data to provide feedback to students that helps them understand the aspects of their academic performance that are in need of improvement.

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

Tenet Rating

D

Debriefing Statement: The school has some systems in place to establish expectations for student behavior conducive to a positive school climate, though not all staff members implement the strategies with fidelity. While services and supports are available to address the social and emotional needs of some students, data indicates difficult issues persist. Barriers that hinder the social and academic success of some students remain, and as a result academic achievement remains low.

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

Areas for Improvement:

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

Overall Finding: The school leader relies on existing district-wide systems to address student social and emotional developmental health. While procedures are in place to gather information about student social and emotional developmental health, the school leader has yet to establish systems to examine the data or to take actions to ensure social and emotional developmental health supports are available to all students.

Evidence/Information that Lead to this Finding:

- The school's approach to ensuring each student is well known by at least one adult includes assigning students to one of four staff members (counselors, social worker, psychologist, autism specialist). However, caseloads of over 130 students for each of the four clinical specialists challenge their ability to get to know students well. Students indicated they perceive their teachers as the primary point of contact should they have concerns.
- The collection of PBIS and Mustang Mission practices that constitute the school's behavior framework creates an environment that is calm and orderly. While common rules reflecting the PBIS pillars are present in most classrooms, teachers and students report that not all teachers implement the program. The school leader has not enforced full implementation of the framework.
- A referral process is used by the RtI team to identify students in need of intensive support. Student support staff members review academic and behavioral data to develop an intervention plan. For additional services, the school makes use of other community resources, including the YMCA, Genesee Orleans Council on Alcoholism and Substance Abuse (GOCASA) and Liberty Increases Future Experiences (LIFE). While the RtI team and Student Support teams serve some students, the annual bullying assembly is the only example of a whole-school effort to address social emotional developmental health.
- The school leader has not examined the full range of available data to develop systems that can proactively address potential threats to students' social emotional developmental health. The Olweus Bullying Survey from March 2013, the DTSDE Student and Parent Survey from April 2013, results of the Suicide Prevention Survey (SOS) and reports from GOCASA offer insights about concerns among students and teachers. The Site-based Decision-making Team (SDM) received the Olweus data but attributed the negative responses to disruption due to the grade level reconfiguration at the beginning of the school year. No actions were taken to confirm the SDM's conclusion or to investigate whether there were issues needing immediate attention to protect student social and emotional well-being.

Impact Statement: The school leader has yet to put in place a rigorous system to make timely use of all available data to identify concerns and to take action to remove social and emotional developmental health obstacles to student 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:

- Schedule a review of all available data related to student social emotional developmental health by a representative cross section of stakeholders, including community agencies and mental health providers. Establish systems to identify and address emerging concerns. Communicate with parents and caregivers to ensure implementation of solutions.

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: While the school has established a framework for promoting positive behavior in school, there is no clearly articulated vision for social and emotional developmental health. Systems to ensure a safe and healthy school environment are not fully in place.

Evidence/Information that Lead to this Finding:

- The SCEP does not mention student social and emotional developmental health and does not include activities in the Action Plan to address this aspect of student life.
- The school complies with one requirement of the Dignity for All Students Act (DASA) by posting a *Bullying Incident Report* on the website, although parents in the focus group expressed frustration when trying to find it. A parent who submitted the form several times for the same and for different incidents expressed concern that the improper behaviors continued. Parents also expressed concern that some may not have internet access at home and may not be aware of the availability of the form. Students complained that the yearly bullying prevention assembly was “boring” because it is repetitive. One student suggested a better approach would be to pair older students with younger ones to teach proper behaviors and effective strategies to respond to bullying.
- Practices associated with PBIS/Mustang Mission are designed to reinforce positive behaviors through the distribution of tickets that can be used to purchase rewards. The effectiveness of the PBIS process is compromised because some teachers do not agree with the underlying principle of rewarding students for expected behavior and do not participate in ticket distribution. Students and parents expressed the view that “only bad kids get tickets” because they have opportunities to earn rewards for improved behaviors.

Impact Statement: A lack of a uniformly implemented program to promote good behavior has an adverse impact on the social and emotional well-being of some students.

Recommendation:

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

- Work with all stakeholders to determine if PBIS is the tool to be maintained and create a program that actively promotes good behavior and ensures that the social and emotional developmental health of students are met. Ensure that school leaders evaluate the program to ascertain that it is implemented by all staff members.

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: While the school involves teachers in conversations around the school's behavior program, parents and the broader school community are not enlisted as contributors to students' social emotional developmental health. Goals and activities listed in the SCEP do not foster dialogue and exchange of ideas or lead to improved student achievement.

Evidence/Information that Lead to this Finding:

- The school leader and teachers defer to the Student Support staff to deal with social and emotional developmental health issues. Counselors meet with individuals or with groups of students to defuse potential conflicts, providing attention to social and emotional developmental health for selected students.
- At Mustang Mission team meetings, teacher representatives are involved in review of school behavior data and in the design and implementation of the PBIS/Mustang Mission practices. However, attention to broader concerns around bullying, suicide prevention and drug and alcohol abuse are referred to guidance counselors or outside agencies rather than handled by teachers.
- The school leader recognizes the need for all stakeholders to become aware of the role they play in meeting the social and emotional needs of all students. Plans are being developed to define roles and ensure that the school's vision in relation to social and emotional developmental health is made a specific focus for school improvement.

Impact Statement: As the school's vision for the social and emotional well-being of students is not clearly articulated, not all stakeholders play an active role in ensuring that the school environment consistently meets the social and emotional needs 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:

- Examine existing practices and stakeholder contributions to the school climate, including but not limited to the school behavior program (PBIS/Mustang Mission). Convene a work group of stakeholders to examine and improve existing strategies and ensure that there is whole-school buy-in to creating and implementing a school mission focused on the social as well as academic needs of all students.

5.5 **The school has received a rating of *Developing* 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: While the school collects a variety of data that informs an understanding of students' social and emotional developmental health, it does not review the data systematically nor use it to respond strategically as a school community to student social and emotional developmental needs.

Evidence/Information that Lead to this Finding:

- Data about student social and emotional developmental health and school climate is available in behavior incident reports, the annual Olweus bullying survey, the DTSDE survey, a suicide prevention survey (SOS), and drug and alcohol data collected by regional social service agencies. The 2013 Olweus and DTSDE survey data have not been analyzed by the entire staff.
- While some data is collected that offers insights into school climate and student social and emotional developmental health, there is no clear plan to build the capacity of all members of the school community to make effective use of the data to develop or refine supports for all students. At the building level, behavior incident reports are reviewed monthly by the PBIS/Mustang Mission team, which recommends adjustments to practices. At the individual student level, counselors and psychologists make use of the SOS and substance abuse information provided by service agencies to deploy appropriate supports; however, teachers' role remains undefined.

Impact Statement:

The school community does not yet critically examine school-wide data to assess the learning environment and ensure that the needs of all students are identified and met.

Recommendation:

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

- Create a schedule to examine survey and other social and emotional developmental health data as soon as it is received. Use the outcomes of these evaluations to provide strategies for all staff including teachers to meet the social and emotion developmental health needs of students.

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	I
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Debriefing Statement: While a number of relationships exist to engage community agencies in support of selected students, the school has yet to create partnerships with parents to enable them to be active participants in the education of their children. The school sends out information to parents but has not engaged parents in the review of school data, evaluation of the curriculum and assessment of the school climate. Without a school partnership with parents and a broader relationship with community agencies, students do not have the full range of supports needed to ensure their academic success and social-emotional well-being.

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

Areas for Improvement:

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

Overall Finding: The school leader does not ensure that communication from the school is received and understood by families. Communication about academic expectations is primarily focused on report card grades and does not provide actionable advice for families to help their children reach high expectations.

Evidence/Information that Lead to this Finding:

- The school employs several strategies to communicate with families, including the website, materials mailed to the home, open house, parent teacher conferences and curricula meetings. The school leader distributes a monthly newsletter and posts information on the school’s website but does not track the number of website visitors and is unable to estimate how many parents have internet access. Without meaningful data the school leader cannot accurately assess the effectiveness of her communication efforts.
- Communications mailed home by the school leader describe school activities, events and opportunities but do not address academic expectations. Samples examined during the review included behavior reminders, evening tutoring opportunities, arrival times and traffic procedures. These memos are mailed to all students and are not targeted to families whose children demonstrate specific academic needs.
- Only 14 parents attended the school’s ELA/Reading curricula meeting to inform parents about the school’s curricula and academic expectations. Several parents in the focus group were unable to participate and expressed frustration with their lack of understanding of the curricula. A math curriculum night is planned for the spring; however, the school has not scheduled a meeting to

engage more parents in the ELA expectations or STAR assessments.

- Teachers use progress reports, report cards and parent-teacher conferences to communicate with families about their child's academic performance. The school leader estimated teachers averaged six or seven conferences each of three early release days, accommodating approximately half the students at the school. Conferences are scheduled during the day, which limits parents' access. As part of the conference discussion, parents were given a copy of their student's STAR assessment to review. Parents in the focus group complained that they did not receive or learn about STAR if they did not attend the conferences. One parent noted, "I had to request a conference because it's not seen as necessary for parents of high performing students to have a conference with the teacher." As a result, the school's efforts to communicate academic information do not reach all families.
- The Parent Portal is an internet access point that allows users to view student information posted by the school. The school leader reported that 353 users have been provided login credentials, but she could not cite the number of visitors who have accessed the site in any time period. Parents in the focus group complained that teachers do not keep the site current, so the information is often dated and of limited use.

Impact Statement: Without ensuring that all families receive and understand vital information about the school's academic expectations, the school and school leader do not enable parents to serve as full partners in the education of their child.

Recommendation:

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

- Ensure that all students and their families can access vital information to enable their full partnership in the school's academic program. Convene a task force of parents, teachers and students to review current communication strategies, research effective strategies at similar schools, and develop an approach that gives parents academic information they can act on to help their child succeed.

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

Overall Finding: The school's communication with families is one-way and fails to strengthen the ability of families and community stakeholders to help students achieve to their fullest potential.

Evidence/Information that Lead to this Finding:

- Samples of school materials in Spanish were provided to the reviewers, but for the most part, materials are sent home in English. The school's website does not provide information in Spanish or other pertinent languages.

- Neither teachers nor school leaders offered a plan to reflect on the quality of communication with families despite the low attendance at the ELA Curriculum Night and less than full participation in fall conferences. The school leader’s reflection attributed low attendance to parents not being interested in the information or choosing not to be involved. In contrast, parents in the focus group attributed lack of parent engagement to the fact that that information, including non-academic information, is difficult to find or not disseminated broadly.

Impact Statement: Because the school has not examined the effectiveness of its communication with families and taken action to ensure equitable access to all, families are unable to support their child’s academic achievement and social and emotional growth.

Recommendation:

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

- Conduct a review of existing means of communicating with families, gathering data on web visits, Parent Portal usage, and general internet accessibility for families. Revise the website to ensure all materials allow access to families whose home language is not English. Provide access to information for all families including those without internet access.

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

Overall Finding: While there are community relationships in place to serve selected students and some training for teachers, training is not provided for parents to improve their ability to support their child’s academic and social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- While the district improvement plan includes a book study of Joyce Epstein’s *Keys to Successful Partnerships*, similar work at the school level is not included in the SCEP and was not mentioned during the review.
- Some teachers engage with parent volunteers in designing fundraising efforts and planning field trips, but there is no scheduled PD to provide training in engaging all parents as partners to improve academic outcomes. Only 32 percent of teachers agree with the statement, “We have strong school-community relationships” on the DTSDE survey.
- Discussions with parents, leaders and staff indicate that there is no structured plan to teach parents ways to support student learning and growth.

Impact Statement: Without plans to train teachers how to establish robust partnerships or how train parents on strategies and tools to support student learning and growth, opportunities to establish a robust and focused

home-school connection are missed.

Recommendation:

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

- Explore options for staff members to build their skills in establishing sustainable relationships with parents and families. Ensure parents are provided with opportunities to learn more about how they can support their child's academic growth.

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

Overall Finding: The school shares limited academic data with students, parents and school community members and does not have structures in place to encourage dialogue that empowers all families to use the data to provide supports for their children.

Evidence/Information that Lead to this Finding:

- Although there are data tools utilized in the school, these are not used to provide parents with information about their child's academic progress. Parents reported that they are not well-informed about their child's progress. This is confirmed by review evidence. The Parent Portal is intended to offer parents access to academic and behavioral data, but parents complained that it is not regularly updated and parents who have no internet are denied access. Parents who do not speak English as a first language do not have access to information because not all documents or information are translated.
- According to parents, the information provided on student academic performance is insufficient to enable them to help their children; evidence supported this. STAR reports are only available to parents of students in selected grades and are discussed with only those parents who attend conferences. While STAR data does offer insight into specific student instructional needs, not all parents have access to the information and the school does not provide clear explanations to parents as to the interpretation of the data.
- The school has yet to share with parents some concerns about the safety of the school environment that arose in the school survey data. Parents and community members have not been provided the opportunity to examine that data and engage in dialogue about its implications.
- The school does not use data to identify family needs and target strategies to meet them.

Impact Statement: Without meaningful access to understandable data on students' academic performance and social and emotional developmental health, parents and community members are unable to effectively support student success.

Recommendation:

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

- Schedule parent conferences for all grade levels at convenient times and provide instruction in the analysis of data on each child and recommend actions to remedy identified gaps.
- Ensure Parent Portal information is updated to keep parents informed and to allow timely action by parents. Determine options for parent to access data for those without internet access or for whom English is not their first language.
- Make sure that data is used to identify family needs and provide strategies to address these needs.