



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



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| BEDS Code | 261600010034 |
| School Name | Dr. Louis A. Cerulli School 34 |
| School Address | 530 Lexington Avenue Rochester New York 14613 |
| District Name | Rochester City School District |
| School Leader | Dr. Carmine Peluso |
| Dates of Review | March 4-5, 2014 |
| School Accountability Status | Priority School |
| Type of Review | SED Integrated Intervention Team (IIT) |

| School Information Sheet | | | | | | | | | | | |
|---|------|--|-----|--|------|---|--------|----------------------------|-----|--------------|----|
| Grade Configuration | Pk-6 | Total Enrollment | 498 | Title 1 Population | 100% | Attendance Rate | 91% | | | | |
| Free Lunch | 87% | Reduced Lunch | 2% | Student Sustainability | N/A | Limited English Proficient | 3% | Students with Disabilities | 18% | | |
| Types and Number of English Language Learner Classes | | | | | | | | | | | |
| #Transitional Bilingual | | #Dual Language | | #Self-Contained English as a Second Language | | | | | | | |
| Types and Number of Special Education Classes | | | | | | | | | | | |
| #Special Classes | 1 | #Consultant Teaching | 0 | #Integrated Collaborative Teaching | 6 | | | | | | |
| # Resource Room | 2 | | | | | | | | | | |
| Types and Number Special Classes | | | | | | | | | | | |
| #Visual Arts | 7 | #Music | 0 | #Drama | 0 | # Foreign Language | | # Dance | 0 | CTE | 0 |
| Racial/Ethnic Origin | | | | | | | | | | | |
| American Indian or Alaska Native | 0% | Black or African American | 57% | Hispanic or Latino | 19% | Asian or Native Hawaiian/Other Pacific Islander | 3% | White | 21% | Multi-racial | 0% |
| Personnel | | | | | | | | | | | |
| Years Principal Assigned to School | 1 | # of Assistant Principals | 1 | # of Deans | | # of Counselors / Social Workers | .6 | | | | |
| % of Teachers with No Valid Teaching Certificate | 0% | % Teaching Out of Certification | 3% | % Teaching with Fewer Than 3 Yrs. of Exp. | 0% | Average Teacher Absences | 6 days | | | | |
| Overall State Accountability Status (Mark applicable box with an X) | | | | | | | | | | | |
| School in Good Standing | | Priority School | X | Focus District | | Focus School Identified by a Focus District | | SIG Recipient | | | |
| ELA Performance at levels 3 & 4 | 3% | Mathematics Performance at levels 3 & 4 | 2% | Science Performance at levels 3 & 4 | 71% | 4 Year Graduation Rate (HS Only) | N/A | | | | |
| Credit Accumulation (High School Only) | | | | | | | | | | | |
| % of 1 st yr. students who earned 10+ credits | N/A | % of 2 nd yr. students who earned 10+ credits | N/A | % of 3 rd yr. students who earned 10+ credits | N/A | 6 Year Graduation Rate | N/A | | | | |

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

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DCIP, etc.):

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

Deliver with fidelity the Common Core Learning Standards:

- Using grade level time to unpack modules and create lesson plans
- Work with coaches to provide feedback in order to deliver engaging Common Core Curriculum lessons and learning experiences.

Continue establishing a data driven culture:

- Lead by example – principal to use data in discussions, post in the school and in decision making.
- Coaches and administration will work together to create professional learning on data driven decision-making.

Increase Engagement during lessons:

- Provide feedback on lessons regarding student engagement
- Work with coaches to develop cognitive engagement in lessons
- Professional learning on differentiation

School Community:

- Ensure that all staff are using the SWPBIS in classrooms
- Seek viable partners for expanded day program that will increase enrichment opportunities for our students
- Continue to strengthen partnerships with:

SUNY Geneseo, FREE Partnership, Pittsford Rotary, Pittsford Schools Interact Club, Food Link, Young Audience of Rochester and Center for Youth

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: | | | E | | |

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 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: | | | | 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 | E |
|---|---------------------|----------|

Debriefing Statement: The school leader effectively utilizes available resources to meet student and school needs. The school leaders have implemented the district’s Annual Professional Performance Review (APPR) evaluation system to include conducting informal walkthroughs and providing staff with regular formative feedback tied to the school’s instructional model. While the school staff has established goals and recorded them in the School Comprehensive Educational Plan (SCEP), the goals are not specific, which hinders the staff’s ability to effectively monitor and evaluate progress towards completed the goals.

Strengths:

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

Overall Finding:

The school leader has made strategic decisions to organize fiscal and programmatic resources to target the needs of the school community.

Evidence/Information that Lead to this Finding:

- The school leader manages school resources and makes targeted decisions to fund efforts that address school needs. The school leader reported that many stakeholders, including teachers, students and parents, consider the arts program an integral part of the school’s culture. When fiscal issues jeopardized the art program, the school leader made decisions that preserved the program. According to the school leader, the previous organization that supported the art program requested additional funds from the school before the program could begin for 2013-14. The school leader shared that he researched other organizations and secured a vendor that provided better services at a lesser cost. The school leader also purchased a Teachscape 360 camera to provide teachers with technology that allow teachers to record their classroom instruction to do a self-evaluation of themselves.
- The school leader uses internal and external resources to provide professional development for staff. The school leader has imbedded professional learning communities in each grade level in the school. Additionally, the school leader collaborated with the district to provide two instructional coaches to support teachers in implementing the Common Core Learning Standards as well as other areas of instruction. School leaders work with representatives of the School Based Planning Team (SBPT) to review professional development and other areas of need to ensure teachers receive targeted support aligned with the school’s SCEP.
- The school leader organized the school schedule to include Extended Learning Time at the end of the day. Based on feedback from the school community, as well as the school’s academic

performance increase from last school year to this school year, the impact of this initiative has been positive.

Impact Statement:

The school leader makes strategic decisions to use resources to address school priorities and meet student needs.

2.4 **The school has received a rating of *Effective* 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 uses the school's evaluation systems to provide regular and on-going feedback, which positively affects student learning and achievement.

Evidence/Information that Lead to this Finding:

- The school leader conducts one announced and one unannounced classroom observation each year for every teacher. The school leaders aligns the observation process to the Danielson Model for instruction, and reviews and evaluates teacher practices against each of the four Domains in the model. In addition, the school leader regularly conducts walk-through visits and according to teachers, he provides immediate written feedback to each teacher, usually within 24 hours or less. The school leaders provide feedback linked directly to the Danielson Model. A review of documents demonstrated that the feedback is prescriptive and formative in nature. During discussions with the IIT, teachers described the developmental feedback that the school leader provides that leads to improvements in practice. During classroom visits, the IIT noted an example of a teacher acting on the specific guidance for improvement highlighted by the school leader in the observation feedback.
- The school leader uses information gathered from the evaluation process to provide targeted PD to staff- either through school-wide trainings or through sessions with the one of the instructional coaches or the school leader. Additionally, the school leader consistently emails staff training materials that align with various components of the Danielson Framework. The review team reviewed examples of the communications sent to staff. Teachers who are struggling in certain areas of classroom management or pedagogy receive support from the school leader, as well as additional support from one of the two instructional coaches. The coaches meet regularly with the school leader to review results of recent classroom observations to determine which teachers need additional training with the coaches.
- Staff reported to the IIT that the coaching assistance has helped teachers support students to meet their growth targets on the North West Evaluation Assessment (NWEA) in reading and math. Data indicate shows that student scores have increased nine points over the previous school year.

Impact Statement:

The school leaders have a fully functional system to conduct observations, provide timely feedback and targeted PD that is positively impacting teaching and learning, as well as holds all staff accountable for

continuous school improvement.

2.5 **The school has received a rating of *Effective* 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 leader has established protocols to determine the effectiveness of school-wide initiatives and to make informed decisions about strategies and supports to carry these initiatives forth.

Evidence/Information that Lead to this Finding:

- The school has structures such as bi-weekly leadership meetings and monthly School Based planning Teams (SBPT) to examine and improve school-wide practices. The school leader and coaches meet every other week to discuss immediate staff needs and recent class visits, as well as to review data. The school leader works with the coaches to develop a plan with specific timelines to identify and meet with teachers in need of additional support and to determine which areas of the school's priorities staff will focus on next. The SBPT, which generated the SCEP, meets once to twice a month to review the components of the SCEP and monitor staff progress on school priorities. The agendas and minutes reviewed by the Integrated Intervention Team(IIT or review team) show that the team discussed the school's mission, vision, PD calendar and other school priorities including, the CCLS, Data Driven Instruction (DDI), and differentiation, as well as corresponding PD and other teacher supports.
- The school leader promotes the use of data throughout the school. The school leader shared that he has required data walls to be present in most areas of the school, as it both informs the schools' stakeholders about the school's progress, as well as sends a message that he and the school values data. When interviewed by the IIT members of Vertical Team and Student Support Team confirmed that staff embraces this message and that it has influenced how teachers use data.
- To provide additional technology to improve instruction, the school leader reported that he has invested in a Teachscape 360 , a video camera that captures the entire classroom and provides teachers a 360 view of their instruction. The recordings from Teachscape allow teachers to do a self-evaluation of their teaching practices. During discussions with the IIT, teachers reported that that this strategy is beginning to impact positively on their individual practices.

Impact Statement: The school staff uses systems to review and inform school-wide practices, which is positively influencing instructional practices and student achievement.

Area 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 has a vision/mission, some goals in the SCEP are not specific to ensure the staff can consistently monitor progress and complete goals.

Evidence/Information that Lead to this Finding:

- The school leader shared that the vision/mission of the school is to “Empower to Succeed and Interact.” During discussions with the IIT, several stakeholders echoed this phrased. The school leader shared that while he did not create the current vision/mission and goals, he is in the process of developing SMART goals. A review of the SCEP demonstrated to reviewers that that some goals were not realistic and did provide specific task to accomplish the goals. For example, one goal listed is “100 percent of teachers will ensure that CCLS induce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.” While 100% participation is ambitious, there is no rubric/matrix or timeframes linked to the specific actions included with the goal.
- The school leader shared that one priority in the SCEP driving school activity is Data-Driven Instruction (DDI), and the school leader and instructional coaches are leading this endeavor. While the school leader is raising expectations in terms of creating a data driven mission there is still work to be done to ensure that these expectations translate into practice so that the school’ mission for using data to drive school improvements is an embedded and sustainable feature of its long term vision. Although the school leaders referenced DDI numerous times during interviews, lesson observations and a review of documents, demonstrate that teachers do not consistently use data to inform curricular or instructional modifications.
- Based on conversations with stakeholder groups and the school leader, the SBPT, which generated the SCEP, meets once to twice a month to review the components of the SCEP. The agendas and minutes reviewed by the IIT show that the team discussed the school’s mission, vision, PD calendar and other school priorities including, the CCLS, Data Driven Instruction (DDI), and differentiation, as well as corresponding PD and other teacher supports. This group also ensures that the staff and some members of the school community are aware of the school’s major efforts this year. All adult stakeholders could articulate that the main areas of focus this year are the CCLS, DDI, and differentiation. While a review of documents indicate that the SBPT discusses school priorities, reviewers did not find specific evidence to support how the group evaluates and monitors the progress made toward completion of goals.

Impact Statement:

The lack of SMART goals hinders the school staff’s ability to adequately monitor progress towards goals to fulfill the vision/mission.

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 a representative group of stakeholders works with the school leader to update the school’s vision/mission and to establish SMART goals. Ensure each goal has clearly defined timelines and success criteria to measure progress toward each goal.
- Promote activities to ensure all stakeholders understand the school’s data-driven mission for student achievement. Ensure that all staff consistently implements DDI in all classrooms.

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 implementation of the CCLS, their shifts, and interdisciplinary curricula is uneven between classrooms. Although the school leader provides teacher support in the implementation of the CCLS and inter-disciplinary curricula, teachers inconsistently implement strategies from PD in lessons, which limits teacher’s ability to provide curricula that maximizes student-learning outcomes.

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:

The school leader is developing a detailed plan that includes targeted goals to address the needs of different groups of students. However, teachers have not consistently implement the plan in classrooms to ensure a consistent and coherent implementation of a rigorous curriculum aligned to CCLS.

Evidence/Information that Lead to this Finding:

- Discussions with teachers and a review of documents show that the school leader has ensured that teachers use the NYS English and language arts (ELA) and math modules in each classroom. Reviewers found that staff has not modified the curricula to create rigorous lessons that contribute to college and career readiness. Reviewers noted that only a third of lessons they observed reflected the CCLS instructional shifts.
- The leader has provided supports for teachers through the feedback from his formal and informal teacher observations, as well as through the provision of instructional coaches and school-wide PD focused on implementation of CCLS across the school. However, the school leader acknowledged that teachers developing in their use of data and their adaptation of adapt curricula to meet the needs of all students. Evidence from class visits support the school leader’s comments as reviewers found that most lessons lacked alignment between the learning activities provided and the

academic needs of different groups of students.

Impact Statement:

The school leadership does not ensure that all teachers use an adaptive model when implementing the CCLS or shifts. As a result, teachers' lessons are not always differentiated or rigorous, which 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:

- Provide further training and PD opportunities for teachers to modify the curriculum so that it better meets the needs and abilities of different groups of students. Monitor teachers' implementation of PD strategies.

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:

While teachers' lesson plans include references to data, there was limited evidence that indicated teachers regularly use data to make curricular modifications to address the needs individual learners.

Evidence/Information that Lead to this Finding:

- The teachers use modules from EngageNY to drive the planning process for ELA and math classes. A review of documents demonstrated to reviewers that teachers primarily use the pre-planned lesson plans and do not consistently create or adjust plans to address students' specific needs. Based on classroom visits reviewers found that the majority of teachers did not adapt their lessons for individual student and subgroup needs. In addition, teachers did not use a wide-range of text or learning materials that challenge students or that incorporates a progression of sequenced skills to establish a clear learning trajectory for students of different abilities. The school leader reported that he provides training to assist teachers with implementing the CCLS shifts, but acknowledges that teachers are in need of additional support. To expedite this leaning process with staff, he has implemented common planning time for teams to meet with the instructional coaches and to begin planning together. However, this is a new structure and staff is still establishing protocols for these meetings.
- Classroom visits and a review of documents confirm that DDI is in the developing stage for the school staff. While most lesson plans reviewed contained elements of data, class visits demonstrated that teachers inconsistently use data to adjust instruction. The review team observed that data walls in most classrooms. During the student interviews, some students were able to state the purpose of the data walls, "They show how much progress we make." Although teaches use data walls to show growth in skills for cohorts of students, teachers do not regularly use data to individualize planning or instruction. In the grade level meeting visited by the review team,

the teachers conducted a data analysis based on the recently administered NWEA assessment and was asked by coaches to review the data and incorporate it in the process of lesson planning. Reviewers found that the alignment of the data to the CCLS was not evident. In addition, the review team found limited evidence of lesson differentiation based on data across classrooms. While the two instructional coaches have assisted staff in creating and implementing protocols for using data, the review team found few examples of the protocols implemented in teachers' instructional practices.

Impact Statement:

Teachers have not developed a consistent approach to using data to guide and inform the curriculum planning process, which limits students' from meeting the demands of the CCLS to maximize gains in 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:

- Provide increased structured opportunities for teachers to meet to plan and implement lessons that make effective use of data and learning materials to address student achievement needs. Closely monitor these collaborations to ensure teachers' implementation of strategies in the classrooms leads to improvements in student 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:

While some teachers provide integrated learning experiences for students, the school leader and teachers have not developed a comprehensive plan for teachers to collaborate to create inter-disciplinary curricula targeting the arts, technology, and other enrichment opportunities.

Evidence/Information that Lead to this Finding:

- Discussions with teachers indicate that individual teachers collaborate to provide students with integrated learning experiences. However, teachers report that they do not consistently meet to discuss ways to deliver interdisciplinary learning activities. While, the school leader has developed some partnerships with outside arts integration program, the school leader and teachers report that the programs do not support students in developing the key skills they need to improve academic performance in core content areas. During class visits, the review team found that only four of the 25 lessons they observed contained some form of interdisciplinary connections.
- Based on classroom visits, reviewers found that teachers inconsistently use technology to improve student-learning experiences or to engage them in the learning process. Reviewers saw limited examples of students actively using technology to advance their learning or teachers using

technology to provide interactive learning activities for students.

Impact Statement:

The lack of a detailed and formal plan to develop an interdisciplinary approach to the curriculum limits opportunities for students to engage in cross-curricula activities, which hinders students' ability to be academically successful.

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 leaders work collaboratively with teachers to establish a formal plan develop implement interdisciplinary curricula that targets the arts and technology within and across all grades and subjects. Provide teachers with increased opportunities to collaborate to provide all students with interdisciplinary learning experiences that promote the development of key skills.
- Evaluate the impact of this work on student engagement and academic success.

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:

While teachers use assessments, teachers do not have a comprehensive system for using formative and summative assessments for curriculum planning that meets the needs of students.

Evidence/Information that Lead to this Finding:

- According to the school leader, although teachers are beginning to develop their own form of assessments, they are primarily using assessment data from sources such as NYS and NWEA. The school leader noted that teachers are beginning to use exit tickets as part of their instructional strategies. Although reviewers observed some teachers using exit tickets during classroom visits, it was unclear whether teachers used the information gathered to inform or modify instruction.
- The school leader stated that while teachers are sharing student work to review with peers, such as, writing prompts, the teachers do not consistently analyze data to understand how to adjust their own instructional practices or to provide students with feedback. Teachers interviewed stated that they are just beginning to have students track their own progress. During class visits, the review team noted that teachers engage students in self-assessment or tracking of their work in only 16 percent of classes observed. The majority of teachers missed opportunities to provide students with feedback to understand what they must do to gain a skill or knowledge to improve their grade.

Impact Statement:

A lack of alignment between curriculum and assessment limits instruction that meets students' needs, and does not provide students with adequate opportunities to reflect on, and take ownership of, their learning, which hinders 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:

- Ensure that teachers develop and implement a plan of formative and summative assessments to inform curriculum planning and to provide consistent feedback to all students based on data.

| | | |
|---|---------------------|----------|
| 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: Although teachers have started to base their instructional practices around plans informed by student data, many lesson plans did not address differentiation. The implementation of the CCLS shifts and higher order questioning is uneven across classrooms in the school. Additionally, while most stakeholders agreed that constituents feel safe in the school, students’ disruptive behavior interferes with learning regularly.

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:

Teachers are beginning to organize instruction practices around unit and lesson plans that reflect the CCLS; however, teachers inconsistently set goals for students, which limit students’ levels of engagement in their learning.

Evidence/Information that Lead to this Finding:

- During the interviews with the IIT, teachers shared that they establish classroom goals that focus on skill sets that students were learning. However, during interviews with the IIT, teachers were unable to articulate short- or long- term goals for different sub-groups of students or individual students. Although teachers discussed the creation of Student Learning Objectives (SLOs), teachers acknowledged that they were uncertain of the projected outcomes because they were unclear about what areas would be assessed. In the student interviews, students present identified their individual learning goals.
- While evidence from discussions with staff reflects that school and teacher leaders are beginning to engage teachers in conversations about aligning plans to data, reviewers found limited evidence that teachers align their plans to data. Although discussions with school staff and a review of documents demonstrated to reviewers that the instructional coaches and teachers are beginning to break down the NWEA performance data by student and skill set to promote individualized and

group instruction, reviewers found that teachers inconsistently use this data across classrooms.

- During interviews with the IIT, the school leader confirmed that differentiation in instruction is a major area in which the teachers need to improve. The review team observed that teachers differentiated instruction to meet students' needs in about two-fifths of the classes visited.

Impact Statement:

The lack of specific goals for groups of students limits the teachers' ability to measure student progress and make modifications to instruction to promote student engagement and inquiry to ensure increased 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 plan and implement instruction based on data and that school leaders and teachers work together to set individual goals for students that are both challenging and achievable. Evaluate outcomes of these strategies to ensure that they lead to improvements in instruction and student achievement.

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:

Teachers align their instruction to the CCLS through the NYS Modules; however, teachers minimally modify curricula and instruction to provide multiple points of access for all students.

Evidence/Information that Lead to this Finding:

- While the school leader states that teachers use the CCLS to plan instruction, he acknowledges that because it is still very new to the school and teachers, not all teachers make instructional and curricular modifications to lessons to meet the needs of all students. Evidence from classroom visits conducted by the review team confirms the school leader's comments. In the 25 classes visited by the review team, reviewers noted evidence of the instructional shifts in ten or 40 percent of classes and evidence of differentiation in 11 or 44 percent of classes
- A review of teacher lesson plans show that most teachers' plans align to the CCLS. However, a review of documents, as well as teacher interviews demonstrates that few teachers include complex materials in their lessons. Teachers informed reviewers that they are beginning to incorporate higher-order questions and materials that contains high levels of text and content complexity into lessons. When interviewed by the IIT, students shared mixed responses when asked if they found schoolwork challenging. Most students said that it depended on the teacher and subject. Parents interviewed said that they believe that their child's work is rigorous, but also said it was dependent on the teacher, subject and their own child's strengths and weaknesses.
- Teachers also acknowledge that, as a group, they are at varying stages of creating multiple points of

access for all learners, and that they see this as a next step in incorporating DDI and ensuring differentiation in lessons for their students.

Impact Statement:

Teachers' current instructional practices do not consistently provide learning activities that address students' individual needs and abilities, which hinders student engagement and achievement among all groups of learners.

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 modify curricula to provide students' multiple access points to the lesson. Ensure lesson content contains high text complexity and includes higher-order questions. .
- Provide PD on providing differentiation in the classroom.

4.4 **The school has received a rating of *Ineffective* 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 lack of consistent behavioral expectations across classrooms hinders teachers and students from working together to support a learning environment that is physically and intellectually safe.

Evidence/Information that Lead to this Finding:

- The stakeholders interviewed by the review team- described variations of Positive Behavioral Interventions and Supports (PBIS) throughout the school. However, the school leader reported that PBIS is no longer being funded, and therefore, not all staff has been trained in it. Additionally, the school leader indicated that teachers chose their classroom management plan and he provides support to teachers who need assistance in this area. When interviewed by the review team, students shared variations of behavioral systems in place, and indicated that sometimes procedures vary throughout the day as they go from their homeroom teacher to their "specials" teachers.
- In almost a quarter of the classrooms visited by the review team, negative student conduct impeded teaching and learning, and many of the teachers interviewed by the IIT reported that students' negative behavior impedes teaching and learning. One teacher stated, "Disruptive students come in and out of class and there is bad language and aggressive behavior." Another teacher said, "Some kids are confrontational daily," and another teacher stated, "Compliance from students is low."
- During discussions with the review team students confirmed that some of their peers exhibit inappropriate behavior in some classrooms. Some students stated that they feel uncomfortable in class at times because they feel embarrassed if they do not know the answers to questions because some classmates will make fun of them if they give the wrong answer. Lesson observations also show that teachers provided few opportunities for students to discuss a wide range of issues or to

work together collaboratively. Reviewers found limited evidence of teachers consistently using instructional strategies that involve students in discussions that would enable them to articulate different points of view or to express opinions that reflected their differing values and perspectives.

Impact Statement:

The lack of consistent behavioral expectations from classroom to classroom limits teachers in their ability provide a learning environment that is both physically and intellectually safe for 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 behavioral management system for the entire school to follow and provide training to all staff and students in its implementation, instructional strategies, expectations, and rewards/consequences system.
- Monitor system regularly to ensure that all constituents are using protocols to support a physically and intellectually safe learning environment.

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: Though assessments are being used to plan and assess students, their application and variety provide students with limited modifications and formative feedback on which to improve

Evidence/Information that Lead to this Finding:

- All teachers interviewed by the IIT expressed that they use data to plan instruction. Teachers state that they also use data to group students by ability, as well as to adjust instruction. Although reviewers observed an example of teachers using data to plan instruction during a grade level meeting, reviewers did not find evidence of teachers consistently using these strategies during classroom visits. In only a small number of classrooms were data used to account for student groupings or to determine the appropriate intensity and duration of instruction. In addition, though much of the data conversations between teachers focused on NWEA, there were limited discussions about teacher-developed assessments. As a result, teachers do not rely on their own assessments for guidance, which hinders their ability to use formative and summative assessments to regularly, monitor student learning regularly.
- The review team found that feedback to students is inconsistent across the school. In the majority of student work reviewed by the review team, there were few teacher comments that provided guidance to students on how to improve their work or to indicate what portions of the students' work was satisfactory. Although the school leader stated that developing teachers' capacity to use formative assessments and provide feedback to students is "the next step" in his plan to improve student achievement, he acknowledges that currently much of the work returned to students is lacking constructive feedback to help students move up to the next level. During classroom visits, the IIT noted that 40 percent of teachers used formative assessments. However, reviewers did not

find evidence to support that teachers used the data generated from these assessments adjust their instructional practice.

Impact Statement:

Teachers inconsistently use data to inform instruction and provide formative feedback to students, which limits students' ability to reflect upon and assess their progress to increase 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:

- Provide teachers with training on use of data to provide feedback and adjust instruction. Monitor teachers' implementation of PD strategies to ensure that teachers consistently provide data based instruction and purposeful feedback to students that together leads to high levels of student achievement and engagement.

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: Although the school staff has begun to implement procedures to address student needs, the school staff lacks a formalized plan to consistently support and sustain student social and emotional developmental health and academic success. The school does not have a school-wide plan/program tied to the vision to promote consistent behavioral expectations and several stakeholders reported some form of disruptive behavior that has affected the learning environment. While the school has access to support services, not all stakeholders understand their role in contributing to students' social and emotional developmental health. Although the staff has begun to use data to address the social and emotional health needs of students, staff does not monitor its use of data to ensure all students' needs are met.

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:

While the school has informal processes to address student social and emotional developmental health, the school lacks a formal system to ensure that all staff know and understand how to support and sustain student social and emotional developmental health and academic success.

Evidence/Information that Lead to this Finding:

- The new leader has yet to establish a formal system that identifies social emotional developmental health needs and ensure that staff uniformly provides appropriate supports to students. Although the Social Emotional Team (SET) has informal processes to initiate various support services for

student with social and emotional needs, the SET lacks standard protocols to ensure consistency in responses to student concerns. During interviews with staff, the IIT asked if two students with identical needs would experience the same process to identify and support their areas of need. The responses offered illustrate that each student may experience different protocols to identify proper support. While some staff suggested that this may be a good thing, as support would be more individualized, most SET members agreed that initially, the processes related to identification and referral were not standardized across the school to ensure equitable support for different students.

- Reviewers found that few stakeholders outside of the SET and the school leadership were able to articulate the processes for addressing students' social emotional health needs. In interviews with all groups of adult school stakeholders, the interviewees expressed limited knowledge of the school's social and emotional support systems. While they all could articulate which staff members they would refer a child to if they believed that the child needed additional social and emotional supports, they could not state what those would be; only which staff member on the SET that they would speak to in order to make a referral. Teachers indicated that when dealing with student concerns they contact a member of SET and the team member would coach the teachers to help them identify the supports needed to address the student concerns. Teachers minimally use data to determine when they should refer a student to the SET. In the Parent Interview, all parents, except one whose child receives some forms of social and emotional support, were unable to speak to the system in place to refer children at risk, or identify their specific needs. Additionally, the School Leader also stated that there has been limited training for staff or parents in regards to social needs of students, or the school's referral process.

Impact Statement:

The lack of a formal system to address student social and emotional development health needs results in gaps in the school's ability to consistently respond to and support the social and emotional development health 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:

- Develop a social and emotional plan and communicate this plan to all groups of stakeholders. The plan should address the roles of each staff member at the school; the use of data to identify students with potential needs; the referral process and all supports available, in the school and community, which could provide guidance and supports for students and families.

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 staff is beginning to communicate a vision for student social and emotional development health, staff lacks a consistent plan/program that promotes consistent behavioral expectations school-wide.

Evidence/Information that Lead to this Finding:

- Interviews with stakeholders and classroom visits demonstrate that expectations vary across classrooms. While some staff uses elements of PBIS, the school leader reported that there is no formal classroom management system practiced school-wide. The school leader informed reviewers that as long as classroom management is not an issue with a teacher, he allows teachers to choose what system they use. He also reported that through the observation process, leaders identified three teachers whose classroom management practices needs improving. Students interviewed detailed several different methods that teachers use to communicate expectations, such as “red, yellow, green” and “red, yellow, blue, green.” Although the students articulated similar expectations in regards to behavior, such as “listen to the teacher,” “be respectful to others,” and “keep our hands to ourselves,” students described different protocols for how teachers responded to behavior concerns.
- In student, parent, and staff Interviews, stakeholders shared that while they believed that school was safe, they were aware of inappropriate student behaviors that negatively impact the learning environment. While most teachers said that they feel safe at the school they also agreed that negative classroom behavior affects classroom instruction. During class visits, reviewers noted that students’ disruptive behaviors interrupted lessons in six out of 25 classrooms. While all students interviewed stated that they like school and almost all agreed that they are in a safe place at school, several said that a small group of students’ usually disrupts classroom learning. Several students shared that while they have not experienced bullying personally, they observe incidences of bullying regularly. Parents voiced concerns about classroom disruptions by students, and agreed that the school needs to address the students’ disruptive behaviors.

Impact Statement:

The lack of school-wide plan for behavioral expectations limits staff’s ability to manage student behavior uniformly across the school to ensure all students learn in a safe environment.

Recommendation:

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

- Implement a school-wide behavioral management system, with corresponding communication, training, and expectations set for all stakeholders, as well as a means to monitor progress towards specific behavioral goals.

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:

Outside of the school’s Student Emotional Team, the schools has not yet developed descriptive roles for all school stakeholders in support of the students’ social and emotional needs; nor are protocols and processes to

strategically engage stakeholders in meeting the social emotional needs of the school adequately developed.

Evidence/Information that Lead to this Finding:

- Although members of the school's SET could articulate their roles in creating a school community that is safe, reviewers found that most other stakeholders did not understand their roles in supporting student's social and emotional needs. In interviews with the IIT, teachers were unable to state their specific roles in the identification of potential social and emotional needs of students. While all spoke to the importance of recognizing and addressing these needs, and understood the social and emotional component as it relates to academic success, none was able to cite the specific role of teachers in this process. Additionally, teachers shared that they have not received formal training of the process used to refer students, identify needs, or provide appropriate school or community services. However, teachers shared that they have referred students with academic, social, or emotional concerns to a member of the SET. Parents interviewed by the IIT, discussed the role of the SET, but did not specifically discuss their roles in supporting students' social and emotional developmental health. Interviews with parents, teachers, and school leaders indicate that these subgroups believe that although a formal system of roles and responsibilities is not in place, students who needed support received appropriate services.

Impact Statement:

The lack of clear roles and responsibilities of all adult members of the school community limits stakeholders' ability to promote a safe learning environment that meets students' social and emotional developmental health needs.

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 formal system for student referrals to include specific roles and responsibilities of all adult stakeholders. Communicate expectations to the entire school community, and provide corresponding training to support these efforts.

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:

The school leader and some staff members have begun to use data to drive decision making around social emotional issues; however, the school staff lacks consistent protocols for staff to collect and use data.

Evidence/Information that Lead to this Finding:

- Members of the SET informed the review team that while they gather some data from teachers, teachers lacks a formal system to collect data on students to make appropriate student referrals. Staff shared that the lack of a uniform process results in students receiving different interventions for similar referrals. The school leader said the way in which staff collects data affects how quickly

and consistently the needs of all students are identified and addressed.

- The school leader reported, and a review of documents confirmed that the school staff is beginning to track data around behavioral concerns and using the data to inform practice with students in the building. The school leader stated that much of the school’s social and emotional data aligned to student discipline is gathered from classroom observations and the mediation log. The school leader showed the IIT discipline data that staff uses to identify students in need of intervention. The school leader also informed reviewers that he recently initiated a meeting with a parent concerning his child’s current issues based on discipline data. In past years, the school collected and used data from PBIS; however, this system is no longer in operation. The school leader acknowledged that the lack of a standardized system for behavior expectation, limits the amount of available quantitative data that staff can use to support decision making in relation to students behavioral needs- social and emotional supports.

Impact Statement:

The lack of a uniform system to collect and track student behavior data limits staff’s ability to evaluate and monitor behavior patterns to provide appropriate, targeted support for students.

Recommendation:

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

- Develop a uniform system to gather quantitative and qualitative information about student social and emotional needs and establish protocols and practices to implement this plan. Define the role of each stakeholder group in using data to provide targeted supports to address student’s needs.

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

Tenet Rating

D

Debriefing Statement: Although communication with parents and families is occurring, school staff inconsistently communicates with parents, which impacts staff ability to share the school’s expectations for student success and to develop a strong home-school connection. The school staff has made progress in providing students and families’ access to community agencies within the school, but the staff has not communicated their availability to all stakeholders. While some parents receive student achievement data, the school staff does not have a system to ensure all parents consistently receive and use available data to help them support their child’s success.

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:

The school communicates with students and families through different mechanisms; however, not all parents have equal access to information.

Evidence/Information that Lead to this Finding:

- The school staff hosts events, such as ELA/math Night to inform parents and families about each child's academic success. However, discussions with the school leader indicate that parental attendance at events such as ELA/Math Night are only attracting just under a half of parents. The school leader also said that staff plan Parent-Teacher Conferences, but the participation rate is about twenty percent. Staff reported that both the school and district uses Robo-calls to share information about school events. However, parents shared that the calls do not provide specific information about the school's expectations for students.
- Although teachers report that they contact parents to inform them of academic and behavioral expectations, both parents and teachers report that teachers do not regularly contact parents throughout the year. Parent also shared that staff outreach efforts primarily targets parents who are involved at the school. Some parents shared that not all parents receive updated student progress and the one who do had to request the information. While staff posts information around the school, reviewers were unclear how the school staff ensures all families receive the information posted.

Impact Statement:

Although school staff communicates with parents, inconsistent communications and the lack of specific information about the school expectations for student achievement, hinders some families from supporting students' 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 a school-wide plan to communicate with families. Establish set items that teachers need to cover with parents in regards to their child's achievement data, and what the parents can do to help with their child's academic growth. Regularly monitor school staff's efforts to build family-school relationships and adjust efforts accordingly.
- Track parent attendance data related to all school events, and set goals for parent attendance for upcoming events.

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 staff does not consistently facilitate the two-way communication necessary to create partnerships that regularly support student growth at home. .

Evidence/Information that Lead to this Finding:

- The school leader reports that he and the staff value communication between the school and families. The school communicates with families through phone calls, teacher conferences, mailings, and special events. Although district correspondence is sent home in a variety of languages, a review of documents and conversations with school stakeholders showed that letters sent home from the school only are in the English language. According to staff if other translations are required, the parent must request them.
- During discussions with the review team, the school leader and staff shared concerns about the level of parent engagement. However, the review team found limited evidence of the school's effort to monitor and evaluate its communication efforts with parents to increase families' engagement levels.
- According to a Parent Teacher Association (PTA) representative who also serves on the SBPT, parents would like to collaborate with the school to increase parent involvement and information dissemination. This representative shared a recommendation to create a resource book that details community agencies available to assist families. The school leader indicated he is aware of this idea and has plans to investigate it further.

Impact Statement:

The lack of consistent opportunities for reciprocal communication, limits the ways in which families can support their child's academic achievement and social 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:

- Develop a comprehensive plan to use multiple interactive communication tools to provide regular opportunities for parents to dialogue with the school staff concerning students.
- Provide translated materials in the prevalent languages at the school.
- Develop an evaluation/monitoring system to determine the quality of family communication.

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:

Although the school staff has some partnerships and provides limited training to parents, the school staff lacks a formal plan to provide consistent training to support student success.

Evidence/Information that Lead to this Finding:

- The school collaborates with community organizations such as SUNY Geneseo, FoodLink, and a local Rotary club to offer various resources that support the school's academic efforts and to provide

needed services to children and their families. While school staff share that these initiatives have had some success, during interviews with the IIT, parents comments illustrate that not all parents are aware of the resources available at the school. One parent said, "I wish the school could create a resource document to proactively inform families of available supports." The other parents in attendance at the meeting agreed with the comment.

- While interviews with the school leader and parents indicate that staff focused on increasing parent involvement through volunteer opportunities and limited trainings, the school leader acknowledges that formal protocols are needed to strengthen the school/parent partnership. Interviews with parents and the school leader confirm that there are opportunities for parents to volunteer in classrooms and at special events, such as Foodlink, book fairs, and ELA/Math Nights. According to the PTA representative, the PTA has more active members than when the school year began. While a review of documents shows that school staff hosted informational session throughout the school year to provide some training for parents, parents commented that not all parents are aware of these sessions and usually parents who visit the school regularly are the ones who attend the trainings. In addition, teachers reported to the IIT, that staff has limited access to training on how to develop partnerships with parents and families.

Impact Statement:

The limited training opportunities for both parents and staff to develop partnerships to support student success limits the home-school connection, which hinder parents from participating at maximum levels in the support of their children academic, social, or emotional development.

Recommendation:

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

- Provide regular and on-going PD to both staff and families that would allow both groups to support the social, emotional, and academic health of the students.

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:

The school provides parents with student data unevenly across the school.

Evidence/Information that Lead to this Finding:

- Interviews with parents and staff reflect that the school does not have formal or consistent protocols to share data with families. School staff reported to the IIT that when the NWEA data results come in, the school staff shares the results with parents. While some of the parents interviewed stated that the school staff sent data sheets home quarterly with the report card, some parents said that the school does not send NWEA data and accompanying explanation home regularly. Parents' comments included, "it depends on the teacher if this information is given, "it

seems to be based on parent request.” The parents who reported they received the NWEA data shared that the results do not always make sense and that it would be helpful to have a staff member review the data with parents. Additionally, while the data sheets provide comments on areas of concern from the NWEA assessments, the comments did not include specific strategies that parents could use to assist their children at home.

- According to the school leader, he has made it his mission to have the school become data driven. In every classroom and in the instructional coaches classroom, data walls are prevalent, each referring to progress made towards gains in ELA and math. While parents confirmed that they see these data walls throughout the school, they do not regularly receive data concerning their child’s academic performance, behavioral patterns, or other areas for which parents could provide additional support at home. The review team found limited evidence show that the school staff has consistent approaches to collect and disseminate, to parents, data related to students’ social emotional developmental health.

Impact Statement: A lack of a consistent approach to share student data with families impedes parents’ ability to access and use data 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:

- Provide regular data nights to allow parents and families to learn about their individual child’s progress. Additionally, provide PD opportunities for families to understand how to read, use, and analyze school and student data to enable them to support their children’s education.