



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	140600010017
School Name	Early Childhood Center # 17
School Address	1045 West Delavan Avenue
District Name	Buffalo City School District
School leader	Contann Dabney
Dates of Review	December 3-5, 2013
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration		PreK-4	Total Enrollment		426	Title 1 Population		417	Attendance Rate		YTD: 90.86%
Free Lunch	292	Reduced Lunch	11	Student Sustainability	94%	Limited English Proficient	0	Students with Disabilities		25.8%	
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		5	#Consultant Teaching		5	#Integrated Collaborative Teaching					0
# Resource Room		0									
Types and Number Special Classes											
#Visual Arts	0	#Music	0	#Drama	0	# Foreign Language	0	# Dance	0	CTE	0
Racial/Ethnic Origin											
American Indian or Alaska Native	.7%	Black or African American	67.5%	Hispanic or Latino	16.9%	Asian or Native Hawaiian/Other Pacific Islander	1.2%	White	7.8%	Multi-racial	5.9%
Personnel											
Years Principal Assigned to School		1	# of Assistant Principals		1	# of Deans		0	# of Counselors / Social Workers		2
% of Teachers with No Valid Teaching Certificate		3%	% Teaching Out of Certification		0%	% Teaching with Fewer Than 3 Yrs. of Exp.		6%	Average Teacher Absences		11%
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		No	SIG Recipient		No
ELA Performance at levels 3 & 4	16.9%	Mathematics Performance at levels 3 & 4	9.7%	Science Performance at levels 3 & 4	54%	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			
N/A	American Indian or Alaska Native		Black or African American
N/A	Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander
N/A	White	N/A	Multi-racial
N/A	Students with Disabilities	N/A	Limited English Proficient
No	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
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	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		

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

1. 100 percent of teachers will improve instruction through implementing the CCLS.
2. Frequent data analysis will be used to inform planning for Response to Intervention.
3. 85 percent of staff will receive district level professional development.
4. 100 percent of staff will receive professional development at the school level.
5. Increase student attendance from 89.34 percent to 92 percent for the 2013-14 school year.

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 tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

#	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			X	

	learning.				
	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:		E		

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:			E		

School Review Narrative:

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
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Debriefing Statement: The school leader, in her second year at the school, has established a culture of data usage and has supported teachers’ implementation of the CCLS. While the school staff uses best practices to drive improvement initiatives, staff is in the early stages of developing systems to monitor these school-wide practices. The school leader effectively uses available resources to address and meet the needs of the community. She employs an inclusive decision-making model to foster staff collaboration and build capacity. The school leader’s strategic decisions are positively impacting school improvement initiatives.

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.

- The school leader has made strategic decisions to organize resources to address the needs of the school community. Discussions with school staff and the review of school documents by the Integrated Intervention Team (IIT or “review team”) confirm that the school leader collaborates with staff to create and implement protocols that address and support student achievement. For example, the school leader has regularly scheduled meetings with school stakeholders; established several teams consisting of a cross section of staff to address the school’s most critical needs, including the Leadership Team, the Grade Level Team, and the Vertical Grade Level Team; provided staff with support to implement the Common Core Learning Standards (CCLS) shifts and to use data and assessments to drive curriculum development and instruction. School staff informed reviewers that the school leader adjusted the bell schedule to allow students to receive additional math instruction and teachers to have grade level common planning times to focus on student academic data and instructional planning. When interviewed by the review team, the school leader said that she has partnered with a local institution called Community Action Organization to obtain a three-year 21st Century Grant for an afterschool program. In addition, the school leader told reviewers that she is in the process of writing a School Improvement Grant (SIG), to acquire funds to change the student support teacher position from a half-time position to a full time position. The school leader regularly communicates with the district to advocate for additional staffing needs. As a result, after submitting a proposal she was successful in securing an additional 0.5 Full Time Equivalent for a social worker, resulting in a full time social worker at the school to support students’ social and emotional health needs. The school leader’s proactive efforts in acquiring and utilizing resources to meet the needs of students and staff are meeting school needs and contributing to school improvement efforts.

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.

- The school leader has a system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct teacher observations and track progress of teacher practices. When interviewed by the IIT, the school leader said that she and the Assistant Principal (AP) are present in classrooms approximately once a week for either formal observations or informal walkthroughs. Teachers interviewed and the documents reviewed by the IIT confirm that their observations occur in this manner. During discussion with the IIT, teachers indicated that the feedback they receive from the observations is timely and outlines in detail the aspects of instruction that worked well and those areas that were in need of development. One teacher told reviewer that the areas identified for improvement during the visits become the focus for future observations. During the Vertical Teacher Meeting, teachers discussed with the IIT the feedback they receive from informal observations. One teacher informed reviewers that the day after visit, school leaders provide feedback that is concise and helpful. Another teacher indicated that occasionally the feedback that follows informal observations is not as specific as the feedback from formal observations. However, school leaders are aware of these concerns and plans are already in place to ensure that all observations, whether formal or informal, are afforded the same quality of feedback. The school leader stated to reviewers that leaders articulate to teachers their expectations for quality instruction, including using data, employing higher-order questioning during instruction, and working towards the CCLS shifts. All seven teachers at the VTG agreed with this summary. The school leader stated that the primary purpose of her classroom visits is to provide guidance and support to improve the quality of instruction and student learning. She told reviewers that she also uses the classroom visits to determine what PD to provide staff, via the school-wide training that she leads during Common Planning Time (CPT) or through the individualized support she provides to each teacher during post observation meetings. The school leader’s system to observe teachers and provide feedback holds all staff accountable for improving student achievement.

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).

- The school leader shares the school goals and vision with the school community. However, not all goals are Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART). When interviewed by the IIT the school leader told reviewers that the school’s goals were derived from a district-led curriculum audit in spring 2013. The goals focus on aligning instruction to the CCLS, using data to drive instruction, improving attendance, increasing PD opportunities for staff, and reducing the number of students sent to the office with disciplinary referrals. Reviewers found that the goals included in the School Comprehensive Educational Plan (SCEP) includes a focused activity; however, the goals lacked a detailed action plan, a formalized process to measure each goal quantitatively and a specific time-frame to complete the goal. Reviewers found that stakeholders interviewed were able to communicate the school’s vision and goals. During the Parent Group meeting, when participants were asked if they knew what the vision of the school is or what the school goals are, one parent responded, “We attended a meeting in October where we were told about a three year plan they [the school staff] were writing to qualify for a grant and they wanted input from parents about the future of the school.”

The parents interviewed by the IIT indicated that as a collective, parents approved and submitted a Parent Compact for the 2013-14 year that reiterates the school-wide goals and the role of the whole school community in accomplishing these goals. However, though the school community embraces the vision, the lack of SMART goals hinders the school community's ability to make progress towards the goals and overall school improvement.

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).

- Though school leaders utilize best practices to drive school improvement efforts, the school staff lacks evidence-based systems to evaluate and measure the effectiveness of school practices and to monitor progress toward school goals. When interviewed by the IIT, the school leader indicated that the teachers use data to drive instruction and exit tickets as a formative assessment tool. According to staff interviewed by the IIT, the school leader has introduced regularly scheduled meetings and events such as Common Planning Time (CPT), the Leadership Team, and Grade Level Teams, which allows staff to meet regularly to discuss data, pedagogy, the CCLS, school climate and culture, and other items linked to the SCEP Plan. The school leader informed reviewers that the school staff established a goal to increase attendance rates by three percent over last school year's rate. In addition, the school leader informed reviewers that the district's data indicates that the school has improved its overall attendance rating in comparison to other schools in the district. However, the reviewers did not find evidence indicate the specifics actions and strategies school staff used to facilitate the increase in attendance. The school staff has established practices targeted at improving student achievement. However, staff is in the early stages of developing systems to monitor and track the effectiveness of these initiatives. The lack of program evaluation protocols hinders the staff member's ability to determine their progress towards school goals and to make necessary adjustments.

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: There are clear expectations provided by the school and district leaders regarding implementing a rigorous Common Core Curriculum. The school is utilizing a backwards-planning model to adapt the district-provided curricular units to meet the needs of the school population. However, the implemented curriculum does not fully support the CCLS shifts, and lesson plans do not consistently meet the needs of all student subgroups. This inconsistent adaptation of curriculum results in teacher practices that limit student engagement and improved student outcomes.

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.

- Though the school leadership provides regular and ongoing support to school staff in regard to the PD and implementation of the CCLS, there is a disconnect between the support and resources provided and the fidelity with which data and instructional strategies are used to provide a robust, engaging, and rigorous instructional experience for all learners. In discussions with the review team, the school leader and teachers indicated that teachers are at different stages in their use and implementation of CCLS strategies. The lesson plans evaluated by the review team align to the CCLS and include a section on specifically designed instruction that articulates instructional modifications. However, reviewers found teachers did not demonstrate these strategies during classroom observation. For example, of the 16 classrooms observed by the review team, only three teachers employed differentiated instruction and only eight teachers asked higher-level questions. In approximately a third of classrooms, teachers engaged students with higher-level activities. Reviewers found that in the lessons where teachers placed students in small groups, all students typically received the same materials and assignments. Teachers interviewed by the IIT, reported that they pull students into small groups to try to bring them back up to grade level, but the lack of differentiation makes it difficult to meet the needs of all students. Not all teachers implement the CCLS with fidelity. Consequently, not all students are consistently engaged in lesson activities that include higher-level questions and other rigorous tasks to prepare them to meet the demands of the CCLS.

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.

- Currently, a limited number of teachers use available school data to drive the CCLS shifts. Though there are protocols in place, such as exit tickets, action plans, Common Formative Assessments (CFAs), and student data clipboards, not all teachers implement these strategies during instruction. When interviewed by the review team, the school leader indicated that many staff members do not use data consistently during instruction. Reviewers found that few teachers used data to differentiate instruction during classroom demonstrations. For example, during classroom visits, reviewers noticed that teachers provided students with the same materials and assignments, regardless of the students' skill or knowledge level. Through discussions with school leaders and teachers reviewers learned that the district administers CFAs three times a year and the data derived from these test is used to determine what standards need to be re-taught. During the CPT observed by the review team, the school leader led a review of how staff can use exit tickets to derive data student data, and then the staff present developed a subsequent action plan. Review findings indicate that there are data compliance expectations in place. For example, during the Vertical Team Group meeting, teachers discussed in detail the expectations of using data to drive instruction. However, the impact of these protocols is minimal because not all teachers use data consistently in classrooms to improve instruction and student achievement. The lack of data-driven differentiation in both curricula and

instruction limits students' access to instruction that promotes their CCLS skills and increases their opportunities for academic growth.

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.

- The school leader and teachers are in the beginning stages of developing a plan that will allow teachers to partner within and across grade and subjects to create interdisciplinary curricula. School staff meets to discuss curricula; however, a formal protocol for grade-level and subject integration is not yet in place. The IIT reviewed a curriculum calendar, established by staff that includes math modules and a cross-references of classes to which each module could be linked. During classroom observations, reviewers found limited evidence that teachers were making these curricular connections. The English language arts (ELA) and math lessons observed by the IIT included limited references to other disciplines. When interviewed by the IIT, the school leader reported that staff has created an arts integration program, projected to start in January 2014. The school leader also stated that the core curriculum for science and social studies has reading embedded within the program and that all subjects use a 4-point writing rubric. During discussions with reviewers, staff indicated that teachers meet to discuss curricular; however, special area teachers are not part of planning or collaboration meetings. The lack of a formal structure that allows all teachers to collaborate on integrating curricula, limits teachers' ability to create and implement interdisciplinary curricula, unit, and lesson plans that target the arts, technology and other enrichment opportunities.

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.

- The school staff uses formative and summative assessments; however, not all staff regularly uses data to inform or modify instruction. During discussions with the IIT, the school leader reported to reviewers that all students participate in the district's Common Formative Assessments (CFAs). While test and assessment data reviewed by the IIT, show that all students participated in multiple CFAs last year, teachers and the school leader told reviewers that staff do not have access to last year's results and are unable to see growth from last year to this year to get baseline data on their students. The school leader told reviewers that staff uses the New York State Assessment Data to determine "Focus Standards" or areas of student need. The team did not see evidence of how teachers use data from the NYS assessment to plan or implement lessons. Through document reviews and classroom observations, the IIT found that teachers inconsistently use data to inform lesson planning and instruction. The IIT reviewed lessons plans and noted that some plans included both whole-and small-group instruction. However, during classroom visits, reviewers found that in classes where teachers used small group instruction, they did not differentiate lessons and students used the same materials and worked on similar tasks. During discussions with the IIT, teachers reported that teachers of ELA and math use exit tickets to gather student data after a lesson. Reviewers observed one math class in which the teacher grouped students according to the exit ticket data from the previous day. Reviewers found that the teacher effectively differentiated the lesson. Student reflection was evident in some

classrooms where students were asked to review their work and make changes based on formative comments from teachers. Additionally, during the Small Student Group, the students brought work and were able to discuss not only their grade but also why they received the grade and how they could improve. In half of the classes visited, teachers checked for understanding and adjusted instruction accordingly. Though reviewers observed that 14 out of 16 teachers posted student-learning objectives at the beginning of their lessons, most teachers did not review the objectives with students prior to or during the lesson. Teachers do not regularly use data to inform and adjust instruction, which impedes the staff's ability to base instruction on students' needs and provide more opportunities for students to take ownership of their learning.

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' lessons and instruction do not consistently reflect the instructional rigor or higher-order thinking necessary to engage students in their learning at all levels. Though teachers are beginning to examine their own instructional practices and use data to drive instruction, they are in the early stages of implementation. Teachers review student-specific formative and summative data to develop instructional interventions that will lead to inquiry and engagement. However, most teachers are not differentiating instruction for groups of students or for students from all subgroups. Therefore, students have inconsistent opportunities for higher-level thinking and achievement.

Strengths:

4.4 **The school has received a rating of *Effective* 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.

- Teachers and students work together to create a learning environment that is safe and responsive to the needs of learners. Positive Behavioral Intervention and Supports (PBIS) is the school-wide, tiered intervention program that focuses on the needs of all students. Its incentives have been implemented to increase positive behaviors in the school, including dances, bowling parts, skating party, pencils, and Star Students. Teachers receive a checklist that incorporates the management strategies that the administration expects to see implemented. According to interviews with all stakeholders, PBIS is a successful program, understood and applied in each classroom, and helps create a positive classroom climate conducive to instruction. During the student group meetings, students reported that they understand PBIS, and recited classroom expectations tied into PBIS. In the Vertical Teacher Focus Group, teachers stated that they use PBIS and that it is part of the school's culture. Parents reported that the rules in the school are consistent with rules they have in their homes. One parent said, "Teachers call home when students do well on something or if there was an issue I needed to be made aware of." All parents at the Parent Meeting agreed that they believe that this school was a safe place for their child. The review team conducted 16 classroom visits and observed no incidents of negative student conduct that obstructed instruction. Further discussions with students indicate that students are given opportunities to share their views and opinions in classroom discussions. Reviewers also

noticed that students were actively engaged in lessons, and raised their hands to answer questions. This results in students learning more about each other's beliefs and values as well as giving them a voice in their educational experiences. The school staff has established a plan to create a learning environment that is intellectually and physically safe in meeting the needs of its learners.

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.

- The school does not organize Instructional practices and strategies school-wide that align with the CCLS and address all student needs. When interviewed by the IIT, teachers said they are required to submit lesson plans that are derived from the CCLS. The school leader reviews teachers' lessons to ensure CCLS alignment and then gives feedback to the teachers. According to teachers interviewed this practice is new as they indicated to reviewers that until recently they derived their lessons from textbooks and workbooks. While the vast majority of lesson plans reviewed by the IIT met CCLS criteria, the lessons observed did not include an implementation that demonstrated an abundance of rigor, higher-order questions, or the application of the CCLS shifts. Reviewers did not find evidence of the PD and feedback teachers received in the lessons observed. Both the school leader and teachers agreed that the CCLS have been a major shift in teacher planning, but the school is still in the developing phases of this change. While the school is beginning to develop differentiated unit and lesson plans, implementation of instructional practices do not yet reflect the CCLS shifts or meet the needs of the learners in order to increase student academic 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.

- Instructional practices do not consistently reflect the rigorous shifts required by the CCLS or provide multiple points of access for all students. The IIT observed 16 classroom lessons, and though groupings were apparent in many of these lessons, the instructional practices did not demonstrate the use of data, differentiation of materials, or varied instructional strategies. Additionally, rigorous instruction was absent in the majority of classrooms observed and lacked connection to the PD the school has offered on implementation of the CCLS. For example, zero classrooms had students engaged in Close Reading or Writing from Source; while use of Text-Based Evidence was only evident in 11 percent of classrooms and Academic Vocabulary was only evident in 22 percent. While the practice of higher-level questioning was prevalent in half of classes visited, only one-third of the students observed were cognitively engaged with higher-level activities in the classes visited. The inconsistent application of instructional practices across the school, aligned to the CCLS, limits the access of students to learning and does not provide an opportunity for increased academic achievement.

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).

- The school is gathering data based on assessments but is in the beginning stages of using this data to inform instruction. Though the school and teachers generate data through formative and summative assessments, evidence of the use of this information in the form of data-based instruction was absent in the majority of classrooms visited by the review team. The school leader told reviewers that teachers are required to have data clipboards with school data to inform instruction; however, reviewers found limited evidence to support that the teachers were actually using this data to make instructional decisions for groups of students or individuals aligned to the CCLS shifts. The teachers had groupings of students in approximately two-thirds of the classrooms visited; however, most of these groups did the same lesson with the same materials as their counterparts, with no differentiation of learning based on formative or summative assessment data. The school leader commented to reviewers that instructional practices at the school is not where she want them; however, and her goal is ensure that instructional practices at the school align with the CCLS. The school staff gathers formative and summative student assessment data, but does not use this information to adequately differentiate instruction to meet the needs of individual learners and thereby increase student academic achievement.

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

E

Debriefing Statement: The school has an effective system for identifying and supporting student social and emotional well-being, which involves staff use of data for referrals. In addition, staff monitors the effectiveness of student supports and delivery systems. Parents, teachers, and students believe that students are safe and supported at the school. As a result, the learning environment is conducive to student academic and social success.

Strengths:

5.2 **The school has received a rating of *Effective* 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.

- The school has established effective systems to help support student social and emotional developmental health. The school leader in discussions with the IIT shared that the staff has systems, such as a check-in/check-out, which requires students who have demonstrated the need for behavior monitoring to check in and out of school daily with an assigned adult who reviews student behavior record for the day and acts as a mentor. Staff reported that about 30 students are in this program; however, all students have a designated member of staff they can turn to if they have any problems or concerns. The review team observed on one morning of the review, that student support staff greeted each student as he or she enter the building. The staff informed reviewers that the Student Support Team (SST) does this daily to look for any signs of social emotional change or distress in students. The school leader reported that the school has a Say Yes to Education site facilitator who coordinates

services for students that may include home visits, case management and advocacy, linking families to outside resources, individual and group counseling, academic assistance, and transportation to and from events. These systems are proactive and provide the supports necessary to create an inclusive school model, which initiates supports, allowing students to fully engage in a school environment that effectively promotes students' social and emotional well-being.

5.3 **The school has received a rating of *Effective* 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.

- The school promotes a vision for social emotional developmental health aligned to PBIS to provide all stakeholders with a safe and healthy learning environment. The school uses the PBIS program to help promote expectations for a safe learning environment. Staff interviewed by the IIT, told reviewers that there is a PBIS committee called the Universal Team that handles Tier 1 initiatives. A document binder reviewed by the team showed evidence of PBIS committee meeting agendas and information about the incentives used school-wide to encourage and reward positive behavior. Students can earn Stop, Think, Act, Responsibly (STAR) bucks. Staff meeting agendas showed agenda items on PBIS updates to staff. Students and parents interviewed by the IIT, informed reviewers that they feel the school is safe and secure. During student group interviews, students expressed positive views such as, “teachers watch us so we don’t get hurt”; “we practice fire drills”; “we are safe on the playground so no one gets hurt”; “the principal makes sure that there are no unsafe people in building.” Members of the SST, which includes the guidance counselor, social worker, and psychologist, also reported that the school is a safe and healthy environment. When interviewed by the IIT, a student in grade two shared the behavior management system stating that, “when students break rules they need to move down on the chart. Based on how far you move down, this will decide what happens to you. You can do better and get yourself moved up.” The school-wide measures, aligned to a program for social and emotional developmental health, foster a safe and healthy learning environment, which meets the needs of the students.

5.4 **The school has received a rating of *Effective* 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.

- The school community values and works together to provide a safe environment and promote student emotional and social well-being. During the school visit, the review team did not witness significant misbehavior in the classroom or common areas of the school. When a child did misbehave, a reviewer observed that the staff member spoke quietly and respectfully to the child until a school leader was available to speak with the child. A Student Support Team member reported to the IIT that the school leader delivers PD at faculty meetings on topics such as safety, responsibility, and respect. The members of the staff have created brochures that outline procedures for the SST and for how children should be referred to the Child and Adolescent Treatment Services (CATS). Staff reported that when the Tier 1 and Tier 2 teams meet, the agenda spells out their roles so that all members are clear on their specific responsibilities in the student referral process. One parent reported to reviewers that

last year his child’s pre-K teacher informed the family that their daughter was not progressing in speech and Occupational Therapy (OT). This prompted the family to seek additional outside support that led to increased student independence and progress, which the parent attributed directly to the school for helping the family understand the process for getting the child necessary services. The school staff established support systems have created an environment that is inclusive of all stakeholders, which helps promote student social emotional developmental health and in turn impacts positively on academic achievement.

5.5 **The school has received a rating of *Effective* 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.

- The school has structures for using data to respond to students social and emotional developmental health needs. The school uses data to track and support the social and emotional needs of students. There is evidence of a data tracking spreadsheet that shows improvement in various school support programs such as check-in/check-out. Staff reported to the IIT, that the school staff uses data throughout its referral processes such as attendance, DIBELS, work samples, assessments, and classroom observation data. Staff also reported that parents and teachers can refer students to the Student Support Team. When students are referred the SST a team member meets with the teacher and student’s parent using a standardized protocol to discuss and determine the appropriate follow up in order to meet the student’s needs. The teacher and team then provide regular and ongoing communication with the parent on the student’s progress. The referral system allows the school to monitor its goal in order to provide the necessary student support. Established structures for using data to respond to the social and emotional developmental health needs of students are in place, which provide an opportunity to influence positively student academic achievement.

Areas for Improvement:

All ratings for this Tenet are either **Highly Effective** or **Effective** and therefore, comments are listed under **Strengths**.

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	E
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Debriefing Statement: The school attempts to foster positive relationships with families, connects them with community supports, and offers stakeholders multiple opportunities to engage with the school. While a significant number of parents do not regularly take this opportunity, the Parent Facilitator and newly added Say Yes to Education site facilitator are increasing family and community outreach. As a result, family and community members have additional opportunities to promote and support student learning and development.

Strengths:

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

achievement.

- The school is proactive in communicating with parents and promotes many opportunities to involve parents in the life of the school. Parents interviewed by the IIT, told reviewers that they receive frequent phone calls from school staff to remind them of school events and said that school leaders and teachers always present opportunities for parents to become involved in school activities. For example, one parent reported to reviewers that she was invited to the school to talk about her career during the career day program. Through discussions with staff and parents, reviewers learned that school communicates regularly with parents by sending updates home via students every Tuesday. Additionally, to encourage parent participation, students may purchase items in the school store using the “green” *parent appreciation coupons* that can be earned when parents attend evening events, such as PTO meetings and incentive nights. Parents told reviewers that transportation is also provided to parents and students to attend many afterschool events, including an afterschool homework program for students. In addition, parents stated that they appreciated the effort the school made in reaching out to them and it made the families want to engage more often with the school. During discussions with the IIT, the school leader indicated that school staff ensures parents are aware of its academic expectations so that parents can play an important role in supporting and enhancing the academic work of the school. For example, the school’s uses the weekly correspondence sent to parents to remind them of the school’s priorities in improving the academic performance of students and to share information on how the school is performing academically. Discussions with staff members indicate that they are aware of the expectations that school leaders set for improving instruction and student achievement. Teachers interviewed by the IIT, indicated that they reinforce school academic expectations at parent forums and evenings. Discussions with the school leader, supported by discussions with parents, show that the communication with parents is an important piece of the school’s work and parents confirmed that the school leader listens to their views and opinions and is ready to address any concerns so that the partnership between home and school is strengthened. The school’s efforts to engage and inform parents with regular communication have helped create a culture where high academic achievement is an expectation among all stakeholders.

6.3 **The school has received a rating of *Effective* 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.

- The school values the presence and feedback from parents and school community members. Parents interviewed by the IIT, reported that school leaders and teachers regularly invite parents to come to the school to volunteer. Parents stated multiple times to reviewers, that they feel valued by the school and school leaders indicated to reviewers that they consider parents as school partners. The school leadership believed that this partnership has helped increase student attendance in comparison to last year. Parents informed reviewers that teachers send home weekly communications to parents updating them on what is happening in the classroom and the school sends home regular communications detailing upcoming events and current school news. The school offers events to inform the school community about pedagogical issues, such as the Open House, Parent Focus Group, and the “Reddy Freddy” attendance program. There is also an ELA and math family fun night where the CCLS and student performance data is reviewed with the participants. There are a number of opportunities for parents to become involved in their child’s education at the school; however, one

parent felt that attendance is higher at events where children are being recognized or performing in comparison to events about school progress. According to the school leader the school and district leadership make an effort to reach families whose home language is not English through the websites by including a “google translator” where one of 80 languages can be selected and translated for the viewer. The school’s communication plan with parents recognizes that stakeholder involvement is critical to the school’s success, and has increased parent involvement over the past year and a half.

6.4 **The school has received a rating of *Effective* 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.

- The school has effectively partnered with community organizations to enrich the lives of its students and families. During discussions with the review team the school leader told reviewers that the school added a new full time position through the Say Yes to Education not- for profit. The Say Yes site facilitator has been charged with not only making a college education well within reach of the school’s students but also creating liaisons between families and community agencies. The facilitator has also been instrumental in providing training courses and events for parents and families that provide guidance and support for parents as to how they can better support their child’s learning at home and through improving the partnership and relationships with the school. The school is also committed to providing PD to staff to enable them to develop and sustain effective relationships with parents. Discussions with school leaders and teachers indicate that these PD offerings include courses and events run by Canisius College and the Board of Cooperative Extension Services (BOCES). The school leader indicated the BOCES initiative was particularly helpful in staff and parents working together to improve the attendance rate at the school. Staff also reported to the IIT that families have access to free dentistry through University Pediatrics and counseling through Mid-Erie Counseling. Additionally, students can participate in an afterschool program through the school’s partnership with Community Action Organization. The school’s outreach with community organizations has provided additional resources that help the school community strengthen its home-school connection.

6.5 **The school has received a rating of *Effective* 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.

- Teachers and school leaders share academic performance data with its stakeholders in various forums that enable families to understand and track their child’s progress. Parents interviewed by the IIT told reviewers that during teacher conferences, teachers share and explain data in ways that are understandable. One parent said, “They ask us to come in and sit in class so that we can understand the work they are doing.” In discussions with the IIT, the school leader indicated that school staff posts a user-friendly version of the Universal PBIS STAR Report, which is broken down into percentages. One parent reported, “The school has done a good job of helping us understand not just the data, but what it means, long term, with my child. They go out of their way to bring us into the fold, which I really appreciate.” The school leader reported to the review team that the staff plans and implements special evening programs for parents to discuss the CCLS as well as math and ELA performance data,

and to make parents aware of all services available to students and families within the school as well as in the surrounding community. The school staff uses and promotes data in ways that allow parents to be strategic partners in their child's education.

Areas of Improvement:

All ratings for this Tenet are either **Effective** or **Highly Effective** and therefore, comments are listed under **Strengths**.

Recommendations:

Tenet 2: School leader Practices and Decisions

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 2 the school should:

- 2.2: Ensure the SMART goals include specific baseline data, measurable outcomes, time frames, and detailed action plans, with clearly identified stakeholders assigned to carry out specific tasks. Evaluate the goals frequently throughout the school year to determine if the school community's progress in completing the goals.
- 2.5: Create, implement, and regularly evaluate evidence-based systems to measure the effectiveness of programs and actions designed to facilitate the school improvement process and progress toward the school's SMART/SCEP goals.

Tenet 3: Curriculum Development and Support

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 3 the school should:

- 3.2: Create a plan to measure both the effective implementation of CCLS in classrooms and the expansion of its components in all classrooms to assess the impact of the CCLS on improving academic outcomes. Continue to provide PD for teachers on CCLS and instructional shifts. Monitor teachers' during instruction to ensure they the incorporate information gathered from PD sessions into their lessons.
- 3.3: Focus on data-driven-instruction during PD sessions in order to increase teachers' knowledge, understanding, and confidence in using it to raise student achievement. Assess the impact of PD on improving teacher instruction and increasing student achievement.
- 3.4: Ensure all teachers should meet in vertical grade level meetings on a regular basis to align curricula to the CCLS. Create a pilot program for teachers to implement over the course of a school year, a process to teach a multi-disciplinary curriculum in their class, with the core courses linked through literacy and math. Evaluate the quality of the program and allow other teachers to observe this lab and disseminate best practice across the school.
- 3.5: Ensure all teachers are fully trained on the use of summative and formative assessments, including completing item analysis, inferences, and actions plans around this data. Ensure that teachers implement strategies from trainings in the classroom to improve the quality of instruction and to increase student learning.

Tenet 4: Teacher Practices and Decisions

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 4 the school should:

- 4.2: Use common planning time and grade level meetings to plan CCLS lessons together, sharing best practices and strategies. Allow teachers to observe one another and provide time for them to discuss the lesson for effectiveness. Construct a team of teachers to visit schools which are fully implementing the CCLS in a similar setting and bring back those schools' best practices to share with the school's stakeholders.
- 4.3: Provide training on the CCLS shifts and on the differentiation of materials and instructional strategies in alignment with the CCLS.
- 4.5: Provide PD for staff on the use of data to inform instruction. Monitor staff use of information from PD.