



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	280201030001
School Name	Franklin School
School Address	335 Franklin Street
District Name	Hempstead Union Free School District
School Leader	Sheryl C. McBeth
Dates of Review	December 10-11, 2013
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	K-5	Total Enrollment	830	SIG Recipient		Title 1 Population	98%	Attendance Rate	94%		
Free Lunch	93%	Reduced Lunch	5%	Student Sustainability	%	Limited English Proficient	33.4%	Students with Disabilities	7%		
Number of English Language Learner Classes											
#Transitional Bilingual	3	#Dual Language	0	#Self-Contained English as a Second Language			2				
Number of Special Education Classes											
#Special Classes	2	#Consultant Teaching	0	#Integrated Collaborative Teaching			0				
# Resource Room	1										
Number Special Classes											
#Visual Arts	0	#Music	3.5	#Drama	0	#Foreign Language	0	#Dance	0	#CTE	0
Racial/Ethnic Origin											
American Indian or Alaska Native	1	Black or African American	322	Hispanic or Latino	500	Asian or Native Hawaiian/Other Pacific Islander	3	White	9	Multi-racial	1
Personnel											
Years Principal Assigned to School	1	# of Assistant Principals	2	# of Deans		# of Counselors / Social Workers		0/2			
Teachers with No Valid Teaching Certificate	0	Teaching Out of Certification	0	Teaching with Fewer Than 3 Yrs. of Exp.	7	Average Teacher Absences	%				
Credit Accumulation (High School Only) and Performance Rates											
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		4 Year Graduation Rate		N/A			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	Science Performance at levels 3 & 4	N/A	6 Year Graduation Rate		N/A			

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Increase ELA/Math NYS test scores.
2. Increase awareness of the Common Core Learning Standards (greater understanding of the Math & ELA shifts, etc.).
3. Increase parental involvement.
4. Increase teacher awareness of the APPR teaching standards.
5. Improve school climate.

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:				D	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.				X
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.				X

3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short- and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
OVERALL RATING FOR TENET 3:					I

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:					I

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			X	

	health supports tied to the school's vision.				
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.			X	
	OVERALL RATING FOR TENET 5:			D	
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.				X
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strengths and needs are identified and used to augment learning.			X	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.				X
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.				X
	OVERALL RATING FOR TENET 6:				I

School Review 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	D
---	---------------------	----------

Debriefing Statement: The school leader is in the process of creating a shared vision embraced by staff, students, and community stakeholders. Currently, the absence of a clearly communicated vision with expectations for high academic outcomes, limits the school’s ability to create a culture that leads to sustainable school improvement.

Strengths:

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

2.2 **The school has received a rating of *Ineffective* 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 has not articulated a shared vision, or created specific, measurable, ambitious, results-oriented, and timely (SMART) goals understood across the school community. The Diagnostic Tool for School and District Effectiveness (DTSDE) Self-Evaluation, and the School Comprehensive Education Plan (SCEP), do not list specific, measureable goals, but rather identify general areas of concern such as “improve teaching and learning” and “achieve deep understanding of the Common Core Learning Standards (CCLS).” The school leader, who has been at the school since the beginning of September 2013, related that she is working on developing a vision and SMART goals with all stakeholders. The school leader has distributed surveys to staff, parents, and students to inform this process. This will culminate in a retreat during January 2014, where the school leader plans to collaborate on a vision and SMART goals. However, parents stated that not all families had received the survey, nor were they aware that it was available in the school lobby. As a result, the review team noted that only a few parents gave input on this initiative. The review team found that staff, parents, and students were unaware of any targeted goals tied to student data. Although the school leader articulated plans to develop academic benchmarks using multiple data sources, the lack of collection, usage, dissemination, and analysis of data results in an inability to meet student needs. The only current goals focus on student behavior; however, these goals are not in SMART-goal format. While staff and students shared that there is a Rainbow Kids Chart used in each classroom for student behavior, there are no clear consequences articulated for violations of rules, and the chart has limited effect on improving student behavior. The lack of a school vision and SMART goals limit student achievement.

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

- The district, rather than the school, makes many decisions regarding human, programmatic, and fiscal capital resources. The school leader reported that she has had limited input into strategic decisions to organize resources. While the school controls the hiring process for classroom teachers, through which they conduct interviews and organize demo lessons, the district assigns specialized staff, such as special education, art, and other content area specialists. The district reorganized its schools for the 2013-14 school year, and the school leader and staff reported that this resulted in the reassignment of several effective teachers to a different school. The school leader explained that she was allowed to bring along five staff members from her former school in the district, and as a result of these and other changes, ten of 33 staff members are new to the school. The school leader stated that the district did not contribute additional fiscal resources to address the influx and integration of new staff, but that she has assigned mentors for new teachers. Additionally, the school leader reported that the district transferred several effective teachers to a new kindergarten school that the district opened, while Franklin School received four additional kindergarten classes placed in portable classrooms. As a result, the district has greatly influenced human resources in the school by its decisions on the placement of personnel. Students receive Academic Intervention Services (AIS) in math and English language arts (ELA), and the school leader indicated that there would be additional AIS extended day programming beginning in January 2014. However, there are a significant number of students at Level 1, and the school leader and staff shared that they do not have the fiscal resources to provide AIS services for all the students in this new program. Thus, there was no plan to target which students attend the extended AIS based on student needs. Consequently, not all students in need will receive additional services. The school currently offers clubs during extended learning time (ELT). These include student government, writing newsletters, and ballroom dancing. The purpose of the clubs is to teach character development and a sense of order. Attendance at the clubs is voluntary. The school leader has shared the budget with staff and has designated certain fiscal resources to departments and grades with input from teachers. The school leader and staff reported that the school spent a great deal of fiscal resources to duplicate EngageNY materials in order to implement the math modules designated as curriculum by the district. The school leader communicated staff and funding needs to the district, which include repairs, leveled libraries, and furniture for students, but the district sent this request back for further justification on November 12, 2013, and there has been no follow-up on the request since. Although the school leader has taken steps to utilize programmatic, human, and fiscal resources, the immediate needs of the school community are not fully addressed, which limits student success.

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

- The school leader has begun to develop a functional plan to conduct targeted and frequent observations and track progress of teacher practices based on feedback, but has not tied these practices to student data. School leaders have conducted initial informal walk-throughs of all staff and provided teachers with actionable feedback in the form of conversations, sticky notes, or emails. While feedback given aligns to the New York State United Teachers (NYSUT) rubric, this feedback does not consider student data. The school leader used the initial informal walk-throughs to meet individually with staff in order to target four components tied to the NYSUT rubric. The school leader is currently developing a plan to observe classes on a regular basis in accordance with the APPR, but has not prioritized teachers according to their needs. Additionally, while the school leader assigned the other school leaders specific teachers to observe, the review team found that not all leaders are conducting observations in a manner that provides consistency across the school. For example, some classroom teachers have had observations while others have not. In addition, when school leaders provide feedback to the teachers observed, student results are not included in the feedback. The school leader informed reviewers that the district mainly provides teacher professional development (PD), and that it is not responsive to immediate teacher needs. The school leader further stated that when the school does offer PD, it centers on state, district, and school initiatives, not observation results. Consequently, PD is not responsive to teacher needs and does not leverage teacher practices to improve student achievement. While the school is developing a system for observing teacher practice, inconsistencies mean that not all staff is held accountable for improvement, which limits student academic achievement.

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).

- The school leader inconsistently uses systems and structures to examine and improve critical individual and school-wide practices defined in the SCEP. While the SCEP draft outlines specific evidence-based systems and structures, the review team did not find evidence of how these systems are connected, monitored, or evaluated in order to improve school-wide practices. As a result, systemic changes are not effective, resulting in a lack of student achievement gains. The school leader has encouraged staff to utilize numerous programs and systems, such as Walpole and McKenna's Differentiated Reading Instruction. Other systems examine student work to determine best instructional practices, such as the AIS planning team, the lesson plan review team, the PD plan, grade level teams, teacher observations, and the Instructional Support Team (IST), which addresses the social and emotional developmental health needs of students. However, these systems do not interconnect or consistently use similar protocols. Neither are they appropriately well-planned or monitored for effectiveness. For example, during a bi-weekly grade team meeting, the review team found the staff had no agenda, no protocols, nor any specific focus for the meeting. Likewise, team members did not look at, assess, or discuss any student work. Other systems in place, such as the Rainbow Kids Chart for the improvement of classroom behavior, are not monitored and evaluated, and do not have set consequences. Although evidence-based systems exist, the school does not effectively use these systems to ensure measureable progresses toward

the achievement of its goals.

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

I

Debriefing Statement: The school does not have rigorous and coherent curricula and assessments across all grades and content areas that align to the CCLS. Attempts to modify curricula and assessments for identified individual students do not maximize teacher instructional practices and student learning outcomes. Therefore, not all students, and student subgroups, are provided with the skills and supports they need to become college- and career-ready.

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.

- The district, rather than the school, makes decisions regarding curriculum. The school leader reported that the district has designated EngageNY as the math curriculum for the school, and that the school is using Scott Foresman Reading Street as the ELA curriculum while the district works to decide on an appropriate ELA curriculum. However, a review of documents, and interviews with staff demonstrated little evidence that teachers are using the daily lesson plans from the EngageNY website. Where possible, the school leader shared that she is implementing curriculum program supports to augment the district curricula. For example, the ELA AIS staff is using Walpole and McKenna's Differentiated Reading Instruction: Strategies for the Primary Grades to supplement ELA instruction. Likewise, AIS math teachers are using the EngageNY units and analyzing data to set goals and address the needs of struggling students. The school leader is beginning to provide appropriate access to pedagogical support aligned to the CCLS curricula. Teachers confirmed that these supports include additional guidance documents and some limited feedback on curriculum planning. However, there was little evidence of the CCLS shifts in classroom visits. While during some classrooms visits the review team found that staff is beginning to post learning standards and checklists or rubrics for specific tasks, most rubrics are general and not specific to the task, and teachers give limited feedback to students. The school leader is developing a PD plan and has implemented common planning time to align instruction with the CCLS. Lesson plans reviewed and classroom visits in the upper elementary grades demonstrated that lessons incorporate less than 35 per cent of informational text, and rely more heavily on fiction. Due to the limited exposure to non-

fiction text, students do not have adequate opportunities to respond in writing to informational text as required by the CCLS. The school leader has programmed vertical meetings and grade meetings to plan and to look at student work; however, without protocols, these meetings are inconsistent and ineffective. The review team found that teachers write lesson plan objectives using “I can...” statements. In addition, the team noted that while interventions and differentiation are encouraged, the only evidence of such practices were found in the AIS differentiated instruction guides that were solely used by the math and ELA AIS teachers. The inconsistent use of curricula to meet the needs of students hinders student college- and career-readiness.

3.3 The school has received a rating of *Ineffective* 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.

- Teachers do not create CCLS-aligned unit and lesson plans across all grades and content areas. Teachers meet in grade level teams on a weekly basis, but have no clear expectations or protocols for outcomes for these team meetings. Instead, the review team visited a meeting where the staff discussed several practices they use, discussed the lack of a clear curriculum in social studies and science, talked about a lack of resources, and asked about the status of a leveled library order. As a result, there were no concrete instructional practices established, and teachers did not assess student work for instructional data. Although staff members first reported that they try to align lesson plans across each grade level, they then stated that they are frequently teaching different lessons and are not pacing instruction within grade levels. Lesson plans and instruction did not consistently align with the CCLS during classroom visits, and there was often no learning objective shared with students. For example, in a grade three class where the teacher was reading from *Maniac Magee*, there was no “I can...” statement posted, and only two students had the book open to follow along with the teacher, although all students were expected to do so. There was no evidence of complex text and most questions were low-level and did not involve higher-order thinking skills. Not all classrooms had student work posted and there were few comments on any of the student work that was posted throughout the school. In some cases, marked student work was incorrect. For example, one student proudly showed the review team his math worksheet, which had only check marks and no written feedback from the teacher. While reviewing the sheet, the review team noted that not only did the teacher mark answers that were wrong with a check, but also the student did not use the math process the question specifically asked the student to use to solve the problem. Additionally, teachers are not collecting and assessing data and students are not held accountable for their work. The lack of CCLS aligned plans that use DDI protocols limits student academic growth.

3.4 The school has received a rating of *Ineffective* 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.

- Teachers are not developing interdisciplinary lessons targeting the arts, technology, and other enrichment opportunities. In team interviews with both school leaders and staff, participants confirmed that the school is not developing any interdisciplinary lessons or units. The school leader acknowledged that this is not currently on the agenda for the school. The only support for the arts is through the art teacher. Similarly, technology used is limited to student utilization of programs such as Raz-Kids, or through the reading of online text. Although technology is used for additional student support, classroom visits demonstrated that technology is often used ineffectively. For example, students in one class did not have headphones on for a program that read to them, and most SMART Boards were not working due to inadequate Wi-Fi access. In several classrooms visited, the team saw students accessing computer programs that were not aligned with instruction. Consequently, students are not provided with an opportunity for the integration of technology and art across the curriculum, and this hinders their academic growth.

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.

- Most teachers have not implemented comprehensive systems for using formative and summative assessments for strategic short- or long-range curriculum planning. Staff reported that AIS teachers collect and analyze data using the Walpole and McKenna differentiated reading strategies and the EngageNY math units. These staff members then use that data to inform instruction for struggling students and share this data with classroom teachers. However, in team interviews and in classrooms visits, it was evident that classroom teachers are not using this information to inform curricular decisions in the classroom. For example in one classroom, the teacher used data to group students by reading ability, but gave all students in the class the same task. This teacher was working aloud with one large group while the other groups struggled. One such group consisted of three English language learners (ELLs), of which two had limited English, while the third had to help them fill out a worksheet, and as a result was not receiving instruction with the rest of the class. The school leader informed the review team that several assessments are in use, such as running records, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), NWEA, a variety of baseline assessments provided by the district, EngageNY math unit assessments, and unit assessments from Scott Foresman Reading Street. However, classroom visits and a document review demonstrated that assessments are not uniform across classrooms and do not consistently align to the skills and concepts being taught. As a result, there is no accurate assessment of student progress. Interviews with school leaders, students, staff, and parents indicated that students are not receiving feedback based on assessments and data. Work reviewed on bulletin boards in the classrooms and hallways, and in student folders, contained little teacher feedback to guide students to improve or reflect on their work. The few teachers who use data to inform instruction reported that they do not share that data or goals with students. The lack of the use of data to inform instruction acts as a barrier toward improving student achievement and the 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	I
---	---------------------	----------

Debriefing Statement: Teachers do not strategically engage in practices and decision-making in order to address the gap between what students know and need to learn. Not all students experience high levels of engagement, thinking, and achievement. Therefore, most students are not challenged or motivated.

Strengths:

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

- School and teacher leaders are beginning to engage teachers in conversations about aligning instruction with student data, but this data is not analyzed and disaggregated to plan instructional practices. Although the school collects data from various assessments including DIBELS, NWEA, running records, and district baseline assessments, in most classroom visits and lesson plans reviewed, data was not used to meet student needs except for with the AIS teachers and teacher leaders. In the majority of the 22 classrooms visited, students were in groups, but these groups were not purposeful as most groups were permanent and did not serve to address any specific student needs. In a few classes, students were receiving instructional interventions and scaffolding, but in most cases, different groups were working on the same task with help from the teacher or teacher assistant, or were working at the computer on a program such as Raz-Kids. In at least five classes, students were lined up just waiting for the teacher, or teaching assistant, to check their work while other students were disengaged and not working on the assigned task at all. In most classes, students who finished a task early sat idly and were not given extended learning opportunities. As a result, students are not receiving appropriate interventions and scaffolding to promote their learning. Teacher leaders and AIS teachers are helping lower grade teachers with creating short-term goals for individual students, but there was no observed structure or system in place to create goals for groups of students. Data is not being disaggregated or analyzed to address the needs of subgroups and student achievement in these subgroups has not improved. Therefore, while teacher leaders are beginning to support teacher use of instructional practices and plans that provide interventions to students, these practices are inconsistent across the school and do not meet the needs of students in order to improve their academic achievement.

4.3 **The school has received a rating of *Ineffective* 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.

- While teachers are becoming more knowledgeable about the components of instruction aligned to the CCLS, few of these components are integrated into their instructional practices. The team found during classroom visits and interviews that while some teachers created lesson objectives that support the CCLS, most instruction did not align with those objectives. In a number of classes, students did not complete activities and there was no lesson closure, making it difficult for students to summarize, or internalize, instruction. Instruction observed was usually teacher-directed, and did not incorporate higher-order thinking skills. Few classrooms provided students with multiple access points for instruction, and in only one classroom visited was text of varying complexity evident. Other teachers used only one text for all students. Although most classrooms displayed word walls, these were not always easy to read, did not include academic vocabulary, were not pertinent to instruction, and varied greatly between classes. Some word walls contained only eight words while other classrooms had several word charts containing in total over 100 words. In several classrooms visited, the team observed students accessing computer programs. However, these programs did not align with instruction. As a result, student activities were not connected to the instructional objective. Bulletin boards in most classrooms displayed student work, although much of this work was not appropriate for the grade level. On hallway bulletin boards, and some classrooms, the student task, standards, and rubric or a checklist were posted. However, little student work had comments tied to the CCLS, and the rubrics posted were often general and not task-specific. Student work folders contained work that did not meet CCLS standards and had limited teacher feedback. School-wide, teachers do not connect student practices with the CCLS, and do not give specific feedback for students to reflect on their work and improve their performance. Consequently, instruction does not support student engagement and promote high academic achievement.

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.

- According to school leaders and staff, all classrooms use the Rainbow Kids Positive Behavior Program that consists of a chart with colors that represent different levels of behavior. However, the chart is a general guideline with no clear consequences for misbehavior, which has limited effectiveness in improving student conduct. Additionally, the chart was only used in two of the 22 classrooms visited. Students not behaving, or disengaged from learning, were not held accountable in classrooms, and many students across the school were off-task or disrupting others. For example, in one classroom, two boys were playing with their pencils, while the substitute teacher was trying to teach, as the teaching assistant sat at a computer doing paperwork. In another classroom, a girl was crawling on the floor without consequence. The school leader shared with the review team that the school is working to include cultural holiday recognitions that represent the entire student body, and that teacher instructional strategies do not currently address the multiple needs of a diverse groups of students. Classroom visits and a document review demonstrated that student groups are not appropriate, and there is no evidence of instructional practices designed to meet the needs of diverse groups of students. Despite the presence of subgroups and the inclusion of ELLs

and students with disabilities in classrooms, there was no evidence of instructional practices reflective of the different learners or their perspectives. Thus, the learning environment does not meet the needs of students and this hinders student success.

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).

- Teachers do not consistently inform planning and foster student participation in their own learning process by using summative and formative data sources. Although teacher leaders and AIS teachers are beginning to share data with classroom teachers, the data is not always detailed, and not all teachers use it to group students or adjust instruction. The school leader stated that teachers were not grouping students prior to her arrival in September 2013, but are beginning this process now. The school leader has instituted a differentiated instruction guide (DIG) designed by teacher leaders and AIS teachers to help classroom teachers differentiate instruction and provide interventions for struggling students. The school leader has directed all teachers to include these strategies in their lesson plans, but classroom visits, a document review, and interviews with school leaders, and staff demonstrated that use of these strategies is inconsistent. In interviews, students articulated that most student groups were either random or always homogeneously composed of high-, medium- or low-level students. Summative data is not consistently analyzed by teachers through item analysis, and according to the school leader, grade-wide assessments are in the process of being developed, but are not yet in place. Although teacher leaders and AIS teachers share some specific formative data, that information is used inconsistently to inform instructional decisions. Thus, most students do not receive scaffolding and interventions tailored to support their learning. There is also limited purposeful feedback to students based on data. Interviews, a document review, and classroom visits demonstrated limited evidence of feedback to inform students about specific steps they could take to improve their learning. Inconsistent data-based instruction that is timely and purposeful limits student 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

D

Debriefing Statement: The school has identified supports to address the social and emotional needs of students; however, the lack of a formal system of program evaluation serves as a barrier toward effectively addressing student well-being and academic success. The school has not designed or implemented comprehensive systems, experiences, or an environment that fully supports student social and emotional developmental health needs.

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 an overarching system to support and sustain the social and emotional developmental health of students through the IST. The established system allows all students to be known by their classroom teacher and is supported by the school psychologist and two social workers. Team interviews with students and staff confirmed that all students have an adult with whom they feel comfortable discussing any problems. In most cases, this is the classroom teacher, although most students also felt there were other adults in the school that knew them and could help them. All teachers understand the referral process and staff knows about the strategies to work with students outlined in the differentiated instruction guide (DIG). Additionally, a document review and teacher interviews indicated that all teachers have received and read Individualized Education Plans (IEP) that address the needs of students who receive support services. The school monitors attendance as an indicator of home or school related issues, and the IST calls homes, makes visits, and provides guidance for parents who need additional resources or referrals to outside agencies that can address student and family needs. Parents stated that they receive calls regarding their children's attendance, or issues in school, and they talk informally to teachers at the end of the school day. Students receive counseling if mandated in their IEP and the social workers or psychologist meet with students on an at-risk basis for those referred to counseling without IEPs. The school leader has restructured common meeting time for teachers to discuss students. The school has implemented an over-arching system for staff to identify areas of need connected to the social and emotional developmental health of its students.

Areas for Improvement:

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.

- The school is in the process of developing a program to support student social and emotional developmental health. The Rainbow Kids Positive Behavior Program and class rules, created to help students recognize appropriate behaviors and attitudes that will lead to successful interactions and academic success, are inconsistent across the classrooms. School leaders and staff members informed the review team that the school introduces and reinforces monthly character traits in classrooms, such as perseverance. However, some classrooms visited did not have this character trait of the month posted. During classroom visits and interviews, some staff members demonstrated skills and behaviors that appropriately addressed student social and emotional developmental health needs, but this was not consistent throughout the school. Additionally, some staff scolded students for their behavior rather than using a positive reinforcement strategy. This included negative comments toward students or shouting at the class, rather than using Rainbow Kids or any systematic program to redirect students. In team interviews, students confirmed that some teachers shout at them, although they stated that this happens less frequently than the previous school year. The school leader is developing plans for a staff and parent retreat in January

2014 to address communication, core values, and school goals. Additionally, PD for staff is planned to identify and use strategies to support social and emotional developmental health. The existing vision of social and emotional developmental health overemphasizes behavior and does not systematically promote student well-being, which limits student achievement.

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.

- School stakeholders do not consistently understand the importance of their contributions in creating a school community that supports student social and emotional developmental health. The lack of a clear vision regarding core values, and the inconsistent application across the school of supports for student social and emotional health, results in a confusing message to all stakeholders. In interviews, students and staff both shared that while they were aware of the Rainbow Kids Positive Behavior Program, it was not a tool used consistently across the school. Similarly, while some staff was aware of the character traits of the month, others were not, or did not use these traits as an opportunity to bring consistency to the social emotional well-being of students across the school. Students interviewed by the review team stated that they were not always clear on what the school's values are. They also stated that their teachers spoke with their parents when they were having problems in school or if they misbehaved. Teachers expressed understanding of, and compassion for, the many challenges that students face. The staff stated in interviews that they recognize a connection between the social emotional developmental health of students and their achievement outcomes. However, a lack of emphasis on teaching these skills and behaviors consistently across classrooms limits academic success. Therefore, while all constituents articulated that the school is a physically safe environment, the school does not support the social emotional health of students consistently, which limits student achievement.

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.

- While the school leader and student support staff review some data to help respond to the social and emotional developmental health needs of students, the data is limited and does not address academic needs and opportunities. The school leader and the IST have a system for reviewing attendance data for all students. Absentees have their homes called by a school messenger in both English and Spanish. In this way, the IST monitors attendance and targets student supports based on this attendance data. The IST follows up by phone or home visit, and counsels targeted students on an at-risk basis. The IST also analyzes IEPs and referrals as an indicator for students in need of support for social and emotional developmental health; however, these efforts are not consistent in application beyond the IST, nor are the efforts targeted to students based on academic data. As a result, most efforts to identify students with social and emotional developmental needs center on students who act out or who have attendance issues. Based on a student interest inventory, the school leader has instituted afterschool clubs in student government, newsletter, and ballroom

dancing. The school leader stated that the purpose of the clubs “is to tie in character development and to provide a sense of order.” While a plan is in place for the IST to do PD in January 2014 to help teachers find ways to use multiple data sources to determine the needs for student support, currently these practices are not in place. At the current time, the systems are not fully in place to monitor student social and emotional health and provide support to meet student needs and ensure academic and social success.

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

Tenet Rating

I

Debriefing Statement: The school has not created partnerships where families, community members, and school staff work together to share the responsibilities for student academic progress and well-being.

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

Areas for Improvement:

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

- Discussions with parents and a review of documents indicated that the school does not communicate its vision for high expectations for student achievement. While school leaders and staff shared that regular communication is a priority, parents stated to the review team that most contact from the school is reactive and only in regard to student problems. Further, while the school leader reported having an open door policy for parents, parents stated that they could not get past security at the front desk to get to see the school leader. In addition, parents went on to state that there was no system in place for them to address academic concerns with the staff or school leaders. Further, while parents reported that they have become involved in school-wide cultural events, they also shared that they feel disengaged concerning their children’s academic progress. The school leader and staff reported that there have been principal meetings for parents and monthly newsletters sent home, but the school does not have a process for sharing pertinent data outside of attendance, standardized test results, and report card grades. Attendance information is shared through a phone messenger system to contact parents when students are absent. Parents do receive report cards, but not interim reports. Parent-teacher conferences take place twice during the school year, but the second meeting is not until June. Based on interviews and a document review, the review team found no evidence of conversations regarding student academic expectations between the school and home. As a result, the relationship between families and the school does not contribute effectively toward student needs or academic achievement.

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.

- The school does not consistently engage in reciprocal communication with family and community stakeholders to meet student needs. The school communicates with community stakeholders in English and Spanish, the prevalent languages, as over 64 percent of students are Hispanic. Translators are available at the school and staff can use other bilingual staff to translate on phone calls. The school leader acknowledged that there is no system in place to ensure that all teachers translate communications with the families, but parents did not cite language as an impediment to communicating with the school to the review team. The review team found little evidence to demonstrate that the school regularly communicates with community stakeholders to identify student needs and strengths, as the only regular communication are the report cards and parent-teacher conferences in November and June. Other communication is through informal meetings at the beginning or end of the school day, or by phone. Additionally, staff does not consistently communicate student growth toward academic targets. The school is beginning to have conversations about the effectiveness of its strategies for communicating with parents. The school leader and staff members informed the review team that parent involvement overall is low and that they are developing a plan to better involve the school community in creating a new school vision, core values, and SMART goals. The inconsistent reciprocal communication with families limits student success.

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

- The school has not engaged with families and community agencies to promote and provide training across all areas to support student success. The school leader articulated that there are plans for a retreat in January 2014 to involve parents and the school community in plans for a Parent University for PD on ways to support student learning and growth. However, the school does not provide, or have a plan to provide, PD to staff concerning developing partnerships with families and the community. The school leaders informed the review team that they currently collaborate with the Boy Scouts, Planned Parenthood, and the KICKstart program through the Long Island Children's Museum. However, in interviews with staff and parents, none of these partnerships were cited or referenced. Additionally, the review team found no evidence that any partnerships, except KICKstart, had an impact on strengthening links between the school and the community. The lack of collaboration between the school, families, and community stakeholders limits student success.

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

- The school does not provide learning opportunities for families to use and understand data. There are no systems for integrating and sharing data with parents, students, and school community members to empower families to advocate for appropriate support services for their children. During the team interview with parents, several spoke of their struggle to get meaningful data from the school and that they did not understand the evaluation process the school uses to address student support and services. Parents shared that they viewed data as how well their child did on their report card and were not aware of the school's grading system that addressed student levels of proficiency in relation to the CCLS. The school community does not share data with families to empower them to support student learning, which hinders student achievement.

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: Develop SMART goals that reflect a sense of urgency, a strong academic vision, and high expectations for all students. Share these goals with all constituents so that instruction and achievement can be monitored, evaluated, and adjusted to create high expectations for all students.
- 2.3: In areas where the district does not make decisions regarding resources, develop a protocol to collect input from all constituents to make strategic decisions to organize programmatic, human, and fiscal capital resources. The school leader should ensure that resources align to the needs of the school community.
- 2.4: Develop a prioritized schedule of targeted and frequent observations based on staff data with a system to track feedback and implementation, in order to hold school leaders and staff accountable for continuous improvement. Implement this schedule with rigor and regularly evaluate its impact.
- 2.5: Develop, implement, and evaluate an interconnected system using protocols to ensure that staff share data and monitor progress toward critical school-wide goals to ensure that they are met in a timely manner.

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: Develop a PD plan that targets support for staff to align instruction with the CCLS and the CCLS shifts. Where the district provides curriculum, implement protocols to ensure that staff utilizes specific lesson plans to implement CCLS -aligned units. Monitor the effectiveness of this plan and the impact that it has on improving the curriculum, instruction, and student achievement.
- 3.3: Develop and implement protocols and monitoring systems for reviewing unit and lesson plans to ensure that student data is used for alignment with the CCLS and NYS content standards. Focus team-meeting times on the rigorous implementation of the CCLS, and the use of data to adjust curricula, to ensure growth in student achievement.
- 3.4: Monitor the use of teacher meetings across grades and content areas to develop interdisciplinary units of instruction that incorporate the arts, technology, and other enrichment areas to enable all students to discover, create, and communicate information through a variety of modes and media. Ensure that these units are consistently embedded in practice.
- 3.5: Develop a system and protocols to utilize formative and summative assessments to ensure alignment between curriculum and assessment, and to allow teachers to provide targeted and data-based feedback to address student ownership of learning and improve student achievement.

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: Develop a structure where teachers are provided with in-depth analysis of individual student and group data, and PD to analyze data for teachers to create targeted goals for all students. Create systems to monitor unit and lesson plans, and monitor instruction to ensure that instructional interventions provided to students lead to improvements in achievement and learning.
- 4.3: Consistently use CCLS-aligned instructional practices that lead to student engagement. Ensure that unit and lesson plans include multiple access points for students and higher-order thinking skills that lead to high levels of student engagement and achievement. School leaders should ensure that these are applied consistently in all classrooms and evaluate the impact on learning and instruction.
- 4.4: Develop, implement, and monitor instructional strategies to ensure sensitivity to diverse groups of students and their needs. School leaders should monitor implementation to ensure that the school environment is conducive to student learning for all individuals and groups.
- 4.5: Develop and implement protocols, and provide PD, for analyzing individual and group data to inform planning and to provide targeted and actionable feedback, so that students take ownership of their learning. Develop self-reflection protocols for students to reflect upon and assess their own progress.

Tenet 5: Student Social and Emotional Developmental Health

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 5 the school should:

- 5.3: Develop and implement protocols, and provide PD, for all constituents that clearly articulate behaviors that promote social and emotional developmental health for students. Monitor interactions to ensure that students are developing behaviors connected to engagement in learning and academic achievement.
- 5.4: Develop and implement opportunities and protocols that ensure that all stakeholders share data and understand strategies to enable them to provide support for student social and emotional developmental health.
- 5.5: Develop staff understanding of how to collect and analyze student social and emotional data to address all student needs and promote academic achievement.

Tenet 6: Family and Community Engagement

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 6 the school should:

- 6.2: Develop a vision of student achievement that focuses on high expectations for all students, and ensure that these expectations are promoted in student, parent, and staff communication. Provide PD for staff and parents on building home-school relationships centered on high expectations for student achievement.
- 6.3: Develop and implement systems and protocols for communicating student data, strengths, and needs with families and community stakeholders, so that families can support their children's academic achievement.
- 6.4: Develop relationships with community stakeholders to address family needs. Provide PD for staff on developing partnerships with families and the community. Monitor partnerships and feedback from staff, family, and the community to increase services that assist families in supporting student achievement.
- 6.5: Provide PD opportunities for families to understand how to use and analyze school and student data to enable them to understand and support their children's education.