



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	170500010002
School Name	Gloversville Middle School
School Address	P.O. Box 593 Gloversville, NY 12078-1999
District Name	Gloversville Enlarged School District
School Leader	Mark Batty
Dates of Review	March 25-26, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	6-8	Total Enrollment	669	% Title 1 Population		% Attendance Rate	91.6%				
% Free Lunch	45%	% Reduced Lunch	10%	% Student Sustainability		% Limited English Proficient	1%	% Students with Disabilities	20%		
Number of English Language Learner Classes											
#Transitional Bilingual	0	#Dual language	0	#Self-Contained English as a Second Language				0			
Number of Special Education Classes											
#Special Classes	5	#Consultant Teaching		6	#Integrated Collaborative Teaching			14			
#Resource Room	6										
Number Special Classes											
#Visual Arts	7	#Music	8	#Drama	0	#Foreign Language	8	#Dance	0	#CTE	10
Racial/Ethnic Origin											
% American Indian or Alaska Native	0	% Black or African American	6%	% Hispanic or Latino	22%	% Asian or Native Hawaiian /Other Pacific Islander	1%	% White	89%	% Multi-racial	1%
Personnel											
Years Principal Assigned to School	1	# of Assistant Principals	1	# of Deans	4	# of Counselors / Social Workers		4			
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification	0%	% Teaching with Fewer Than 3 Yrs. of Exp.	4%	Average Teacher Absences	9%				
Overall State Accountability Status (Mark applicable box with an X)											
Priority School		Focus School Identified by a Focus District	X	Reason for Identification		SIG Recipient (a)					
ELA Performance at levels 3 & 4	Gr.6 35% Gr.7 43% Gr.8 37%	Mathematics Performance at levels 3 & 4	Gr.6 55% Gr.7 45% Gr.8 48%	Science Performance at levels 3 & 4	73%	4 Year Graduation Rate (HS Only)					

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged	X	ALL
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient

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

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

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

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

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

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

	OVERALL RATING FOR TENET 3:				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:			D	
Tenet 5 - Student Social and emotional developmental health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.			X	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.			X	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.			X	
	OVERALL RATING FOR TENET 5:			D	

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

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

School Review – Findings, Evidence, Impact and Recommendations:

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

Debriefing Statement: The newly appointed school leader has worked with the school staff to implement activities of the SCEP to accomplish the district SMART goals. The use of targeted data points to monitor progress and apply interventions has resulted in some, but not enough, measurable progress towards school improvement. The school has a system to evaluate and monitor teacher effectiveness. However, misalignment between evaluators’ feedback and the school’s SMART goals has hindered accelerated growth in staff capacity to improve student achievement.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

The school leader, in collaboration with the Building Leadership Team (BLT) has developed an SCEP to implement the specific, measurable, ambitious, results-oriented, and timely (SMART) goals/mission for the school. However, these goals are not widely known by all stakeholders or closely monitored to ensure progress.

Evidence/Information that Lead to this Finding:

- The school goals, established by the district as part of the District Comprehensive Improvement Planning (DCIP) are posted on the district and school websites. The school leaders reported that they used these goals to customize the school improvement activities in the School Comprehensive Education Plan (SCEP). The school leader and some staff reported and a review of documents confirmed that staff discussed the school goals during staff, leadership team, department chairpersons, and other team meetings. However, during discussion with the Integrated Intervention Team (IIT or review team) each group of stakeholders shared different ideas about the school's vision, mission, and goals. Comments made such as “get off the list”, “no dropouts”, “get good grades and behave” and “supporting families” demonstrated that not all constituents have a clear and common understanding of the school’s goals/mission related to school improvement.
- There was limited evidence to indicate that all stakeholders have played a proactive role in tailoring the goals to align with the needs, priorities, and expectations of the school. This means that there is

a lack of ownership and accountability for all stakeholders in working towards the achievement of the goals to improve the performance of the school.

- The school leader and some teachers indicated that the leadership team provides oversight for long-term school-wide initiatives and regularly reviews the goals of the SCEP. Although the school leader reported that staff has accomplished some of the goals, reviewers found limited evidence of formal data collection and analysis protocols to monitor and adjust the school goals. This results in a lack of substantive and analytical evidence to demonstrate improvements in the school's performance and student outcomes.

Impact Statement:

While the school has a vision and SMART goals, the goals are not widely understood by all stakeholders or monitored closely, which limits the school community in making optimal progress toward completing the goals and realizing the vision.

Recommendation:

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

- Develop a comprehensive plan, involving all relevant stakeholders, to thoroughly communicate, fully monitor, and regularly adjust the schools vision, mission, and SMART goals to ensure collaboration for school improvement with all stakeholders.

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

Overall Finding:

The school leader makes decisions to manage available resources, but lacks a comprehensive approach to deploy resources strategically to address barriers to learning and promote widespread school improvement.

Evidence/Information that Lead to this Finding:

- The school leader has organized the schedule to allow for minimal Expanded Learning Time (ELT) opportunities such as the E-Spark program. The schedule allows grade eight students in ELA and math 20 minutes daily of additional instructional support. While Academic Intervention Services (AIS) have been included in the schedule, teachers reported that a curriculum for AIS is not yet in place. Teachers also shared that the current extended opportunities to meet individualized student achievement needs is voluntary, and many students do not attend the afterschool sessions.
- The school leaders shared that he has noticed some improvements in student achievement and behavior since reallocated some resources. For example, the dedicated reading specialist for grade six led to increases in student achievement and formed the basis for the school leaders' efforts to advocate with the district to add a position at the grade seven levels for 2014-15 school year. In addition, the school leader assessed available grant funds and made the decision to support initiatives such as Positive Behavior Interventions and Supports (PBIS) and attendance

improvement, resulting in decreases in student incident referrals.

- The school leader has extended the reach of the leadership team by identifying key point people in the school for critical operational and topical priorities of the school improvement efforts. He stated that the implementation of a dean model, deploying a secretary to run data reports, charging counselors with managing social and academic interventions, and using lead teachers to provide pedagogical support to the staff have all resulted in an increase in school efficiencies. However, at the time of the review, school staff had not established clear goals and protocols to integrate the work of these lead roles and ensure accountability, which minimized the opportunity for these efforts to improve student achievement.

Impact Statement:

Although the school leader has made some strategic decisions to organize resources to support the vision and mission of school improvements, the school leader lacks a consistent approach to organizing resources, which limits staff's ability to consistently use resources to address all unmet needs and to improve student achievement

Recommendation:

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

- Develop and implement a comprehensive and prioritized plan for aligning all of the schools resources with the areas of school improvement identified in accountability reports. Include progress monitoring benchmarks, contingency considerations, and collaborative decision-making provisions in the plan for short-term and long-term objectives.

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

Overall Finding:

Although school leaders comply with the districts APPR plan, disorganized procedures, limited and misaligned feedback, and minimal targeted professional development contribute to a less than effective system of accountability.

Evidence/Information that Lead to this Finding:

- School leaders have designated staff to evaluate the quality of instruction across the school. Although school leaders reported that they have established schedule, school leaders have not implemented the schedule in a timely manner. As a result, many teachers have not received an observation.
- Based on a review of formal and informal evaluation documents as well as school leader interviews, reviewers determined that the feedback provided to staff is not consistent among the evaluators in terms of quality or focus. Although the school leader reported that calibration of the evaluation is a

priority, reviewers did not find evidence that school leaders had established procedures to calibrate feedback among evaluators. The school leader reported using the Instructional Practice Evidence Guide for Common Core State Standards to assess instruction, but reported that evaluators inconsistently use the guide and that not all staff understands the guide as the district has adopted the Danielson rubric as the criteria for assessment of teacher practice. Accuracy of interpretation of artifacts and evidence collected, alignment with the teaching criteria, and prioritization of recommendations for next steps are also inconsistent across evaluators.

- Teachers reported that recent professional development (PD) opportunities included more relevant and purposeful topics than PD from previous years. However, discussions with teachers and school leaders as well a review of documents showed that there is not yet strong enough links between the observations and evaluations of instructional practices and the PD provided. Reviewers found limited evidence that the PD offered directly correlates to weaknesses identified through the observation process, for either individual teachers or groups of teachers.

Impact Statement:

A lack of fidelity and rigor in implementation of the teacher evaluation process limits the school leader's ability to hold all staff accountable for continuous improvement.

Recommendation:

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

- Formally establish an efficient schedule for implementing all aspects of the districts APPR plan in a timely manner. Embed regular PD activities to ensure accuracy and inter-rater reliability across evaluators
- Align priorities for teacher feedback with professional goals, and ensure that actionable next steps align with the instructional improvement focus of the school. In addition, PD offerings should closely align with weaknesses in instruction identified in the evaluation process.

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

Overall Finding:

School leaders are beginning to use some evidence-based practices to consider progress in the school goals, but have not yet fully developed interconnected systems of formal protocols for assessing progress and revising practices.

Evidence/Information that Lead to this Finding:

- The school leader has implemented structures for teams to meet across the school to look at various student data points. For example, the English language arts (ELA) department reviews

reading level scores using the Qualitative Reading Inventory (QRI), the student support services team (SST) monitors attendance rates, monthly, and the PBIS committee evaluates incident referral data. However, the various teams lack consistent data analysis protocols inclusive of formalized mechanisms for adjusting practices and progress monitoring.

- Interviews with staff as well as a review of meeting agendas demonstrated that information is shared at staff meeting regarding progress on school-wide goals. However, staff has not prioritized the integration of the existing data. Although some staff has begun to review the school's performance through evaluating individual and school-wide practices, the protocols staff uses lacks rigor, cohesion, and focus. As a result, school leaders do not have a precise awareness of how well the school, students or teachers are performing. In addition, school leaders are limited in their ability to hold different stakeholders accountable for their needed contribution to school improvement.

Impact Statement:

The lack of formal protocols to integrate and use data to review, monitor, and adjust school practices hinders school improvement efforts.

Recommendation:

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

- Prioritize the adoption and school-wide implementation of best practices regarding data analysis protocols and secure support resources to integrate the varied data collection and analysis procedures across the various teams of the school. Use the information to identify specific areas for development and ensure that all stakeholders are held accountable for identified goals being met in a timely manner.

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 has implemented structures for collaboration to begin to develop curricula and implement resources aligned with the CCLS. While some teachers collect and review interim data, teachers lack formal protocols to use data to develop, monitor, and adjust instruction as well as to provide actionable feedback to students, among all subject areas. This results in a misalignment between standards and assessments limiting the opportunity for students to acquire college- and career- readiness skills.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

Staff has not developed a formal plan to ensure rigorous and coherent curricula across all subjects.

Evidence/Information that Lead to this Finding:

- The school leader reported and the review team observed that teachers meet in horizontal and vertical team. Although the school leader reported that vertical team meetings are allocated for review and adjustment of curricula, observations during the review and a review of documents confirmed that teachers lack formal and consistent protocols for reviewing student work, examining curricula or materials, and making adjustments to the curricula.
- Although some teachers and staff members have received minimal PD on the Common Core Learning Standards (CCLS) and the implementation of literacy across the content, the CCLS instructional shifts were generally not evident in the materials locally adapted or developed. A school-wide focus on literacy has been implemented across all subject areas and evidence of some strategies such as academic vocabulary and citing textual evidence for a claim was observed in written plans. However, reviewers noticed that the few unit plans provided were copied from commercially available programs and the NYSED modules/core curricula. The plans included limited adaptation to reflect the diverse needs of the students. Reviewers found that inconsistent lesson planning practices limited teachers ability to provide instruction with multiple points of access for all students.
- The school leader and teachers reported that school leaders and departmental teacher leaders have regular meetings to disseminate information from leadership to staff, such as test accommodations guidance and assessment schedules. Teacher leaders then meet with the core departments to further disseminate the information and reportedly provide some guidance to staff regarding implementation of content curricula. However, few examples of school leaders guiding, supporting, monitoring, or providing feedback related to implementation of CCLS aligned curricula were evident, resulting in minimal coordination and focus, low rigor, and disconnect between curricula and assessment.

Impact Statement:

Because cohesive, coherent, and comprehensive CCLS aligned curricula is not in place, students have missed opportunities to experience learning that will prepare them to meet the demands of the CCLS.

Recommendation:

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

- Prioritize and implement a plan to expedite the development of coherent and rigorous curricula reflective of the CCLS and instructional shifts across all content areas and subjects, where all teachers and leaders are held accountable for providing aligned curriculum and assessment.

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

Overall Finding:

Some teachers develop and deliver units and lessons reflective of a few CCLS instructional shifts, however formal data driven protocols, complex materials, appropriately sequenced scaffolding are generally not in place.

Evidence/Information that Lead to this Finding:

- The school uses the QRI on an interim basis to assess growth in student reading levels three times during the year, and shares this information with all staff. Reviewers noted that some curriculum maps and lesson plans provided included a common approach to using academic vocabulary and textual evidence. However, ongoing formative and summative assessment is inconsistent across the school and insufficient to prepare adequate scaffolds or appropriate progressions and sequencing, reflective of the instructional shifts, for all groups of students.
- The school leaders have provided meeting times for collaboration around planning. However, evidence from observations and a review of documents indicate that staff lacks protocols and structures to ensure effective use of the common planning time meetings. There is limited analysis and monitoring, a lack of formal protocols to ensure data driven processes and a lack of facilitator training. Staff lack established procedures to consistently review meeting artifacts or to ensure that outcomes of meetings influence and inform instructional practice. Some teachers reported participation in summer curriculum development and PD activities, including Literacy development and the Capital District Writing Project (CDWP), and review of the math modules, but translation to fully aligned CCLS curricula is not yet accomplished. Cumulatively the weaknesses have prohibited the collaboration efforts from fully accomplishing the goals of quality curricular and instructional planning.
- School leaders ensure that teachers prepare a formal lesson plan for the APPR evaluation activities, but all staff does not consistently use this practice across all subject areas. Citing district collective bargaining agreements, school leaders and most teachers do not prioritize the formal development of high quality unit and lesson plans reflective of best practice planning approaches.

Impact Statement:

Due to limited coordination, monitoring, and accountability structures, in collaboratively developing quality unit and lesson plans with assessments, students inconsistently experience learning opportunities across all subject areas that align to the CCLS.

Recommendation:

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

- Prioritize instructional planning efforts utilizing a best practice approach across all subjects and courses. Ensure through clear expectations, training, and formal accountability mechanisms that staff collaboratively develop lesson that include DDI protocols that align to the CCLS.

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.

Overall Finding:

The school staff does not have a formal plan to provide interdisciplinary curricula to students in the arts, technology, and other enrichment opportunities.

Evidence/Information that Lead to this Finding:

- School leaders and teachers reported that the school does not have a plan or partnerships to address interdisciplinary curriculum and therefore school practice does not reflect or monitor the potential effectiveness of this learning strategy. Although, the school leader has allocated planning time for horizontal grade level teams, staff primarily uses this time for student management issues, logistical coordination, and review of procedures.
- The master schedule provides for general music for grade six, optional band/chorus for grades seven and eight, art for all grades, and computer technology classes on a rotational basis for each grade level, where some literacy activities have been embedded. However, as teachers of these areas are generally not included in the horizontal planning meetings, collaboration or dialogue around interdisciplinary approaches is not planned for or accomplished.
- During classroom visits, although reviewers saw some teachers use SMART Boards, the teachers primarily used the SMART Boards to display information as a whiteboard. Many classes have sets of IPAD technology, but had limited integration to enhance instruction and were generally inconsistent across the school. Staff lacks formal protocols to monitor the effectiveness of these tools and integration efforts.

Impact Statement:

The school staff does not have a formal plan or process to develop interdisciplinary curricula. As a result, students have decreased opportunity to make connections across the content and demonstrate academic

success.

Recommendation:

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

- Include as part of an overarching curricula plan a comprehensive approach to formally develop and implement interdisciplinary curricula and monitor the effectiveness of this instructional approach, regularly.

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

Overall Finding:

Preliminary efforts to use various forms of data have only just begun and formal curricular adjustments and meaningful feedback for students is not yet in place.

Evidence/Information that Lead to this Finding:

- School staff uses the QRI and Standardized Testing and Reporting (STAR) assessments three times a year to monitor the reading and math levels of the students. The school leader posted a chart of the scores in the main office to provide a visual reference to student progress during the department leader and BLT meetings. In response to the baseline scores of September 2013, literacy strategies across the curriculum have been implemented in an effort to increase the reading scores, but formal processes for revising curricula and designing aligned formative assessments to collect information about the success of those revisions is not in place.
- The school leader reported that data is a priority in the school, but acknowledged that staff has to develop better mechanisms for sharing and analyzing data to make isolated and disconnected efforts systemic and useful for making curricular and instructional adjustments. Review evidence support the school leader's assertions as there is ineffective alignment between the curriculum and assessment.
- Evidence from interviews with students as well as a review of documents demonstrated that students primarily receive numeric grades on their work to learn of their progress. Reviewers noted student work displayed in only a few places in the school. In addition, the samples observed generally did not include performance tasks, rubrics, or next steps for improvement. Where any feedback was provided, responses offered little or no direction on exactly what steps students should take to improve their standing. During discussions with the IIT students shared that they should pay attention, study more, ask another student, and come after school for extra help as things they need to do to improve their performance, confirming that their understanding of their specific errors and improvement steps was minimal.

Impact Statement:

The lack of consistent protocols and procedures for using formative and summative assessments to guide curricular revisions and provide quality feedback to students, limits opportunities for students to experience instruction that prepares them to meet the demands of the CCLS.

Recommendation:

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

- Expand preliminary interim assessment efforts to include formal mechanisms for collecting CCLS aligned assessment data, research based data analysis protocols, and adopt formal methodologies for regularly revising curricula.
- Provide staff with regular PD regarding assessment of student work and providing data based feedback to students. Monitor staff’s implementation of PD.

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: Staff collaborates to develop and reflect on instructional units and lessons, and school-wide efforts to adopt CCLS literacy strategies create a common approach across content areas. However, formative assessments, progress monitoring, and feedback to students are limited, which hinders students from taking greater ownership of their learning. Inconsistent preparation for instruction and disparities in delivery of lessons reflective of the instructional shifts, specifically for differentiating to meet the needs of diverse learners, hinders students from engaging in their lessons at high levels.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

Instructional plans and practices have limited reflection of data driven decisions and strategies to address students’ needs and learning styles.

Evidence/Information that Lead to this Finding:

- The school leader reported that using data to guide teacher and school decisions is a high priority of

school improvement, but systemic and formal procedures and protocols are not yet in place to accomplish this. Some members of the staff including department leaders and specialists in reading, behavior, and Special Education have informally supported strategy sharing and planning, but this practice is still informal and voluntary, limiting the effectiveness across all grades and subjects.

- Teacher lesson plans were not available for all classes visited, as teachers are not required to create lesson plans for daily instruction, as reported by teachers and school leaders. Where plans were available, copies of the NYSED modules, commercial programs, scope and sequence overviews, worksheets and thorough locally developed plans, indicated inconsistent practices across the grades and subjects of the school. Of those provided, the Tri-State Quality Review Rubric was used to assess quality in a random sample of 16 plans. Reviewers determined that 19 percent of the plans received a designation of Exemplar only if improvements are made (E/I), and 50 percent were assessed as Revision needed(R), and another 19 percent were assessed as Not ready to review (N), with the remainder of plans not scored due to many omitted elements. Primary flaws in lesson planning approaches were in Instructional Supports and Assessment, where integration of appropriate supports for students below grade level, and planning for assessment that elicits direct evidence about the degree of mastery of CCLS targets were regularly omitted.
- Reviewers found limited evidence of data-driven planning in the lessons observed. For example, of the 40 classes visited by the IIT, reviewers noted that teachers in only three classes arranged students into permanent groups according to their lexile reading scores, as determined by the baseline QRI assessment from September 2013. Strategies in those classes included pairing students with high/low QRI scores and frequent visits by a co-teacher to reinforce directions and task completion.
- Discussions with teachers and school leaders indicated that goal-setting procedures are at an early stage of development. However, staff has not established individualized learning goals for students to plot a path for academic improvement.

Impact Statement:

Staff minimally organize and implement plans based on data, which reduces their ability to consistently provide instruction that promotes high levels of student engagement that lead to increase student achievement.

Recommendation:

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

- Establish an expectation for formal high-quality instructional planning and goal setting consistent with best practices approaches to implementing the CCLS for all groups of students, based on relevant data. Regularly hold all staff accountable for developing and implementing the plans with fidelity.

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

Overall Finding:

Some teachers develop and use instructional plans reflective of some CCLS shifts but most do not provide opportunity for cognitive rigor and text and content complexity.

Evidence/Information that Lead to this Finding:

- The IIT found that only four plans out of 16 reviewed demonstrated an appropriate plan for implementing CCLS aligned lessons. Reviewers found that although most teachers posted the instructional shifts and the target standard of the lesson, only 40 percent demonstrated at least one of the instructional shifts of literacy, such as academic vocabulary and balancing information and literary text. Additionally, teachers minimally addressed the instructional shifts for mathematics.
- A review of lesson plans showed that approximately 20 percent contained opportunity for students to engage with text of appropriate complexity or focus on challenging text. Teachers questioning techniques were broadly inconsistent in practice and generally absent from written plans. The questions asked during instruction predominately focused on basic recall of facts and knowledge, with limited opportunities for higher-order thinking and generation of original connections across content.

Impact Statement:

Inconsistent planning and implementation of CCLS aligned lesson results in limited opportunities for students to experience instruction that leads to high levels of engagement and prepares students to meet the demands of the CCLS.

Recommendation:

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

- Expand and focus the PD provided to staff on implementing instructional units and lessons reflective of the CCLS shifts.

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

Overall Finding:

Although school staff has initiated various programs to address behavioral expectations, inconsistent implementation of these programs hinders teachers and students from working together to support an intellectually and physically safe learning environment.

Evidence/Information that Lead to this Finding:

- The school has started a PBIS initiative in order to identify behavior issues across the school. However, staff has not developed universal expectations. Most classrooms visited had classroom expectations in the form of a social contract, where students reported having input into developing these, but reviewers found limited evidence of teachers explicitly teaching or reinforcing expected behaviors. During classroom visits, reviewers noted that although most classrooms had progressive consequences posted, teachers inconsistently enforced the consequences and offered developmentally inappropriate consequences such as stopping the entire class, waiting for quiet, and putting students in the hallway, which resulted in lost instructional time for all.
- The school leader and teachers expressed concern over previously negative school climate. In addition, some students and parents interviewed expressed concern about the negative responses students receive from teachers when they have questions or need additional need help. Although students reported feeling safe if they stay away from the wrong crowd, students expressed concerns about peer teasing and about some of their teachers directing them to after-school sessions to get questions answered. Parents described instances of teasing in some classes and reported that bullying is, at times, a concern at the school. Reviewers observed notable instances of exchanges between adults and students in some of the classrooms and common areas. Students also reported that they find a majority of classes boring and not challenging enough.
- The Student Support Staff (SSS) reported that PD has been provided to approximately 75 percent of the staff in order to build capacity to address behavioral management needs consistent with students Individual Education Plans (IEP) and developmental challenges of students this age. Teachers during the grade/subject meeting discussed strategies that acknowledge that students have diverse needs and require customized supports, and a few classes demonstrated robust integration of positive behavior strategies and meaningful cooperative learning structures to engage students. However, most classes were teacher directed and provided few opportunities for students to share their perspectives, views, and opinions.

Impact Statement:

Incomplete enforcement of school wide behavioral expectations and the lack of tailored learning experiences limits opportunities for teachers and students to work together to support a safe learning environment, which hinders student achievement.

Recommendation:

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

- Expand existing efforts and fully implement a best practice approach to identify, communicate, and teach behavioral expectations school-wide. Ensure students have opportunities to voice their views, perspectives, and values in an accepting and respectful environment. Hold all staff accountable for modeling the expected behaviors and identify benchmarks for progress monitoring

and adjusting the system, regularly.

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

Overall Finding:

Some teachers are beginning to use plans for adjusting instructional strategies. However, teachers inconsistently use formative assessments and data to provide students with timely feedback.

Evidence/Information that Lead to this Finding:

- Some teachers brainstorm strategies for adjusting instruction for students, as in the co-teachers of classrooms visited, teachers in the grade/subject meeting, and those described by the departmental chairpersons. Some staff described efforts to support their peers in implementing literacy strategies based on the QRI/STAR assessment scores. However, these discussions and events do not often translate into formal lesson plans and instructional practices that meet the differing needs of students.
- School-wide data around attendance and behavior are regularly considered, but formative or summative assessment to gather data for instructional decision-making is generally limited to an exit ticket or end of the unit exam. The school leader reported systemic data use to inform instruction is a strategic next step for school staff, but is not yet accomplished.
- While written feedback to students included examples such as a large C and a sticker on acceptable papers or great job comments on papers with scores between 80 and 100 percent mastery, reviewers did not observe teachers providing instructional feedback for guiding daily learning experiences in the classroom. Reviewers found limited evidence of teachers offering feedback that provides students with next steps for improvement or that promotes students taking ownership of their own learning.

Impact Statement:

The lack of targeted assessment for instructional decision-making and timely opportunities to focus learning experiences hinders student achievement.

Recommendation:

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

- Establish school-wide interim assessment cycles and formalize formative assessment strategies across subject and grade levels to serve as a basis for collecting real time data about student progress. Formal protocols and PD for conducting analysis and translating to instructional adjustments should be included as well as developing teacher skills in providing quality data based feedback to students. Monitor teachers' use of these strategies to ensure full implementation.

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 is in the early stages of building a tiered system of supports and interventions to address social and emotional developmental health. Because adequate training for staff and development of systemic data protocols are not fully in place, the existing structures do not sufficiently remove the social and emotional developmental health barriers to learning for all students.

Strengths:

All ratings for this Tenet are **Developing** and therefore comments are listed under **Areas for Improvement**.

Areas for Improvement:

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

Overall Finding:

The school is in the early stages of building tiered systems of supports and interventions to address social and emotional developmental health of students.

Evidence/Information that Lead to this Finding:

- In alignment with the district’s (PBIS) initiative, the school leader has established a leadership team to begin the implementation of an overarching PBIS model. Survey data, PD, and initial analysis of behavior and incident trends has begun in an effort to identify school wide expectations but the system has not been fully developed and therefore is not directly contributing to a reduction in the obstacles to social and emotional developmental health.
- The School Support Staff meets regularly and offers rich resources for supporting the social and emotional developmental health needs of students through a system of teacher and committee referrals with tiered interventions for internal and external supports. Each grade level has a dedicated school counselor to facilitate grade level and parent meetings related to student supports where action plans for “at-risk” students are developed and monitored for implementation fidelity. The intervention model is communicated to staff and is guided by workflow diagrams and a procedure handbook to establish guidelines for supporting the most challenged students. Although this system has effectively improved attendance and reduced barriers to academic success, it is limited to supporting only those students that are identified and evaluated, leaving some students without access to interventions and support from a well-known and designated adult.
- Members of the SSS generate data reports for some staff and select committees to use while planning supports and interventions to address students' social and emotional developmental health social and emotional developmental health needs. Attendance, quarterly grades, incident

referral summaries are prepared for progress monitoring meetings of the School Based Support Team (SBST) and shared with recommendations for intervention strategies. However, this effort is inconsistently embraced by staff across the school and has limited impact on classroom and school-wide practices.

Impact Statement:

Although school staff is establishing structures to address social and emotional developmental health needs, the newly established system of PBIS does not yet systematically address the barriers to academic success for all students.

Recommendation:

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

- Expedite the full implementation of research based best practice processes, structures, and strategies for school-wide and classroom positive behavior supports based on timely and relevant student social, academic, and behavioral data. Ensure that each student has a designated adult that he or she can turn to for support and guidance.

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

Overall Finding:

While school staff has some activities and has provided PD to promote awareness of social and emotional developmental health, the school staff has not yet adopted a formal vision or curricula for addressing social and emotional developmental health needs of students.

Evidence/Information that Lead to this Finding:

- As the school is in the early stages of initiating PBIS, the motto of 'Be safe, responsible, respectful' is posted but not yet defined or adopted as an overall vision or basis for programming. Although school staff has not adopted a supporting curriculum for explicit teaching of behaviors, staff uses activities such as Rachel's challenge, Starfish Mentoring, Reality Check, and Handle with Care programs to support some individuals and small groups in addressing social and emotional developmental health students' needs with minimal success. With the support of a district and school PBIS leadership team, behavior specialist, and fully staffed student support services team of counselors, social work, and agency partners, the school is in the process of identifying behaviors and skills for students that will be addressed in the PBIS program.
- Targeted staff has been trained as turn-key trainers for both PBIS and Handle with Care behavior programs. Evidence from a review of documents showed that presentations on both PBIS and Handle with Care occurred at staff meetings. In addition, 75 percent of the staff has been trained in

Handle with Care program strategies. As needed, the behavior specialist provides training and PD for aides/Teaching Assistants and meets with teachers to support their strategy development. However, monitoring the effectiveness of any PD is not an identified priority and plans to build the capacity of staff to address their skills and behaviors in supporting student social and emotional developmental health needs is not evident.

Impact Statement:

Although the school has some resources to address social and emotional developmental health, the lack of a comprehensive vision and a school-wide plan limits staff from addressing all students needs to ensure a safe and healthy school community for all.

Recommendation:

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

- Expand and fully implement research-based curricula that align to a clear vision for social and emotional developmental health. Provide PD to staff to support the guiding vision and adopted curricula. Regularly monitor the progress of the curricula. Hold the staff accountable for demonstrating appropriate skills and behaviors to implement the guiding vision and adopted curricula.

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

Overall Finding:

Limited efforts have begun, to assemble stakeholders in discussing and planning the collective contributions of the school community in supporting social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- The PBIS leadership committee consisting of students and staff meets monthly to plan the roll out of the system. The school staff reported that the district superintendent formed a student liaison committee, which is an advisory group, to support the school and district leaders in understanding the needs of the community and students in the areas of safety and engagement. The SBST meets regularly to consider student needs and organize targeted interventions for identified students accordingly. A Parent Teacher Organization (PTO) is formally in place, but low attendance of approximately five contributors leaves the parents and community largely under-represented.
- The staff conducted school-wide recognition activities such as the Eagle award and good behavior awards to begin to reinforce appropriate efforts made by students. Students confirmed these events, but expressed inconsistent reports about their value in deterring negative behaviors and motivating most students to behave appropriately. Parents expressed frustration with lack of

opportunity and invitation to contribute to the social and emotional developmental health needs of students within the school, but confirmed that school staff has made positive strides in supporting and meeting the social and emotional developmental health of students.

- The SSS/SBST meets regularly and appropriately uses a Response to Intervention (RtI) model to attend to some social and emotional developmental health and academic needs of targeted students in an effective manner, which has resulted in attendance improvements and reduction of incident referrals. All constituents expressed feelings of physical safety in the building, but parents and students expressed that student-to-student physical and emotional safety is not yet accomplished.

Impact Statement:

The school staff lacks a fully developed and universally implemented system to ensure all stakeholders understand their role in addressing students' social and emotional developmental health, which limits all stakeholders in their ability to promote a safe school environment to ensure optimal student academic success.

Recommendation:

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

- Prioritize the development of fully collaborative structures to identify, teach, and implement contributions for all stakeholders in implementing the school wide system for supporting social and emotional developmental health needs. Regularly monitor and adjust the collaborative structures and activities to ensure that the needs of all students are met.

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

Overall Finding:

The school is in the initial stages of developing a plan for staff to use data to address social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- Staff interviewed by the review team, and a review of documents showed that staff has various structures to collect and review data on students' social and emotional developmental health including the weekly grade level meetings, SSS team meetings, and PBIS leadership committee. The school leader shared that the AP and behavior specialist generate reports of student attendance and incident referrals for committee meetings. The PBIS committee conducted a survey to assess the current needs of students within the school related to social and emotional developmental health. Within these structures, individual action plans for targeted students have been developed and implemented, but formal analysis protocols for school wide trend information is not yet used to formally adjust school-wide practices that meet the social and emotional developmental health needs of all students.

- School staff reported that overall incident referrals have decreased this school year where high-frequency behaviors have shifted from Violent and Dangerous Incident Reporting related trends to primarily classroom behavior issues. The SSS team reported that this shift is considered by the PBIS committee to revise the student discipline matrix for implementing the code of conduct.

Impact Statement:

Although staff is beginning to use data to support individual student’s needs, staff efforts do not yet address school-wide practices, which results in the unmet social and academic needs of some students.

Recommendation:

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

- Establish expectations, procedures, and protocols to implement a formal data cycle used by all staff to identify and deliver services and supports to all students.

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

Tenet Rating

D

Debriefing Statement: Although the school has used different outreach methods of communicating academic expectations and student progress with families, and has active community partnerships, the school does not adequately assess or support the ability of all stakeholders to effectively communicate and build reciprocal relationships, limiting the growth of academic achievement and social emotional well-being of students.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

The school staff communicates with families, but lacks a formalized plan to consistently communicate with parents regarding high expectations.

Evidence/Information that Lead to this Finding:

- Members of the school staff reported that they know that improving student achievement scores is the school expectation, but each group had varying reports about the expectations for

communicating this to parents and families. Parents indicated that they do not know what their students are learning or what the school expects from them beyond passing the classes and behaving.

- Some teachers, the SSS and Family and Community Educator reported frequent communications with parents to encourage them to support improved achievement. The Family and Community Educator collected surveys at open house night to gather community feedback concerning that event and has hosted meetings, workshops, and supported monthly district events to engage families. However, parents unanimously reported that although they are involved at the school, they have not received information regarding the school's academic expectations for student achievement or information about ways parents can to support student success. During discussions with the IIT, no school staff identified the disparities between the school staff and parent reports, suggesting that formal assessment, reflection, and adjustment of collaboration efforts is not yet in place.

Impact Statement:

The lack of a formalize plan to communicate with parents results families receiving limited information to support students' academic success.

Recommendation:

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

- Prioritize the development and implementation of a plan for the school to communication with families regarding high expectations for academic achievement. Within the plan, provide tools and information to parents for supporting student learning and regularly monitor the effectiveness of the plan.

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

Overall Finding:

The school staff uses multiple avenues to communicate with families, but does not ensure the involvement of all families in reciprocal communication with the school.

Evidence/Information that Lead to this Finding:

- The school uses multiple means for communicating with parents including telephone calls, team meetings, newsletter, morning announcements posted on the YouTube website, and the updated school website. These communications are in languages pertinent to families. Some parents reported during interview that the school has shown great progress in communicating about student issues and concerns during this school year. However, many parents reported that they still do not feel welcome to volunteer in the school and the SSS confirmed that few parents and families engage in collaborative relationship in the school to support student learning and growth.

- Parents reported that they are more satisfied this school year with the response received and timeliness of resolution, when they do contact the school with issues and concerns. However, the school staff members demonstrate little evidence of reflection or adjustment to the school practices regarding the effectiveness of strategies used to communicate with parents.

Impact Statement:

The lack of a comprehensive and formal plan to engage parents and families, does not empower families to support their students' social emotional growth and academic achievement.

Recommendation:

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

- Explore best practice research for family communication and engagement strategies within communities of similar demographic profiles and engage in regular reflection and adjustment of these strategies to improve the number and frequency of meaningful connections between home and school.

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

Overall Finding:

Although the school community has established partnerships with community agencies, these partnerships are not used to promote and provide training to support to families and staff to promote student success

Evidence/Information that Lead to this Finding:

- The partnerships of the school reflect the needs of the families of the community and availability of local organizations to support those needs. These include the New York State Office for Children and Family Services (NYS OCFS), St. Mary's Mental Health clinic and the Family Counseling Center, all of which provide direct support services to students and their families where appropriate. However, although these services provide ease of access for families and increase the likelihood that students receive services, reviewers did not find evidence that leadership uses these services to build the capacity of parents and staff to establish collaborative partnerships. There is limited evidence of initiatives led by the school staff to provide training or support for parents to enable them to better support or be greater advocates for their child's learning.
- Members of the SSS reported that they provided strategies to the teaching staff of the school, and the parents expressed that the family and community engagement coordinator helps them to enhance their knowledge of the school's resources. However, the school does not generally provide professional development to staff to increase their knowledge and capacity to collaborate with families or community nor training opportunities for families and plans for doing so are not evident.

Impact Statement:

The lack of PD for staff to build partnerships with families reduces opportunities for students to benefit from a strong home-school connection.

Recommendation:

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

- Provide training opportunities for parents and PD activities for all school staff to develop and foster meaningful home school relationships. Hold staff accountable for implementation of this PD and assess the effectiveness of the home-school connection, regularly

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

Overall Finding:

The school staff shares some data regarding student progress with parents; however, staff provides limited opportunities for parents to understand and use data to support higher student achievement.

Evidence/Information that Lead to this Finding:

- School staff members use data in limited ways through the SSS and team meetings to examine some family needs, such as attendance reports, economic indicators, and student class performance. However, the school leader as well as teachers reported that these efforts are not yet integrated across school structures and teams and the school leader indicated that systemic efforts to do so should be a next step of the school
- The school leader reported and a review of documents confirmed that school staff received attendance and student incident data during team meetings and monthly staff meetings. The school leader shared that he provides quarterly reports to the District Board of Education on attendance, achievement, and NYS assessments proficiency. Parents also confirmed that they receive quarterly report cards and progress reports at five-week intervals. Although the student management system, *School Tool*, has a parent portal that is used by some staff, staff and parents interviewed confirmed that not all staff use this system to generate up to date and accurate information regarding student progress or to convey this information to parents in a way that is easily understood.

Impact Statement:

Few opportunities for integration and meaningful dialogue around student data, results in incomplete understanding and access of student progress and needs for parents, as well as disconnected efforts to support increased achievement.

Recommendation:

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

- Prioritize the integration of all data systems in to identify all student needs across all subgroups of the student population. Include avenues to engage with parents in meaningful ways around student progress data to increase their understanding and empower their support.