



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	460701040002
School Name	Hannibal High School
School Address	928 Cayuga Street, Hannibal, NY 13074
District Name	Hannibal Central School District
School Leader	Jim Chupila
Dates of Review	8-9 April 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	9-12	Total Enrollment	398	SIG Recipient	<input type="checkbox"/>	Title 1 Population	100%	Attendance Rate	93.4%			
Free Lunch	40%	Reduced Lunch	10%				Limited English Proficient	0%	Students with Disabilities	7.7%		
Number of English Language Learner Classes												
#Transitional Bilingual	0		#Dual Language		0							
Number of Special Education Classes												
#Self-Contained	2		#Consultant Teaching		0		#Integrated Collaborative Teaching			0		
#Resource Room	28											
Number of Special Classes												
#Visual Arts	0	#Music	4	#Drama	0	#Foreign Language	10	#Dance	0	#CTE	0	
Racial/Ethnic Origin												
American Indian or Alaska Native	0.3%	Black or African American	1%	Hispanic or Latino	2%	Asian or Native Hawaiian/Other Pacific Islander	0.5%	White	96%	Multi-racial	0.3%	
Personnel												
Years Principal (Interim) Assigned to School	1.5		# of Assistant Principals		1		# of Deans		0		# of Counselors / Social Workers	5
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification		0%		Teaching with Fewer Than 3 Yrs. of Exp.		6%		Average Teacher Absences	1.25%
Credit Accumulation (High School Only) and Performance Rates												
% of 1 st yr. students who earned 10+ credits	0		% of 2 nd yr. students who earned 10+ credits		0		% of 3 rd yr. students who earned 10+ credits		94.5		4 Year Graduation Rate	69%
ELA Performance at levels 3 & 4	52.8		Mathematics Performance at levels 3 & 4		30.4		Science Performance at levels 3 & 4		44.4		6 Year Graduation Rate	69%
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				
X	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				
				Students with Disabilities				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:												
<ol style="list-style-type: none"> The four year graduation rate for general students and students with disabilities. Improve effectiveness of the delivery of services for students with disabilities. Review and modify procedures and practices related to student discipline. Expand student program options by adding honors level and AP classes. 												

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:					I

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 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 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:				I

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
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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:					I

School Review – Findings, Evidence, Impact and Recommendations:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	I
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Debriefing Statement: The school vision for academic improvement is articulated through the School Comprehensive Education Plan (SCEP) and was created by the interim school leader and district administrators. Although SMART goals exist, they are not known or successfully shared with all members of the school community. Consequently, all stakeholders are not yet aware of the priorities for school improvement or their roles and responsibilities in this process. Systems to monitor and evaluate progress towards the SMART goals are not securely in place.

Strengths:

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

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).

Overall Finding:

SMART goals have been identified but stakeholders are not involved in their creation and most are unaware of what they are. There is little evidence of SMART goals being monitored or evaluated.

Evidence/Information that Lead to this Finding:

- The interim school leader stated that the SMART goals which are outlined in the School Comprehensive Education Plan (SCEP) were identified and developed by the school leaders and district leaders, and that those goals have not been formally shared with stakeholders. Discussions with parents, staff and students confirmed that they were not involved in the creation of SMART goals and did not know what had been identified as school priorities or of what the school’s long term vision consisted.
- There is no clear, established data-driven mission in the school. The use of data is under-developed. The school leaders and teachers are not using data collected on individual students or subgroups to adjust and inform instructional practices to cater for the needs of individuals or subgroups. Visits to classrooms confirmed this.
- Although SMART goals exist, the checking of progress towards these goals is minimal. Systems to monitor and evaluate the schools SMART goals are not established. Consequently, no one is sure how well the school is doing in achieving these goals.

Impact Statement:

The interim school leader is not ensuring that the school community either helps create or is aware of the identified SMART goals outlined in the SCEP and there is little evidence of any monitoring and evaluating of the progress the school is making towards these goals. As a result, very few stakeholders know what the school vision is, how well the school is doing or their roles and responsibilities in achieving its SMART goals.

Recommendation:

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

- Increase the number of personnel involved in developing the SCEP and the identification of SMART goals. Ensure representatives from all stakeholders are included in the process. Develop procedures to monitor and evaluate how effective the school is doing in reaching its goals and share the results with the whole school community.

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

Overall Finding:

In order to bring about school improvement and increase opportunities for student success, the interim school leader is beginning to use resources strategically to develop systems that address the immediate needs of the community.

Evidence/Information that Lead to this Finding:

- The interim school leader, during discussion, stated that the extended program is informal but it does focus on student achievement. Data is not used to show the amount of progress students make and the program lacks systems to monitor and evaluate how well students are doing. Students, generally, have the opportunity to take part in sessions that focus on completing homework tasks.
- Discussions with the interim school leaders and staff show that a small group of students were identified at the beginning of this academic year as being off track to graduate in 2014. As a result, they have been grouped together during core subject time to focus on improving achievement in all subject areas. Data shows that most students in this group, the Bridge Group, are now on track to graduate at the end of the year. Monitoring of this small group of students has shown improvements both academically and socially.
- At times, the interim school leader communicates with the district staff regarding human and fiscal decisions and has been successful in securing personnel to teach in specific parts of the school building.

Impact Statement:

Although there is an extended learning time and the interim school leader has developed a program to support students who are off track to graduate and has communicated with district staff to successfully secure or retain personnel to meet the academic and social needs of a few students, available resources are only addressing the

needs of a small proportion of the school community.

Recommendation:

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

- Increase the number of students who participate in the extended learning program including when necessary in the Bridge group. Improve the way the extended learning program works so that monitoring and evaluation systems are developed to check the impact it is having on student achievement.

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:

Not all teachers have been observed or received feedback. Documentation does not show that observation data is used to provide ongoing professional development (PD) opportunities to improve the practice of individuals.

Evidence/Information that Lead to this Finding:

- The interim school leader, along with two district leaders and two school staff are using a formalized plan that is aligned to the district's APPR plan to gain an understanding of the quality of instructional practices throughout the school. Documentation and lesson observations carried out by the review team do not show that instructional practices are improving within the school or that observations are clearly targeted to those teachers in need of greatest guidance and support.
- Documentation and discussions with teachers indicate that not all teachers have been observed on a regular basis and the feedback provided is not always focused on the aspects of teaching and learning that are most in need of improvement. There are examples of feedback being shared with teachers but the practice of providing developmental and constructive feedback is not uniform in all instances. Although opportunities are provided for all teachers to be involved in the PD program, there is little evidence to suggest that observation data is consistently used to inform and provide ongoing PD opportunities. In addition, there is little evidence of good practice being shared with others.

Impact Statement:

School leaders do not provide regular, focused observations and feedback that focus on student data to track improvements in teacher practices. As a result, administrators and staff are not held accountable for continuous improvement in instruction or in 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:

- Carry out regular observations of teaching and give clear pointers for improvement using established criteria. In addition, use feedback and student data to track improvements related to the improvement of individual teachers and link this to the planning of PD opportunities.

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

Overall Finding:

The interim school leader has not inherited evidence-based systems that allow the work of the school to be monitored and evaluated. There are very few established systems to monitor and revise practices.

Evidence/Information that Lead to this Finding:

- The interim school leader, during discussions, acknowledges that there are few established evidence-based systems and structures to check school-wide practices. Consequently, it is difficult to evaluate and learn how well the school is performing. Documentation related to evidence-based systems is limited in many parts of the school such as in relation to checking any progress the school has made to meet the SMART goals in the SCEP. In addition, the student support team keeps little documented evidence making it difficult to measure the impact of their work. Overall, there is little analysis of school-wide practices.
- Documentation shows that there is an evidence-based system in its early stages of development for monitoring the quality of instructional practices within the school. Teachers are beginning to be observed and some feedback is given but there is a lack of urgency to improve subsequently the quality of instructional practices. Not all teachers have been observed so some teachers have had no feedback. As a result, there is not enough data to show any analysis of how well the school is doing and why or to link feedback to the PD of teachers. As a result, the system lacks rigor and urgency and so improvements in the instruction that students receive is slow. In addition, systems to analyze test and assessment data are not established and rigorous. This results in school leaders not having an accurate grasp of how the school is performing academically and making adjustments and improvements where needed.

Impact Statement:

Measurable progress towards critical school-wide goals is not achieved as a result of a lack of evidence-based systems for staff to measure this progress.

Recommendation:

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

- Improve and develop evidence-based systems that allow leaders to monitor the work and academic performance of the school, particularly those related to improving instructional practices, and the progress the school is making towards reaching the SMART goals in the SCEP.

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
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Debriefing Statement: The school uses the NYS recommended ELA modules to implement instruction aligned to the Common Core Learning Standards (CCLS). Teachers in grade ten have devised their own ELA units. Some staff, such as in math, are working on developing units aligned to CCLS across a few other subject areas. Teachers do not consistently use data to inform curricular decisions to meet the needs of all students, particularly individuals and subgroups, or to improve student achievement within classes and across grades. There are no formal partnerships established to address interdisciplinary curricula. Consequently, increased student learning outcomes are not fully achieved.

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

Overall Finding:

Staff is beginning to implement modules in ELA in grades nine and ten and in some areas of math in grade nine. These modules are aligned to CCLS. Staff are working together in other parts of the school to create and develop modules across the curriculum but more work needs to be done. There are no evidence-based systems to monitor curricula to ensure that the needs of students are met.

Evidence/Information that Lead to this Finding:

- There is no formalized written plan for CCLS and NYS curricula aligned across all areas of study. However, the interim school leader encourages staff to use or develop units, aligned to CCLS in all content areas. Evidence from discussions indicate that teachers are meeting and planning with each other to devise their own units for ELA lessons in grade ten Math teachers are adapting modules in algebra and geometry for students in grade nine. Visits to classrooms showed that grade nine students use Engage NY modules in ELA
- Documentation shows a comprehensive calendar for PD for staff. For example, English teachers have had PD in order to implement the modules that go with their subject and other teachers have had training related to CCLS. All English and math teachers have received support from BOCES (Boards of Cooperative Educational Services) and there has been some linking with other districts to gain further information about CCLS planning practices.
- Visits to classrooms, documentation and teachers’ planning show that there is little evidence of the

curricula being monitored in relation to the implementation of CCLS or adjusted to meet the needs of the differing abilities and needs within the classes. Lesson observations and planning documents indicate that teachers rarely use different materials for different abilities during their instructional practices.

- Some students, who are leaving at the end of this academic year, feel that they could have done better if they had a broader course selection and the opportunity to take more courses in high school. They feel that they do not have a strong overall academic program that meets the requirement for entry into top universities. A few articulate students feel that the school has failed them. Parents, during discussion, spoke along a similar vein.

Impact Statement:

Although lessons are beginning to be aligned to CCLS in ELA and math, planning and lessons do not focus on the needs and abilities of all students. Evidence-based systems to monitor curricula are not fully developed. As a result of these weaknesses, the current curricula do not prepare the students to be college- and career-ready.

Recommendation:

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

- Improve the way teachers plan and deliver curricula and their instructional practices to meet the needs of all student abilities in all grades but particularly in grades 11 and 12 to prepare for college and career readiness. Develop systems to regularly monitor the curricula that students receive.

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.

Overall Finding:

Teachers, particularly in ELA and math, are beginning to develop lesson plans that are aligned to CCLS but this is inconsistent throughout the school. Data is rarely used to inform teachers' instructional practices. There is no consistent approach to address the needs and abilities of all students and instructional practices do not consistently contain different materials to support the range of abilities. Few lessons give students opportunities to develop higher-order thinking skills.

Evidence/Information that Lead to this Finding:

- Scrutiny of teachers' lesson planning and planning guides indicate that there are no formal and consistent structures used to develop lesson plans. Teachers rarely focus on planning the instructional methods and materials to meet the different abilities and needs within their classes. Data is rarely used to inform instructional practices and few examples were observed where different materials are given to students with different abilities. Usually, everyone does the same task, which some students finish easily with little thought required while others struggled to complete the task.
- Lesson planning is slowly developing in relation to alignment to CCLS. Only in some lessons are

materials that incorporate a progression of sequenced and scaffolded skills used. Examples of this were observed in visits to ELA, Spanish, and technology lessons. Generally, students have few opportunities to develop higher-order thinking skills. When teachers ask students questions to reinforce and develop learning they too often have low expectations and accept one and two word answers instead of giving students time to think and expand their answers.

- There is inadequate documentation to show any monitoring of curricula. The monitoring of curricula is underdeveloped, particularly to support the use of CCLS instructional shifts or ensure that higher-order thinking skills are developed.

Impact Statement:

Student data is not regularly used to plan and deliver lessons that address the needs of all students. Consequently, students do not all show the required growth in meeting the demands of CCLS to lead to improvements in achievements.

Recommendation:

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

- Develop systems to monitor curricula. In particular, check that all student achievement needs are met by ensuring that students are given different materials to suit their varying abilities and higher-order thinking skills are focused on and developed in all subject areas.

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:

Formal partnerships have not been developed to address interdisciplinary curricula. Although a few teachers, occasionally, deliver interdisciplinary curricula, this is in the early stages of development.

Evidence/Information that Lead to this Finding:

- Visits to classrooms and scrutiny of teachers' lesson planning shows that there is little evidence of teachers focusing on creating interdisciplinary curricula, targeting the arts, technology and other enrichment activities when planning and delivering instructional practices. In addition, there is little evidence of students using technology to support, develop and reinforce their learning.
- There are no formal links to partner within and across all grades and subjects to address interdisciplinary curricula. Some teachers are given release time to work with outside experts in order to integrate CCLS in literacy, in science and in technology but this is in the early stages of development. During classroom visits, only one or two examples were observed of literacy being integrated into other subjects, such as in science.
- Documentation to show any monitoring of curricula is underdeveloped in all content areas and, as yet, there are no formal plans, systems or processes for reflecting or re-visiting current curricula

planning.

Impact Statement:

The school has not created a culture for interdisciplinary curricula to enrich instructional practices across grades and subjects. As a result, students have very few opportunities to develop their thinking skills, use their knowledge and integrate ideas from multiple learning experiences, which limit their ability to be academically successful.

Recommendation:

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

- Ensure that school leaders and teachers work alongside each other to develop interdisciplinary curricula to link the arts, technology and other enrichment activities within and across all subjects and grades. Devise a system to monitor and evaluate the success of this practice.

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:

There are discussions between some staff regarding data but data is not usually informing curricular decisions. Teachers have an inconsistent approach to using assessment. The feedback that students receive is usually supportive but not informative or based on data analysis. This limits student achievement.

Evidence/Information that Lead to this Finding:

- Visits to classrooms, and scrutiny of teachers' lesson plans, indicate that some teachers are more aware of the importance of using data than others. Although discussions between teachers take place, data is not consistently informing curricula decisions.
- During visits to classrooms, students in grades nine and ten were seen completing a math assessment relating to the fundamentals of geometry. In a grade nine social studies lesson, students were observed being assessed on previous work they had completed. However, in many classrooms although teachers have completed assessments on individuals, both formative and summative, they do not use this information when they either plan or deliver instructional practices.
- During discussions, students explained that the feedback they receive varies from teacher to teacher and within subject. They state that the best feedback from teachers informs them exactly what they need to do to improve, but most teacher feedback is not useful to them. Their report was confirmed by reviewers visiting classroom, looking at samples of students' work and finding little evidence of feedback based on data. They found evidence of low teacher expectations, lack of opportunities for students to regularly self-assess their own work or that of their classmates or any involvement in their own learning.

Impact Statement:

As a result of weaknesses in using data to inform curricula planning and instructional practices, the link

between curriculum and assessment does not lead to improved 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 the use of data, in all classrooms, so that it informs curriculum planning and improves the instructional practices which students receive; improve the quality of teachers' feedback so that it is supportive and informative and tells students what they need to do to improve further and so gives them some 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: The use of assessment during lessons is inconsistent and is not used to determine students' progress over time. Teachers do not create goals for students to improve and develop their skills and understanding. However, because teachers collect individual student data and do not use it to monitor and adjust instructional practices that meet the needs of the students, this results in a low level of student engagement, thinking and achievement.

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 Ineffective 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:

School and teacher leaders do not ensure that data informs the planning and delivery of instructional practices and that student needs are met. There is no evidence of teachers creating goals for groups of students.

Evidence/Information that Lead to this Finding:

- School leaders and teachers are beginning to engage in conversations about aligning teachers' planning to data; however, there is little evidence of this practice when the IIT visited many classrooms.
- Classroom visits do not show high levels of student engagement when activities are not accurately matched to student needs and abilities. During the review there was little evidence seen of intervention strategies for individual students and subgroups. In most cases, all students were given the same activity despite their differing abilities. The planning and delivery of instructional practices

are not taking into consideration what happens when everyone is given exactly the same activity. For example, the reviewers observe that the lower attaining students often have difficulties understanding what to do while more able students are not challenged to think and advance quickly through the activity and they tell reviewers it was too easy. Such examples were seen in most subject areas.

- On the occasions when students are grouped, usually relating to functioning at a lower level than expected for their ages, instructional practices were still similar to those seen in other classes and had not been appropriately adjusted to meet the needs of the group.
- Teachers, during discussion, indicated that they did not create goals for groups of students and no evidence of these was seen during any classroom visit. This means that students are not provided with a plan for a learning journey with interim benchmarks for success.

Impact Statement:

As a result of instructional practices not being informed by data, student needs are not being consistently addressed. Teachers are not creating goals for students and/or high levels student engagement and inquiry leading to minimal increases in 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:

- Ensure that all teachers develop and use:
 - a consistent format for lesson planning which identifies and guides the planning for the different subgroups, abilities and needs in classes including students with disabilities, higher and lower attaining students and those who need a boost from time to time;
 - goals for subgroups or individual students to fix clear expectations for teachers and students about what needs to be achieved in order to reach high levels of academic success.

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.

Overall Finding:

Only some teachers are aligning lesson plans to CCLS. Questioning during lessons often only requires one or two word answers and does not consistently focus on the different levels of abilities within classes. As a result of few higher-order thinking questions being asked, students and particularly those capable of high achievement are not always sufficiently challenged or fully engaged.

Evidence/Information that Lead to this Finding:

- Many classroom visits showed that lessons were not aligned to CCLS, questioning did not promote higher-order thinking skills and student needs were not met because basic instruction did not lead to multiple points of access for all students.
- In the few, best lessons observed, classroom visits show that teachers are beginning to develop

lesson plans that are aligned to CCLS and reflective of the CCLS shifts. For example, in an ELA lesson in grade 12, students used leveled texts that develop their understanding and thinking skills. Everyone was consequently fully engaged and the classroom was alive with learning.

- Although classroom visits and a scrutiny of students' previous work shows that in some classes students are given instructional materials which contain high levels of text and content complexity, questioning generally focuses on simple, short answers. Teachers regularly ask questions that only require basic knowledge of the subject and limit ways in which students are able to acquire learning. This provides one point of access for students and limits their achievement.

Impact Statement:

Instructional practices do not provide multiple entry points to enable the range of student learning abilities in the classroom. As a result, many students who exhibit significant understanding are not encouraged to engage fully due to lessons that are not aligned to CCLS and questioning that do not challenge higher order thinking skills.

Recommendation:

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

- Ensure that teachers understand what it means to plan, teach and assess learning based on well-developed CCLS aligned lessons, focused on CCLS shifts. Provide support for teachers to optimize student engagement through multiple entry points that challenge the range of abilities in the classroom. .

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:

Most of the time, the learning environment is intellectually and physically safe. Nevertheless, it is not always tailored to the strengths and needs of all students to build positive learning behaviors. Some students say that anti-social behavior from a few students in one or two classes every day hinders their learning because a few teachers do not manage the inappropriate behavior adequately.

Evidence/Information that Lead to this Finding:

- Discussions with teachers, students and the interim school leader identifies that there is no uniform plan that establishes acceptable classroom expectation for behavior. When in classrooms, reviewers generally saw behavior that was usually acceptable. However, during discussions with students they disclosed that behavior is not always appropriate from all students.
- A few students from all grades feel that their voice is not always heard and that anti-social behavior from a few students impinges on the learning of students across the school. A few students say that in one or two lessons each day, behavior from a small group of students hinders their learning. Students believe that not all students know how to behave and that a few teachers have difficulty managing anti-social behavior. Consequently, not all students feel that the learning environment is

always physically and intellectually safe.

- Classroom visits show that when instructional practices focus on, “the same dinner for all,” and everyone having the same experience, the learning environment is not responsive to students’ different experiences and is not tailored to the strengths and needs of all students. During discussions, students spoke of learning, and ultimately their grades, being better in some classes than others.
- A few parents, during discussions, spoke positively of their children receiving the support that they need in classes. During classroom visits, reviewers saw and heard about varied practice. Some teachers use strategies that acknowledge diverse groups of students and their need. For example, students with disabilities at times receive program modifications such as having copies of cloze notes or a reader to read texts. However, this is not always the case. In some classes, students, including some with disabilities, are given no extra support and just do the same as everyone else. These students then struggle with the activity and say it is too difficult.

Impact Statement:

The learning environment is not always responsive to students’ varied experiences or tailored to the strengths and needs of all students. There are occasions when the unacceptable behavior of a few hinders the learning of the many. As a result, the learning environment is not always intellectually and physically safe for all students.

Recommendation:

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

- Ensure that all stakeholders work together so that the learning environment caters for individual needs and abilities; Ensure that expectations for student behavior are consistently upheld in lessons so that learning is not interrupted.

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:

There is little evidence of data and assessment used to inform and adjust instructional practices. Feedback is not consistently informative, so students are unclear about what they need to do to improve and so does not lead to high levels of achievement.

Evidence/Information that Lead to this Finding:

- Most teachers do not group students within their classes in relation to their prior learning, their ability or specific need. Most lessons are teacher directed with the whole class listening and responding to the same instructions. There is little evidence of teachers adjusting instruction during lessons for those students who require it, including those who become confused or those finding the activity too easy. Teachers are generally more concerned with delivering the lesson rather than checking the understanding of students.

- Although there is some evidence of teachers checking learning through written and verbal assessments, the information gained is not always analyzed and then used to inform instructional decision making. Too often all students are given exactly the same activities, despite the different grades they may have reached and the specific needs they may have.
- Students' previous work shows that teachers' feedback is not consistently purposeful and does not consistently show students what they need to do to improve and move onto the next step of learning. Students, during discussion, said that a few teachers gave them useful feedback and so they were unclear about what they needed to do in order to get higher grades.

Impact Statement:

Teachers do not consistently use assessment information about the learning of individuals to group students into ability groups within their classes or to plan and develop activities that are accurately matched to their abilities and needs. Feedback to students is not informative in explaining to them what they need to do to improve in order to develop their learning. As a result, the use of data to drive instruction is not leading to high levels of 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:

- Improve instructional practices of teachers by ensuring that data information that is collected on students is used to place students into ability groups and then plan activities to suit each group's ability and need; involve students more in their learning through regular focused feedback, both written and oral, which explains what they need to do to improve and do to develop their learning.

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

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Debriefing Statement: There are no formal data-driven systems for referring and meeting the academic and social needs of students. No vision exists to guide curriculum or programs that support the teaching of student social and emotional developmental health needs. Many procedures and protocols are in place but all are informal and are not always well documented or monitored. Although the student support staff work with a large number of students to overcome barriers, not all students feel safe.

Strengths:

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

Areas for Improvement:

5.2 **The school has received a rating of *Ineffective* 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:

All systems and structures relating to student social and emotional developmental health are underdeveloped. There is no system to ensure that all students are known by an adult. A system for referral is developing. Documentation is weak relating to all aspects of this area.

Evidence/Information that Lead to this Finding:

- The interim school leader and staff do not use data that is already collected on individuals to ensure that all students are known by an adult and can then discuss issues that concern them. Established systems and structures are not in place. A few students who spoke to reviewers feel that their voice is not heard. They spoke of issues relating to learning in lessons being disrupted by anti-social behavior and of incidents linked to bullying that continue because they have not been successfully tackled.
- There is a loosely structured system for referral and support that looks at academic and social and emotional issues such as attendance, discipline and grade levels of all students. However, staff uses it inconsistently across the school. The quality and quantity of documentation is weak. Staff says, during discussions, that there is much talking among staff but very little evidence is written down.
- The student support team do not have formalized, coordinated structures and systems that use data to guide and sustain the social and emotional developmental health needs of students.

Impact Statement:

As a result of a lack of structures and systems, particularly in relation to documentary evidence, all staff is not successfully addressing barriers to social and emotional developmental health and 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:

- Develop clear systems and structures, that are understood by all staff to promote social and emotional developmental health needs of students, but particularly related to:
 - Checking that all students are known by an adult and have a point of contact if they have a problem.
 - Ensuring that the school has clear expectations for appropriate student and teacher behavior and that these expectations are known and understood by all stakeholders.
 - Creating policies to prevent anti-social behaviors, including bullying, and posting them prominently in classroom and hallways to minimize reoccurrence of incidents.
 - Ensuring that a system for responding immediately to student inappropriate behavior is known to all parents, teachers and students; establishing a procedure to help students self-correct behavior without direct teacher involvement, and encouraging direct teacher intervention when behavior affects either teaching or another student's ability to learn.

e-Develop a system to help

5.3 **The school has received a rating of *Ineffective* 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:

There is no established program to support the teaching of student social and emotional developmental health needs. Not all staff has expertise in using the skills and behaviors that address social and emotional developmental health issues. The school is in the early stages of beginning to monitor the PD plan to build adult capacity to support social and emotional developmental health needs of students.

Evidence/Information that Lead to this Finding:

- Discussions with the interim school leader and student support staff indicate that the school has no program or curriculum plan to systematically guide them as they address student social and emotional health development needs.
- Classroom visits and discussions with student support staff and teachers show that although some staff members have a clear understanding of how to support student social and emotional needs others clearly do not. There is much liaison between student support staff and students but information is not well documented. It is therefore difficult to actually determine how successful staff is in identifying skills and behaviors and then dealing with issues related to student social and emotional developmental needs. During the large student focus group meeting, reviewers heard of student concerns related to behavior affecting learning and incidents of bullying from the students. These comments focused on grades throughout the school and imply that students do not always learn in a safe and healthy school community.
- The PD plan has limited opportunities that address student social and emotional developmental health issues. Through information provided in the school PD plan, staff members have had recent training on “Dignity for All Students.” Discussions during the meeting with the student support focus group suggest that they feel that PD is mainly for teachers. The reviewers found s no evidence of the PD plan being monitored to ensure greater adult capacity for the student support team.

Impact Statement:

As a result of systems and structures that are not yet established, not developed and inconsistently followed, students do not learn in a safe and healthy school community.

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 establish a curriculum and/or program that facilitates the teaching of student social and emotional developmental health; ensure that PD is provided to build adult capacity to meet the needs of students; ensure that detailed documentation supports its work and that there are monitoring and evaluating systems to ensure that it successfully supports all students.

5.4 **The school has received a rating of *Ineffective* 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:

There is no whole-school vision relating to student social and emotional developmental health. Protocols and procedures are developing but not well established and not used consistently throughout the school. Systems to monitor and respond to student social and emotional needs are not developed. As a result documentation to demonstrate that needs are being addressed or met is minimal.

Evidence/Information that Lead to this Finding:

- Although there is much discussion taking place among student support staff and students, protocols and procedures are not firmly established and staff themselves say that they are inconsistently used across the school. Discussions with support staff identify that issues, although discussed at length, are either inadequately documented or not shared with appropriate personnel. The newly appointed school nurse for example, has little interaction with the support staff, was not invited to the meeting during the review, and generally works in isolation. Appropriate documentation is kept during her day-to-day links with students.
- During the vertical teacher focus group meeting, teachers spoke of the Code of Conduct but added that it was not followed consistently by all staff. Students, during discussions confirmed this. Discussions with students and documentation indicate that some teachers for example, send many students to the in-school suspension (ISS) while others barely use the service. Students said that some students deliberately behave badly in class so that they then spend time in ISS because they prefer it there. The monitoring and evaluating of this system is not specific enough to give a clear picture of how successful the school is in improving behavior and ensuring that the school community is a safe learning environment.
- The school community has no plan to develop a system to monitor and respond to student social and emotional developmental needs. Neither support staff nor teachers have a clear understanding or ownership of support that is provided for students. Everyone appears to work in isolation. Student support staff and teachers say, during discussions, that the school community is a safe learning environment that meets student social and emotional and development needs but evidence to support this is limited.

Impact Statement:

The school does not have a school-wide vision and established protocols and procedures to monitor and evaluate student social, emotional and developmental health needs. As a result, stakeholders are unable to work together to ensure that the school community is a safe learning environment that meets student social and emotional developmental health needs.

Recommendation:

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

- Ensure that stakeholders work together to develop protocols and procedures that are followed and

understood by everyone and that all stakeholders are aware of their roles and responsibilities in meeting student need; develop a system for monitoring and responding to student social and emotional developmental health needs.

5.5 **The school has received a rating of *Ineffective* 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 interim school leader and all other stakeholders have not worked successfully together to develop structures to support the use of data to respond to student social and emotional developmental needs.

Evidence/Information that Lead to this Finding:

- The interim school leader and student support staff have not developed a plan to inform teachers how to use data to address student social and emotional developmental health needs.
- There is little evidence of student support staff or teachers using data to trigger referrals and ensure detailed and supportive documentation. For example, data is collected to identify the number of incidents of poor or anti-social behavior that have taken place. However, there is no deep analysis of this to show for example, who was involved in these incidents, what action was taken or whether there has been an improvement over time.
- There is no plan, based on data, to show what services and supports are delivered to students. There is no data-driven documented evidence to determine if the work of the school is successful or not. Based on discussion with stakeholders, there is mixed response regarding the nature of the student support services offered in the school and any data resulting from those services.

Impact Statement:

Structures to support the use of data to respond to student social and emotional developmental health needs are not adequately established. Consequently, students do not have increased opportunities to become academically and socially successful.

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 plan for all student support staff and teachers so that they become confident about using data to identify and then track their success in meeting student social and emotional developmental health needs.

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

Tenet Rating	I
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Debriefing Statement: The school lacks systems and structures that enable staff to communicate regularly

with families regarding their understanding of student needs and achievement. The school leader is aware that reciprocal communication with parents needs improvement. While there is a plan in the process of development to provide multiple opportunities for collaboration, home and school connection are not strong. This limits the shared responsibility for student academic progress towards college and career readiness

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

Overall Finding:

Communication links between families and schools are inconsistent throughout the school. Some teachers communicate better with families than others. There are no established systems in place that reinforce the view that communication links are strong.

Evidence/Information that Lead to this Finding:

- There is little or no evidence to suggest that there is a consist system which allows all staff to communicate high expectations to students and families for student achievement. During discussions with parents, all said that they usually hear from the school when their child is having difficulties. Parents said that there are no reciprocal communication links that focus on academic expectations, curriculum or future goals. Links with parents to communicate high expectations for student achievement are weak.
- During the vertical teacher focus group meeting, teachers spoke of ways they communicate with parents such as by sending letters, through the parent portal and during an open day once a year. There were no regular parent conferences. Parents, during discussions confirmed this and said that parent conferences were arranged if staff or parents thought, for whatever reason, one was necessary. There are limited opportunities for parents to meet with teachers to discuss their children’s achievement, which limits student academic success.
- Conversations with parents showed that a few teachers are having regular conversations with parents about academic achievement, but this is not a consistent system for all. Parents and older students during discussions stated that they do not feel that the school offers a good enough selection of courses and that this limits their successes into top colleges. Some parents and students think that this, and therefore the school, does not allow students to achieve the academic successes required to become college and career ready.

Impact Statement:

Communications and relationships between school and families are not consistent and do not contribute to all student needs being met. As a result, not all students are enabled to achieve the academic success to be

college and career ready.

Recommendation:

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

- Improve the communication links between school and home by organizing regular meetings for parents so that they can contribute more to their children's education and support them in achieving the academic success required to become college and career ready.

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

Overall Finding:

Communications between school and home are developing for the very few families who speak English as an additional language but generally there are few planned meetings for parents each year. Consequently, it is difficult for families to support their children's academic achievement and social growth.

Evidence/Information that Lead to this Finding:

- During discussions, teachers stated that although there were few planned parent conferences, families knew they could come into school to liaise with staff if they had any concerns. Teachers said that if there were problems they would get in touch with the family. Parents agreed that that was the case and said during discussions that some teachers communicate better with families than others.
- The parents who spoke to reviewers were relatively positive about the communication links between school and home. Parents of students with disabilities stated that they come into school regularly to speak to teachers about the targets on individual plans, the progress their children are making and the specific needs they have. This small number of parents had no issues regarding communication links.
- After some recent reflection regarding the effectiveness of its strategies for communicating with parents, the newly formed Strategic Plan Core Team (SPCT) is developing a system where documents that are sent home are translated for the few families speak English as a second language. This includes all native languages but mainly Spanish.

Impact Statement:

As a result of minimal planned opportunities for parents to come into school and meet with staff, families have difficulty supporting their children's academic achievement and social emotional growth.

Recommendation:

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

- Increase the number of planned opportunities for families to liaise with teachers so that they can

support their children's academic achievement and social emotional growth.

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:

There is little evidence to show that the interim school leaders and staff are teaching parents ways to support student learning and growth. Staff does not receive PD relating to developing partnerships with families.

Evidence/Information that Lead to this Finding:

- During discussions, teachers say that when meetings or events are organized for families, attendance is often low. There are no regular, well-established communication links between school and home. Teachers demonstrate low expectations regarding families' participation in their children's education and do not have regular opportunities in their PD program to learn how to actively seek and sustain partnerships with parents. During interviews, teachers expressed a lack of understanding of how to develop and sustain family engagement and how to work with families and show them how they can be positively involved in and support their children's learning.
- Discussions with parents show that families have a mixed view about links with the school. Most parents interviewed by the reviewers feel that they do have the opportunity to come in and speak with teachers if they want to. Others say they are only invited to the school when there is a problem with their children. Others speak of meeting regularly with staff, particularly if they have children who are identified with disabilities.

Impact Statement:

Students do not benefit from a robust and focused home school connection because the school does not promote and provide training for staff to enable families to support student success.

Recommendation:

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

- Provide PD to staff including teachers to train them how to actively seek and sustain partnerships with families. Follow up the training by staff showing parents the benefits of becoming involved and supporting their children's learning.

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:

School staff uses data regularly to inform parents of their children's learning needs by sharing information about their grades. However, there is no consistent system where data is shared regularly to identify family needs and to ensure parents access and understand the information they are given.

Evidence/Information that Lead to this Finding:

- The interim school leaders spoke of a new student data system that has recently been adopted to organize data related to attendance and academic performance levels. This information can now be easily used to link with families but has been in place for too short a time to show impact.
- Data is used to promote dialogue between home and school through report cards that are sent out regularly. The parents who were interviewed felt that if they wanted to come into school to discuss their children's education, they would be made to feel welcome. Parents spoke of the school portal but said some teachers did not update it appropriately and regularly. Some parents reported that they were unable to access it.

Impact Statement:

Staff members have difficulty working with families to help them to understand and use data to identify and advocate for appropriate support services for their children. As a result, parents are unable to actively participate in their children's education and solicit support their 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:

- Develop a system that empowers families to access and understand data related to their child's learning needs and if necessary, to ask for appropriate support to help their child.