



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

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



<b>BEDS Code</b>	261600010033
<b>School Name</b>	John James Audubon School # 33
<b>School Address</b>	500 Webster Avenue, Rochester, New York 14609
<b>District Name</b>	Rochester City School District
<b>School Leader</b>	Dr. Lawrence Ellison
<b>Dates of Review</b>	December 10-12, 2013
<b>School Accountability Status</b>	Focus School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information											
Grade Configuration	Pre-K- grade 6	Total Enrollment	1200	Title 1 Population	96%	Attendance Rate	91%				
Free Lunch	91%	Reduced Lunch	5%	Student Sustainability	85%	Limited English Proficient	12%	Students with Disabilities	21%		
Types and Number of English Language Learner Classes											
#Transitional Bilingual	0	#Dual Language	12	#Self-Contained English as a Second Language	0						
Types and Number of Special Education Classes											
#Special Classes	9	#Consultant Teaching	1	#Integrated Collaborative Teaching	9						
Types and Number Special Classes											
#Visual Arts	0	#Music	2.6	#Drama	0	# Foreign Language	0	# Dance	0	CTE	#0
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African America	58 %	Hispanic or Latino	36%	Asian or Native Hawaiian/Other Pacific Islander	1%	White	5%	Multi- racial	0%
Personnel											
Years Principal Assigned to School	14	# of Assistant Principals	3	# of Deans	0	# of Counselors / Social Workers	2				
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification	2%	% Teaching with Fewer Than 3 Yrs. of Exp.	2%	Average Teacher Absences	2 Days				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District		Focus School Identified by a Focus District	X	SIG Recipient			
ELA Performance at levels 3 & 4	3%	Mathematics Performance at levels 3 & 4	6%	Science Performance at levels 3 & 4	90%	4 Year Graduation Rate (HS Only)	NA				
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	NA	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	NA	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	NA	6 Year Graduation Rate	NA				

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

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

1. **Improve student achievement across the grade levels.**
2. **Promote a safe school learning environment.**
3. **Make connections between families and the community to support student learning and growth.**

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

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

#		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
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

**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.

#		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
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</b>	

**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.

#		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	
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</b>	

**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.

#		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	
<b>OVERALL RATING FOR TENET 5:</b>				<b>D</b>	
<b>Tenet 6 - Family and Community Engagement:</b> 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.					
<b>#</b>		<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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		
<b>OVERALL RATING FOR TENET 6:</b>			<b>E</b>		

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school leader has committed to a collaborative decision-making model, which includes all members of the school community, and engages them on many aspects of school decision-making, including the development of the School Comprehensive Education Plan (SCEP). Though the SCEP details several goals for the school to meet, in many cases, the goals are neither specific nor measurable. Regularly monitored systems are not in place to measure program effectiveness or progress towards school goals. To the extent possible, the school leader makes decisions regarding resource allocation that meet student needs. There is a system in place to conduct formal observations, as well as informal instructional walkthroughs, which align to the district’s Annual Professional Performance Review (APPR). School leaders are working towards the development of a culture that leads to improved academic outcomes with a focus on continuous school improvement.

**Strengths:**

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

- The school leader makes effective decisions regarding resource allocation that meet student needs. Block scheduling, which allows for long, uninterrupted segments of time devoted to English language arts (ELA) and math, is new for this school year, and corresponds with the school’s SCEP goals. Though the teachers initially changed the school schedule back to that of previous years’, the school leader shared that they reinstated and enforced a new schedule for this school year to meet the needs of the school community. The school leader stated that the allocation of resources is based on the number of full-time teachers at the school, and that the district’s central office thereby controls the resources in the building accordingly. The school leader also shared that they analyze the fiscal capital that is available and then work with the district to articulate how to spend this available funding. While the district also controls the recruitment, interview process and allocation of staffing, the school leader articulates the need for appropriate staff to the district. The school has demonstrated through interviews, observations, and a review of documents that it values student access to physical activity throughout the day, and has strategically obtained and allocated resources for a morning program, provided through a grant to address physical needs of children. The school leader has added an after school program, EnCompass, which is open to all, and provides students with additional academic support. Two of the school’s assessments, AIMS web and STAR, demonstrated that EnCompass has increased student achievement. Overall, the school leader effectively uses the available resources to address the needs of the school community.

2.4 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to

conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

- There is a system in place to conduct formal observations, as well as informal instructional walkthroughs, which align to the district's Annual Professional Performance Review (APPR). The school leader and staff shared that both announced and unannounced observations and walkthroughs take place in all classrooms. In addition, the school leaders use evaluation tools that teachers are both aware of and understand, as shared by staff with the review team. Following observations, teachers shared with the review team that the school leaders meet with them individually and provide them with a summary of the observation, including both the positives and the areas of practice that need to be improved. A document review showed that these weaknesses then become the focus for future observations. Teachers interviewed during the review stated that they value the provided feedback and use it to reflect and improve on their instructional practices. For example, one teacher stated, "Constant evaluation is what I value the most." Discussions with the school leader and teachers and an evaluation of the PD calendar revealed that school leaders make effective use of the information gathered from observations to program professional development (PD) for staff on both an individual and group basis. The review team found that this PD reflects the areas of instruction noted in feedback as areas most in need of most improvement. The regular teacher observations and feedback from school leaders ensures that all stakeholders are held accountable for continuous improvement and therefore has a positive impact on the school's academic program.

### **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).

- Although the SCEP, developed by the School Based Planning Team, details several goals for the school to meet, in many cases, the goals are not SMART goals, as they are neither specific nor measurable. Additionally, a review of the school's SCEP goals, indicate a lack of specificity in terms of baseline data, quantitative outcomes, and the development of corresponding actions. This lack of specificity hinders the school's ability to determine if its actions are moving it closer to its intended outcomes. The school leader stated to the review team that it is sometimes difficult to determine if the school is meeting its goals as the data comes back well after the administering of assessments, and thus, may be too late to act on. According to parents interviewed, the SCEP plan guides the School Based Planning Team and that team includes parents among its members. The school leader shared that they use the SCEP plan to drive grade level and other committee agendas. However, staff members at the School Support Staff Group (SSSG) meeting, were only able to recite the school's vision and mission after reading them from printed documents, demonstrating that knowledge of the vision is not yet universal. All SSSG members named student safety and providing an environment conducive to learning as the school's main goals, however,

none of the members cited an SCEP goal specifically. Thus, the school’s SCEP goals and action plans are not presently driving the school’s improvement process in a measurable and results-oriented manner.

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).

- Regularly monitored systems are not in place to measure program effectiveness of progress towards school goals. Though the school provided the review team with evidence of PD, school based decision-making bodies, and the allocation of resources geared towards the achievement of the SCEP goals, there was no evidence of how the school measures the effectiveness of these structures to track progress towards SCEP goals. Although the school leader stated that all of the school teams promote academic achievement, which is the overarching goal of the SCEP, the review team found no evidence to suggest that each goal has been broken down into an action plan. Additionally, the team found no formalized evaluation protocol for monitoring or revising the goals or the plans to reach those goals. While there is evidence to indicate that based on the SCEP, several teams meet regularly to promote academic achievement, student social and emotional health, student safety and community involvement, the review team did not find evidence of their ability to drive school improvement forward because there are no established evaluation protocols to assess their impact. However, these teams serve more to provide a communication and decision making network that is representative of the school community rather than as structures to examine and improve school-wide practices based on SCEP goals. The school’s lack of evidence-based systems related to SCEP goals therefore does not presently measure progress toward critical school-wide goals, which impacts student academic achievement.

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

**Tenet Rating**

**D**

**Debriefing Statement:** There is evidence of initial implementation of the Common Core Learning Standards (CCLS) curricula throughout all classrooms visited, yet there is little evidence of differentiation and adaptation of the curriculum to meet diverse learning needs. The use of data to inform student groupings and adjust curricula is limited. While most teachers utilize a common assessment tool to guide the use of computer-assisted instruction, no formal protocol is evident for the examination of this data. Integration of exists in most classrooms, yet there is no planned structure to support interdisciplinary unit development. There is neither a system for regularly examining student work and assessment data nor tracking individual student progress, which informs long-range curriculum planning. While there are clear criteria regarding instructional expectations, the uneven implementation of the CCLS and shifts in classrooms result in limited differentiation, which impedes student achievement results.

### **Strengths:**

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

### **Areas for Improvement:**

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

- Though there are clear criteria regarding instructional expectations, the implementation of the CCLS and shifts is uneven in classrooms resulting in limited differentiation, which impedes student achievement results. The school leader acknowledged to the review team that the school is in the developmental stage of CCLS implementation. Additionally, the school leader stated that the school is in the process of developing a plan to ensure that PD, staff collaboration and learning materials focus on the effective implementation of CCLS but, this also is at an early stage and the review team found inconsistencies in practices across classrooms during observations. During document reviews, teacher interviews and classroom visits, there was limited evidence of vertical team planning or analysis of student work, as these meetings are not regularly scheduled. There was also limited evidence of lesson planning in classrooms, beyond reference to the Engage NY website and listing of activities that will occur during the lesson and the differentiation of the activities in the classroom is often limited to the group that is teacher led. School leaders check lesson plans on a regular basis and provide feedback to teachers; however, a review of subsequent lesson plans checked by the review team indicated that teachers are not consistently following this feedback to improve their planning practice. During the review team's 38 classroom visits, the observations indicated that only a small number of classes closely align instruction to CCLS principles of differentiation, high cognitive engagement and consistent utilization of academic vocabulary. While the school is developing a system of implementation of rigorous and coherent curricula, inconsistencies in classroom practice do not meet the needs of students effectively and thus reduces their college and career readiness.

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.

- The use of data to inform student groupings and adjust lesson plans aligned to CCLS is limited. While most teachers shared that they utilize a common assessment tool to guide the use of computer-assisted instruction, no formal protocol is evident for the analysis of data. English as Second Language (ESL) teachers are using the CCLS modules and lessons available on Engage NY; however, the review team did not find evidence that the teachers are adapting these to address the needs of students at various levels of English proficiency. For example in the five observed ESL classrooms, there was no evidence of specific learning targets connected to CCLS shifts in instruction. During the vertical team grade-meeting interview, teachers stated that they are

developing familiarity with CCLS modules and they are focusing on learning the basics for lesson delivery. They further stated that although there is collaboration among teachers, it is inconsistent by grade level. Most lesson plans in the document review folder reviewed refer to the CCLS Module Unit Lessons without any adjustment of planning or differentiation to meet the diverse needs of students. Although over 50 per cent of classes visited had centers or small group instruction, in the vast majority of those classes, the materials and instructions for these centers or groups were the same. The review team noted during the document review that many teachers shared the same lesson-planning format, which focused on listing the activities to conduct during a lesson rather than specific instructional strategies. While some classrooms had rubrics posted along student work with a score, there was no clear connection between the student work and that represented rubric score. The limited application of data usage during the development of unit and lesson planning hinders differentiated instruction or the modification of curricula that meets the needs of all learners, thus affecting student academic achievement.

3.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

- There is no formal planned structure to support interdisciplinary curricula development, but the school leader has identified this as an area for improvement and is presently developing a plan to address this weakness. School leaders and staff shared that there is limited time allocated for special subject teachers to meet with grade level teams and that the vertical team grade meetings do not meet regularly to specifically discuss interdisciplinary planning. Therefore, the review team found minimal evidence of arts integration into core instruction. However, the school leader stated that common planning time is taking place for the first time this year and that special subject teachers are meeting informally to discuss connections between CCLS modules. While review team observed that grade level team meetings offer the structure for teachers to collaborate in planning for CCLS, this is not affecting classroom practice related to interdisciplinary learning. The school does provide enrichment opportunities through the EnCompass After-School program align to support CCLS learning. Most classrooms are implementing computer-assisted instruction such as Compass Learning, and Lexia, to support individualized learning. As initiatives to support interdisciplinary curricula development are at an early stage, students do not consistently have multiple opportunities to engage in thoughtful cross-curricula activities that increase their ability to be academically successful.

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.

- There is a system neither for regularly examining student work and assessment data nor for tracking individual student progress in order to inform long-range curriculum planning. While

currently have access to AIMS WEB, NWEA, Compass and NYS Assessment data, school leaders and staff both stated to the review team that state assessment data does not come back quickly enough to impact curricular and instructional planning. School leaders shared with the team they have provided data PD to all teachers through the school’s online PD website, AVATAR, as well as through Engage NY. The teachers in the vertical team grade meeting stated to the review team that they use exit tickets as an assessment tool and that they differentiate their instruction. In addition, other staff informed the review team that they differentiate in classrooms based on skill strands. However, evidence from classroom observations showed that differentiated instruction, based on assessment data that meets the individual needs of students was not present, but that instruction was rather teacher led with most students working on the same materials. Similarly, staff stated that they share data with students to motivate them. However, there was little evidence that teachers are using data based feedback to help students identify where they are succeeding and what they need to do to improve. Although teachers have access to numerous sources of data, they are not using the information to make informed curricular and instructional decisions based on student needs or to facilitate students taking more ownership of their own learning which impacts academic achievement.

**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:** The majority of teachers’ planning refers to the New York State Math & ELA Common Core Modules, yet classroom visitations indicate that daily teacher developed lesson plans lack specificity. The school has developed a school-wide positive behavioral support system that acknowledges and rewards students for positive behaviors throughout the school building. Students were on-task in most classrooms and there was significant evidence of a safe learning environment. Differentiated and specially designed instruction is limited to a few classrooms. Teachers utilize Response to Intervention (RTI) plans, based on screening data, to meet varying student needs. However, there is inconsistent implementation of strategies that are sensitive to diverse student needs during core curriculum instruction. The lack of strategic planning and use of data to inform differentiation of instruction for a diverse student population has led to limited student growth.

**Strengths:**

All ratings for this Tenet are either **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.

- The school is developing instructional practices and strategies organized around plans that address student goals and needs. Classroom observations by the review team indicate that most while most teachers developed lesson plans, those plans lack specificity. Discussions with teachers and school leaders as well as well as documented minutes of meetings indicate that school leaders and teacher leaders are beginning to have conversations with teachers about aligning lesson and curriculum plans to data. However, the review team did not observe any measurable impact of these conversations in classroom practice. For example, the review team found that the lessons were rigorous and differentiated in only 21 percent of the classrooms observed. Furthermore, in the four self-contained and integrated co-teaching (ICT) classrooms visited, lesson plans did not indicate any reference to data or Individualized Education Plans (IEPs) to inform instructional groupings. Similarly, ESL lesson plans reviewed did not include any reference to student groupings and it was not evident how these teachers use assessment tools to identify patterns of student learning that then lead to adaptation of instruction. Yet, during one classroom visit, a review team member observed data binders that included individual Northwest Evaluation Association (NWEA) goals for students to achieve by the end of the year. Additionally, the teacher provided documentation that established classroom goals for NWEA growth. However, this practice is not consistent or uniform in all classrooms. During the small student group meeting, students indicated that their teachers share their scores with them and set goals for improvement, as was later observed in a grade five classroom. However, such examples are not consistent across classrooms and therefore do not have a significant impact on student learning and achievement. The school has inconsistent unit and daily lesson planning which do not currently meet student needs and goals, and as a result, do not provide challenging learning opportunities for all students that lead to increased student academic achievement.

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

- There is a school-wide effort to ensure that teachers develop lesson plans that align with and reflect CCLS shifts. However, this process is at an early stage and is not evident in enough classrooms to drive forward improvements in student achievement. Teachers stated to the review team that they utilize Response to Intervention (RTI) plans, based on screening data, to meet varying student needs. However, the team found that there are inconsistent implementations of strategies sensitive to diverse student needs during core curriculum instruction. For example, lessons differentiated to meet the varying needs of students including modifications, accommodations, and specially designed instruction for SWD and ELLs was evident in only eight of 38 classrooms observed. This lack of coherent CCLS based instruction restricts points of access for different groups of students. In addition, the review team found that few teachers ask higher-order questions that challenge students to think beyond the literal level. In many classrooms observed, questioning simply required single word answers with few teachers asking follow up questions to deepen students' understanding. This together with the utilization of text with low-level complexity does little to challenge and motivate students. Inconsistencies in both

instructional practices and the delivery of a coherent CCLS aligned curriculum impede student achievement and engagement.

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.

- The school inconsistently applies its expectations for creating a responsive learning environment for all learners across the school. While some teachers were observed providing opportunities in the classroom for students to regularly interact, express their views and opinions and make suggestions on how learning could be better for them, these practices are not consistent across classrooms. Thus, this prevents instruction from meeting the academic, social and cultural needs of all students across the school. Discussions with staff and students, in addition to classroom observations, indicate that the school provides a safe learning environment for staff and students. For example, students were on task in 84 percent of classrooms visited by the review team. However, while the majority of students are on task, the undifferentiated teacher led instruction that the review team observed limited students' opportunity to be active participants in their own learning. The school has developed a School Wide Positive Behavioral System (SWPBS) that both acknowledges and rewards students for positive behaviors throughout the school building. The staff also utilizes Safe, On Task, Always Caring, and Ready for Success (SOAR) tickets, which students use to buy items at school, to acknowledge positive behavior. The administrative team stated that 95 per cent of staff participates in the SWPBS. The staff states that the SWPBS has changed the way they manage classrooms. While these strategies promote a safe learning environment, the review team did not find evidence that teachers consider the values and perspectives of students. For example, students did not express to the review team, nor demonstrated during classroom observations, confidence in asking and answering questions during instruction, which again is primarily teacher directed. The school's learning environment is physically safe, however the lack of an environment that is responsive to the needs of all students and provides for intellectual safety hinders student academic progress.

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

- While teachers have access to different assessment data, they are at an early stage of using this data to guide and inform planning and instruction to involve students in taking responsibility and accountability for their own learning. The review team, through both document review and interviews, found that few teachers use data to adjust student groupings or to modify their instruction so that it meets the needs of different groups of students. This lack of strategic planning and use of data to inform differentiation of instruction for a diverse student population leads to limited student growth. Similarly, the review team did not find specific, formative written feedback from teachers, which would inform the students in how to improve upon their learning upon reviewing student work. The team did note that some assignments included a rubric;

however, the written feedback again did not refer to the rubric or use it as a guide for improvement. While the team found some limited evidence of teachers using test data to provide students with insight into their learning in order to enable them to achieve at a higher level, this was inconsistent across classrooms. While the school is developing teacher access to data, its inconsistent analysis and utilization to drive instruction and student learning hinders the academic growth of students.

<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school has a partially developed referral process for social, emotional and academic supports for students. In addition, there are personnel, partnerships and programs in place that help the school address the social and emotional needs of students and their families. The school community recognizes the importance of having healthy students and the school’s efforts in this area; however, there is not a comprehensive strategy for addressing students’ social and emotional health needs. The school is a safe place, and nearly all school constituents reinforced this observation. While PD and some behavioral data are available in this area, there is limited evidence of an intentional approach towards addressing students’ social and emotional needs. Thus, although there is a considerate, compassionate learning environment in place, some students are not reaching their full potential due to the absence of a strong plan that strategically incorporates social emotional data and involves the entire school community.

**Strengths:**

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

- The school has overarching systems to support and sustain student social emotional developmental health. Discussions with students and staff indicate that the school leader has established a structure that allows each student to be known by a designated adult, which helps students to feel safe and valued. The school leader and staff shared with the review team that they have procedures in place that enable students to receive support when they experience social or emotional difficulties. These include escalating a set of identification steps by teachers and support staff or by students themselves who inform their designated adult of difficulties. The School Student Support Group (SSSG) SSSG shared the referral process for students who are in need of additional supports, whereby a teacher identifies a child whose behavior is causing concern. The team then reviews documentation on that child to determine if there is an escalating problem or a change in behavior is occurring. Per document review, meetings are then set up with the teacher, support staff, and family, to discuss next steps. After, the team creates a plan and implements it with regular updates on progress from that child’s teacher given back to the team. Teachers shared with the review team that they were aware of and understand this referral process. The school leader shared that they school also collaborates with several community agencies to provide outreach to families in need of various supports, including The North East Area

Development (NEAD), which is a non-for profit neighborhood organization whose mission is to revitalize and stabilize the neighborhood for the zip code surrounding the school. The implemented systems are effective at addressing student social emotional developmental health needs, which promotes academic success.

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

- The school leader and community have created a safe school environment for its stakeholders who work together and are aware of the different roles they play in meeting the social and emotional needs of students. The review team found through interviews and document review that the school leader monitors the work of the school in this area to ensure that the school meets the social emotional needs of students. Students shared during the interview with the review team that they feel safe in their classrooms. Additionally, some stated that if they do feel uncomfortable, their teacher will talk to the person that is making them uncomfortable and then they feel safe. One student stated, "Because I feel safe, I don't think about anything else except my work." Students went on to explain to the review team what happens if a child continually misbehaves, and detailed the process that leads to a parent phone call. Nine out of nine parents in the parent meeting stated that the school is a safe place, and most shared that they felt that classroom behavior is good. Discussions with staff indicate that they feel supported by school leaders, that protocols to support the emotional well-being of students are known and consistently implemented across the school, and that this reflects the concerted efforts of all school constituents in meeting the social emotional needs of students. The collaboration of all stakeholders leads to a safe environment that meets the social and emotional developmental health needs of students.

**Areas for Improvement:**

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

- While evidence indicates that all school constituents are committed to providing a safe and considerate learning environment, as evidenced by the SWPBS focused on developing appropriate behavior traits, the school lacks a formal, cohesive program that strategically and systematically promotes the teaching of student social and emotional developmental health. Discussions with staff and school leaders indicate that the school does not provide PD that would better equip staff with the skills needed to meet the social and emotional developmental health needs of students. The school leader recognizes that these weaknesses need to be addressed and informed the review team that the school is developing a plan to create a program that formally teaches

student social and developmental health and to monitor the effectiveness of this PD. The lack of a specific curriculum or program to develop students' social and developmental health limits opportunities to be socially and emotionally successful which hinders student academic achievement.

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

- While there is collaboration between the school leadership and staff to provide support to students concerning social and emotional needs, there is no formalized system for using data to address student issues and concerns in an effective manner. The review team found that while data, such as for attendance and behavior, is collected, the school does not analyze this data to evaluate its impact on student academic progress and growth. However, the school indicated that they are planning PD to enhance teacher skills in the analysis of such data and its usage in creating strategies to improve academic and social outcomes in the future. As these developments are at an early stage, the current lack of a formalized school-wide system to gather and use data to increase opportunities for students to be academically and socially successful hinders the school's ability to support all learners.

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

**Tenet  
Rating**

**E**

**Debriefing Statement:** The school leader sets the tone of high expectations and parents are provided several opportunities to learn how to support their child academically. The Parent Teacher Association (PTA) has a strong presence in the school and has a voice in school decisions. The school engages in effective communication with most families and provides translation limited to English and Spanish. The school partners with a variety of services and community agencies to support students and their families, yet there is minimal PD available for school staff on how to develop additional partnerships. The school provides parents and families with data about each child and explains this data on curriculum nights where teachers are available to interpret it with parents. The strength of partnerships with community organizations and families promotes shared responsibility for students' success, support for academic achievement, and social emotional growth.

**Strengths:**

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

- The school communicates with families and students high expectations for student academic achievement. The school leader shared with the review team that they provide multiple opportunities for parents on how to support their child academically. According to parents

interviewed, the school leader sets the tone of high expectations whenever speaking with parents and teachers. The school shares information with students and families related to college and career technical programs, such as the 4-6 week summer Horizon Program, which students participate in through the University of Rochester that is open to all students. St. John Fisher College collaborates with the school for a Pre-K College Day where families spend the day on the college campus and take part in a variety of activities. Parent University, offers a variety of workshops for parents of students with IEPs. The school leader also shared that the school provides Curriculum Night in English and Spanish to increase parent and student's knowledge about Common Core Standards and test results. Additionally, the school leader shared that the school has scheduled a summer workshop and parent orientation for August 2014 that will familiarize parents and students to the academic requirements to meet the CCLS. During the parent interview meeting, a parent stated, "Parents are always involved." A support staff member also informed the review team that, "the Parent Center is always full." The parents and staff informed the team that the PTA has a strong presence in the school and that parents help decide how the schools' Title 1 money is spent. Additionally, the PTA invites a variety of guest speakers, sends home surveys to parents to determine the speakers they want, and organizes two curriculum nights that focus on ELA/math common core standards. The relationship between families and the school contributes positively to raising student and parental awareness around school expectations and success required to become college and career ready.

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

- The school engages in reciprocal communication with family and community stakeholders to identify and support student learning. The school provides correspondence to homes in the two of the school's dominant languages, English and Spanish, and provides translators when needed. The school leader shared with the review team that plans are in hand to improve channels of communication further with the families of additional languages represented at the school who do not currently receive school correspondence written in their first language. Interview with parents and staff indicate that the school provides open dialogue with parents and families that have questions or concerns about their child's academic or social development. A review of documents indicate that the school staff communicates to families through weekly planners, home school notebooks sent home daily, telephone calls to celebrate successes and concerns, PTA conferences, ROBO calls, report cards, the Parent Liaison, and that teachers and administrators make home visits when needed. The school leader shared that they send home "Parents in the Know," the school newsletter and letters monthly informing parents of the Book of the Month. Parents interviewed by the review team stated that teachers and school leaders are always available to discuss concerns or to answer any questions they may have. According to the parents interviewed, parents that only speak Spanish are well informed about school related issues as 10 staff members are fluent in Spanish, and act as translators whenever needed. The school leader and staff confirmed this information. The school leader also shared that parents and teachers may request interpreters/translators for various additional languages for school events. The school's

communication with families is frequent and reciprocal, which helps families support their child's academic achievement and social emotional growth.

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

- The school shares data to promote dialogue among all stakeholders on student learning in order to help families advocate for their children. The school leader and staff shared with the review team that they provide parents and families with data about each child, which teachers explain and interpret with parents on curriculum nights held several times during the year. The parent liaison stated to the review team that she connects families with community agencies and staff to address issues or makes home visits to support families as needed. Data, such as a sudden drop in grades, poor attendance and behavioral issues identified by teachers or support staff, serve as red flags to contact families to determine whether they need additional support. The school leader informed the review team that the district has offered PD to parents on how to access the parent portal, which provides additional data to parents. During interviews, parents stated that data is shared with them through Parent Connect; a website that includes missing assignments, tardiness, attendance records and grades. Further, parents shared that the school sends home NWEA and Aims Web scores and that they find this data easy to interpret as it comes with an explanation embedded in the report. NWEA and AimsWeb data is discussed at curriculum nights, as well as additional information on CCLS where teachers and school leaders are available if parents have further questions. An evaluation of documentation pertaining to home-school communication showed that parents receive daily and weekly reports, and that teachers call home to inform parents of student needs and successes. Parents and staff shared that parent representatives are a part of the academic team and play a role, in helping teachers and staff to communicate with the wider parent body to address any concerns. The school's outreach to parents and school community members has allowed shared data to be a part of the school community's culture, and this empowers families to advocate for appropriate support services for their children.

**Areas for Improvement:**

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

- While the school partners with a variety of community agencies, there is no formalized plan to teach parents how to work with the school community or PD available to staff on how to develop additional partnerships with families and community organizations. The parent liaison shared with the review team that they initiate many of the connections between the school and the community. While the school leader stated that partnerships are critical to support the academic achievement and social emotional health of students, they also shared that it is difficult to bring

community agencies into the classroom because of the district's red tape. The review team did not find evidence that the school provides staff with opportunities to learn and develop the skills necessary to help students and families through partnerships. Parents and staff shared that parent volunteers receive guidance on how to work with students in the classroom by watching teachers at work with the students. The school values the support of its community partners; however, without a plan in place to train its staff on community resources and outreach, the school underutilizes its potential for creating partnerships that address student needs.

## **Recommendations:**

### **Tenet 2: School Leader Practices and Decisions**

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

- 2.2: Review current goals in SCEP Plan, and with the collaboration of members, re-write them to reflect SMART goals, with the corresponding data, action plan, and timeframes. Ensure that all members of the school community know the SMART goals and use them as a tool for driving school improvements.
- 2.5: Establish processes, programs and action plans to meet the SCEP goals, and put in place evaluative measures, which are quantitative in nature, to determine what, if any impact, these actions have on the school-wide goals.

### **Tenet 3: Curriculum Development and Support**

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

- 3.2: Ensure that teachers are provided with support and guidance to fully implement CCLS across the school and that the impact of this implementation is evaluated in terms of driving improvements in the curriculum, instruction and student academic outcomes.
- 3.3: Provide PD opportunities on differentiation for all teachers so that they are able to supplement and adapt the modules to provide entry points for all students and so that instruction is consistently matched to the needs of all students.
- 3.4: Establish a time for non-core and content classroom teachers to meet, plan and collaborate. Establish a team of teachers, representative of various disciplines, to review literature in respect to curriculum integration, and allow this team to visit other schools who have successfully achieved an integrated curriculum, centered on the CCLS. This group should regularly share their findings with the rest of the staff and help implement a plan for the integration of disciplines at the school.
- 3.5: Provide PD and support in the development and use of formative assessments and rubrics to use as a means to inform students, and teachers, of progress towards student achievement. School leaders should evaluate the effectiveness of the PD by assessing its impact on student achievement, on higher-levels of student engagement and how on well students take responsibility for their own learning.

### **Tenet 4: Teacher Practices and Decisions**

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

- 4.2: Utilize common planning time as a means to discuss, organize and develop lesson plans, which include the CCLS shifts and ensure that these plans are implemented in the classroom so that learning matches the needs and abilities of all students. In addition, provide opportunities for teachers to have professional conversations around lesson planning, CCLS implementation and use of data driven instruction.
- 4.3: All teachers and support staff should be provided with support and guidance to help them develop an inclusive system of instruction and learning for all sub groups of students so that there are improvements in instruction and student academic outcomes.
- 4.4: Provide support and guidance to teachers on specific strategies that meet the diverse needs of students, consider their values and perspectives and promote a learning culture that is intellectually safe across the school.
- 4.5: Teachers should develop formative and summative assessments to be used daily for measuring student achievement and driving curricular design, based on student needs. In addition, all teachers should develop high quality and effective rubrics in order to measure student competency against the CCLS. Students should be equipped with skills to enable them to use the rubrics and other forms of feedback to inform them what they need to do to improve and to take a greater responsibility for ensuring improvements occur.

#### **Tenet 5: Student Social and Emotional Developmental Health**

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

- 5.3: Develop a systematic plan for introducing a strategic approach to the teaching of social and emotional developmental health for all students. Ensure that staff is equipped with the necessary skills to implement this plan with fidelity.
- 5.5: Develop a complete process to ensure that all available data relating to students social and emotional well-being is collected in an effective manner and the data are analyzed to meet the needs of students and to better promote their academic success.

#### **Tenet 6: Family and Community Engagement**

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

- 6.4: Develop a plan to ensure that all staff members understand how to create and sustain high levels of family engagement by teaching parents how to work with the school community to support student learning and growth. Provide professional development to school staff on how to actively seek and sustain partnerships with families and community organizations in order to support student success.