



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	580513030003
School Name	Marguerite L. Mulvey Elementary School
School Address	44 East Cherry Street, Central Islip, NY 11722
District Name	Central Islip UFSD
School Leader	Jessica Lafrate
Dates of Review	November 18 – 19, 2013
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	1-5	Total Enrollment	653	SIG Recipient	<input type="checkbox"/>	Title 1 Population	82%	Attendance Rate	94%		
Free Lunch	74%	Reduced Lunch	16%	Student Sustainability	%NP	Limited English Proficient	44%	Students with Disabilities	12%		
Number of English Language Learner Classes											
#Transitional Bilingual	195	#Dual Language	NP	#Self-Contained English as a Second Language							31
Number of Special Education Classes											
#Special Classes	6	#Consultant Teaching	0	#Integrated Collaborative Teaching							1
# Resource Room	5										
Number Special Classes											
#Visual Arts	0	#Music	2	#Drama	0	#Foreign Language	0	#Dance	0	#CTE	0
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	19%	Hispanic or Latino	19%	Asian or Native Hawaiian/Other Pacific Islander	6%	White	54%	Multi-racial	0%
Personnel											
Years Principal Assigned to School	1.5	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers		1.5			
Teachers with No Valid Teaching Certificate	0%	Teaching Out of Certification	0%	Teaching with Fewer Than 3 Yrs. of Exp.		0%	Average Teacher Absences		0%		
Credit Accumulation (High School Only) and Performance Rates											
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		4 Year Graduation Rate					
ELA Performance at levels 3 & 4	11%	Mathematics Performance at levels 3 & 4	10%	Science Performance at levels 3 & 4	79%	6 Year Graduation Rate					

NP = Not Provided

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
x	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Math			
	American Indian or Alaska Native		Black or African American
x	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities	x	Limited English Proficient
x	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		
Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DCIP, etc.):			
SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:			
<ol style="list-style-type: none"> Increase overall student performance in grades three to five on NYS ELA and math exams by 10% in the 2013-2014 school year. Increase the awareness of the school Vision and Mission Statements among the school community. 			

3. **Develop a more consistent data collection and data review plan with vertical and horizontal alignment.**
4. **Assess current instructional strategies to better ensure the strategies align to requirements and rigor of the CCLS.**
5. **Review, revise, and monitor grade-level outcomes for staff , individual students and subgroups of students.**

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

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

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

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

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

	planning that involves student reflection, tracking of, and ownership of learning.				
	OVERALL RATING FOR TENET 3:			D	

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.			X	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	
	OVERALL RATING FOR TENET 4:			D	

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

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

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

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: School leaders articulate the vision and drive for academic improvement; they have identified the need to communicate the school goals to all members of the school community. The school community is developing an awareness of the school’s mission, vision, and goals but this is at an early stage and currently there is little direct impact on student achievement. School leaders encourage the school staff to use school systems and structures to examine school practices. However, the school staff does not have strategies in place to monitor current systems, which limits the impact the systems have on school improvement.

Strengths:

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

- The school leader has a clear plan for observing teachers and improving teachers’ practice that aligns to the district’s APPR plan. In discussions with the Integrated Intervention Team (IIT), the school leader told reviewers that leaders use the Danielson’s Rubric for formal observations to evaluate the quality of the teachers’ instruction. Teachers interviewed by the Integrated Intervention Team (IIT) informed reviewers that school leaders sometimes conducts “drop-in” observations and at other times, the school leaders conducts walk-throughs, where a number of classes receive short visits. The leader uses information gathered from the observations to identify teachers’ strengths and areas that need improvement in their instruction. According to teachers interviewed, the school leaders provide immediate feedback to teachers and expect that teachers will act on this feedback to improve their instruction. During conversations with school leaders and teachers, reviewers learned that the areas of instruction that leaders identify as need improving become the focus of subsequent teacher observations. School leaders use the information they collect during formal and informal classroom visits to create Teacher Improvement Plans and to provide on-going professional development (PD) opportunities for staff members to improve their practice. The school leaders have established and implemented a functional system for teacher observations that includes provisions for timely feedback and identifying PD opportunities. As a result, all staff is held accountable for improving classroom practice and student achievement.

Areas for Improvement:

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

- The leader has created vision and mission statements for the school and has identified, in the School Comprehensive Education Plan (SCEP), a goal to increase the awareness of the vision and mission statements across the school community. However, the school staff currently does not monitor this process to ensure all constituents are knowledgeable of the school priorities. Currently the school's goals are not fully understood and embraced by the teachers, parents, or students. In interviews with the IIT, some students were unsure about what specific actions the staff has taken to improve the school. Although teachers spoke about collecting a wealth of data on the students in their classes, the teachers did not specify how they use this data to plan and deliver lessons, to improve student learning and achievement. During discussions with the IIT, parents spoke about improving achievement as a school goal, but their understanding of the school's long-term vision, including the goals in the SCEP, is limited. In reviewing the SCEP, reviewers found that the school goals are not specific, which limits the school's ability to measure the progress. For example, under the priority relating to improving achievement, the SCEP identifies activities that will take place in order to achieve the goals. However, the statements lack specifics on timelines and on how the staff will monitor progress towards these goals. The lack of monitoring and evaluation of goals impedes the school's ability to ensure all stakeholders know and understand the goals. This has a negative impact on the school's stated aim to improve student achievement.

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

- The district recruits, hires and assigns personnel to the school. Although the district makes the fiscal decisions, the school leader articulates to the district what resources the school needs. The school leader indicated that she has created and supported structures that provide increase support to students in particular sub-groups. However, the IIT found that the support provided for students with disabilities and other subgroups is variable. While, systems are in place for teachers to identify students in their classes who are having difficulty learning and have special needs, some parents told reviewers that some of their children do not receive adequate support. During classroom visits, reviewers observed students with disabilities receiving additional support in small groups or in one-to-one situations. In other classes, reviewers observed that students with disabilities received little or no extra support in whole -class situations. The school has set up a learning program focused on improving student achievement, which takes place outside school hours. For example, students who fall slightly below an achievement level receive additional support to increase their performance on external testing at the end of year. Students who are English language learners (ELLs) particularly those from Spanish backgrounds, are supported through small group teaching. Sometimes they receive additional support from bilingual specialists. The school leader makes decisions to organize resources to support students. However, the support to students is not consistent and not all students' needs are effectively addressed.

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).

- School leaders encourage the school staff to use school systems and structures to examine school practices. However, discussions with the school leader and other stakeholders indicate that systems are

in the early stages and lacks measurable monitoring strategies to support academic progress in critical areas. The school leader told reviewers that the staff is developing mechanisms to better communicate with and gather information from parents. However, current parental input is limited. When interviewed by the IIT, parents informed reviewers that they do not have opportunities to share feedback with the school. During discussion with the IIT parents were unable to describe the systems the school has in place to support students both academically and socially. Through discussions with teachers and a review of documents, the IIT found that teachers collect data on individual student performance. For example, during guided reading sessions, teachers listen to how students are reading and note the reading strategies the students are developing or need to develop. Reviewers did not find evidence that indicates teachers use the information gathered from these sessions to develop individual goals for students to work toward or to place students into ability groups. The school has some systems in place to examine critical areas. However, these systems are not well developed or monitored, which hinders the school staff from making measurable progress toward the school goals for improved student academic success.

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: The school uses published resource materials, such as Journeys and Go Math to support the implementation of the CCLS in English language arts (ELA) and math. However, teachers do not successfully collaborate regarding the delivery of interdisciplinary curricula. Teachers inconsistently use data to inform and plan instruction. As a result, instruction does not meet the needs of all students, particularly students with disabilities and English language learners (ELLs).

Strengths

All ratings for this tenet are all *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.

- Teachers are using published materials such as Journeys and Go Maths to support the CCLS, and to develop students’ skills, knowledge, and understanding in ELA and math. However, staff inconsistently monitors the curricula. The lesson plans reviewed by the IIT show that teachers have plans based on the CCLS instructional shifts; however, the lesson observed by reviewers during classroom visits did not include evidence of the instructional shifts. Reviewers noted that in grade four and five ELA lessons, teachers allowed students looking at texts to give brief answers instead of encouraging students to review the text and explain in more detail to demonstrate a better understanding. During classroom observations, reviewers found that some teachers gave students with disabilities work that is not matched

to the students' individual needs and abilities. Similarly, teachers did not adjust plans to address the needs of ESL students. In ELA lessons observed by reviewers, teachers did not consistently reinforce subject specific vocabulary or provide additional support to help students develop necessary skills and knowledge. The interview with the school leader and the document review conducted by the IIT indicate that the school leader is developing a plan for PD to support teachers. During interviews, the staff stated to the IIT that daily PD sessions are organized for teachers to further develop their expertise in the Common Core Learning Standards (CCLS). Reviewers saw one such session that focused on identifying the quality of students' writing. Teachers reviewed students' written work and discussed ways to level the work to link to the CCLS. However, reviewers found that the discussions between teachers did not focus on the students' individual needs or students' next steps to progress to the next level. The school uses specialist and coaches; however, there is limited evidence to show what impact the work of the specialist or coaches has had on student learning and achievement. Monitoring systems are not in place to ensure that curriculum is modified to address all students' needs. As a result, the school staff is not ensuring that the needs of all students are met through the implementation and monitoring of curricula appropriately aligned to the CCLS.

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

- Teachers are beginning to collect information on individual students and they are all developing their own data binders that contain information on the students in their classes. However, teachers do not use the data to drive instruction and ensure that the individual needs of all students are met. This has a negative impact on student achievement and reduces their chances of academic success. Through a document review, the review team found that teachers do not have a consistent format for lesson planning and not all teachers produce lesson plans to guide and inform instruction. Some lesson plans reviewed consisted of brief notes that did not address the individual needs of students within the classes. For example, plans reviewed by the IIT did not show differentiation for students with disabilities and ESL students. During classroom visits, reviewers noticed that in most classes teachers had all students working at the same level. In these classes, some students seemed to struggle with the assigned tasks, while other students completed tasks with ease. For example, in a math lessons, the teacher placed students of mixed ability into groups to play games to enhance their calculation skills. Some students found the calculations easy and performed the task with ease. Other students struggled with the calculations and were not able to complete the task without additional guidance. Others used computer programs to develop their calculation skills but not all were working at the level they needed to in order to develop their math skills. Reviewers noted similar examples in other classes they visited. Teachers are not using data to plan and drive their instruction and leaders do monitor staff use of data. As a result, instruction does not meet the needs of all students, which hampers students' chances of increasing their academic achievement to become college and career ready.

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.

- While staff meets to discuss curricula, school staff does not have a comprehensive plan to ensure that

students have access to interdisciplinary curricula. In discussions with the review team, the school leader stated that teachers and support staff members have monthly meetings to share curriculum ideas and identify ways to link content areas. During observations of the grade/subject meeting reviewers found that while reviewing student work, teachers missed opportunities connect writing with the arts and technology or other content areas. In the vertical teacher meeting, teachers gave vague responses to questions reviewers asked about meeting with other colleagues to discuss curriculum issues. Teachers told reviewers that they use technology occasionally during instruction to extend and develop skills. During discussion with the review team, some students said that they do not regularly use computers. Classroom visited and lesson plans reviewed by the IIT show little evidence of how the staff is creating interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. The lack of interdisciplinary planning limits opportunities for students to experience links between content areas to increase their ability to be academically successful.

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

- Discussions with school leaders and teachers, a review of school documents, and classroom visits all indicate that teachers are currently in the process of developing their understanding of using formative and summative assessments to improve student achievement. During interviews with the IIT, teachers discussed how they collect information on individual students and record this information in data binders. Teachers informed reviewers that the binders include information from state and school tests and other on-going class assessment activities. The school leader stated that she regularly monitors the contents of these binders. However, classroom visited and the lesson plans reviewed by the IIT indicated that teachers do not consistently use data they collect on individual students during the delivery of their instruction. Ongoing formative assessment is weak for students of all abilities. Reviewers found that during classroom instruction, teachers do not regularly check for students understanding of what they are learning as instruction progresses. As a result, some students, particularly those with disabilities, struggle because the activities are too difficult for them. ESL students often find it difficult to learn and do not make adequate progress because they do not always receive enough bilingual support. During classroom visits, reviewers found that some lessons were not challenging for all students. For example, reviewers noticed that students finished their tasks quickly and were waiting for other students before they were able to move on to the next task. Additionally reviewer found limited evidence of teachers giving students opportunities to reflect and take ownership of their own learning. School staff inconsistently uses formative and summative assessments, which limits staff’s ability to meet the needs of all students and involve students in their own learning.

<p>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.</p>	<p>Tenet Rating</p>	<p>D</p>
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Debriefing Statement: Teachers’ use pre-published instructional materials designed to support CCLS. Teachers do consistently use data to adjust plans to address the needs of the wide range of learners in the classroom. This affects lower performing students, students with disabilities, and ESL students. Inconsistent formative assessment during

the lesson hinders student progress to higher-levels of learning. Current instructional practices limit students' opportunities to experience high levels of engagement, thinking, and achievement. This impedes student academic outcomes.

Strengths

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

Areas for Improvement:

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

- Discussions with school leaders and classroom visits indicate that lesson planning and instructional practices vary across grades and classes. In an ELA guided reading session observed by reviewers, teachers worked with small groups and recorded how students' progressed in developing reading strategies while talking about texts. While teachers in sessions used information appropriately to plan the next steps in learning, reviewers found that teachers in most of the classes observed did not consistently check for students' understanding and not all students stay on task because tasks do not challenge and engage them. In math classes observed by the IIT, reviewers noted that teachers often had students filling in answers by copying the correct answer from the white board instead of checking for students' understanding of the lesson. In addition, teachers did not give students time to reflect or articulate their thinking to show the level of their understanding. Reviewers noticed that some students struggled during whole-class instruction, but teachers did not check for understanding. For example, when the activity involved multiplying, students just copied the answers from the board with little understanding. When asked how they had worked out the sums they said the activity was too hard for them. Teachers are beginning to develop individual goals for students but this process is in the early stages of development. In discussions with reviewers students shared that they have reading goals in relation to the levels they are on and where they aspire to be. However, the students were not able to describe to reviewers what they have to do to move to the next level. Reviewers attended a teacher's meeting where teachers discussed students' writing assessments. Reviewers noted that staff missed the opportunity to talk about the importance of leveling students' work and identifying individual goals so that students could improve and be involved in their own learning. Currently, the school's instructional practices do not promote high levels of student engagement and inquiry, which negatively affects students' ability to achieve their goals.

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.

- The school is using published materials in ELA and math to support the alignment of instructional practices to the CCLS. However, the review team found limited evidence of CCLS key instructional shifts during classroom visits. In many of the classes observed by the IIT, teachers asked questions that required one- or two-word answers from students, which did not challenge them think at deeper levels. During

discussions with the IIT, students told the IIT that lesson activities are too easy. Reviewers saw few examples of teachers employing higher-order questioning. In some ELA classes observed by reviewers, teachers did ask open ending questions. For example in one class the teacher asked students questions about their understanding of texts , which required the students to make inferences based on careful attention to the text. In a math class observed, reviewers found that the teacher provided opportunities for students of all abilities to explain their thinking to show their level of understanding. However, questioning is not consistently adapted for all ability levels and too few students are involved in discussion. Documents reviewed by the IIT, indicate that teachers do not tailor lesson plans for the different ability levels of the students. In particular, teachers do not differentiate lessons for sub- groups such as students with disabilities and ESL students, which prevent these students from making adequate gains in their learning.

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.

- Teachers and students work together to create a classroom environment conducive to learning; however, not all instruction is tailored to address the strengths and needs of all students. The school leader told reviewers that the Bucket Fillers program and high expectations from teachers regarding good behavior ensure that there are few disruptions during lessons. Reviewers observed students treated each other with respect in class and while walking in the hallways. Additionally, reviewers found that teachers gave clear guidance to students about expected behavior as students attended classes and as the students move about the school. Although the IIT members did not observe any disruptive behavior during the review, during the student focus group students told reviewers that not all students at the school know how to behave. While most students interviewed by the IIT agreed that school is enjoyable and that teachers are kind and helpful, reviewers did observe a few teachers speaking inappropriately to students. During classroom visits, reviewers noticed that teachers did not consistently modify plans to address individual. Reviewer noticed some students off task and disengaged. Teachers provided limited opportunities for students to interact with each other, which limits the inclusion of student values and perspectives in some classrooms. Members of the review team saw displays in classrooms that celebrate student achievement and provide information about CCLS. However, there is little reference to these informative displays during lessons. Teachers' instructional strategies do not consistently address the learning needs of students. This hinders students from learning in an intellectually safe environment.

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

- Teachers are developing their use of summative and formative assessments and collect data on individual students but this data is not used effectively or consistently school-wide. During discussions with the IIT, teachers said that students are doing well in this school, but test data reviewed and classrooms visited by the IIT do not substantiate this statement. Although reviewers observed some teachers use data to form ability groups, reviewers found that the majority of teachers did not use data to inform or adjust instruction. The feedback students receive from their teachers does not provide them with adequate

information to improve their work. The IIT reviewed the writing folders of students and other student work samples and found little to no evidence of teachers informing students what they need to do in order to improve their work. Student goals for reading are displayed in classrooms but teachers do not refer to them in lessons or clearly inform students about how to reach their goals. While students shared that they need to read more to reach their goals, students did not identify specific reading strategies or skills on which they need to focus. Students are not given clear advice on the grade or levels they are working on or what they need to do to move on to the next step. Reviewers found limited evidence to show that students are regularly involved in their own learning. Although teachers are beginning to use data, teachers do not consistently provide students with timely feedback that fosters student participation and learning, which hinders students from increasing their achievement levels.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Tenet Rating

D

Debriefing Statement: The school community works as cohesive team to promote students social and emotional developmental health. The school community uses ‘Bucket-Fillers’, a character-building program called “Bucket Fillers,” to communicate behavior expectations and to sustain the social and emotional developmental health of all students. While the staff has addressed some barriers to students’ well being, there exist some incidences of bullying, which negatively affects students’ learning environment.

Strengths

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

Areas for Improvement:

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

- The school leader, along with her support team has a system in place to support the social and developmental health of students. However, the staff does not have established protocols to consistently monitor programs and services. During discussions with the IIT, staff told reviewers that the support team is caring and its members know the students they support well. Additionally, staff takes additional steps to support students and their families, particularly when in crisis. A document review by the IIT shows that school staff has a system for teachers to refer students in need of interventions. Reviewers’ discussions with the support team and the school leader indicate that the staff reinforces positive behavior consistently and that behavior issues are rare. When incidents occur staff develops action plans to support individual student needs. The support team members informed reviewers that they address social and emotional issues swiftly so that learning is not affected. Discussions with the school leader indicate that she understands the importance of developing teacher awareness of using data to identify areas of need connected to social and emotional developmental health as well as academic issues. A

number of programs and groups have been organized, such as Bullying Awareness Week and The Lunch Bunch, which consists of small group mentoring sessions. However, there is little evidence of any formal monitoring of these programs, which reduces the potential for these programs to have a positive effect on students' social and emotional development.

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

- The school has a vision for social and emotional development health that aligns with a program. However, the school staff does not consistently monitor the implementation programs. The school staff shared that the school adopted Bucket Fillers as a school-wide program to support the social and emotional and developmental health of all students. The program focuses on positive behavior intervention and support. High priorities of this program include the need to be kind and respectful toward one another and the need to be healthy. Students spoke of Bucket Fillers with varying degrees of understanding and teachers spoke of it with much enthusiasm. The support team and teachers work closely with the parents of students who staff refers for intervention and discussions with parents showed that they appreciate the support their children receive. While many constituents told reviewers, the school is a safe place to learn, a few students shared concerns about incidents of bullying at the school. Although no overt behavior issues was observed during the review, a number of teachers were heard using raised voices during classroom visits and as reviewers moved around the school. School staff informed the IIT that, through district and in-school sessions, teachers take part in PD to increase their awareness of students social and emotional health needs. However, reviewers found limited evidence in the documents reviewed of formal monitoring of student programs or teacher PD in this area. The school staff lacks rigorous systems to monitor the social and emotional needs of students, which minimizes student's opportunities to learn in a safe and healthy environment.

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

- The school staff is developing protocols and procedures to create awareness for all stakeholders of school supports; however, not all constituents can articulate their role in providing emotional developmental health supports tied to the school vision. Through discussions with staff, students and parents reviewers learned that school has programs to address behavioral expectations, including, Bucket fillers, Bully Awareness week, the Lunch Bunch, and others. Students interviewed by the IIT said they attended an assembly focusing on Anti-bullying. During discussion with the IIT, teachers and parents expressed to reviewers that they feel that the learning environment is safe. However not all students interviewed shared that sentiment. A few students said that sometimes they did not want to come to school because of incidents of bullying. Teachers told reviewers that they are aware of the systems in place to support student social and developmental health needs, but some parents, particularly those for whom English is a second language, said they were unclear about the school's systems and programs. Not all school stakeholders say that the school is a safe place and that they understand the school's vision. This hinders

the school's efforts in addressing students' social and emotional developmental health needs.

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

- While the school is beginning to use data to address student social and emotional development health needs, the staff lacks a system to analyze this data to inform decisions. The school leaders and the support staff have developed a support system that teachers use to refer students who have social and emotional developmental health needs. The review team's discussions with teachers suggest that most teachers understand this system. The school leader told reviewers she has set a priority of developing the ways teachers use data. All teachers collect data on students and keep it organized in a data binder. However, during document reviews and discussions with staff reviewers did not find clear evidence of how staff uses this data to support students. There is limited evidence that the school staff has a structured plan that focuses on the use of data to address students' social and emotional developmental health needs. This limits opportunities for students to become academically and socially successful.

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

Tenet Rating

D

Debriefing Statement: While the school shares information with parents, communications with parents needs improvement. The school staff is developing a plan to enable parents to become more aware of ways to support their children's academic progress and social-emotional growth and well-being. However, the lack of a systematic approach to communicate with parents and share data in ways families can understand limits parents' capacity to fully support student success.

Strengths

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

Areas for Improvement:

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

- The school leader encourages staff to communicate with families; however, the communication is inconsistent. The school staff has identified Improving parent awareness as a priority in the SCEP. Through interviews with parents and staff reviewers found that the school communicates with families through texts, emails, letters, and the school's website. School staff shared with reviewers that the school does translate documents into Spanish where possible and has an interpreter available for school for meetings. While most parents interviewed by the review team said that their children receive adequate

support, some parents expressed concerns about the support their children receive. For example, parents told reviewers that students in grades three to five use planners to record school information and staff uses the planners to create a home-school link. However, during discussions with students and parents reviewers learned that not all students have and or use planners. In addition, parents shared that some students, who find writing difficult, including those with disabilities and ESL students, do not receive enough support to fill in planners completely. Consequently, when these children bring planners home information is missing and parents then do not understand what is required of their children. The school staff communicates with families in different ways. However, inconsistent communication practices between school and home, prevents some parents from fully participating in the work of the school.

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

- The school is at the early stages of monitoring the effectiveness of the communication with families and stakeholders. Currently, the school does not survey parents about their views and perceptions of the school but there are plans to do so. The school does recognize that Spanish is the main second language in its community and therefore many communications are in English and Spanish. According to school staff, parents have access to translators during meetings. However, a few parents of ESL students told reviewers that they do not understand some of the information they receive from the school about their children's education. A few parents reported volunteering their services when their children go on field trips but they admitted that their involvement is limited. During discussions with the IIT, parents said that school sends home lots of notes and letters, but do not offer workshops that help raise their awareness of school events and issues. In discussion with the IIT school staff, said parents do not attend school events in large number and that very few parents have volunteered to be part of the parent organization. Although the staff communicates with parents, the lack of monitoring limits the staff ability to ensure communication with parents is reciprocal, which hinders students from benefitting from a robust home-school connection that supports academic achievement and social-emotional growth.

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.

- The school staff is beginning to establish protocols to engage with parents and community agencies to support student success. In discussions with the review team, the school leader said she has plans to collaborate with a nearby school to co-sponsor community events and to survey parents in the community on specific ways the school can assist them in supporting their children. Additionally, the school leader said she recognizes the importance of providing on-going training and support for parents so that they can better work in partnership with the school in promoting the academic growth of students. School leaders informed reviewers that despite recent efforts to engage parents, most parents do not support school events. The school leader also said that the school is working to promote stronger links with community agencies and to provide more support for parents so that these initiatives together can have a greater impact on student academic success. However, reviewers found limited evidence of the specific initiatives that are currently in process. While the school leadership is in the process of implementing a plan to support staff in seeking and sustaining partnerships with parents and community organizations, school

staff has not established a robust partnerships between home, the school, and the community, which limits all stakeholders in their ability to work together to promote student success.

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.

- While the school staff is beginning to share student data with parents, the staff does not have a systematic approach to ensure all families receive and understand the data. Although during interviews some parent could articulate information about their children's' progress, some parents were confused about how well their children were doing academically and about the support students received. The school leader told reviewers that staff is developing plans to make student data accessible to parents and to provide workshops to enable parents to better interpret and understand the data that they receive. However, the school does not consistently share information about student learning with families, which makes it difficult for parents to support and have an impact on their children's academic achievement.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Update the goals identified in SCEP so that they are Specific, Measurable, Ambitious, Results-oriented, and Timely. Ensure that all stakeholders are aware of the goals identified in the SCEP.
- 2.3: Ensure that available resources, both during instruction and out-of-school learning experiences meet the needs of identified groups, particularly those students with disabilities and ELLs.
- 2.5: Develop and encourage staff use of evidence-based systems such as parent surveys, student surveys, and curriculum reviews to make appropriate changes in school-wide practices.

Tenet 3: Curriculum Development and Support

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

- 3.2: Develop a plan to ensure teachers implement curricula that align to the CCLS and make use of the instructional shifts, particularly in ELA and math. Monitor teachers to ensure curricula are adapted meet the needs of all students, particularly identified sub-groups.
- 3.3: Ensure that teachers develop unit and lesson plans consistently across all grades and subjects to effectively implement CCLS, and that the plans are differentiated to address students' varying skill level.
- 3.4: Ensure that leaders work collaboratively with teachers to create interdisciplinary curricula that embrace all subjects, and then evaluate the impact of these curricula on student engagement and achievement.
- 3.5: Provide focused PD and monitor instruction to improve teachers' understanding of the use of assessment. Ensure teachers consistently use formative and summative assessments to provide targeted feedback to students.

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: Ensure that through PD sessions and coaching in the classrooms, teachers gain a better understanding of aligning the CCLS curricula and focusing more on the instructional shifts in ELA and math lessons. Ensure teachers consistently establish goals for students based on grade-level benchmarks.
- 4.3: Ensure teachers develop and implement lessons that that reflect the CCLS shifts and include appropriate rigor and differentiation. Encourage teachers to use high level questioning. Adapt questions for all abilities to engage more students in discussions.
- 4.4: Ensure that staff creates a learning environment that is responsive to students' varied experiences and tailored to their strengths, needs, values and perspectives.

- 4.5: Provide PD for teachers focused on data-driven Instruction. Develop consistent school wide strategies to provide students with timely feedback based on formative and benchmark data so that students can take next steps to improve their progress.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Develop monitoring and evaluating procedures to check the effectiveness of the support that students receive regarding their social and emotional health development.
- 5.3: Ensure all constituents know and implement Bucket Fillers. Ensure that leaders monitor the effectiveness of programs that address bullying.
- 5.4: Ensure that all members of the school community, but particularly the students, are confident that the learning environment is safe. Continue to provide workshops and programs that address bullying.
- 5.5: Implement a plan to collect, analyze and use data to address student academic and social emotional developmental needs.

Tenet 6: Family and Community Engagement

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

- 6.2: Develop consistent procedures and practices so that all parents are aware of the work of the school, including the school's main goals they are working toward in the SCEP, the achievement and needs of their children, the grades and levels their children are working toward, and how parents can support their children's learning.
- 6.3: Provide consistent links between homes and school so that parents become more involved in the life of the school and are better able to support their children's academic achievement and social emotional growth. Ensure that all communications are in English and Spanish.
- 6.4: Provide PD for stakeholders to build capacity to seek partnerships that support and sustain students' social and emotional developmental health. Provide greater opportunities for parents to become more involved in the life of the school and their children's education.
- 6.5: Develop systematic approach to use data to identify student and families' needs. Provide workshops and other opportunities for parents to learn and understand about the data collected on their children.