



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	580109020001
School Name	Martin Luther King Elementary School
School Address	792 Mount Avenue, Wyandanch, NY
District Name	Wyandanch Union Free School District
School Leader	Dr. Darlene White
Dates of Review	January 22-23, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	3-5	Total Enrollment	470	SIG Recipient	<input checked="" type="checkbox"/>	Title 1 Population	100%	Attendance Rate	91.1%		
Free Lunch	81.9 %	Reduced Lunch	4.9 %			Limited English Proficient	14.7%	Students with Disabilities	24.9%		
Number of English Language Learner Classes											
#Transitional Bilingual	NP		#Dual Language	0							
Number of Special Education Classes											
#Self-Contained	NP		#Consultant Teaching	NP		#Integrated Collaborative Teaching	NP				
#Resource Room											
Number of Special Classes											
#Visual Arts	0	#Music	1	#Drama	0	#Foreign Language	0	#Dance	0	#CTE	0
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	64.7 %	Hispanic or Latino	34.9 %	Asian or Native Hawaiian/Other Pacific Islander	0%	White	0%	Multi-racial	0%
Personnel											
Years Principal Assigned to School	3		# of Assistant Principals	1		# of Deans	0		# of Counselors / Social Workers	2	
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification	0%		Teaching with Fewer Than 3 Yrs. of Exp.	1%		Average Teacher Absences	%	
Credit Accumulation (High School Only) and Performance Rates											
% of 1 st yr. students who earned 10+ credits			% of 2 nd yr. students who earned 10+ credits			% of 3 rd yr. students who earned 10+ credits			4 Year Graduation Rate		
ELA Performance at levels 3 & 4	26/438 5.9%		Mathematics Performance at levels 3 & 4	32/450 7.1%		Science Performance at levels 3 & 4	118/145 81.4%		6 Year Graduation Rate		

NP

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Increase parental support and participation.
2. Increase English language arts (ELA) and math scores.
3. Decrease bullying and fighting.

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.

#	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	X
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.				X
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
OVERALL RATING FOR TENET 3:				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:				I

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

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

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

#	Statement of Practice	H	E	D	I
---	-----------------------	---	---	---	---

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

School Review – Findings, Evidence, Impact and Recommendations:

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

Debriefing Statement: While the school has a vision for high expectations, it has not been implemented fully. Therefore, a culture of continuous and sustainable school improvement has partially been achieved in limited areas.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

The school leader and staff are committed to “Success For All” (SFA), a school reform program developed at Johns Hopkins University. The school community believes that their priorities for this school year: increasing parental support and participation; increasing English language arts (ELA) and mathematics scores; and decreasing bullying can all be met by closely adhering to the SFA program. Therefore, they have not developed SMART goals in addition to those goals addressed in the SFA program.

Evidence/Information that Lead to this Finding:

- The vision for the school is: “Our students will learn in a safe and positive learning environment, obtaining the skills necessary to meet or exceed the NYS Common Core Learning Standards.” The SFA program focuses on reading and writing, the use of data to track student progress and a program of study aligned with CCLS. In practice, these aspirations are not consistently met. A review of documents carried out by the Integrated Intervention Team (IIT) found that ninety eight percent of the staff agreed to accept the SFA program. Teachers use “GO Math” and the mathematics modules from *EngageNY*. SFA has a student behavior component and relies heavily on parental involvement. Consequently, the school constituents believe that they have programs in place that will allow them to realize their vision and accomplish the goals they have accepted from SFA. However, acceptance of the SFA program does not negate the fact that stakeholders have not been provided with an opportunity to contribute to the establishment of a school vision and associated challenging goals aimed at driving school improvements. The lack of specific goals with clearly articulated interim benchmarks for success means that monitoring the performance and

progress of the school is more difficult.

Impact Statement:

Consequently, the lack of input of all stakeholders in the development of the school vision with aligned SMART goals, limits the school leader's ability to improve student achievement,

Recommendation:

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

- Assemble a representative team of stakeholders to establish SMART goals that reflect the school priorities as outlined in the SCEP.

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

Overall Finding:

The school leader has sought to use creative ways to organize available resources to implement the SFA program and to provide support, through coaches and professional development (PD), for her staff. However, the school leader's decisions regarding the use of resources are not consistently in keeping with the immediate needs of all groups within the school community, particularly for student subgroups.

Evidence/Information that Lead to this Finding:

- The school leader reported to the IIT that she is guided in her decision making regarding resource allocation by her determination to have SFA succeed in her school. The SFA program is supported, in part, by a grant from Johns Hopkins University. The school leader has secured SMART Boards for all teachers to use in the SFA reading program. In addition, teachers receive the services of instructional coaches from the Board of Cooperative Educational Services (BOCES), Bridges, Pearson, and from the SFA program itself. Partnerships have been formed with local colleges and universities to provide support for students and staff. Stony Brook University provides a summer program, and coaches from Adelphi University work at the school. Teachers indicated to the IIT during the vertical teacher focus group, that when they request permission and funding to attend a variety of PD activities, they are seldom refused.
- The school leader has established a ninety-minute block of extended learning time after school, four days per week. During this time, students receive help with academics as well as enrichment opportunities from OASIS. However, the school is identified for low test scores for students with disabilities, English language learners (ELLs) and economically disadvantaged students. Fiscal resources are not always focused on these groups. For example, although SFA has developed materials in Spanish, they have not been purchased by the school.
- There is a low turnover of staff, so hiring of new staff is minimal. Art instruction is minimal. There is no art teacher in the school, and classroom teachers are responsible for providing opportunities in art. During interviews, several focus groups, including those composed of teachers, parents, and student support services staff cited the need for a social worker in the school. However, there has

been no social worker in the school since the grant supporting social workers in the district ended.

Impact Statement:

Because human, programmatic, and fiscal resources are not maximized consistently to address the immediate needs of all groups within the school community, particularly identified subgroups, student improvement is limited.

Recommendation:

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

- Analyze the needs across the entire spectrum of the school community, and allocate resources to meet the needs identified. Monitor the impact of spending decisions to ensure that they are improving student achievement.

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

Overall Finding:

Formal and informal observations are taking place as outlined in the Annual Professional Performance Review (APPR) as well as walk-throughs. However, while feedback is provided, it is not robust and much of the subsequent coaching is not data-driven. This limits continuous improvement.

Evidence/Information that Lead to this Finding:

- The APPR used by the school has been approved by the New York State Education Department (NYSED). Non-tenured teachers receive four formal and one informal observation per year. Tenured teachers receive one formal and one informal observation. The Danielson rubric is used for observations. The rubric developed by Pearson is used for walk-throughs. The school leader indicated to the IIT that she and the assistant principal (AP) conduct walk-throughs daily but do not provide written feedback unless they remain in the classroom for more than twenty-five minutes. In addition, she shared that she might focus on one area, such as questioning techniques, during her walk-through. In this way, she indicated that she can assess whether the PD and coaching provided in this area are impacting teacher practices. The school leader also reported that she collects and reviews lesson plans from teachers. However, during the document review, the review team found that when feedback was given to teachers on lesson plans, it was usually general in nature, such as "continue to work on the word wall." There was little indication that teacher practices were monitored and aligned with student performance data.
- There is little evidence to indicate that observations are data driven or that the information generated from classroom observations is used to identify weaknesses that form the core of PD planning for individuals or groups of teachers. This omission hinders potential improvements to instruction and student achievement.

Impact Statement:

Feedback on instructional practices is not robust and actionable and teacher progress is not monitored. As a result, teachers are not held accountable for continuous improvement and student achievement is not fully ensured.

Recommendation:

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

- Use data received from frequent observations of staff to provide actionable feedback to teachers about their practice and to guide and inform PD offerings
- Use student data to track teacher progress in improving their instructional practices.

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

Overall Finding:

The SCEP outlines numerous activities, including many PD activities for staff, to address the CCLS and other school priorities. However, heavy dependence on the SFA program, limits the development of evidence-based systems in critical areas.

Evidence/Information that Lead to this Finding:

- The SFA program requires schools to establish "Solution Teams," which are groups of teachers focused on a particular area. For example, one team addresses attendance issues. While all teachers belong to one or more of these teams, these groups are not interconnected and do not form an evidence-based system to oversee and align whole-school practices. Other priorities outlined in the SCEP address parent support and engagement. The SFA has a large parent component so, by following the program, there is considerable communication with parents. The IIT found no evidence, however, that indicated parent communication impacted student achievement. Since the SFA program is scripted, the school community feels that by following the script they are implementing it with fidelity. Therefore, by extension, that those areas outlined in the SCEP in need of improvement will be addressed. The IIT found that this assumption has not been realized. Systems are not in place for the school leader to rigorously monitor how well the school is performing, to clearly identify what is working well and what is not, and to devise strategies to address weaknesses. Identified priorities in the SCEP are not monitored and evaluated with sufficient rigor and this hinders, in particular, improvements in instruction and student achievement.

Impact Statement:

The school leader's inconsistent use of evidence-based systems that measure progress on areas outlined in the SCEP limits progress toward critical school-wide goals and minimizes student achievement.

Recommendation:

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

- Establish methods for regularly tracking and measuring progress, with evidence, on achieving the goals outlined in the SCEP.
- Adjust current goals, as appropriate, based on findings from progress measures.

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 does not have a CCLS aligned curriculum. While the school has implemented the SFA reading program with fidelity, it is not a curriculum. Therefore, all students are not exposed to a rigorous and coherent curricula and assessments.

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

Overall Finding:

The school leader and staff believe that SFA is directly aligned with the CCLS and, therefore, implementing that program with fidelity will provide a rigorous and coherent curriculum. However, limited implementation of a curriculum that supports the CCLS, does not consistently meet the needs of all students.

Evidence/Information that Lead to this Finding:

- Apart from implementing the SFA program, there is no plan in place for evaluating various curricula to ensure alignment with CCLS. Mathematics modules from *EngageNY* are used in conjunction with "GO Math," but there was little evidence that a systematic plan was in place to review the curriculum to ensure that it was coherent and not just a series of lessons, as the modules were meant to be. During the grade level teacher focus group meeting, teachers were discussing the upcoming science lessons for grade four. The "curriculum" teachers were following was a sequence of lessons for upcoming weeks. The IIT found that there were no standards or objectives listed in the lessons. The school has a detailed PD plan developed for 2013-14 with all topics outlined as well as the presenter, who is very often the SFA facilitator. PD sessions usually last for one hour and

occasionally for two hours. The PD, as outlined, is not reflective of student needs, including sub-groups for which the school was identified, or progress based on on-going analysis of data, but rather general in nature, such as “Common Core Math” or “Success For All Solutions Training.” With regard to at-risk students, the student support team in their focus group shared that Academic Intervention Services (ASI) and Response To Intervention (RTI) were addressed through SFA.

Impact Statement:

Consequently, the lack of systematic support for the implementation of the CCLS across all areas, does not meet the needs of students, and therefore hinders students’ college and career readiness.

Recommendation:

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

- Establish a systematic method for reviewing curricula in all content areas to ensure a rigorous and coherent program, aligned to CCLS.
- Revise curricula based on the findings of the review.
- Provide PD, as needed, to ensure staff understands how to review, align, and develop rigorous and coherent curricula.

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

Overall Finding:

Teachers use lesson plans as developed by SFA for ELA instruction. They collaborate with colleagues when possible and use data from a variety of standardized assessments to group students for reading and writing. However, instruction does not always align to CCLS or include opportunities for all students to engage in higher-level thinking.

Evidence/Information that Lead to this Finding:

- Lesson and unit plans available during the IIT review of documents listed the CCLS at the top of each lesson. However, plans did not reflect differentiated instructional groupings to address student achievement needs nor did they align with the CCLS. In the vertical teacher focus group, teachers shared that they sometimes implement instruction that is not part of SFA in an attempt to expose students to rigorous instruction from the NYS ELA modules. However, during classroom visits reviewers saw little evidence of a variety of complex materials used by teachers or instruction that was differentiated for various levels of students.
- While some teachers did display the CCLS and NYS content standards in the classroom, the accompanying instruction was not rigorous and students were not exhibiting the deep understanding of content and skills that are depicted in the Common Core ELA shifts. The IIT found limited evidence of plans that indicated the development of higher-order thinking skills with the associated supports and extensions to challenge students across all content areas and grades.

Although teachers have common planning time twice a month, the IIT found little evidence to indicate that the planning time led to curriculum revisions to support instructional shifts and address core curriculum content for all students.

Impact Statement:

Teachers' inconsistent use of lesson and unit plans based on data and aligned to the CCLS across classrooms, limits student academic progress.

Recommendation:

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

- Ensure that teachers are developing and implementing lesson plans that provide a sequenced progression of content and skills for all groups of students
- Establish protocols to ensure that curricula are reviewed and revised to support higher-level thinking opportunities for all students
- Develop and communicate clear expectations for the use of student data to modify instructional practices.

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

Overall Finding:

There is no comprehensive plan for interdisciplinary curricula that incorporates the arts, technology, or other enrichment opportunities to fully engage students in their learning.

Evidence/Information that Lead to this Finding:

- Teachers reported that they do not meet as a group to discuss interdisciplinary instruction and that there is no formalized plan for them to do so. If any integrated learning takes place, it is as a result of initiative shown by individual teachers. The IIT did not find examples of collaboration during the review.
- The IIT found that the closest teachers come to planned interdisciplinary learning is that they have been given a schedule for the year, which outlines a monthly theme. Teachers indicated their task was to incorporate the arts into the theme by having students draw or color a picture, for example. Teachers reported that the music teacher provides some suggestions for theme-related songs.
- The IIT found little use of technology articulated in the SFA program, and it is not seen as an integral component of the learning process. During classroom visitations, the review team observed SMART Boards being used as blackboards rather than as the technology tool they are. During the parent focus group when asked what changes they would like to see in the school, one parent said, "reading and math, reading and math. That's all we hear. These children need art!"

Impact Statement:

The lack of staff collaboration to create and implement interdisciplinary curricula hinders students' opportunities to engage in cross-curricula activities that increase their ability to be academically successful.

Recommendation:

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

- Develop a comprehensive plan for interdisciplinary instruction, especially targeting the arts, technology, and other enrichment areas.
- Revise the school schedule to allow common planning time for teachers across grades and subject areas to plan interdisciplinary units and lessons.
- Monitor instruction to ensure that interdisciplinary opportunities for students are taking place.

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.

Overall Finding:

Teachers are using formative and summative assessments linked to SFA and/or other purchased assessments, such as Foresight or Bridges to measure student progress. Students understand their scores are important. However, teachers inconsistent use of assessments to help students identify and reflect on what they need to do to improve, prevents students from taking ownership of their own learning.

Evidence/Information that Lead to this Finding:

- The SFA program contains many assessments teachers are using throughout their six-day cycle. In the vertical teacher focus group, teachers reported to the IIT that students are grouped into ability levels according to their scores. Every ten weeks the students move to another teacher and the multiple assessments continue. In addition to the SFA assessments, students sit for "Bridges" assessments, Scholastic Reading Inventory (SRI), and assessments contained within the mathematics modules from *EngageNY* as well as the "GO Math" series. There are also teacher made assessments that reflect work in other content areas, such as those contained in the science kits from BOCES. Thus, there are many sources of data about each student for teachers to analyze. However, interviews and classroom visitations indicate that teachers are not adjusting and revising their curricula based on the results of the data gathered from all these assessments. For SFA in particular, the program is in place and does not lend itself to much modification, and as a result there is not a consistent alignment between the curriculum and assessment.
- Students in the large student focus group reported that, except for their SFA teacher, their teachers do not routinely explain their grades to them. They were aware of their scores on the SFA test and knew what the next target should be but were not clear about why or what areas they needed to focus on to improve and reach this next target. One student said, for example, "I got 60 on the comprehension test so I have to do it over." Students are not provided with sufficient opportunities

to reflect on their learning in order to adjust learning strategies to address explicit data driven feedback from the teacher.

Impact Statement:

Therefore, the lack of a comprehensive system to analyze data, revise curriculum, and include students in their own learning process, limits improvements in student achievement.

Recommendation:

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

- Develop a comprehensive system for staff to use all the data collected to adjust curriculum to meet student needs.
- Include students in their own data analysis and individual goal setting.
- Create more targeted assessments to identify student progress.

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

Tenet Rating

I

Debriefing Statement: While a significant amount of instructional time and effort is spent on collecting data, most teachers do not engage in strategic practices that utilize data to help address the gap between what students know and need to learn. Therefore, all students and pertinent sub-groups are not exposed consistently to high levels of engagement, thinking, and rigor.

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 *Ineffective* for this Statement of Practice:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

Overall Finding:

There was no consistency in the lesson plan format and little evidence of tying lesson plans to data or to set goals for students in different sub-groups.

Evidence/Information that Lead to this Finding:

- The document review indicated that there was no consistent template that teachers were to follow

when developing their lesson plans. Some teachers were using the SFA data when developing plans. But no plans reflected New York State English as a Second Language Achievement Test (NYSESLAT) levels nor were there indications in the plans of differentiating instruction to meet the needs of sub-groups or at-risk students. Plans for mathematics Academic Intervention Services (AIS) were not aligned to data but simply outlined instruction at a lower level.

- Although there have been some conversations between school leaders and teachers about the importance of data in driving instruction, this is not reflected in the classrooms visited by the IIT. The review team found that teachers often paid insufficient attention to data to match learning tasks to the needs and abilities of students. As a result, students were not always actively engaged in the learning process since they found tasks either too easy or too challenging. Teachers are not consistently setting specific learning goals for students, and this prevents students from having a clear pathway to help them achieve at a higher academic level.

Impact Statement:

Because teachers do not organize plans to reflect the needs of all students, as identified by data, student engagement and inquiry is limited, which hinders student academic growth.

Recommendation:

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

- Develop a lesson plan template that is agreed upon and used by all teachers.
- Monitor annual, unit, and daily lesson plans to ensure that the needs of all sub-groups of students are being met and that students are set challenging but achievable specific learning goals.

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

Overall Finding:

Despite a school priority to implement the CCLS, teachers are not incorporating instructional shifts into their instruction nor are they providing multiple points of access to ensure engagement for all students.

Evidence/Information that Lead to this Finding:

- During the document review of lesson and curriculum plans, evidence of CCLS alignment, including instructional shifts, was not seen by the IIT. CCLS were often listed on the lesson plan itself; however, during classroom visits the instruction observed by the IIT was neither rigorous nor aligned to CCLS. In one classroom visited by the review team, the teacher explained different types of questions and scaffolded the thinking for the students by asking them to decide if a question was factual or required higher-level thinking. The IIT did not find evidence of higher-order questions in other classrooms they visited. When visiting SFA classrooms, reviewers saw the same lesson in multiple classes with no differentiation for individual students or groups of students. Students were in groups based on SFA assessments but students all read from the same book with no differentiation during the “read aloud” period. Many teachers were not aware of the proficiency

levels of their English language learners (ELLs), thus little differentiation was taking place for them. The IIT did not find evidence that staff had a deep understanding of the CCLS and the required instructional shifts.

- The IIT found that PD that focuses on whole-school priorities and individual teacher's needs to address these issues is limited. The PD plan outlines twenty-nine sessions from August 2013 through June 2014. Of those, fifteen sessions are focused on SFA units and practices. Only seven sessions address mathematics, and only four of those seven deal with Common Core mathematics; other sessions focused on testing. During classroom visits by the IIT, one teacher was attempting to teach the "partial sums" method to students. The teacher was not able to explain the method to the students, which resulted in student confusion and lack of attention to the lesson. There was one "Lunch and Learn" session scheduled for science. Reviewers attended that session where grade four teachers shared some science handouts and revised their schedule of topics for the coming weeks. They did not discuss best practices for science instruction or background knowledge in science. The PD plan has one session devoted to science and no sessions devoted to history or social studies.

Impact Statement:

Because instructional practices are not aligned to the CCLS and do not promote high levels of student engagement, student academic achievement is negatively impacted.

Recommendation:

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

- Provide PD for teachers in CCLS and instructional shifts that are not related only to SFA but addresses overall standards and best practices, including the need for higher-order questioning.
- Ensure that staff has access to and use information on individual students, particularly students with disabilities and ELLs, to aid in the differentiation of instruction for all students.
- Review the walk-through protocol to ensure that school leaders are noting high levels of thinking and student 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.

Overall Finding:

The consistent use of SFA, which has a behavioral component, ensures that expectations for student behavior are understood by teachers and students and are consistent across the school. However, teachers do not consistently provide a learning environment that is responsive to student strengths and needs.

Evidence/Information that Lead to this Finding:

- During classroom visitations, student and teacher interactions were positive and respectful. No classrooms visited by the IIT had significant behavior issues. In both the student support team and vertical teacher focus groups, participants shared that the SFA solution teams and the student

council help with behavior modification. The student support focus group also explained that they work with the SFA classrooms in the morning so they are able to see how students work in their classrooms. They reported that behavioral expectations are across all disciplines, and this continuity helps students know what is expected of them. All teams work towards a safe and positive environment, as noted in the school's vision statement. Students interviewed by the IIT reported that they only have to raise their hand and say they do not understand and the teacher will help them. The student support team focus group indicated that the demographics are changing with increasing numbers of bi-lingual students, students who have had no formal education, and many more homeless children. The review team found that classrooms are welcoming to these students. However, the lack of differentiation of instruction in classrooms visited by the IIT shows that students' varied learning needs and abilities are not always taken into account and this means that some students struggle with the work set while for others it is too easy.

Impact Statement:

Although classrooms are physically safe, instruction is not responsive consistently to students' varied experiences and strengths, which limits students' academic success.

Recommendation:

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

- Ensure that staff are well-versed in the best practices needed to create learning environments that address the varied needs of all students.

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).

Overall Finding:

Teachers have many assessment measures and data sources available. However, the use of these sources to inform planning and foster student participation in their own learning is limited.

Evidence/Information that Lead to this Finding:

- The document review showed that teachers have access to SFA, SRI, Bridges, and Foresight data. Members of the vertical teacher focus group and the student support team focus group shared that, through SFA, they operate on a six-day cycle, with assessments during that time. They regroup students based on the information from the assessments. Every ten weeks students are regrouped again and move to another teacher. The focus groups discussed progress monitoring using data from these sources; however, classroom observations did not reflect this practice. In classrooms visited by the IIT, students often sat in groups, but the instruction was whole-class without input from students or modifications based on individual student data.
- The SFA program provides data about student progress, but it was not clear how this information was given to students so they could participate in their own learning process. Some teachers

reported they shared the student’s Lexile score with her/him, but this type of feedback does not provide strategies for the student to help improve their scores. Other verbal and written feedback was inconsistent and often limited in clearly outlining to students what they needed to do to improve and in doing so achieve at a higher level. While teachers have access to data from the SFA program, they do not have the same level of data for other content areas. There was little indication that they encouraged student participation in their own learning in these other content areas.

Impact Statement:

Because teachers use data inconsistently to inform planning and involve students in their own learning process across all content areas, high levels of student achievement are limited.

Recommendation:

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

- Encourage staff to collect and analyze assessment data, and share data-based feedback with their students.
- Develop and implement ways to foster student participation in their own learning process.

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 provides a safe learning environment. However, the school does not have a coherent and comprehensive system for supporting student social and emotional developmental health. There are many disparate activities and programs. The school community’s ability to identify, promote, and support social and emotional development is stymied by the lack of school social workers and guidance counselors, which contribute to a reactive rather than a proactive approach.

Strengths:

All ratings for this Tenet are either **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.

Overall Finding:

The school leader has established programs, activities, and partnerships in and around the community to address student needs. However, while students benefit from these programs, an overarching system to

support and sustain students' social and emotional developmental health needs is in the developmental stages.

Evidence/Information that Lead to this Finding:

- Part of the SFA program includes establishing "Solution Teams" that have a particular focus. Each teacher belongs to one or more of the solutions teams, which include attendance, intervention, parent and family involvement, community connections, and cooperative culture. The document review showed that these individual teams are engaged in many activities to support the program and the school. School staff did not indicate to the IIT what data were used to help establish goals for each team or to monitor the progress each was making.
- The student support team focus group explained the work of the "Class Council," which is part of their homeroom teacher's class. The teacher meets with the group to set a class goal for the week. In this way, students would get to know one teacher well and be involved in setting relevant behavior goals. In the large student focus group, students reported that when they experienced difficulty in dealing with other students, they just went to their teacher who resolved the situation. Reviewers found that, while there is not an overarching system in place yet, students' needs are being met, albeit in a reactive rather than a consistently proactive way.
- Interviews with students indicated that the school has appropriate systems in place to help ensure that each student is well known by an adult.

Impact Statement:

The lack of an overarching system to address students' social and emotional developmental health needs, limits students' academic success.

Recommendation:

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

- Review the systems in place and revise, where appropriate, to form a comprehensive system to address students' social and emotional developmental health needs.

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

Overall Finding:

The school uses the "Solutions Teams" component of SFA to promote and support the social and emotional development health of students and provide a safe environment for its stakeholders. However, PD is not consistently provided to equip staff with the requisite skills to consistently meet the needs of all students.

Evidence/Information that Lead to this Finding:

- One SFA solutions team in particular, cooperative culture, focuses on positive behavior and

prevention. They have instituted a program entitled, "Getting Along Together," which is part of SFA. A solutions coordinator monitors and provides support to the teams. One of the teams administered a student survey on safety and used the results from that to target interventions in areas of the school where students reported they did not feel safe, such as bathrooms and buses. The student support team focus group shared that discipline referrals are decreasing in number.

- According to the school's PD plan, there was a one hour session on "Social/Emotional Health of Students" in November 2013. However, there is limited evidence to indicate that there is a systematic and formalized PD plan to provide on-going PD for identified members of staff to build their capacity and skills to meet the diverse and changing needs of students. The IIT did not find evidence that efforts to build adult capacity in this area are being monitored by school leaders or that the impact of the limited PD that has taken place is addressing the needs of students. In addition, the district's overarching PD plan does not contain proposed workshops in the area of social and emotional development health.

Impact Statement:

Inconsistent training for staff focusing on student social and emotional developmental health, limits the development of a safe and healthy school community and student success.

Recommendation:

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

- Develop a specific plan to offer and monitor PD in the area of social and emotional developmental health of students.

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

Overall Finding:

Since all school stakeholders belong to one of more SFA solution teams, they have a common understanding of that system. However, there is limited constituent articulation of their roles in creating a safe learning environment. The lack of key staff, such as social workers and guidance counselors, leaves members of the student support team handling crisis management.

Evidence/Information that Lead to this Finding:

- The school staff engages in activities that provide support for students and their families, such as holding clothing drives, giving backpacks filled with food to children who receive free or reduced price lunch to tide them over on weekends, offering spare clothing, and organizing holiday parties in collaboration with Toys for Tots. During interviews with the school leader, parents, student support team, and vertical teacher focus group, participants reiterated that everyone in the school cares about the students, and as one parent stated, "gives their love out." However, the IIT found limited evidence indicating how different stakeholders are made aware of their precise roles in meeting the

needs of students. Although there is a commitment from stakeholders to ensure that the school's vision pertaining to students' social and emotional needs is met, interviews conducted by the IIT indicate a lack of a clear articulation concerning the role of stakeholders in this process.

- While there are many community partnerships and opportunities for school staff to contribute to helping students, there was no system evident that monitored how these contributions are helping support student social and emotional developmental health other than anecdotal. In addition to his own duties, the school psychologist serves the role of social worker and guidance counselor in the absence of certified staff in those areas.

Impact Statement:

Although school staff has volunteered to help support students, the lack of clearly articulated roles of constituents regarding their contributions toward creating a safe learning environment that meets the social and emotional developmental health needs of students, limits student success.

Recommendation:

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

- Seek to reinstate the social worker and guidance counselor positions.
- Ensure that all stakeholders are fully aware of the roles they are expected to play in consistently meeting the needs of students.

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

Overall Finding:

The school is collecting data, through the SFA solutions teams, in a number of areas. However, they are not using the data to guide responses to students' social and emotional developmental needs.

Evidence/Information that Lead to this Finding:

- Vertical teacher and student support team focus groups, as well as interviews with the school leader, referred to the solutions teams that were addressing areas, such as attendance, intervention, and behavior modification. Evidence from documentation and discussions indicate that considerable data is generated regarding these areas and that this data is collected by the solution teams. However, it was not clear to the IIT how this data is analyzed, interpreted, and utilized to identify specific needs of students and to put in place strategies to address issues. The school recognizes that this is a weakness, but at the present time there is not a formalized plan in place to use the collected data to address student needs.

Impact Statement:

The school's limited use of data to address students' social and emotional health needs, limits their opportunities to become academically and socially successful.

Recommendation:

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

- Develop a plan to collect and use data to deliver services and supports systematically to students.

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

Tenet Rating

D

Debriefing Statement: The school is developing a culture of partnership with families and community members, sharing responsibility for social and emotional well-being.

Strengths:

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

Areas for Improvement:

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

Overall Finding: There is communication with parents as well as events for them to attend to learn more about the school programs. However, the opportunities are not used to consistently outline the school's expectations for academic achievement.

Evidence/Information that Lead to this Finding:

- The school leader shared that she organized both a curriculum night and a curriculum breakfast for parents at which she explained the CCLS and the SFA program. There were sixty-five parents in attendance at the parent breakfast. The school leader and the assistant principal attended a Parent-Teacher Organization/Parent-Teacher Association (PTO/PTA) meeting to talk to parents about high expectations for students.
- Discussions with parents indicate that school leaders do not always make best use of events and correspondence between home and school to articulate and reinforce the school's commitment to raising student academic achievement. While some staff convey the drive for high academic expectations, evidence indicates that this is not a uniform approach or strategy. A review of the school's website, for example, shows the last letter from the school leader is dated September 2013.
- The IIT found the school is in the process of working to evaluate and adjust its efforts to build family-school relationships to foster high expectations for improving student achievement.

Impact Statement:

Inconsistent communication between the school and families regarding high expectations for all students, limits student academic success required for college and career readiness.

Recommendation:

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

- Ensure regular communication with parents and staff about the importance of holding high expectations for all students.

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

Overall Finding:

Communication between school and home is often in home languages, but the school is not evaluating consistently its strategies for communicating with parents.

Evidence/Information that Lead to this Finding:

- SFA operates on a six-day cycle with assessments during that time. Teachers send SFA progress reports home after each cycle. In addition, they send other progress reports to parents, including those relating to other content areas and report cards four times per year. The comments on report cards and progress reports are written in Spanish, if needed. However, the SFA cycle reports are sent home in English only. Teachers contact parents by phone or email and are required to keep a communication log to document their contacts. During the parent focus group, one parent mentioned the “parent portal” but no other group or individual noted this method of communication to the IIT. The student support team focus group shared that the school expects staff “to be responsive.” A translator was in attendance at that meeting. In addition, the school leader sends newsletters home to parents, translated into Spanish and Haitian-Creole.
- Procedures and protocols are not yet established to monitor and evaluate the effectiveness of the school’s and staff communication strategies with parents. Consequently, the school is not able to build on the strengths or tackle weaknesses through adjusting strategies or responding rigorously to family feedback concerning issues and concerns.

Impact Statement:

The school’s limited monitoring of the effectiveness of reciprocal communication with families limits parents’ ability to support their children’s academic and emotional growth.

Recommendation:

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

- Monitor the effectiveness of communication with families and address any concerns and issues that arise

- Translate SFA six-day cycle reports into Spanish and Haitian-Creole.

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.

Overall Finding:

The school has partnerships with community groups and agencies, but only a few provide training to parents and teachers to support student success.

Evidence/Information that Lead to this Finding:

- The school enjoys partnerships with a variety of agencies and organizations to support students and their families. These community groups include: Long Island Cares; Freedom Chapel, which provides speakers on remaining drug free; Long Island Teen Challenge, a drug rehabilitation program; Toys for Tots; and other agencies that provide holiday presents at a school hosted party; “Book It,” which is a program with Pizza Hut, where students receive books, and parents receive coupons for free pizza. The school sponsors a “parent university,” which offers five topics on parenting presented by teachers, who receive a stipend. The school is involved in a research project with Stony Brook University during the summer before students enter grade three. Parents attend workshops that address the CCLS, discipline, and working with their child.
- Despite these successful initiatives, the school does not have a formalized and systematic plan to provide on-going support, workshops, and strategies to help parents in the academic development of their child. In addition, there is no systematically planned PD for teachers and staff on how to best build and sustain strong and effective relationships with parents and families. These omissions limit the quality of the home-school connection.

Impact Statement:

Consequently, the lack of a formalized plan and PD to support the home-school connection, limits students’ opportunities for academic success and growth.

Recommendation:

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

- Focus on providing PD for staff on how to develop partnerships with families and community agencies and strategies to help parents better support their child’s learning and academic progress.

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

Overall Finding:

The school is collecting quantitative data on student academics and demographics but there is little evidence that it is shared in a way that enables parents to identify student needs and advocate for their children’s needs.

Evidence/Information that Lead to this Finding:

- Parents receive academic data in the form of report cards and progress reports, especially through the SFA program. Other data are collected through referrals and the Committee on Special Education. During interviews, parents reported that they are not always sure what the data is telling them or how they can act on it to better support their child's educational journey. Although most information relating to student progress is translated into different languages, the six-day SFA cycle report is not, and this restricts parental understanding and awareness of their child's learning and progress.
- Data systems are not integrated to identify and address family needs in a sustained way. There was no evidence that families are encouraged or empowered to advocate on behalf of their children either within the school or with community agencies with the help of the school.

Impact Statement:

The school's limited communication of data sources in way that empowers parents to advocate for their children's needs, limits their ability to take action to support their children's learning, which limits student achievement.

Recommendation:

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

- Develop a plan to share and interpret data, consistently and in pertinent languages, with families so they can advocate for their children's needs.
- Foster partnerships with community agencies to understand how they can support the needs of the school community.