



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	141800010011
School Name	Martin Road Elementary School
School Address	135 Martin Road
District Name	Lackawanna City School District
School Leader	Maureen Fernandez Julie Clark (temporary principal)
Dates of Review	January 8-10, 2014
School Accountability Status	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	3-6	Total Enrollment	475	SIG Recipient	X	Title 1 Population	School wide%	Attendance Rate	93 %		
Free Lunch	81%	Reduced Lunch	9%	Student Sustainability	%	Limited English Proficient	13.8%	Students with Disabilities	24.2%		
Number of English Language Learner Classes											
#Transitional Bilingual		#Dual Language		#Self-Contained English as a Second Language	4						
Number of Special Education Classes											
#Special Classes	5	#Consultant Teaching	0	#Integrated Collaborative Teaching	4						
# Resource Room											
Number Special Classes											
#Visual Arts	20	#Music	20	#Drama	0	#Foreign Language	0	#Dance	0	#CTE	0
Racial/Ethnic Origin											
American Indian or Alaska Native	.84%	Black or African American	14%	Hispanic or Latino	11.5 %	Asian or Native Hawaiian/Other Pacific Islander	.42%	White	72%	Multi-racial	.84%
Personnel											
Years Principal Assigned to School	1	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	1				
Teachers with No Valid Teaching Certificate	0%	Teaching Out of Certification	0%	Teaching with Fewer Than 3 Yrs. of Exp.	0%	Average Teacher Absences	12%				
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	37%	Mathematics Performance at levels 3 & 4	42%	Science Performance at levels 3 & 4	77%	6 Year Graduation Rate					

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Develop and promote a clear vision for the school.
2. To increase the number of students performing at levels 3 and 4 on ELA and math state assessments.
3. Train staff to analyze and interpret instructional data to increase student achievement.
4. Implementation of curriculum maps, unit plans, and lesson designs utilizing effective instructional practices.
5. Increase parent and community involvement to promote the social and well-being of all 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 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:				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			X	

	social and emotional developmental health needs.				
	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 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: The school leader has collaboratively developed a shared vision embraced by staff and students. However, the absence of clearly communicated SMART goals that includes expectations of high academic outcomes limits the school’s ability to create a culture that leads to sustainable school improvement. Therefore, not all students achieve high academic outcomes.

The new school leader, who has been in place since July 2013, is currently on medical leave since January 2, 2014. Currently a district assistant principal (AP) for Special Education is filling the role of school leader until the district can retain a temporary replacement. As a result, the school leader was unavailable during the visit. Instead, the school leader interviews were conducted with the AP for Special Education.

Strengths:

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

- The school leaders, in collaboration with the district make effective and strategic decisions regarding human and programmatic resources and fiscal capital. A review of documents and the interviews conducted by the review team show that the school leader successfully communicates school needs to the district and works together with the district to meet the needs of the school community. For example, the original school budget did not include field trips that the school leader saw as integral to the instructional program. The school leader collaborated with the district to reallocate resources to allow the field trip program to continue for this school year. School staff reported that the school leader hired parent liaisons to address the needs of all families. One liaison was hired to work directly with the Arabic speaking families, a growing population at the school. The school leader partnered with the district to make personnel and program changes to meet the needs of the school community including the hiring of a security guard, regrouping of a math teacher to provide Academic Intervention Services (AIS), and enhancing the expanded learning programming to include Response to Intervention (RTI) and arts programs. The school leader and the Director of Curriculum and Instruction for the district worked together to create a schedule that allows students to access AIS services, English as a second language (ESL) instruction, technology center resources and other elective classes. During discussions with the review team staff confirmed that AIS services with tier 2 interventions are provided during a period where students have access to elective classes including music, art, technology, dancing, and rock climbing. The school leader has successfully articulated the needs of the school to district to secure human and programmatic resources and has strategically made decisions to use available resources to address the needs of the school community.

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 school leader has articulated a shared vision, but has not created specific, measurable, ambitious, results oriented and timely (SMART) goals, for all identified areas of improvement. Interviews with school and district leaders, as well a review of documents confirms that the staff and parents contributed to creation of the school's vision and goals. During discussions with the review team students, parents and staff reported that they are aware of the school's vision, "*Martin Road Elementary School builds the framework for learning.*" The review team reviewed the Diagnostic Tool for School and District Effectiveness (DTSDE) Self-Evaluation and the School Comprehensive Education Plan (SCEP) and found while the school staff articulated goals for student behavior, the majority of goals are not specific or measurable, and the goals do not address student achievement. The school leader has developed and implemented a process for staff to collect and use benchmark assessments. Additionally, the school leader has established a data committee to assist teachers in their use of assessments to drive instruction. The review team's interviews with staff confirm that staff is aware of this new initiative and that one teacher has been trained for this committee. In addition, during discussion with reviewers the school staff reported that the school shares data with parents through report cards, phone calls, informal conversations, and parent-teacher conferences twice yearly; however, the staff does not consistently share benchmark data such as AimsWeb and Scholastic Reading Inventory (SRI) with parents or students. Although the school staff distributes student progress reports every five weeks, reviewers' examination of a sampling of these reports show that the information included is general and does not address specific benchmark data. While the school leader has developed plans to utilize benchmarks assessments, the process is hampered by an absence of a data driven mission. The school lacks specific goals that focus on improving achievement and the quality of instruction, which hinders the school community's ability to work toward increasing students' academic success.

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.

- The school leader has a functional plan in place that aligns with the district Annual Professional Performance Review (APPR) to conduct targeted observation. However, teacher feedback is not specific and leaders inconsistently monitor teacher practices. Teachers interviewed by the review team informed reviewers that school leaders conduct two formal observations for non-tenured teachers or one formal observation and an alternative assessment measure for tenured teachers. Additionally, the school leader does frequent walk-through observations. Based on discussions with district leaders and teachers as well as the review of observations forms, the review team found that most feedback provided to teachers did not align to established criteria for improving instructional

practices and, therefore did not include next steps to help teachers improve their practice. Additionally, reviewers found limited evidence of feedback based on student data in the observation forms. School leaders reported that the district provides professional development (PD) for staff that centers on state, district and school initiatives. However, leaders do not consistently use school-based data from the observations to offer PD opportunities to staff. While the school leaders have a plan to conduct teacher observations, the plan lacks critical components to support staff and to consistently hold all staff accountable for improving student achievement.

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).

- The school leader has begun to develop systems and structures to examine and improve critical individual and school-wide practices. However, these systems are not interconnected and in some cases lack protocols for effective monitoring. The district and school leader have encouraged staff to use some programs and systems that reflect the CCLS such as Wonders Reading Instruction. The school staff uses the Instructional Intervention Team (IIT) to address the social and emotional developmental health needs of students and grade level teams to examine student work and best instructional practices. The school leader has recently formed a data committee to focus on data-driven instruction throughout the school. While the school staff has many systems, mechanisms to monitor the systems are not in place. During visits to grade level meetings, reviewers noticed that the meetings lacked structure. Staff did not use agendas or consistent protocols to conduct the meetings. Additionally, staff discussed only general student performance trends. Reviewers found that the grade level meeting template does not include procedures for looking at student work or modifying practice. When a teacher gave a suggestion for adapting practice, the staff in attendance did not take action on the suggestion, as there is not a specific protocol in place for staff to review and then implement the practice across the grades. Although the school leader is beginning to develop a data team to interconnect systems this team is not yet functional. The school has some evidence based systems, but lacks the protocols to monitor and modify school-wide practices to improve student learning, which hinders measurable progress toward achieving school-wide goals.

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 staff has started to develop curricula and assessments that reflect the Common Core Learning Standards (CCLS). However, staff inconsistently modifies curricula, aligns lesson plans across grades and subjects, and uses data. As a result, teachers do not consistently provide instruction that meets the need of all subgroups and prepares all students to become career- and college- ready.

Strengths:

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

for Improvement.

Areas for Improvement:

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

- The school leader and district have a plan to support curricula that appropriately align to the CCLS. However, staff inconsistently implements the CCLS strategies included in the plan. Staff told reviewers that the district makes decisions regarding curriculum and has designated the Go Math and Wonders Reading augmented by Step Up to Writing as the curricula for the school in math and English language arts (ELA). Staff reported that the district leaders and teacher leaders collaboratively developed curriculum maps in ELA that align to most of the CCLS shifts. Teachers in social studies and science use pacing calendars to plan instruction. The school leader has implemented grade teams with common planning time twice a week to align instruction with the CCLS; however, the review team found that grade level meetings do not have a protocol to refine curriculum, look at student work, or to share best practices. As a result, the grade level meetings do not uniformly improve instructional practices, curricula, or target student needs. The district has created a teacher resource center where PD is available for teachers, and has contracted for PD with outside vendors and state agencies including Access of West New York, and BOCES. The district has also provided the school with resources such as Mentoring Minds flipcharts for teachers, professional books for book studies, leveled reading books, and student books for the implemented curricula. However, there was little evidence of the CCLS shifts in the lessons observed by the review team. Although interventions such as RTI are encouraged by the school leader and the district, the review team found limited evidence of RTI practices during classroom visits. The school leader has scheduled AIS classes and the expanded day program to meet students varying needs. Through the expanded day program students can take elective classes in a variety of areas including music, art, technology, dancing, rock climbing, and others. However, the survey reviewed by the team and discussions with parents indicate that most parents are not satisfied with enrichment opportunities for students. While teachers reported to reviewers that they have received PD around the CCLS, reviewers found limited evidence of the PD in the lessons observed during classroom visits. The school is beginning to plan and provide support for curricula that aligns to the CCLS. However, teachers inconsistently implement the planned curricula and PD received, which limits their ability to meet the needs of all students to prepare students to become career- and college- ready.

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 do not consistently create CCLS aligned lesson plans across all grades and content areas that include data-driven instruction protocols. While, ELA and math teachers have curriculum maps created by the district and teacher leaders, teachers do not uniformly use the maps to create CCLS

aligned lessons. When interviewed by the review team, teachers told reviewers that they use information from the teachers' manuals and supplemental activities, which include central questions, internet resources, and other materials that they then use to figure out how to implement the lesson. Teachers also informed reviewers that school leaders expect that teachers use textbooks sequentially. Additionally, teachers reported that leaders expect staff to use data to address student achievement and to revise lessons to ensure successful delivery of CCLS standards. Reviewers noticed that during grade level meetings staff discussed data, but did not use data to inform planning. School staff does not uniformly track data to inform instruction for individual or groups of students. The school leader and district staff has introduced benchmark assessments utilizing programs such as Wonders, Go Math, and Aimsweb, but that data is not yet being used effectively to drive planning and instruction. Although the school leader told reviewers that he has established a data committee to analyze and track data, the committee is not yet functional. During visits to classrooms, teachers presented reviewers with plan books that included notes as lesson plans. Reviewers found that most examples of writing on hallway bulletin boards did not include rubrics or teacher comments and did not reflect CCLS standards. The student work folders reviewed by the review team contained only two to three finished writing pieces for the entire year. In many classrooms visited, reviewers found that teachers did not make connections to prior learning and content nor did they link the concepts taught to real life situations. Few lessons observed by reviewers included questions that addressed higher-order thinking skills. For example, during class visits, reviewers found that in grades five and six science classes the teachers asked students basic questions that only required students to list functions rather than complex questions that required students to explain in detail how the function would influence or change the condition. In one class students took a matching quiz that only required students to fill in blanks from a list of words. Teachers inconsistently use data to inform instruction, which limits their ability to provide lessons that adequately prepare students to meet the demands of CCLS and make progress academically.

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.

- Teachers are not developing interdisciplinary lessons targeting the arts, technology, and other enrichment opportunities. During interviews with the school leaders and staff, participants confirmed that staff has limited opportunities plan or develop of interdisciplinary lessons or units. The school leader acknowledged that Interdisciplinary planning is not currently on the agenda for the school. Teachers' discussion during the grade level meeting and the vertical teacher meeting confirmed that teachers do not collaborate to create interdisciplinary curricula and that teachers sporadically integrate arts and technology into their plans. Technology is limited to students using programs that lack challenge or to completing research in the library. Staff did indicate to reviewers that few classes had working computers or Smart Boards or similar technology. The review team's observations during classroom visits confirm teachers' statements. While a small number of students receive instruction in technology and the arts in the RTI classes, most students do not have access to curricula that integrates technology and art, and other enrichment opportunities, which limits students' access to thoughtful curricula that increases their ability to be academically

successful.

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

- Teachers are beginning to collect data, but have not implemented comprehensive systems for the use of formative and summative assessments for strategic short and long-range curriculum planning. Through a review of documents reviewers found that staff collects data such as assessments from running records, Reading A to Z, and from the Wonders and Go Math programs and maintains this data in folders. However, reviewers did not find evidence of how staff analyzes this data to make curricular decisions. During visits to grade level team meetings, reviewers noted that staff discussed data with no clear structure or missed opportunities to focus on student data. While the teacher survey indicates that over eighty-five percent of the staff believes that teachers regularly use formative assessments, during classroom visits reviewers found that few teachers grouped students or use data to inform or adjust instruction. Staff told reviewers that many teachers believe that the purchased programs and assessments they use are “too hard” for students, particularly the vocabulary. Additionally, teachers reported that the programs purchased do not provide teachers with the flexibility to address students’ needs identified from assessment data. Interviews with the school leader, students, staff, and parents indicate that students are not receiving feedback based upon assessments data. During discussions with the review team teachers reported that they only share target reading level goals such as goal to reach level N in reading with students. Reviewers found that the student work displayed on bulletin boards in the classrooms and hallways, and in student folders contained mostly corrective comments and included little teacher feedback to guide the student in addressing weaknesses. Neither students nor staff indicated that students use rubrics to guide and track their progress. Teachers are not appropriately aligning the curriculum with assessments, which limits opportunities for students to reflect on their progress and take ownership of their learning to increase academic achievement.

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

Tenet Rating

D

Debriefing Statement: Teachers are beginning to develop CCLS-aligned lesson plans and instructional shifts. However, teacher instructional practices and questioning techniques do not consistently support the necessary rigor and higher order thinking skills of the CCLS. As a result, there are not consistently high levels of student engagement, thinking, and achievement.

Strengths:

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

Areas for Improvement:

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

- School and teacher leaders are beginning to engage teachers in conversations about aligning instruction with student data; however, school staff inconsistently uses data to plan appropriate instructional practices. The school and district staff collect data through various assessments including running records, Aimsweb, and those provided by the Wonders, SRI, and Go Math programs. However, reviewers found that in the grade level meetings teachers did not analyze data to identify student needs or to guide and inform instruction. Although some lesson plans included interventions and activities matched to the differing needs of students in mind, in the lessons observed by the review team teachers did not consistently employ practices that met the needs of all groups of students. In class visitations, the team observed that most class lessons were whole-class, teacher-directed lessons with little grouping. Many teachers utilized the teacher guides during instruction and the lesson plans reviewed referenced pages in these guides. Teacher leaders and coaches are beginning to support instructional practices that provide better instructional interventions to students. However, these instructional interventions are not a school-wide practice. During class visits, reviewers observed teachers using interventions in special education and ESL classes; however, reviewers found that teachers in most other classes did not use interventions or differentiate lessons. The school leader and district have plans to implement a data committee to provide data to teachers to ensure teachers can accurately assess student needs and establish short or long-term goals for groups of students. However, this committee is not functional and staff's current instructional practices do not include the development of student goals as a school-wide practice, which does not promote higher levels of student engagement and inquiry or lead to increased student achievement.

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

- While teachers are beginning to provide CCLS based instruction, not all teachers consistently provide instruction that leads to multiple points of access for all students. In the areas of ELA and math, teachers use the Wonders Reading series and Go Math to support CCLS. The school has adapted "I can" statements to frame objectives. Reviewers observed the "I can" statements displayed on bulletin boards in classrooms. Reviewers also noticed that in most classrooms visited, teachers did not post objectives for social studies and science. Additionally the word walls displayed in classes did not uniformly address the content area being studied. Reviewers noticed that the student work samples included in folders or posted in the classrooms and hallways did not include rubrics. Additionally, most of the student work reviewed by the team did not contain feedback from the teacher or included feedback that did not focus on the skills and next steps students needed to take to progress. Reviewers noted that few displays of students' work showed evidence of task differentiation. Although some teachers used different instructional modes, such as whole class, small group instruction, and some very limited partner activities, reviewers found limited evidence of

teachers using more than a singular approach to the delivery of instruction that would allow students with differing ability, skill, or language acquisition levels to access the instruction. Teachers primarily had students using the same text and the text complexity was of a low-level. Although staff reported that they receive PD sessions through the network team that focus on questioning and discussion techniques, reviewers found that few teachers asked questions that stimulate higher-order thinking skills in students. Inconsistent implementation CCLS practices limits opportunities for students to develop and practice skills that promote student engagement and leads to high levels of student achievement.

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 learning environment that is safe; however, staff does not consistently tailor instructional practices to meet the varied needs of all students. The school staff has implemented a behavioral charting program in all classrooms to communicate and reinforce behavioral expectations throughout. The behavior plan uses a system of color-coded cards to indicate levels of inappropriate conduct to students. Staff refers students who consistently have behavioral issues to the Instructional Intervention Team (IIT) for follow-up action. Staff uses a point system program to reward and reinforce students' appropriate behavior. Students who accrue a certain amount of points attend assemblies to recognize their accomplishments. During discussion with the review team, students expressed their understanding of the school's behavior expectations. While most students were able to share the importance of the behavior plan some students were not clear about when and what actions would be taken to address different levels of inappropriate conduct such as, when their parents would be contacted. Students uniformly indicated that they felt safe in the school and classrooms. Staff is beginning to employ strategies to acknowledge diverse groups of students. Reviewers observed that some teachers displayed posters that celebrate diversity in classrooms. The school staff reported that the students who speak Arabic are the dominant ESL population at the school. As a result, the district and school leaders hired a parent liaison who speaks Arabic to help bridge cultural gaps between staff and this population of students and their families. Staff reported that the parent liaison made a teacher aware a teachers' assigning one girl to an all-male group compromised some of the students' cultural beliefs. The district and school have provided some Sheltered Instruction Observation Protocol (SIOP) training, however, reviewers saw limited examples of teaches applying the strategies from this training in classroom instruction. While classrooms are generally safe, not all instructional practices fully address the needs of all students, which limit students' access to an intellectually secure learning 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 collecting data from various sources including assessments; however, staff inconsistently uses this data to inform instruction and to address student needs. Teachers reported that they gather assessment data from Go Math and Wonders. While teacher use assessments from

Scholastic Reading Inventory (SRI) and Aimsweb to plan RTI instruction and to track and monitor changes in students' skill level, school staff acknowledged that not all students designated for services receive services. While teachers group students in some content area lessons, the grouping is not based upon specific data. Interviews with teachers and classroom visitations indicated that teachers use either a reading or math level grouping methodology, where students of the same achievement level are grouped together, or students are grouped heterogeneously. However, there is little evidence of grouping based upon specific skills identified from assessment data. For example, during discussion teachers of ELA reported they group students based upon general reading levels, including guided reading groups; however, there was no indication that the teachers adjust groups to address the targeted skills and needs of students. Reviewers found minimal evidence to indicate that teachers and students use rubrics. A review of student work posted in classrooms as well as interviews with students demonstrates that teachers' provide little or no feedback to students. In addition, the feedback available does not provide strategies or next steps for helping students improve their work or contributions. During class visits, the review team found that teachers provided limited feedback to students. Students have limited opportunities to reflect upon their practices and identify areas in need of improvement, which hinders academic progress and higher levels of student achievement.

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 is beginning to identify, promote, and support student social and emotional developmental health. The school staff provides experiences that result in students developing and maintaining healthy relationships. Although the learning environment is safe, the inconsistent implementation of interventions results in barriers to students' academic success and social growth and development.

Strengths:

5.3 **The school has received a rating of *Effective* 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 staff provides a safe and healthy school environment. The staff uses district's character education curriculum to establish school wide expectations for social and emotional developmental health. The program includes six pillars of character: respect, responsibility, citizenship, trustworthiness, caring and fairness. Part of the character education curriculum includes a ten-week program for grades three, four, and six. Once a week students in select grades receive lessons on drug and alcohol prevention, and anti-bullying. Teachers post the behavioral chart in all classes to reinforce school and class rules and to help students recognize appropriate behaviors and attitudes that will lead to successful interactions and academic success. Interviews with staff and classroom visitations indicated that staff generally uses skills and behaviors that address students' social and

emotional developmental health. For example, during a classroom visit, observed that, the teacher immediately took notice of a student who did not seem to feel well. Although the student had not mentioned a problem, the teacher approached the student and quietly asked, “Are you sure that you are okay?” to make sure that the child was well. The school leader reported that during the past summer the district provided PD on the Dignity for All Students Act (DASA), Poverty in Mind, RTI. The district staff, school leaders, and some teachers attended the training sessions. The district also shared the information from the PD sessions electronically with staff. School staff systematically implements a program to support students social and emotional developmental health needs. As a result, students learn in a safe and healthy school community.

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 understanding of how to support and sustain student social and emotional developmental health and academic success.

- School staff is developing an overarching system to support and sustain student social and emotional developmental health using available school resources. However, staff inconsistently implements the existing protocols that are in place to address the needs of students. Students interviewed by the review team told reviewers that most students feel comfortable going to an adult if they have a problem. Teachers reported that they know their students and are aware of students’ social and emotional developmental needs. The school leader has implemented common grade meeting time, but evidence gathered from grade-level meetings demonstrates that staff does not use these meetings to evaluate the social and emotional needs of students. A review of documents and interviews of staff indicate that all teachers have access to Individualized Education Plans (IEP). Although approximately twenty-five percent of the students receive support services and have IEPs, teachers stated that they do not regularly read the IEPs for students. Discussions with staff and a review of documents show that students receive counseling as mandated in their IEPs, and students without IEPs receive counseling as the need arises. When interviewed by the review team, IIT staff members told reviewers that a referral system is in place and that staff considers behavioral patterns, academic grades, and assessment scores when addressing the needs of a student. However, members of the IIT told reviewers that the staff views current data and does not look at past data to assess changes in student achievement. Staff inconsistently implements targeted support of students’ social and emotional developmental health needs. As a result, barriers to social and emotional developmental health and academic success remain for some 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.

- While some members of the school community are able to articulate that the school is a safe environment that helps facilitate student learning, not all stakeholders understand their role in promoting a vision for social and emotional developmental health. During interviews and classroom

visits conducted by the review team, students reported that they feel safe and supported in school. Students told reviewers that they feel comfortable in asking for help but that they do not always feel academically challenged. Students shared that they feel safe asking questions or answering questions even when offering an incorrect answer in their classrooms. Although students shared that many of them are active on student council that meets weekly, students reported they have not specifically worked on the school's vision for a healthy environment. The school does have system for referral of students. Through discussion with staff reviewers found that, the school leader has implemented IIT conference days to allow classroom teachers to meet with the IIT to discuss students' needs and develop interventions for those students. Staff shared that during conference days staff collaborates to complete the 504 process to ensure students receive appropriate academic, emotional and health services; however, staff does not regularly implement the strategies, goals, and services delineated in student IEPs. Although all constituents are able to articulate how the school is a safe learning environment discussions with different stakeholders confirm that the school does not have protocols in place to assure that all members of the school are aware of their roles. As a result, students, teachers, and parents inconsistently contribute towards ensuring the school's vision for student social and emotional developmental health.

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 leader and student support staff reviews data to respond to students' social and emotional developmental health needs, the data collected is limited and does not consistently address academic needs. The school leader and IIT have a system for reviewing attendance and suspensions data for all students, referred by classroom teachers because of chronic absenteeism or reoccurring behavior problems. The IIT uses this data to monitors attendance and targets follow up actions. When necessary, the IIT develops a Behavioral Intervention Plan (BIP) for students. However, during discussions with the review team staff reported that there is no formal pre-set protocol for addressing student issues. According to the school leader, one focus of the data team will be to assist the IIT to gather academic data to address student social and emotional developmental needs. Discussions with school leaders and staff indicate that staff does not use historical academic data when determining student need or support for social and emotional developmental health. As a result, staff efforts of identifying students with social and emotional needs centers on students who misbehave or who have attendance issues. Although the school leader indicates that the IIT has received PD, the IIT staff members informed reviewers that they have not received PD for the last two years. Presently, school staff lacks structure to effectively support and monitor staff's use of data to address student social and emotional needs, which limits staff ability to provide optimal support to all students to ensure they achieve academic and social success.

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
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Debriefing Statement: The school is in the beginning stages of developing partnerships to improve family engagement to support student achievement. However, the lack of a systematic plan to implement these partnerships hinders some families from engaging with the school to fully support student academic progress and social emotional growth.

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.

- The school leader and district has established a priority for school staff to regularly communicate with students and families regarding high expectations for student achievement. However, not all families receive communication consistently and not all communication effectively addresses student expectations. According to the staff, the school uses a variety mechanism to share information, including monthly newsletters that focus on ideas for improving school success for children and ways to build positive character traits, quarterly report cards, progress reports every five weeks, and refrigerator magnets that echoes the school vision of Building the Framework for Learning. However, all constituents interviewed by the review team noted that the progress reports do not uniformly address student academic progress. While some parents indicate that most contact about student achievement occurs informally with the classroom teacher, the parent surveys reviewed by the team showed that almost forty percent of parents indicate that the school does not regularly contact parents about student achievement and success. Although the school leader reports that there is a plan to design a “good news” postcard that will inform parents of the student success in school, it is unclear whether the postcards will address specific achievement goals to ensure that students will be career or college ready. During discussions with the review team students shared their expectations of attending college and becoming professionals with successful careers; however, students were unable to articulate concrete information about how they could obtain the skills necessary to achieve their goals. Surveys of staff, parents, and students indicated that most respondents believed that the school has high expectations for students. However, during the review team’s visits to grade level meetings, some teachers shared that they thought much of the work students are expected to do is above the students’ ability level. Reviewers noted that in these meetings teachers’ discussion did not focus on developing a plan to scaffold instruction to help students achieve specific achievement goals. The lack of consistent protocols to ensure that all families benefit from communication that outlines the school’s

commitment to high expectations weakens the partnership between home and 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 strength and needs are identified and used to augment learning.

- The school staff makes efforts to ensure that staff communicates with families in the prevalent languages. However, the school does not consistently communicate with all community stakeholders to identify student needs and strengths. School staff communicates with families regarding specific student needs through Parent-Teacher conferences in report cards, and progress reports. However, parents interviewed by the review team indicate that some reports do not identify specific student needs. Additionally, discussions with parents indicate that although staff shared the standards based report cards and informed parents of the standardized and Aimsweb scores for their children, not all parents are clear on how these results relates to the success of their children. The school and district staff has begun to modify the strategies used to communicate with parents. Staff reported to the review team that a parent liaison, who is Arabic speaking, has been hired to work in the *Family Resource Center at the school*. The liaison is available to staff to translate select documents and correspondence as well as serve as an interpreter on phone calls to parents. When students are absent, the school staff sends automatic messages to parents via the Global Connect phone systems, which is translated in both English and Arabic. In discussions with the review team school leaders acknowledged that there is no system in place to ensure that all teachers translate communications with the families. During discussions with the review team, teachers shared that parent involvement is lower than desired, especially in the Arab community and the school leader and district staff have taken some steps to address parent involvement. However, some staff members indicate that they need more training to educate staff about cultural differences that might affect student learning and communication with families. While the school has mechanisms to communicate with families, not all forms of school communications with families are consistent or reciprocal, which limits some families in their ability to support their child's academic achievement and social emotional growth.

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

- Although the school has contacts with some community agencies, it has not engaged with families and the community partners to promote and provide training across all areas to support student success. The school leader has planned certain activities with community agencies, but they do not adequately address ways for parents to support student growth and learning. The school has developed partnerships with Access of West New York, which offers free afterschool tutoring, the local YMCA which provides a paid before and after school program for students, and Baker Victory Dental Services which provides dental services to students. Staff informed the review team that the YMCA program is not coordinated with the school to ensure activities offered address students' academic needs. School staff did provide evidence to indicate there is a plan in place to teach parents ways to support student learning and growth. In addition, reviewers found limited evidence of a plan to provide PD to staff concerning developing partnerships with families or the community.

As a result, students do not benefit from home-school connection that builds adult capacity to offer maximum academic and social support necessary to increase 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.

- The school staff provides limited learning opportunities for families to use and understand data. The school gives families standardized data for their children during the November Parent – Teacher conferences teachers discuss the contents of the student data folders. The school staff has a process for sharing attendance data. The staff uses the global Connect, the phone messenger system inform parents when students are absent. However, there are few systems for integrating and sharing data with parents, students, and school community members that empower families to use data to advocate for appropriate support services for their children. During interviews with the review team, parents indicated that they were not aware of how to obtain additional services for their children and did not seem to understand the evaluation process utilized to address student supports and services. Although the school leader distributed guides from EngageNY to inform parents of the CCLS and CCLS shift for instruction, parents interviewed by the review team uniformly identified data as how well their child did on their report card. Although the school is working on a plan to inform parents about the CCLS, the plan is not fully developed. Consequently, parents have not received pertinent information about the demands of the CCLS. Parents were also unfamiliar with how student data reflects gaps in student learning and how they can work with the school to support their children’s achievement. The limited dialogue between families and the school regarding student data hinders families’ ability to understand and use data to effectively advocate for their children.

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: Develop specific, measurable, ambitious, results oriented and timely (SMART) goals that reflect a sense of urgency, a strong academic vision, and high expectations for all students. Ensure all constituents know and embrace goals. Monitor and evaluate staff progress on goals and adjust goals as necessary.
- 2.4: Utilize observations and frequent walkthroughs tied to an evidence-based teaching rubric such as Danielson, to provide consistent feedback to staff, track improvements, and hold staff accountable for continuous improvement. Monitor schedule to sure it is implemented with fidelity.
- 2.5: Develop, implement, and evaluate an interconnected system using set protocols to ensure that staff shares collected data and uses data to monitor progress toward critical school-wide goals.

Tenet 3: Curriculum Development and Support

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

- 3.2: Develop a PD plan along with the district that targets support for staff to align instruction with the CCLS and the CCLS shifts. Implement protocols to assure that staff utilizes specific lesson plans with less reliance on vendor teacher guides to implement CCLS aligned units. Monitor the effectiveness of this plan and the impact that it has on improving the curriculum, instruction and student achievement.
- 3.3: Develop and implement protocols and monitoring systems for reviewing student work, along with unit and lesson plans to assure that plans and protocols align with the CCLS. Focus meeting time on the rigorous implementation of the CCLS and the use of data to adjust curricula to ensure growth in student achievement.
- 3.4: Monitor teacher meeting times across grades and content areas to ensure staff develops interdisciplinary units of instruction that incorporate the arts, technology, and other enrichment areas to enable all students to discover, create, and communicate information through a variety of subjects and media. Ensure that these units are consistently used.
- 3.5: Develop a system for staff to use formative and summative assessments to ensure alignment between curriculum and assessment, and to allow teachers to provide targeted and data-based feedback to increase student ownership of their learning leading to better student achievement.

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: Develop a structure to provide teachers with training on using data to help them create targeted goals for all students. Create systems to monitor unit and lesson plans, and monitor instruction to assure that students have instructional interventions that lead to improvements in their achievement and learning.

- 4.3: Consistently use CCLS aligned instructional practices that lead to student engagement. Ensure that unit and lesson plans include multiple access points for students and higher-order thinking skills that lead to high levels of student engagement and achievement. Ensure that staff consistently implement unit and lesson plans consistently school wide.
- 4.4: Provide PD for all staff focused on cultural differences to assure all staff is aware of the students' diverse backgrounds and needs. Monitor teachers' instructional strategies to assure that the school environment is conducive to student learning for all individuals and groups.
- 4.5: Develop and implement protocols for teachers to use individual and group data to inform planning and to provide targeted and actionable feedback so that students take ownership of their learning. Develop self-reflection protocols for students to reflect upon and assess their own 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: Ensure that staff consistently implements current systems to support and sustain student social and emotional developmental health. Integrate historical data into the referral system so that staff is able to connect student social and emotional health development with student achievement. Monitor the system in place to ensure that all staff read and implement interventions for students with IEPs.
- 5.4: Establish and implement opportunities and protocols that assure that all stakeholders know and understand their role in supporting student social and emotional developmental health.
- 5.5: Develop staff understanding of how to collect and analyze data on student social and emotional development to address all student needs and promote academic achievement.

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: Improve relationships with parents by ensuring that procedures and policies are consistent and that staff communicate the school's high expectations for student achievement. Provide Workshops for staff and parents on building family-school relationships centered on high expectations for student achievement.
- 6.3: Develop and implement uniform systems and protocols for communicating student data, strengths, and needs with families and members of the community so that all can support students' academic achievement better. Ensure all communication is provided in prevalent language(s).
- 6.4: Provide PD for staff on developing partnerships with families and/or the community. Include in PD topics that will assist staff in understanding cultural differences of the families represented at school. Provide PD for parents to understand the school system. Monitor partnerships and feedback from staff, family, and the community to increase services that aid families in supporting their children's achievement.
- 6.5: Provide PD opportunities for families to understand how to read, use, and analyze school and student data to enable them support their children's education more effectively.