



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	342700010053
School Name	Middle School 53 Brian Piccolo
School Address	10-45 Nameoke Street, Far Rockaway, NY 11691
District Name	NYC DOE 27
School Leader	Shawn Rux
Dates of Review	May 20-21, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 27Q053

School Configuration (2013-14)			
Grade Configuration	6-8	Total Enrollment	351
		SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)			
# Transitional Bilingual	N/A	# Dual Language	N/A
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)			
# Special Classes	N/A	# SETSS	N/A
		# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2013-14)			
# Visual Arts	N/A	# Music	13
# Foreign Language	N/A	# Dance	4
		# CTE	N/A
School Composition (2012-13)			
% Title I Population	82.8%	% Attendance Rate	88.1%
% Free Lunch	100.0%	% Reduced Lunch	0.0%
% Limited English Proficient	12.9%	% Students with Disabilities	26.1%
Racial/Ethnic Origin (2012-13)			
% American Indian or Alaska Native	0.2%	% Black or African American	65.0%
% Hispanic or Latino	33.3%	% Asian or Native Hawaiian/Pacific Islander	0.5%
% White	1.0%	% Multi-Racial	N/A
Personnel (2012-13)			
Years Principal Assigned to School	1.18	# of Assistant Principals	3
# of Deans	2	# of Counselors/Social Workers	2
% of Teachers with No Valid Teaching Certificate	2.8%	% Teaching Out of Certification	16.7%
% Teaching with Fewer Than 3 Years of Experience	33.3%	Average Teacher Absences	6.5
Student Performance for Elementary and Middle Schools (2012-13)			
ELA Performance at levels 3 & 4	4.7%	Mathematics Performance at levels 3 & 4	2.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	12.8%
Student Performance for High Schools (2011-12)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2012-13)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2012-13)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
Priority School	X		

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native		Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native		Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native		Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	No	Limited English Proficient	
Economically Disadvantaged	No		

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL

- To build systems to regularly evaluate coherence between curricular and instructional practices and assess quality of school culture to support alignment to the CCLS
- To strengthen instructional practices across all classrooms, that articulates a common belief so that all students engage in lessons with appropriate extensions and scaffolds that deepen their learning
- To develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research based, common teaching framework and is aligned to curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products
- To increase overall student attendance
- To establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve them

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

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).			X	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.		X		
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.			X	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).			X	
OVERALL RATING FOR TENET 2:				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 social and emotional developmental health needs.				X
	OVERALL RATING FOR TENET 5:				I

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

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

School Review – Findings, Evidence, Impact and Recommendations:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school leadership used resources strategically to provide address student and school needs. Although the school leader has established goals and a long-term vision, not all stakeholders know and articulate a uniform vision for school improvement. Additionally the school leader has not ensured that staff consistently monitor and adjust school-wide practices, which limits opportunities for increased student achievement.

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.

Overall Finding:

The school leader has considered and balanced available resources to support school improvement priorities.

Evidence/Information that Lead to this Finding:

- The school leader reported that after conducting surveys of student and teacher interests and needs he made adjustments in the master schedule to provide increased support for students as well as provide staff with additional planning time. The school leader has organized the schedule to allow 90 minutes for students to attend weekly programs including performing arts programs and for teachers to work in common planning and teacher teams. The school leader shared that the collaborations with the community-based organizations (CBOs) allows the staff to maximize the art block to support students. The staff also provides Academic Intervention Service (AIS) to students for additional targeted instruction in literacy and mathematics with the software support, *Successmaker*.
- Based on a survey of teacher needs and interests, the school leader said he scheduled a range of professional development (PD) and support activities. The school leader allocated funds for a coach for mathematics to provide embedded PD and teacher leadership for curriculum and instructional development, and the school leader reported that he plans hire an additional position for literacy support for the upcoming school year. The school leader reported that he collaborated with the network, consultants, coaches, as well as school and teacher leaders to secure and use funds from grant programs and the local levy to support PD programs.
- The school leader has prioritized a variety of resources to support curriculum, instruction, and assessment efforts including the purchase of formal literacy and math programs that reflect the Common Core Learning Standards. The school leader shared that he programs substitute teachers, dually certified teachers, and common branch certified staff to ensure a low teacher to student ratio and to provide multiple adult supports in areas of greatest need.

Impact Statement:

The school leader uses fiscal and human resources in a creative and strategic manner to provide students and staff with increased support. As a result, available resources address the immediate 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 SCEP.

Overall Finding:

The school leader has identified goals aligned to school improvement priorities in the SCEP; however, stakeholders do not uniformly know, or articulate the goals and long-term vision.

Evidence/Information that Lead to this Finding:

- A review of the School Comprehensive Education Plan (SCEP) and Diagnostic Tool for School and District Effectiveness (DTDSE) self-assessment as well as published school materials showed that the school has improvement goals that align to the long-term vision. The school leader reported that the current goals and initiative resulted from student data and prior state reviews. The school leader reported that monthly Parent and Teachers Association (PTA), school leadership team (SLT), and student government meetings, as well as weekly cabinet meetings are held to reinforce goals and expectations for improving the school. However, based on stakeholders' interviews and a review of documents the Integrated Intervention Team (IIT or review team) found minimal evidence that a cross section of constituents worked to develop the goals. During interviews with parents, students, and staff, some stakeholders indicated they were aware of the school goals; however, the IIT found that stakeholders inconsistently articulated the school's visions as well as described the school's priorities for school improvement.

Impact Statement:

Stakeholders do not uniformly know and articulate the school vision and goals for school-wide improvement, which hinders all stakeholders from working toward accomplishing the goals and realizing the school vision.

Recommendation:

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

- Expand and refine collaboration mechanisms to align the focus and work of all stakeholders on the critical priorities of school improvement.

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:

The school leaders have implemented a system to observe teachers' instruction and provide feedback. However, the school leaders do not use data to plan targeted PD.

Evidence/Information that Lead to this Finding:

- School leaders and teachers reported that the school leaders have fully implemented a schedule of frequent informal and formal classroom walk-throughs and observations aligned to the district's APPR. A review of observations notes by the IIT showed that staff received timely and relevant feedback. The few teachers with less than satisfactory growth in performance receive mini cycles of observation and intensive feedback to ensure that they enact recommendations in a timely and effective manner.
- The school leader reported and a review of documents confirmed that assistant principals (APs) create goals and objectives for the school year including a professional goal and measurable objectives. Additionally, all evaluators have participated in norming and calibration activities with the network talent coach. To ensure follow through with goals and connections to school improvement, the lead evaluator reviews and provides feedback on random teacher evaluation reports and holds regular cabinet and leadership meetings to explore with all school leaders the impact various initiatives have on student achievement.
- A review of the school-wide PD plan showed offerings aligned with the goals of the School Comprehensive Educational Plan (SCEP). However, school leaders reported that they do not use observation data to provide targeted professional development for teachers. Although teachers and staff reported that the PD is offered to staff, the review team found limited evidence of formal protocols for school leaders to formally measure the widespread effectiveness of this PD.

Impact Statement:

The school leader has a system to conduct observations of teacher practices and provide feedback. However, the minimal use of observation data to plan targeted PD impedes the school leaders from implementing the system at optimal levels.

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 the information collected from teacher observations is used rigorously to guide and inform PD offerings for individual and groups of teachers and school leaders should monitor to ensure that PD offerings are implemented in all classrooms.

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 school leader encourages staff to use evidence-based systems to review school practices; however, the school leader has not ensured that the staff uniformly establishes and implements monitoring protocols to evaluate the effectiveness of these systems.

Evidence/Information that Lead to this Finding:

- A review of documents showed that the grade level Deans, attendance committee, Positive Behavior Intervention System (PBIS) committee, faculty Pupil Personnel Team (PPT) as well as staff meet weekly. However, the review team found limited evidence of the protocols staff uses to interconnect
- Although an APPR model is in place and regularly used to provide feedback to staff, school leaders reported that observation data is not used to provide targeted PD for the staff. The PD plan identifies methods for assessing the effectiveness of the professional development provided and impact on achievement; however, the review team found limited evidence of how the staff monitors the plan.
- Members of the attendance committee regularly collect data on student attendance rates, and share this information among the staff. The school leader reported that staff used attendance data to guide intervention efforts including, calling home, sending letters and the awarding of, Rux Bucks as incentives and recognition, resulting in an increase in attendance from last year. However, the review team found limited evidence of other systems the staff uses to consistently collect , review and use data to inform instructional practices, to provide supports and interventions to students or to engage with parents. For example, a review of documents, classroom visits, and staff interviews showed that the school staff has not fully implemented school-wide plan for rigorous curricula that aligns to the CCLS and provides for regular modifications based on data.

Impact Statement:

The school leaders have some structures in place to review school-wide practices; however, inconsistent data collection and monitoring protocols hinders the school leaders from using data to track the school’s performance in all of areas of school improvement, which hinders increased 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:

- Prioritize the development of evidence and data collection systems for all school improvement priorities. Include mechanisms and structures for regular analysis, reporting of trend information, and formative adjustments to ensure progressive improvement.

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: Although some departments have developed tools, materials, and guidance that reflect early implementation of the Common Core Learning Standards (CCLS), inconsistent alignment of resources, curricular planning, and instruction hinders staff in their ability to use data and make modifications to adequately prepare diverse learners to meet the demands of the CCLS.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

The school leader has begun to support the development of CCLS materials and guidance in some subjects. However, the lack of monitoring of the curricula to ensure appropriate modifications reduces opportunities for students to experience instruction that meet their varying needs.

Evidence/Information that Lead to this Finding:

- The school leader articulates a curricular development plan that is not written but includes the provision of professional development (PD), planning time in the school day, structures for vertical and horizontal alignment, as well as the purchase of commercial programs. Based on a review of documents, the IIT noted in the master schedule a professional development plan that contains assorted curricular planning documents, scheduled teacher meeting time during the school day, afterschool, weekends and summer sessions for teachers to prepare for incorporating the CCLS and pedagogical shifts in classroom instruction. However, reviewers found that curricular materials in some subject areas were limited, provided generic overviews of the standards, and omitted instructional notations and provisions for diverse learners.
- The school leaders reported that every teacher in the school should have updated data for each of their students and he monitors teachers' use of these data during monthly meetings. Teachers are required to use individual student data when they create lesson plans to ensure that groups are aligned to student needs. During the review reviewers found that teachers unevenly use data to plan and inform instructional decisions.
- As reported by the teachers and school leaders, enrichment, electives, and AIS are not guided by CCLS aligned curricula.

Impact Statement:

The school leader and staff are beginning to provide curricula and supports that align the CCLS. However, the

lack of monitoring does not ensure that all students experience instruction that prepare students to meet the demands of the CCLS, which hinders increased 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:

- Formalize and expand the curricular development plans to expedite cogent and thorough maps for all subjects ad classes with articulation for the needs of all learners.

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:

Most teachers regularly develop lesson plans to guide instruction, but do not fully align to the CCLS and adequately scaffold instruction for all learners.

Evidence/Information that Lead to this Finding:

- The school leader presented a lesson planning format with suggested areas to be addressed that included alignment to the CCLS standards, data-driven instruction (DDI) protocols and provision for all students. Most teachers in classrooms visited had a written plan for instruction; however, the plans did not consistently include information for DDI outside of the data presented in the student portfolios. Although data for pre- and post-testing is collected, reviewers found limited evidence to show how teachers analyzed, monitored, or used these data to modify or adjust plans to address students' needs and varying skill levels. Lesson plans reviewed by the IIT, did not demonstrate consistent evidence of scaffolding for students with disabilities, advanced or English language learners (ELLs). Lesson plans showed evidence of grouping, however, differentiation of method or content in instructional activities was limited. Although many lesson plans reviewed by the IIT include higher-order questions at the Depth of Knowledge (DOK) level 2 and 3, during classroom visits reviewers saw few examples of teachers incorporating higher-order questioning during instruction.
- During discussions with the IIT, school leaders and teachers shared that teachers are expected to revise the curriculum based on student needs; however, reviewers found minimal evidence of protocols for conducting and carrying out curricula modifications in plans or enacted lessons.

Impact Statement:

Although units and lessons are regularly developed, they do not yet consistently reflect the pedagogical shifts of the CCLS, which limits opportunities for students to experience instruction that prepares them to meet the demands of the CCLS and demonstrate measurable growth across grade/subject areas.

Recommendation:

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

- Adopt formal DDI protocols and use mechanisms to ensure that curricular and instructional planning materials have explicit scaffolds and strategies reflective of the student data represented by the class, for all subjects and learners.

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

Overall Finding:

Although the school staff partners with some CBOs to provide students with enrichment activities in the arts, the staff lack a formal plan for teachers to collaborate within and across all grades and subjects to create interdisciplinary curricula.

Evidence/Information that Lead to this Finding:

- The school has partnered with a CBO to ensure that students receive weekly opportunities to engage in activities of the arts as indicated in the master schedule. Evidence gathered from teacher interviews showed that ELA teachers have collaborated with Urban Arts to develop cross-curricula connections between ELA and the arts. From this partnership, students have been part of performances and have learned more about the arts, but this is limited. Additionally, school leaders and teachers reported that the school does not yet have a focus on formal partnerships to plan interdisciplinary curricula, and do not yet have a formal or comprehensive plan to do so in the near future.
- The school leader prioritizes and encourages staff to use contemporary instructional technology to engage learners, but this is accomplished with variable success across the school. Reviewers observed that technology use in targeted enrichment activities are voluntary and accomplished through afterschool programs provided through partnerships with CBOs.

Impact Statement:

Cross-curricular integration is in the early stages of development and the school staff lacks a formal plan to ensure all teachers collaborate across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. As a result, students do not have multiple opportunities to engage in cross-curricular activities that increase their ability to be academically successful and college- and career- ready.

Recommendation:

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

- Develop and implement a formal plan to create, execute, and formally reflect on interdisciplinary curriculum that encourages teachers to partner as they develop interdisciplinary lessons that include the arts, prepares students for the demands of the CCLS, integrates technology, and provides enrichment opportunities for all students.

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 have some measures to provide formative and summative assessments to gauge student’s mastery in some subjects; however, it is not systemic and adequately diagnostic to guide curricular adjustment.

Evidence/Information that Lead to this Finding:

- The IIT saw some examples of teachers using formative assessments In addition, some teachers reported using pre- and post-unit assessments provided by publishers and developing performance tasks teachers with the use of Scantron tools. During the vertical teacher meeting, some teachers discussed conferencing with students that and reported that they use the conferencing as the basis for instructional planning. However, the IIT noted inconsistency across content areas and classrooms visited.
- Most students have portfolios that indicate some written next steps they should take to make progress. However, the IIT noted that this practice was inconsistent in the quality of the written feedback, alignment to the assessment criteria, and the usefulness for students to use to self-reflect and make adjustments.
- A template for action planning was reviewed by the IIT that includes the assessment, number of students passing/failed, promotion-in-doubt candidates, English language learners (ELLs), and students with disabilities provisions. Although this template represents a promising practice for instructional adjustment, the IIT found minimal evidence that staff used the template consistently to make curricular adjustments. Therefore, there is no method in place for connecting student performance data to future curricular decisions or adjustments.

Impact Statement:

Because the curriculum is not formally monitored in a comprehensive and coherent system, targeted and effective adjustments are not regularly made, and therefore, teacher centered and directed learning experiences persist.

Recommendation:

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

- Identify the formative and summative assessments that will be systematically used across the school and subjects to identify progress toward student outcomes. Ensure teachers use formal monitoring protocols to analyze to make strategic curricular decisions and adjustments to ensure alignment between curriculum and assessment.
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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

Tenet Rating	D
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Debriefing Statement: Teachers are beginning to plan and deliver CCLS aligned lessons. While most students and teachers report that the learning environment is safe, teachers do not uniformly provide tailored instruction that meet the needs of all students. In addition, limited formal analysis of formative and summative student performance data by teachers impedes the provision of multiple entry points with differentiation to meet the needs of diverse learners.

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

Areas for Improvement:

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

Overall Finding:

Most teachers use lesson plans to provide instruction; however, teachers inconsistently use strategies to meet the needs of all students.

Evidence/Information that Lead to this Finding:

- The school leader reported that he communicates clear expectations for instructional planning in memos, meeting agendas and minutes, formal and informal walkthroughs, improvement plans with mini-observation cycles, and feedback on lesson plans and meeting minutes as well as providing PD in needed areas. A supervisory memo is provided with directives for those not meeting expectations for quality planning and instructional delivery. The school leaders shared that teachers use a common template for planning CCLS aligned lessons for all students. However, reviewers found uneven evidence to support teachers' use of a common template.
- Common planning time is provided in the master schedule for teachers to collaborate and identify strategies to support the needs of all students. During a grade level meeting attended by the IIT, reviewers noted that a teacher team demonstrated a protocol for examining student work. However, the IIT found limited evidence of formal and explicit translation to instructional planning and adjustment was included in most reviewed artifacts related to team meetings. Although the team used a note-taking sheet that includes planning and next steps, and staff reported that the form is reviewed by departmental assistant principals, reviewers found no evidence of formal and expert feedback on the accuracy of strategies and alignment with best practice.
- Students reported that teachers asked them to write short- term and long- term SMART goals, which students revisited in December. Charts of standards and student mastery to date for each standard is posted in most classrooms, but do not yet translate to precise instructional decisions and formal planning for individual student needs.

Impact Statement:

Teachers are in the early stages of aligning instruction to the CCLS. As a result, students do not have consistent opportunities to experience instruction that promotes high levels of student engagement and inquiry, which limits increased 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:

- Adopt and implement a robust data analysis model to include explicit and precise instructional planning and adjustment cycles with feedback aligned to student goals for mastery of grade level standards.

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.

Overall Finding:

Teachers inconsistently implement instruction aligned to the CCLS, which limits students' access to rigorous curricula.

Evidence/Information that Lead to this Finding:

- Classrooms visited by the IIT noted few classes reflected alignment between the written lesson plan and teacher presented instruction. Student engagement was age and task appropriate in many of the classrooms visited by the IIT; however, 50% of the lessons observed by the IIT were teacher-centered instruction and did not provide multiple access points.
- The IIT saw evidence of grouping in some classrooms; however, evidence was limited to a baseline analysis of Lexile reading levels, and all students were required to complete the same task using the same graphic organizer in most classes. In many classes, students used challenging text, but in several classes visited, not all students were held accountable for working with the text to generate understanding and rational responses to the prompts.
- Analysis of the inquiry prompts for the majority of classes visited indicate that questions are at low level of cognitive rigor, Depth of Knowledge level one. In a few classes visited by the IIT, students posed questions and discussion at higher levels; however, teachers' response to the prompt decreased the rigor level, and resulted in rote learning and decreased student engagement.

Impact Statement:

Because instructional delivery is not yet reflective of the CCLS pedagogical shifts across all subjects and grade levels of the school, students do not have high levels of engagement, thus hindering increased in achievement.

Recommendation:

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

- Expand efforts to provide PD and support teachers in gaining mastery of the pedagogical shifts of

the CCLS and content expertise. Continue to provide modeling and visitation opportunities for teachers to support their development of CCLS aligned instructional strategies. Continuously hold staff accountable for implementing these strategies and making relevant adjustments based on student needs and outcomes.

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 school environment is conducive to learning, but is generally inconsistent in responding and tailoring instruction for all students.

Evidence/Information that Lead to this Finding:

- The school has adopted a motto of, Students Who Achieve Good Grades Earn Respect (SWAGGER) as an acronym reflecting the core values of the school. The school staff has identified additional non-negotiable school and classroom behavioral expectations. The review team noted that these expectations posted in most classrooms visited. Although relevant for the student population, the IIT team concluded that the principles do not fully articulate the explicit expected behaviors, skills, and abilities for academic and social success.
- The school leader shared that a low ratio of students to staff including APs, grade level deans, instructional coach, full cadre of student coach, student support staff including school counselors and social workers contribute to efficient management of student incidents. According to the school leader, data from the Online Occurrence Reporting System (OORS) showed a longitudinal reduction of reportable offenses and suspensions from last year's report data to the current report year's data.
- During discussions with the review team teachers shared that an experimental approach to provide instruction grouped by gender in some classes has resulted in increased student engagement, emotional security, and reduced anxiety during instructional activities. Some students interviewed by the IIT, also reported that they feel more comfortable, less distracted, and more successful in the classes and activities of like gender students. During classrooms visits, the IIT noticed that students demonstrated support of each other in class discussion and peer partnering, and the review team saw some examples of accountable talk and group work. However, teachers inconsistently provided structured roles and formal tasks to guide the group work and to ensure that all students engaged in and contributed to the lesson. Although most students interviewed by the IIT expressed that, they can ask questions and they feel challenged by the teachers, formal plans to enrich student understanding and provide more opportunities to share values, opinions, and perspectives are not in place.

Impact Statement:

The school has made strides in establishing safe learning environments, the lack of instruction that is consistently responsive to students' varied experiences and needs, hampers students from learning in optimal classroom environments.

Recommendation:

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

- Expand and formalize efforts to identify and respond to the diverse needs of all students with instructional practices that acknowledge multiple entry points, invite values sharing, and support success for all.

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 are learning to use data and assessments to inform and adjust their instructional strategies and groupings, but the practice is still widely inconsistent.

Evidence/Information that Lead to this Finding:

- Math and ELA teachers are expected to give frequent performance task assessments aligned with the CCLS as well as pre- and post- unit tests. During the grade/subject teacher meeting, teachers discussed student work and next steps for instruction including consideration of students in the identified subgroups. However, both practices are inconsistent across the grade levels and content areas and this reduces the potential positive impact on more focused instructional strategies.
- During classroom visits, reviewers noted the presence of student portfolios in each classroom. Reviewers also noticed written feedback on student work displayed in most areas of the school with a performance task and grading rubric. However, during discussions with the IIT, some students reported that they are unaware of the selection criteria for displaying work in public places and that they inconsistently receive rubrics prior to commencing a project or performance task.
- The school leader and his leadership team conducted an inquiry project to analyze and improve the limited practice of using formative and summative student data to inform planning and instruction. The school leaders then developed an action plan to guide teacher planning. During a review of documents, the IIT reviewed the action plan and other documents, and found uneven evidence of teachers implementing this action plan across the grade levels. In addition, evidence gathered from interviews with the school leaders indicated that the school leaders do not consistently monitor this plan for effectiveness at regular intervals throughout the school year. The school leaders shared, that they will wait for the state assessment results to see if interventions have been enough.
- Teachers stated that they review student progress reports from Successmaker, for AIS, monthly with the students including the item analysis of specific questions that caused them to struggle. Summative written reports reviewed by the team indicated that many students demonstrated improvement in performing grade level skills in math. Although teachers reported and a review of documents confirmed that teachers maintain notes from individual student conference and records of student performance in data binders, reviewers found minimal evidence of the explicit procedures or protocols teachers employ to use the available data to systematically adjust

instruction to improve outcomes. Teachers reported that several monitoring activities such as the AIS reports, one-to-one conferencing, and teacher feedback help students understand exactly what they have to do to move to the next grade. However, a majority of students interviewed by the IIT reported that they receive limited information on how to improve their grade on a given assignment, subject, or grade level.

Impact Statement:

Teachers do not yet uniformly use formative and summative data to inform instructional practices. As result, teachers do not consistently provide students with feedback that encourages students’ to take ownership for learning, which 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:

- Expand and formalize protocols and procedures within and across all subject areas and grade levels for using formative and summative assessments to monitor and adjust daily instruction; ensure all teachers provide regular feedback to students so that they can improve their work and take more ownership of their own learning.

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

Tenet Rating

I

Debriefing Statement: The school staff is beginning to implement some activities and interventions to support the social and emotional developmental health of some students. However, the lack of data-driven and integrated school-wide systems to proactively identify trends and target supports impedes the staff’s ability to address the needs of all students, and cultivate social and emotional developmental health and academic success for all learners.

Strengths:

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

Areas for Improvement:

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

There are some elements of an initial school-wide model but a comprehensive system to identify and address the social and emotional developmental health needs of all students in the school is not yet fully in place.

Evidence/Information that Lead to this Finding:

- The members of the support staff reported that they offer programs and services to target student needs such as, Beautiful Me, counseling groups, and martial arts programs which together support peer collaboration, community service, some social skill development and conflict resolution. However, reviewers found minimal evidence to show how these initiatives connect to a formalized systemic intervention process.
- Staff reported that a referral process is in place to support struggling students as a precursor to Special Education, reviewers did not find evidence of formal protocols that staff members use to implement this process or to monitor the interventions to ensure students' receive support. Additionally, there is no universal system for communicating with all stakeholders related to social and emotional developmental health needs other than the school leader's email.
- When interviewed by the IIT, students reported that the main vehicle of adult support are school counselors and particular teachers with whom they feel safe and comfortable reaching out. Parents and staff expressed great improvement in the climate and safety of the school, but students reported that instances of bullying and compromises to intellectual and emotional safety are still evident in their classes.

Impact Statement:

The school staff has implemented various initiatives to address some student need; however, the lack of a comprehensive system to support and sustain student social and emotional developmental health and academic success result s in unmet student need, which hinders student learning.

Recommendation:

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

- Expand and implement best practices in the development of comprehensive systems to identify student needs, train staff, and monitor effectiveness in meeting the social emotional developmental health concerns of students.

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 has a vision for social and emotional developmental health and although several programs are in use, a school-wide program or curricula to provide learning experiences regarding a healthy school environment is not fully in place.

Evidence/Information that Lead to this Finding:

- The school staff is pursuing various initiatives and programs to support of social and emotional developmental health and behavior. However, evidence from a review of documents and constituent interviews demonstrated that these programs reach low numbers of students, have a limited impact on overall social and emotional developmental health, and are not integrated into the larger vision of social and emotional developmental health across the school community.
- The school leader indicated that the staff uses the SWAGGER motto to promote the school’s core values. During class visits, the IIT noted that most classrooms have postings of the school-wide common expectations as well as additional classroom expectations that are unique to the individual teacher. Consequences are included in most classes, but reviewers found that staff inconsistently provides explicit instruction and enforce expectations across classes, departments, and grade-levels.
- Teachers reported they have not received adequate information or training about how to support student social emotional developmental health. The student support staff indicated that they do attend PD, but they do not provide training or supports to other members of the staff in support of social and emotional developmental health. The deans of the school have been trained in Life Space Interview techniques, which is a counseling program. However, staff indicated that the program is only available to a very small percentage of the student population and has limited applicability to an intervention and discipline resolution context.

Impact Statement:

The school staff has not fully implemented a school-wide program or curricula to address social and emotional developmental health. As a result, the staff does not adequately address the needs of all students, which results in obstacles to improved student achievement.

Recommendation:

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

- Adopt and implement a research-based best practice school-wide curricula or program with fidelity to support the vision for social and emotional developmental health. Provide training for all staff in this program, and regularly monitor staff’s use of the program/curricula.

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

Overall Finding:

The school has not strategically organized their work to ensure collaboration among all stakeholders in support of successful support of social and emotional developmental health needs of students.

Evidence/Information that Lead to this Finding:

- Evidence gathered staff interviews demonstrated that different members of the staff meet to plan and monitor supports for students. A review of documents showed that the grade level Deans, attendance committee, Positive Behavior Intervention System (PBIS) committee, faculty Pupil Personnel Team (PPT) as well as staff meet weekly. However, found minimal evidence of how the staff systemically integrates and shares the goals, agendas, topics, and outcomes of these meetings to support and respond to the social and emotional developmental health needs of all students.
- Parents, teachers, and support staff members could not clearly articulate awareness of a systemic approach or their individual role in a system for addressing social and emotional developmental health needs. When interviewed by the IIT, the members of the student support staff did not clearly articulate a system to proactively identify, respond to, and monitor the provision of supports and services to meet social and emotional developmental health needs.

Impact Statement:

Stakeholders do not yet have a clear understanding of their role in a system of social and emotional developmental health support, which hinders stakeholders from consistently providing a safe learning environment that meets the needs of all students.

Recommendation:

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

- Collaboratively define the role of all critical stakeholders with clear roles, responsibilities, and timely communication protocols for ensuring that student social and emotional developmental health needs are proactively identified and addressed.

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

Overall Finding:

The school has not yet developed structures to collect, analyze and utilize data to identify and meet the social and emotional developmental health needs of all students.

Evidence/Information that Lead to this Finding:

- Attendance data is collected and monitored based on a school-wide focus and activities to improve students' desire to come to school and confirm their participation in instruction. This focus has resulted in increased overall attendance. Based on a review of documents the review team noted that school staff uses, Rux Bux as a school-wide motivation technique for reward and incentives. However, there is no clear delineated data that provides statistical information on any trends or areas of growth that demonstrate progression or regression by individual students or school-wide behaviors beyond average attendance.
- Evidence gathered from student support staff interviews showed that although some support staff assemble for topical meetings and PPT referrals that consider student progress, there are no formal

data collection and analysis protocols. Additionally, there is no universal system for communicating with all stakeholders related to social and emotional developmental health needs other than the school leader’s email.

- Staff reported that they use one form of assessment at the beginning of the school year for students who have intense academic and behavior needs, to evaluate the need for assistance in a the event of a crisis. The school staff, in collaboration with the North Shore Health Center, disseminates a survey that attempts to identify symptoms or triggers of depression or anxiety. However, this data is only conveyed to a targeted group of staff members, and staff has not monitored the data or embedded in the structures or other systems of the school.

Impact Statement:

Without a school-wide focus on the relevant data to indicate the degree of social and emotional well-being, student needs remain unmet and persist as barriers to learning.

Recommendation:

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

- Define the critical success indicators and data points that will support the proactive identification of social and emotional developmental health needs of all students as well as the provision of supports and services. Develop protocols as well as a communication system to ensure that staff conducts regular monitoring and adjustments of services for all 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

I

Debriefing Statement: The school staff communicates with families using different formats. However, the absence of an overarching plan to establish reciprocal communication and to monitor the effectiveness of outreach strategies hinders full participation by all stakeholders to support and promote student social well-being and academic progress.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

The school provides regular communication with students and families, but lacks a formal plan to ensure all families know and understand the school's high expectations for student achievement.

Evidence/Information that Lead to this Finding:

- The school uses outreach efforts such as newsletters, flyers posted in stores, backpack letters, at least two phone blasts each week, PTA and SLT meetings, repeated announcements, and parent coordinator interactions, to promote, inform, and nurture the increased understanding of the parents. However, the school leader acknowledged that although anecdotal reports indicate that the number of increasing communication are only reaching approximately 20 percent of the parents and families.
- The school leader reported that he expects every teacher to make phone calls to students absent from their classes each day and record their efforts in a parent contact log. Although the school leaders shared that he reviews the parent contact log, reviewers did not find evidence that teachers uniformly conduct this practice across the grade levels. The parent coordinator serves as the primary contact person between parents and school to address concerns and solve problems. Parents represented during the review indicated that the school has high expectations for attendance and performance and that the school works diligently to help students and parents understand them, but that not all teachers regularly communicate with families.
- The school leader reported that he has collaborated with the parent coordinator to review results from the Learning Environment survey, to identify priorities, and set goals for increasing outreach efforts.

Impact Statement:

The school communicates with families, but lacks a school-wide communication plan to ensure all families know and understand the school's expectations for student achievement. As a result, families are limited in their abilities to support students' at optimal levels in becoming academic and career-ready.

Recommendation:

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

- Formalize a school-wide communication plan that systematically shares information about the expectations of the school and the need for partnership with parents and families across all grades and departments.

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:

The school is beginning to facilitate additional opportunities for parents and community stakeholders to engage with the school but more work is needed to ensure that all parents are engaged.

Evidence/Information that Lead to this Finding:

- Communication between home and school is regular and is provided in home languages. The school hosts parent-teacher conferences twice each year. According to the school leader fall conferences average approximately 150 parents, but with increased incentives of dinner and raffles, the second parent conference this past spring yielded between 250 and 300 families representing approximately 80 percent of the student enrollment. The school staff also hosts May Day on Saturday as an outreach and celebration event, which had attendance of approximately 200 families in 2014.
- The SLT has a regular parent representation of between two and three members. Some parents interviewed by the IIT reported that they are informed of school goals and plans for improvement. However, some parents could not articulate the specifics of the school's efforts. Evidence from a review of documents and parent interviews indicated that the Parent Association has membership of approximately three percent of the student enrollment, and little collaboration with school leaders, which reduces opportunities for a reciprocal relationship.
- The school has yet to formally evaluate the quality and effectiveness of its strategies for communicating with parents and to make adjustments and improvements where needed.

Impact Statement:

Although the school is making gains in building relationships with family and community, reciprocal communication is still minimal, which hinders families from supporting students' academic achievement and social emotional growth at optimal levels.

Recommendation:

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

- Reflect on the activities used to enhance and expand efforts for collaboration with families and community using best practice research indicated for the demographics of the school community. Include formal mechanisms and structures to assess the effectiveness of the collaboration activities.

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

Overall Finding:

The school has some partnerships with community agencies, but does not yet use those partnerships to provide resources or training related to student success.

Evidence/Information that Lead to this Finding:

- The parents and parent coordinator as well as the school leader indicated that multiple workshops have been prepared and presented to support parents in understanding the CCLS and curriculum programs, but most have very low parent attendance, resulting in relatively little impact on student success.
- Review of the PD plan indicated that no offerings were provided to parent or teachers to support

and improve the home-school partnership.

Impact Statement:

The school staff has ensured adequate training opportunities for parents and staff to build partnerships to consistently support student success.

Recommendation:

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

- Use data driven protocols and best practice strategies indicated for the demographic populations served by the school community to set goals, train parents and staff, and implement strategies to ensure robust home-school partnerships.

6.5 **The school has received a rating of *Ineffective* 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 has limited structures in place for sharing student performance data with parents and community members and does not use systemic approaches to integration of data across supports, services, and providers.

Evidence/Information that Lead to this Finding:

- Quarterly report cards are distributed to parents to formally report on student progress. However, parents report that a basic knowledge of the grading policy and state scoring system is required to adequately understand their students' strengths and needs. Parents and staff confirmed that the school leaders share data with them related to attendance and quality review ratings during SLT and faculty meetings, but some parents shared that they do not understand all of the information presented.
- During discussions with the IIT, student support staff reported and the school leader confirmed that a lot of informal communication takes place among members of the staff, but acknowledged that no formal efforts are in place to integrate student and family data in a cohesive manner.

Impact Statement:

Because a systemic approach to collect, share, and analyze student and family needs is not in place, staff and families have limited opportunity to advocate for supports and services for students.

Recommendation:

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

- Prioritize the development of a comprehensive data system to proactively identify and collect data points related to student and family needs.