

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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	131500010009
School Name	Morse Young Magnet School
School Address	101 Mansion Street, Poughkeepsie, NY 12601
District Name	Poughkeepsie City School District
School Leader	Principal Felicia Schinella
Dates of Review	February 19 - 20, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	K - 5	Total Enrollment	519	SIG Recipient	<input type="checkbox"/>	Title 1 Population	100%	Attendance Rate	91.33 %			
Free Lunch	100%	Reduced Lunch	100 %			Limited English Proficient	16.2%	Students with Disabilities	16.2%			
Number of English Language Learner Classes												
#Transitional Bilingual	0		#Dual Language		0							
Number of Special Education Classes												
#Self-Contained	0		#Consultant Teaching	0		#Integrated Collaborative Teaching	5					
#Resource Room	0											
Number Special Classes												
#Visual Arts	1	#Music	1.8	#Drama	0		#Foreign Language	0	#Dance	0	#CTE	0
Racial/Ethnic Origin												
American Indian or Alaska Native	.2%	Black or African American	46.1 %	Hispanic or Latino	39.2 %	Asian or Native Hawaiian/Other Pacific Islander	2%	White	8.9 %	Multi-racial	3.6%	
Personnel												
Years Principal Assigned to School	1		# of Assistant Principals	0		# of Deans	0		# of Counselors / Social Workers	2		
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification	0%		Teaching with Fewer Than 3 Yrs. of Exp.	9%		Average Teacher Absences	5% ADA= 95% %		
Credit Accumulation (High School Only) and Performance Rates												
% of 1 st yr. students who earned 10+ credits	N/A		% of 2 nd yr. students who earned 10+ credits	N/A		% of 3 rd yr. students who earned 10+ credits	N/A		4 Year Graduation Rate	N/A		
ELA Performance at levels 3 & 4	9%		Mathematics Performance at levels 3 & 4	3.8%		Science Performance at levels 3 & 4	71.6%		6 Year Graduation Rate	N/A		

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
	White		Multi-racial
	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
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		
SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:			
<p>1-Re-establish Building Level Team (BLT)</p> <p>2-Increasing students' academic achievement (Establish building-wide benchmark assessments systems that provide a horizontal and vertical assessment data crosswalk)</p> <p>3-Reducing student discipline</p> <p>4-Improving student attendance</p> <p>5-Increase parent involvement.</p>			

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

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

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
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	<input type="checkbox"/>
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	<input type="checkbox"/>
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	<input type="checkbox"/>
	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:			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 community shares a vision concerning student achievement and well-being that supports school-wide growth and increased academic outcomes. The school leader and staff have created a safe and responsive environment for students to learn. The school leader has begun to use human, programmatic, and fiscal resources to make strategic decisions to support the social and academic development of all students. These actions are starting to create an environment that is conducive to continuous and sustainable school improvement. However, the school improvement plan is not robust, as few targets have measurable goals.

Strengths:

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

Areas for Improvement:

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

- During the school leader’s first year, two elementary schools closed causing the school's population to dramatically increase from approximately 320 to 519 students. The school leader’s first priority was to review the school goals, mission, and long-term vision. While the vision statement is ambitious and the school leader involved stakeholders in its development, few goals have measures against which to gauge success. Interviews with staff, parents, and students and a review of documents demonstrated a shared understanding of the school's vision. However, the lack of cohesive, measurable targets and shared accountability to improve student academic achievement limit the school's ability to meet its academic goals.
- The school leader is developing a data-driven mission connected to the long-term vision. A district-wide data-dashboard tool that collates data on student attendance, discipline, and learning is available, but is not rigorously utilized by all staff. The review team found limited evidence of whole-school benchmark assessments or systems for tracking and monitoring student achievement.
- The school leader is in the process of adapting SMART goals in the SCEP, and is beginning to explore closely how data can be used to support student achievement and well-being. However, all staff members do not uniformly implement the academic goals.
- Although the school has a shared vision, it is not robustly monitored and evaluated and does not have

achievable time-bound goals that the school can use to measure student achievement.

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

- The school leader has collaborated with staff to maximize resources. She has created school-wide extended learning sessions at the start and end of each day to minimize disruption of student learning from pullout sessions and to maximize student access to various support services, such as Academic Intervention Services (AIS) and English as a second language (ESL) support. However, during classroom visits, the review team found that teachers are not building on the work of these initiatives to impact student growth.
- The school leader stated she had little control over the recruitment of staff, instructional resources, and fiscal capital, as they are determined at the district office level. She has negotiated additional funding for after-school programs through the 21st century and extended school day grants. Students and parents reported they value enrichment activities including student leadership programs, Saturday clubs, and a new Parent University. The school leader uses partnerships with social workers, a parent advocate, psychologist, speech therapists and health experts to drive change. Parents and staff conveyed to the reviewers that these specialists played a key role in bridging the gap between home and school. However, the review team found limited impact on student academic achievement.
- Resources are beginning to be used strategically and the school leader is developing systems to facilitate collaborative prep time, grade-level, and staff meetings. She has asked the district for further funding to appoint an assistant principal. Although the school leader has limited control over the allocation of resources, she utilizes those available in a way that is beginning to raise awareness of school-wide goals.
- The school leader is beginning to make fiscal decisions aligned to school-wide goals, and is developing systems, structures, and resources to support student achievement.

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

- The school leader is implementing a plan aligned with the district's Annual Professional Performance Review (APPR). The school leader and other school administrators, including the district superintendent, have taken part in a collaborative round of practice walks. Informal teacher observations, through focused instructional learning walks (FILWs), are scheduled and include SMART goals to help gauge priorities. However, the school leader does not always prioritize her time to regularly participate in the FILWs, and in intensive instructional support teacher (ISTs) and grade-level meetings.
- Teachers reported that feedback aligned to professional development (PD) was inconsistent. Further, the review team found that the FILW system is not targeted, or robust, as actionable feedback is

inconsistent and does not measure teacher impact on student achievement.

- The review team found that the school leader does not collect observation data in order to make decisions regarding PD. Additionally, a review of documents demonstrated that staff, grade-level, and collaborative prep meetings are not used to analyze data to make instructional decisions.
- The lack of a system to monitor observation data limits administrator and staff accountability and hinders student academic 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 encourages staff to use evidence-based systems, such as the district’s data-dashboard that is available for all stakeholders. However, the data is not used consistently to inform and improve school-wide practices.
- The school leader emails information to staff to update them on best practices, initiatives, and data. However, there is limited evidence that the school leader and staff use this information critically to improve student achievement, curriculum, and teacher practices.
- Evidence-based systems do not consistently monitor progress toward critical school-wide goals, which hinders student achievement.

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

Tenet Rating

D

Debriefing Statement: The school leader provides curriculum resources and opportunities for teachers to work in partnerships to align curricula with the Common Core Learning Standards (CCLS) and the instructional shifts. However, this work does not take account of the needs of sub-groups and appropriate differentiation. As a result, instructional practices do not maximize student learning outcomes or provide high levels of student engagement. Therefore, not all students are provided with a rigorous curriculum, which promotes high-level thinking that leads to college- and career-readiness.

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.

- The school is in the process of implementing the CCLS and instructional shifts and developing a written plan with targeted goals. PD and coaches provide support and opportunities for teachers to adapt the curriculum based on student needs. However, few teachers work collaboratively to devise plans. Classroom visits demonstrated that while teachers are implementing the district's mission of literacy across the curriculum, teachers are using different programs with little connection to the CCLS and are unclear about what students are expected to achieve. Additionally, while the school leader shared that building leadership teams conduct learning walkthroughs and teachers are encouraged to use a strategic next-step planning model based on the walkthroughs, the review team found that teachers do not consistently use this next-step planning model throughout the school.
- The PD schedule includes bi-monthly planning meetings. Additionally, each teacher has individually scheduled planning time. Further, the instructional coach provides resources and models lessons and FILWs are used to assess implementation of the CCLS. However, the school leader reported that although there is a monthly review of lesson plan books to check alignment to state standards, district goals, and district curriculum, she was unsure if students were receiving a rigorous curriculum.
- Teachers reported that they incorporate the EngageNY modules to embed the CCLS, but that resources and other materials are not aligned.
- The curriculum does not consistently meet the needs of students, which hinders student college- and career-readiness.

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

- While a review of documents demonstrated that some lesson plans align to the CCLS, classroom visits demonstrated that not all teachers create lesson plans. The school leader shared that there is no standard format for lesson planning except for APPR formal lesson plans.
- Teachers reported that grade-level meetings were useful in terms of sharing ideas and promoting discussion around student achievement. However, the review team found inconsistent data driven instruction (DDI) protocols and alignment to CCLS requirements.
- Though teachers are beginning to modify curricula, they are not differentiating instruction or including questions that promote higher-order thinking in their plans.
- Inconsistent lesson plans that align to the CCLS hinder student academic achievement.

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

opportunities.

- Teachers do not consistently partner to develop interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.
- While teachers are beginning to discuss ways to deliver interdisciplinary curricula and other enrichment opportunities, these are not established and formalized across the school. A review of documents demonstrated that the school community provides arts, technology, and enrichment opportunities, such as the Science Expo, winter concerts, jazz workshop, Mill Street Loft, and afterschool clubs that include band, orchestra, and soccer practice. Additionally, teachers reported that grade five students work collaboratively on a rainforest project with another school. However, these activities are not embedded in all grades and subjects, as few teachers integrate enrichment across the curriculum.
- While some teachers used SMART Boards as a teaching tool, the review team found limited evidence of technology being used by students during instruction.
- Though teachers are starting to collaborate to develop opportunities to use technology and the arts within the curriculum, this is consistent across the school, which limits student achievement.

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.

- The school leader and teachers are beginning to analyze and use data to make curricular decisions.
- The school leader stated that training staff to use data is a key priority for the school. While a few teachers use assessments for instructional grouping, this practice is not consistent across the school.
- Teachers reported that they use a wide range of formative and summative assessments including Fountas & Pinnell, a universal reading screening tool, and multi-intelligence assessments. A document review demonstrated that the ESL teachers use the New York State English as a Second Language Achievement Test (NYSELAT) and the Language Assessment Battery-Revised (LAB-R) to plan specific instructional learning tasks for English language learners (ELLs). However, teachers reported that data regarding students with disabilities was unclear and that this leads to inconsistent approaches in their support.
- Classroom visits demonstrated that teachers do not consistently use data to differentiate planning and instruction or to give feedback to students. While some teachers gave verbal feedback during classroom visits, few teachers provided students with written feedback with clear next steps for improvement.
- The inconsistent alignment between the curriculum and assessment limits student 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: While some instructional practices align to the CCLS and instructional shifts, the use of formative and summative data to inform instruction that leads to challenging learning experiences is inconsistent. As a result, inconsistent opportunities for high levels of engagement and multiple points of entry limit student growth.

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.

- The school and teacher leaders are beginning to involve teachers in conversations about ensuring instructional practices, planning, and strategies meet student needs. However, during classroom visits, the review team found little evidence of challenging learning activities for all students.
- Teacher planning and resources were not adapted for students with disabilities in co-teaching integrated classrooms, and there was little evidence of how teachers used student individual education programs (IEPS) and goals to meet student needs. The review team found that only a few teachers in self-contained special education classrooms used prompts to develop student speaking, reading, and writing skills. Additionally, the review team found limited evidence of lesson planning to support ELLs. While teachers reported that ELL students are grouped together to help each other, and that translation was used when available, the review team found limited evidence of this during classroom visits.
- The review team found limited evidence of student goals during classroom visits.
- The school’s instructional practices do not consistently promote high levels of student engagement and achievement.

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

- While teachers are beginning to develop lesson plans aligned to the CCLS, most teachers do not adapt lesson plans to meet the needs of all students and subgroups. Workstations are set up to support independent learning in a few classrooms, but most instruction is teacher directed and low-level with

students completing worksheets. The school schedule includes a daily intervention period for targeted instruction, but reviewers found that teaching did not build on this approach throughout the day.

- During classroom visits, teachers asked low-level questions and there was little evidence of teachers asking higher-order questions that required students to justify their answers and opinions. In some instances, teachers answered the questions themselves.
- Teachers provided limited opportunities for students to express their views. Although teachers have created a safe environment, some students reported that they did not always feel confident answering questions in class in case they were wrong
- Reviewers found limited differentiation in classes for students with disabilities or ELLs.
- The inconsistent use of coherent curricula that provides multiple points of access for all students hinders student academic success.

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 are beginning to develop systems that provide an environment responsive to student needs and experiences.
- The review team found that many students responded to the school's behavior expectations and that teachers used different systems to manage classrooms, such as transition strategies and methods to reinforce positive behavior. Further, students reported they receive coupons and prizes for positive behavior. However, while these strategies worked for most students, others ignored them and required consistent reminders to stay on task and a few students disrupted learning for others.
- While some classrooms had displays for Black History Month, few classrooms reflected the cultural and linguistic diversity of students, or had welcome signs and key vocabulary in multiple languages. Similarly, while teachers paired bi-lingual students to support each other, learning materials were not available in languages other than English.
- The learning environment does not consistently meet all student needs, which hinders student success.

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).

- Some teachers are beginning to use data to inform planning and student groupings. During a grade five teacher meeting, the instructional coach initiated a discussion with teachers about next steps for student learning after looking at ELA student work. Further, teachers interviewed said they use data tracking sheets to inform instructional decisions and to develop individual student goals. However, documents and interviews with staff indicated that teachers are reviewing and interpreting data in many different ways.
- A few teachers are beginning to use summative and formative assessment data to set student goals,

but there is no common system in place. During classroom visits, the review team found that some instructional groupings were based on data, but activities and resources were not adapted to meet student needs. Additionally, instructional material and planned activities were low-level and did not challenge all students. Further, students are not uniformly involved in setting their own goals.

- Reviewers found little evidence of dialogue between the student and teacher about next steps in how to improve their work. While feedback was usually positive, teachers generally focused on the accuracy of answering a question rather than individual progress, goals, or the rubric.
- Instruction that is not consistently data-based, timely, and purposeful hinders student success.

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

Tenet Rating

D

Debriefing Statement: The school community works together to develop a safe culture that is conducive to learning, but the school is at an early stage of addressing the social and emotional developmental health needs of students in order to improve academic success. Although, barriers that hinder student growth have been reduced, such as attendance, student achievement remains low.

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.

- The school leader and staff are beginning to use systems that promote and support student social and emotional developmental health.
- Students reported that they are all known by an adult. Teachers shared that students have a Functional Behavioral Plan (FBP) when needed. Parents reported on anti-bullying workshops they had attended. The instructional support teachers (IST) work closely with students, families, and community-based organizations that include agencies, social workers, the parent advocate, and health teams to support student needs.
- Support staff members are beginning to collect and analyze data from the district’s data dashboard on attendance, suspension, and discipline referrals, all of which show a reduction compared to the previous year.
- The school leader uses internal and external resources to provide enrichment programs funded by

district grants. These include breakfast in the classroom and lunch for all students, which are beginning to contribute to increased student attendance and well-being.

- The school is developing systems to reduce the barriers to student social and emotional developmental health in order to improve student academic achievement.

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

- The school has is developing systems to promote a vision for student social and emotional developmental health aligned to a program.
- The Positive Behavioral Intervention and Supports (PBIS) team promotes the Morse Code initiative that encourages students to demonstrate the code's qualities of co-operating, being on time, doing your best, and exhibiting respect. The PBIS team reported they are working toward 100 percent participation from all staff, but that further work is needed to make this program effective. Guest speakers, information, advice, and website links are provided to help teachers support student social and emotional development health.
- Support staff and teachers reported that they received training from the Board of Cooperative Educational Services (BOCES) on cognitive behavior, which helps them to foster a safe, healthy environment, but that they would welcome more PD to increase their capacity in meeting the social and emotional needs of students.
- The school is working to develop a vision for student social and emotional developmental health aligned to a program that fosters student success.

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

- The school works with partners, such as the local church, fire brigade, health teams, and colleges to help meet the needs of students. The school leader reported that the school needed to strengthen relationships between the home and school, as parents are not actively engaged in conversations with the school about their children's social and emotional developmental health.
- Discussions with staff demonstrated that not all staff members are aware of their specific roles in supporting the school's vision for student social and emotional developmental health. Additionally, the review team found that students would welcome a greater voice in contributing toward making the school an intellectually and physically safe place to learn.
- All stakeholders do not consistently understand their role in supporting student social and emotional developmental health, which hinders student success.

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.

- The school leader and the support staff are developing a plan for teachers to understand how to use data to support student social and emotional developmental health. While some staff uses data to respond to student needs, such as from the district’s data dashboard and other systems, this is not consistent across the school.
- Teachers reported that there is a referral system in place and that data related to referrals is collected by the PBIS them who works with the educational psychologist to meet student needs.
- The school is developing systems to use data to respond to student social and emotional health needs in order to improve student 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

Debriefing Statement: The school leader and staff are beginning to develop a policy of open and frequent communication with students, parents, and the community. A culture of partnership with families, external community members, and school staff is starting to foster a collective responsibility for student academic and social-emotional growth. The school’s culture nurtures a welcoming environment for parents, although few parents attend PTA meetings and workshops. Overall, the school community is encouraged to participate in supporting student success.

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 does not consistently ensure that regular communication with students and families fosters high expectations for student achievement.
- The school leader shared that the school is developing structures to inform parents about school, state, and educational developments, such as monthly family meetings and a back to school night; however, parent attendance at these meetings is low. Parents and teachers reported that the school leader is responsive to ideas, and parents are encouraged to suggest ideas, but they receive little information concerning college.
- Discussions with parents demonstrated that a limited number of staff have conversations about student academic achievement with students and families. One parent stated that their child was not reading age-level appropriate books, and that teachers do not share information on the progress of

students as they move between grades and classrooms, which results in students repeating work. Additionally, while some parents reported that the school leader and teachers are accessible, others reported that not all staff members are accessible.

- The inconsistent relationship between the home and school limits student success.

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 leader is developing a plan to engage in reciprocal communication with families to support student learning. The school communicates with families by letters, phone calls, texts, emails, and meetings. However, teachers and parents shared that the parent newsletter and other information are not translated into other languages, such as Spanish. Additionally, teachers and parents stated that while several staff members offer translation services, translators were only occasionally available at meetings and events. The school's population is changing and the lack of information in multiple languages limits the participation of all groups in supporting learning.
- While the school surveys parents and parents reported that the school is responsive to their needs, the review team found that the school does not monitor the effectiveness of its communication with families to ensure that communication is reciprocal.
- While the review team found that the school celebrates the diversity of some of its community, the school needs to continue to foster an environment that is inclusive of all backgrounds.
- The school does not consistently foster reciprocal communication with families, which limits student success.

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

- The school does not consistently partner with families and community agencies to support student success.
- Parents reported that the school holds monthly parent workshops and activity nights that provide families with information and ideas to support their children's achievement, but that few parents attend. The parent advocate is working with community-based agencies to include 21st Century Grant participants and to support families by collaborating with healthcare and community agencies.
- Teachers reported that the school has provided limited PD to train staff to develop partnerships with families and community agencies to support student learning.
- The school is working to develop partnerships with families and community agencies to support 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 does not consistently share data with parents in a way that promotes dialogue to support student success.
- The school leader, teachers, and support staff shared that the school needs to improve how it shares data with parents and how the school uses data to identify family needs.
- Teachers and student support services shared the district's data dashboard with parents and the school community, but the review team found that there is no formalized system for sharing information with families, and the school leader reported that there have been no school-wide parent meetings to explain and share student data.
- Parents reported that while report cards are given out, not all parents are clear on how their children are progressing.
- The inconsistent use of data to empower families to advocate for appropriate services for their children limits student achievement.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Develop specific, school-wide measurable goals for continuous and sustained school improvement that reflect a sense of urgency and ensure improved student achievement.
- 2.3: Ensure that decisions to acquire and use all available resources are made strategically and are monitored and evaluated for the impact that they have on improving student outcomes.
- 2.4: Ensure actionable robust feedback is given to all teachers on their instruction and its impact on student achievement, and provide on-going PD opportunities tailored to teacher needs.
- 2.5: Develop rigorous evidence-based systems and monitor data to track teacher progress, so staff members are held accountable for continuous improvement.

Tenet 3: Curriculum Development and Support

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

- 3.2: Ensure that the curriculum aligns to the CCLS and is adapted to meet the needs of all students.
- 3.3: Ensure that instructional strategies are used to promote student achievement.
- 3.4: Increase the opportunities to integrate learning across subject areas, and ensure all students have access to the arts, technology, and other enrichment opportunities.
- 3.5: Develop a school-wide data system to identify levels of student achievement and use the information to adapt instructional plans for groups of students.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Provide ongoing PD and support to staff that builds skills in the use of formative and summative data, and enables them to establish short- and long-term individual student learning goals.
- 4.3: Build in multiple points of access for targeted students to provide thought-provoking and stimulating work that engages all students in learning.
- 4.4: Consistently use CCLS-aligned instructional practices to develop and implement learning activities and learning prompts that allow students with diverse social needs, cultures, and backgrounds to participate fully in lessons.

- 4.5: Provide challenging and supportive learning activities for all subgroups of students and ensure that feedback to students is high quality and enables them to improve.

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 programs to support student social and emotional developmental health needs are evaluated and targeted toward improving academic achievement as well.
- 5.3 Ensure the PBIS program is consistently implemented and applied across the school and that staff benefit from PD that enables them to fully meet the social and emotional needs of students.
- 5.4: Provide opportunities for staff to share and understand their role in supporting student social and emotional developmental health needs.
- 5.5: Support student needs by developing teacher understanding of how to collect, analyze, and use data on student social, emotional, and academic development.

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: Seek feedback from parents and families and other stakeholders on how the school can better engage families, especially in respect to involving them in student learning and development.
- 6.3: Ensure all parents have the opportunity to participate in the life of the school by ensuring all communication and documents sent to parents are translated into the appropriate languages; check at meetings that a translator is available to encourage more involvement among parents from diverse cultures.
- 6.4: Provide PD for all staff to ensure they understand how to engage parents to support student learning and provide guidance for parents on how they can best support their children's learning.
- 6.5: Provide a variety of learning opportunities for parents on how to read and understand student data so they are able to encourage and support their children's achievement.