



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	450801060002
School Name	Oak Orchard Elementary School
School Address	335 West Oak Orchard Street, Medina, NY 14103
District Name	Medina Central School District
School Leader	Daniel Doctor
Dates of Review	April 22-23, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	PreK-3	Total Enrollment	547	SIG Recipient	<input type="checkbox"/>	Title 1 Population	25%	Attendance Rate	94.3%			
Free Lunch	50%	Reduced Lunch	6%				Limited English Proficient	2%	Students with Disabilities	9%		
Number of English Language Learner Classes												
#Transitional Bilingual	NP		#Dual Language		NP							
Number of Special Education Classes												
#Self-Contained	4		#Consultant Teaching		0		#Integrated Collaborative Teaching			4		
#Resource Room	0											
Number of Special Classes												
#Visual Arts	0	#Music	1	#Drama	0	#Foreign Language	0	#Dance	0	#CTE	0	
Racial/Ethnic Origin												
American Indian or Alaska Native	1.1%	Black or African American	7.5%	Hispanic or Latino	7.5%	Asian or Native Hawaiian/Other Pacific Islander	.7%	White	81.5%	Multi-racial	9.1%	
Personnel												
Years Principal Assigned to School	2		# of Assistant Principals		0		# of Deans		0		# of Counselors / Social Workers	1
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification		0%		Teaching with Fewer Than 3 Yrs. of Exp.		0%		Average Teacher Absences	%NP
Credit Accumulation (High School Only) and Performance Rates												
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		4 Year Graduation Rate						
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4		Science Performance at levels 3 & 4		6 Year Graduation Rate						

NP = Not Provided

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Math			
	American Indian or Alaska Native		Black or African American
	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) 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:			
<ol style="list-style-type: none"> 1. Increase parent involvement. 2. Increase number of African-Americans participating in school events. 3. Increase number of students scoring 2 or 3 on the NYS assessments. 			

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	
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:				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
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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:				D	

School Review – Findings, Evidence, Impact and Recommendations:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: Although the school leader promotes a culture of support and well-being, a long-term vision and specific SMART goals have not been developed and articulated throughout the school community. Grade-level teams have begun to collect and review student achievement data, and they are beginning to use evidence-based systems to inform instructional or school-wide practices that lead to school improvement. Staff members are not held accountable for continuous student progress. Therefore, a school community that supports student achievement is limited, and academic outcomes remain low.

Areas for Improvement:

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

Overall Finding:

SMART goals have not been developed. Although the school leader has developed a mission statement, it is not known by many of the staff or members of the school community.

Evidence/Information that Lead to this Finding:

- The school leader developed the mission statement for the school without input from the staff. Some staff members have rewritten the mission statement into student friendly language, but many other teachers stated to the Integrated Intervention Team (IIT) that they were not aware of the mission statement. In addition, the results of the school survey indicate that over one-third of the staff report the school vision has not been shared with them, and they are they aware of the school’s improvement plan. While the school leader articulated some goals to the review team, such as increasing parent involvement, these were not presented in the form of SMART goals. In addition, on the school survey, nearly half of the parents indicated that they have not been informed about the school goals.
- The school has implemented Positive Behavioral Interventions and Supports (PBIS). Teachers and students identify the pillars they have adopted for PBIS--respect, honesty, kindness, and responsibility-- as the school’s mission. However, these values are not SMART goals, and their achievement is not measured.
- The IIT found that procedures are not in place for measuring progress towards stated goals, which makes it difficult for the school leader to gauge the effectiveness of any efforts to drive school improvement.

Impact Statement:

Because constituents are not aware of the vision, and the school does not have aligned SMART goals to address school priorities, the school leader's ability to increase student achievement is hindered.

Recommendation:

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

- Work with a group of stakeholders to develop a mission for the school; create goals to reach the mission and ensure that they are specific, measurable, ambitious, results-oriented, and timely. Develop a process for monitoring the achievement of the goals.

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

Overall Finding:

While the district has the final authority regarding school operations, the school leader makes some decisions in relation to the allocation of resources that are in keeping with school needs. However, faculty input is limited, and resource allocation is not consistently in keeping with the immediate needs of all groups within the school community.

Evidence/Information that Lead to this Finding:

- The school leader shared that many of the decisions regarding the school operations and offerings are made at the district level. He reported to the IIT that he has taken steps to hire personnel in keeping with school needs by reviewing candidates, organizing an interview team, and then making recommendations to the district leader. Teachers, however, reported they have little influence regarding the hiring of new staff.
- The school leader reported that teachers receive materials to supplement their instruction. For example, they are in the process of implementing the mathematics modules from *EngageNY*. All teachers have been provided with copies of the modules as well as workbook materials from a commercial mathematics series to help scaffold the work for students. However, the IIT found that the materials are not aligned to the modules. For English language arts (ELA), the school leader has begun a pilot program in grade one. Three of the teachers are using the ELA modules, and three are working with a series. However, curriculum work is in the initial stages so it is unclear what the plan is for the ELA pilot program. Teachers reported that their input regarding the budget and spending was limited, and thus allocations do not always meet curricular or instructional needs. A teacher survey indicated that 96 percent of those surveyed felt their influence regarding fiscal allocations was minor or not at all, and for selecting textbooks and instructional material, 86 percent reported minor or no influence over these decisions.

Impact Statement:

Although the school leader makes some strategic decisions regarding resource allocation, the decisions are made without the input of faculty and do not consistently address the immediate needs of the school community, which limits student growth.

Recommendation:

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

- Develop processes, such as surveys, focus groups, or other types of joint meetings, to gain staff input on the academic needs of students and staff needs for effective instruction. Design a budget, with justification, to be presented to the district that addresses the specific needs of staff and students.

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 leader observes teachers using a formal system and provides feedback using an informal system. However, the information collected is not used to drive improvements in instruction or to shape professional development (PD) opportunities for teachers.

Evidence/Information that Lead to this Finding:

- The school leader uses the Danielson rubric to observe teachers twice per year; one visit is announced, and one is unannounced. The observation protocol includes a pre- and post-observation meeting and the classroom observation itself. During the document review by the IIT, several examples of written observations were analyzed. Each contained a combination of summative and evidence-based statements, although there were fewer evidence-based statements. Not all of these documents gave clear feedback for teacher improvement. Some teachers in the vertical teacher group shared with the review team that they sometimes get into lengthy discussions at the post-observation meeting. However, the IIT found little evidence that the information gathered from teacher observations informs PD offered to them or that their practices are monitored over time. There was also little evidence that student data were considered in evaluating teachers or in the feedback provided to them.
- Although there is no formal walk-through calendar, the leader makes it a point to “be in every classroom every day.” Teachers stated that the school leader is “around the building all day long.” During classroom visits, he may sit with struggling students or model a lesson for a struggling teacher. Teachers shared that he might offer them constructive criticism because he knows them “pretty well.” Teachers indicated that he guides them towards evaluating themselves. Over three-quarters of the teachers surveyed agreed that the school leader is “supportive and encouraging” to staff. However, several teachers and other staff indicated that the unannounced drop- in visits are sometimes disruptive to the class and the lesson flow.

Impact Statement:

Because evaluations are not consistently grounded in student data, and the monitoring of the effectiveness of feedback and focused PD offerings are limited, teachers are not held accountable for continuous improvement, which limits student achievement.

Recommendation:

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

- Establish a protocol for targeted observations that provides actionable feedback to improve instruction. Ensure that school leaders and teachers review student data as part of the evaluation process and that teachers are held accountable for increasing student achievement. Ensure that the data from observations is used to inform PD activities.

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:

Through frequent classroom visits, the school leader has knowledge of developments in the school each day. However, evidence-gathering is not done in a systematic way, which limits school improvement efforts in critical areas.

Evidence/Information that Lead to this Finding:

- The school leader spends most of each day circulating around the school, visiting classrooms, and interacting with students. This practice provides him with a great deal of information about what students are doing in class and how teachers are teaching. The IIT found little evidence that this information is collected or used in a systematic way to address practices as defined in the SCEP. The SCEP is not driving the work in the school since it was not created with stakeholder input nor is it referenced or understood by all stakeholders. There are few dynamic systems in place, with the exception of Response to Intervention (RTI) practices and PBIS.
- The district established a director of curriculum position for the 2013-14 school year. Through the work of the director, more systematic processes are being initiated, including aligning instruction with standards and systematically looking at student data during monthly grade level meetings. The school leader often takes part in these meetings in order to have a greater understanding of student achievement. However, the outcomes of the meetings and the use of data in general are not being used by the school to drive forward school improvement. Although the school and teachers have access to many forms of data, it is not being analyzed and utilized with sufficient rigor to shape a data-driven culture that leads to identifying school and individual practices that need to be addressed to improve student outcomes.

Impact Statement:

The lack of fully developed, evidenced-based systems and structures that measure progress toward the achievement of critical school-wide goals, limits student achievement.

Recommendation:

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

- Assemble a group of stakeholders to review and revise the SCEP to ensure that critical areas in the school are addressed. Establish rigorous and diagnostic protocols and strategies to measure the progress towards the goals, and adjust practices accordingly to ensure goals are achieved.

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: Instructional staff members are beginning to use curricular materials aligned to the Common Core Learning Standards (CCLS) and New York (NYS) standards, although there is limited evidence of consistent lesson and unit planning that articulate the instructional shifts. Some lesson plans include the use of data to address student grouping and achievement needs, and a few use a variety of complex materials incorporating sequenced and scaffolded skills. Teachers use a variety of assessments and, although they discuss the data, there is limited written curriculum in place to apply and document reflections and changes. Although productive grade-level teaming exists, there is a lack of systematic and purposeful vertical interdisciplinary planning. Therefore, gains in student achievement are limited.

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 is in the process of supporting teachers in the implementation of the CCLS. However, implementation is inconsistent and does not meet the needs of all students.

Evidence/Information that Lead to this Finding:

- The school leader shared with the review team that he is waiting for the district to provide him with directions regarding curriculum development. In the interim, he has copied all the mathematics modules from *EngageNY* for his teachers, and some of the teachers are using the ELA modules as the basis of their instruction. The district director of curriculum meets monthly with the grade level teams, and the school leader periodically attends those meetings. Grade level meeting agendas and notes provided for the document review indicate a focus on common assessment data review and implications for curriculum alignment to CCLS. However, currently, half of all teachers surveyed by the IIT indicate they have little or no influence over establishing curriculum, selecting content, topics, and skills to be taught, or setting standards for students.
- Having been a “Reading First” school when No Child Left Behind (NCLB) was initiated, the school leader is confident that many of his teachers are familiar with differentiated instruction and can meet the needs of their students in this way. In one of nine classrooms visited by the IIT, there was an indication that differentiated instruction was considered in meeting the needs of students. In

nine of the nine classrooms the IIT visited, all teachers provided lesson plans that indicated CCLS was to be addressed. However, despite these efforts, in practice, lesson implementation is not consistently reflective of CCLS. The curriculum that is delivered in classrooms is not always in line with the planning documentation as tasks do not routinely include instructional shifts or differentiate learning so that the needs of students are met. In addition, procedures to ensure that there is greater alignment between planning and implementation is not rigorous enough to ensure that all students achieve as well as they could.

Impact Statement:

Inconsistent implementation of the CCLS across all areas does not meet the needs of all students, which limits students' college and career readiness.

Recommendation:

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

- Develop a comprehensive plan for curriculum development using the CCLS as well as content area standards. Provide PD where necessary to support teachers as they develop CCLS aligned curricula. Ensure that school leaders rigorously monitor planning and instruction so that the curricula include the knowledge and skills necessary for 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.

Overall Finding:

Through the grade level meetings, teachers are beginning to use data-driven instruction (DDI) protocols in their planning and instruction. However, the practice is not consistent across all grades and subjects.

Evidence/Information that Lead to this Finding:

- In reviewing the evidence binder, the review team read sample unit and lesson plans. The plans did not follow a consistent format or highlight targeted skills that students were expected to demonstrate. The school leader shared that he was not concerned about a required template as long as the plans contained the important parts of a lesson. He did not specify what those "parts" are. However, lesson plans reviewed during observations indicated the CCLS expectations that the lesson would address. Many plans were aligned to or specifically followed modules from *Engage NY*. The IIT observed higher order questioning in three of the ten classes visited. In one of those classes students spent time reviewing the learning targets that were displayed, and in four classes the use of complex texts and academic language was observed.
- There was evidence in the binders the reviewers examined of data protocols and common assessments. However, only in a small number of lessons observed by the IIT were instructional practices reflective of DDI protocols. Teachers do not consistently plan and use student work, rubrics, or formative and summative assessments to ensure that instruction provides activities that are well matched to the abilities of all students.

Impact Statement:

The inconsistent use of unit and lesson plans aligned to the CCLS with DDI protocols, limits opportunities for student academic achievement.

Recommendation:

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

- Encourage staff to incorporate DDI protocols into the CCLS-aligned unit and lesson plans they develop, and monitor student progress as instruction continues.

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

Overall Finding:

Teachers have begun to meet monthly in grade level teams, but there is little opportunity for them to meet across grades to develop interdisciplinary units and lessons.

Evidence/Information that Lead to this Finding:

- With the exception of the monthly grade level meetings with the district director of curriculum, there was no evidence of a comprehensive plan in place for teachers to meet within or across grade levels to plan and implement an interdisciplinary curricula. Teachers shared that they often meet on their own time to adapt a module or modify assessments. They report it is not difficult to meet on an "as needed" basis because their classrooms are in the same wing of the school. Special area teachers sometimes approach the mathematics chairperson for ideas of what vocabulary they might use to further students' understanding of mathematical concepts or how the physical education teachers might develop a scavenger hunt incorporating math facts, for example.
- Because of budget cuts, there is no art teacher at the school. The enrichment teacher works with her students on some art projects. However, there was no evidence of a written plan used to create interdisciplinary curricula. Similarly, there was some technology used in the classes visited by the IIT. For example, students wrote on white boards, but the IIT found no evidence of a written plan to incorporate technology into the content of the lesson.
- Parents in the focus group shared that they would value a gifted and talented class or, at least, enriched experiences for their children. In the parent survey, over one-third of the respondents reported their children were bored or disinterested in what they were learning in school. Fifty-six percent of the parents disagreed with the statement, "School leaders encourage the use of technology in learning."

Impact Statement:

The lack of a comprehensive plan for teachers to collaborate and create interdisciplinary curricula hinders students' ability to engage in cross-curricular activities and negatively impacts students' academic success.

Recommendation:

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

- Develop and implement a comprehensive plan for teachers from all content areas to work together to create interdisciplinary units and lessons that challenge and engage 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:

While teachers are broadening the range of assessments that they are using to track student achievement, they are not consistently using data to revise plans and instruction, which limits student achievement.

Evidence/Information that Lead to this Finding:

- Teachers are using the STAR assessment as a benchmark assessment and progress-monitoring tool. In the Academic Intervention Services (AIS) class, students are assessed every twelve to fifteen days to pinpoint specific issues. In all nine of the classrooms visited by the IIT, students were asked to complete a paper/pencil task to show evidence of their learning. In six of those nine classes, teachers used the engagement strategy of think-pair-share or elbow partners to support learning. In special education classrooms, however, this strategy was only used in three of nine classes visited by the review team. There was evidence of formative assessment in only one of those classes and data collection in only one other class. Interviews with teachers and observations of lessons indicate that the use of data to make adjustments to curriculum planning is not a widespread practice. Ongoing assessments are not used to adjust learning expectations or strategies. Because data is not rigorously utilized, planning and instruction is not adjusted to take account of aspects of learning that students have not grasped or in some cases have mastered.
- Discussions with students and teachers and observations of lessons by the IIT indicate that feedback is not yet used effectively to facilitate improvements in learning or to promote student ownership of learning. Rubrics are not used consistently, and information from tests and assessments are not used by teachers to inform students what they need to work on to reach higher grades. Students are not asked to reflect on their work and to focus on the aspects of learning that they could influence in a positive way.

Impact Statement:

Limited alignment between assessments and curricula as well as limited feedback to students on their work, diminishes student ownership of learning and limits student achievement.

Recommendation:

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

- Develop and use a comprehensive system for collecting formative and summative assessment data

to inform curriculum planning.

- Focus attention on providing feedback to students about their work with the expectation that they will have increased ownership and be able to set personal goals for improvement.

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: The school and teacher leaders are beginning to organize instructional practices through unit and daily lesson plans that include data; however, instructional practices and strategies do not yet include student goals based on data. While some teachers are beginning to align their instruction to the CCLS expectations, higher-order thinking questions as well as complex text and content, are inconsistently used in lessons. Not all teachers acknowledge the diverse needs of students and create opportunities for multiple points of access to learning. As a result, students are not consistently engaged in rigorous, engaging learning activities.

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:

While many lesson plans are aligned to the CCLS, teachers' instructional practices are not consistently rigorous or differentiated to meet the needs of all students.

Evidence/Information that Lead to this Finding:

- Teachers provided the IIT with lesson plans in nearly all of the 34 classrooms visited by the IIT, and a few teachers provided unit plans as well. The school leader indicated he does not require the use of a specific lesson plan template. Lesson plans included objectives and many classrooms visited by the IIT had learning targets for the students in "kid-friendly" language. Many of the lesson plans were aligned to the ELA modules. Plans are in place for the district director of curriculum to develop curriculum in all content areas. Currently, however, teachers already believe, as noted by 84 percent of teachers in the survey, that their school has a rigorous curriculum in place. The IIT found little evidence of the use of data to inform plans or instruction. When differentiation was addressed in some plans, it was minimally addressed in the actual lesson. Consequently, there is a lack of alignment between curriculum planning and instructional delivery that hampers student progress.
- Discussions with students indicate that teachers are not uniformly providing them with goals. The IIT found that often student knowledge of goals is generic and not linked to specific areas for improvement within individual subjects, which limits opportunities for students to take responsibility for aspects of their learning.

Impact Statement:

Because teachers do not ensure that instructional practices are consistently organized around lesson plans that address student goals and needs, student engagement and achievement is limited.

Recommendation:

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

- Ensure that teachers use data to inform their lesson planning and instructional practices so all student groups are well served.
- Develop protocols for all teachers to set challenging and specific long and short-term goals for all students.

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:

Many teachers are beginning to better align their instruction to the CCLS; however, the use of higher order questions, text complexity, and differentiation is inconsistent, limiting multiple points of access for all students.

Evidence/Information that Lead to this Finding:

- During classroom observations reviewers found limited evidence of higher-order questioning strategies being used by teachers. In addition, planned or intentional differentiation was not uniformly observed in classrooms visited by the IIT. Although plans showed that lessons were generally CCLS-aligned, the accompanying expectations, such as more rigorous learning, were limited. In one class visited by the IIT, the reading materials were differentiated but in many other classes, all students were reading the same materials. In one class, students were listening to a CD, which was a recording of a passage, and were just following along. In the special education classes visited by the IIT, there was no purposeful differentiation observed.
- Lesson observations indicated that in the majority of cases questioning was low level and did little to promote discussion and debate. Teachers too readily accepted single word answers and did not encourage students to provide extended or more sophisticated answers. In addition, little evidence was seen of teachers making use of instructional materials that included high levels of thought-provoking content.

Impact Statement:

The lack of differentiation of instruction and higher- order questioning limit the ability of all students to be engaged and reach high levels of achievement.

Recommendation:

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

- Provide training for teachers on differentiated instruction, higher-order questioning, and adjusting text complexity to meet the needs of different learners.
- Ensure that teachers are delivering engaging CCLS-aligned lessons with a variety of strategies to challenge students.

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 majority of the classrooms were teacher-centered, with limited opportunities for students to share experiences.

Evidence/Information that Lead to this Finding:

- Students were well-behaved in all the classrooms visited by the IIT. PBIS is practiced throughout the school, with students reciting the four pillars of behavior each morning. Clear behavioral expectations are posted in many classrooms, sometimes to the exclusion of student work on the walls. Reviewers observed hallway and cafeteria behavior as well as bus arrival. Students were compliant and not disruptive, suggesting a safe and orderly environment. In terms of classroom instruction, however, there was little evidence of strategies that recognized diverse groups or their strengths or needs. In one class, students wanted to learn more about the particular topic they were studying, and the teacher told them she did not have time to talk about that right now because she had to get through the lesson.
- Teachers are aware that many of their students are economically disadvantaged, are classified as students with disabilities, and/or do not have English as their first language. During focus group meetings, teachers shared that their planning time is limited. When they do plan together, it is usually about unpacking the modules or looking at student responses on assessments. There is less emphasis on discussing strategies for particular sub-groups or ways to address the demographic changes in the school community. One teacher wrote in the lesson plan that a particular student could not participate in most of the activities because that student could not speak English. Teachers do not always promote discussions in the classroom, and this restricts students from offering their views or hearing about different opinions, values and perspectives from their classmates.

Impact Statement:

While the school environment is physically safe, not all teachers acknowledge the diversity of students in their classrooms or provide a learning environment that is responsive to the varied strengths and needs of students, which limits student academic achievement.

Recommendation:

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

- Provide information to all staff about the strengths and needs of students from diverse populations,

including students who are economically disadvantaged, students with disabilities, and students for whom English is not their first language and who are culturally diverse; encourage a higher level of discussion so that students can hear and share a wider range of opinions, values and perspectives.

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:

Some teachers are beginning to use data from formative and summative assessments to influence their instructional practice but these practices are inconsistent.

Evidence/Information that Lead to this Finding:

- Some teachers are reviewing data, such as STAR assessments, AIS progress, and running records to inform their instruction. In addition, teachers report that they, along with the district director of curriculum, are focusing on “data dives” into student work during their monthly grade level meetings. Using the information gleaned during these discussions, teachers return to their classrooms with agreed upon modifications for their instruction. Some teachers are beginning to use exit tickets to monitor student understanding of the material presented in class. However, the school does not yet have a comprehensive system in place by which teachers consistently collect and analyze data to inform their instructional decisions. Some teachers are beginners in this process; others are further advanced. This is reflected in classroom practices in that not all teachers are using data to create adaptive lesson plans that take account of student groupings. Discussions with students indicate that even when they are grouped, it is not often because of needs and abilities.
- Further discussions with students indicate that the quality and regularity of feedback is variable between classes and teachers. Although a small number of teachers provide specific guidance and tips for improvement, this is not widespread. This is confirmed by student work where feedback is at times cursory and seldom provides precise steps needed for students to achieve at the next level.

Impact Statement:

Because teachers do not consistently use data to inform instructional decisions and to adjust student groups, student involvement in their own learning process is limited, which minimizes high levels of student achievement.

Recommendation:

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

- Develop a comprehensive system/protocol for teachers to follow as they collect and analyze data from a variety of sources to make their instructional decisions, including the use of data to adjust student work and groups; ensure a strong alignment between feedback and improvements in student 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	D
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Debriefing Statement: Not all school stakeholders are aware of their role in providing supports for all groups of students, although individuals have partnered with agencies and local resources to increase the range of available services to students and families. Existing data are not consistently reviewed to identify or respond to student social and emotional developmental health needs. This constitutes a barrier that hinders the social and academic success of some students, resulting in a school environment not conducive to learning for all students. Therefore, academic achievement remains low.

Areas for Improvement:

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

Overall Finding:

The school has some systems in place that address the barriers to social and emotional developmental health for all students.

Evidence/Information that Lead to this Finding:

- The school leader reported he has established a system, which consists of him and school staff greeting each child as they arrive at school. During the first day of the IIT review, the staff was in the parking lot in the pouring rain, greeting children and escorting them to the building under umbrellas. The school leader stated that he feels a friendly “good morning” might be the best thing that student has heard since she/he left school the day before. The system continues during dismissal of students as well. While this system ensures each student is known by an adult, the review team noted that dismissal took approximately 45 minutes, cutting heavily into instructional time.
- The student support team (SST) spends a great deal of time visiting classrooms, supporting teachers, and observing students in class. They share this information with the school leader as needed. The SST discussed the “Second Step” program with the IIT, which deals with violence prevention and problem solving skills, as a system in place that allows adults to know students better. The SST spends twelve weeks in the kindergarten and grade three classes, then moves to grades one and two. The classroom teacher is present for these sessions; however, it appears that the SST is doing the bulk of the interactions with the students.
- The SST, through the RTI Committee, which is the process for behavioral and/or academic referrals, uses data to document challenges students may be having. The process includes formally collecting the documentation and submitting a packet to the school leader. The committee meets once a month with staff members who work with the student, and interventions are put into place with designations of what role each adult will play. When asked what other data are collected on a routine basis, the SST indicated that in the past such data collection had been the function of the

PBIS committee but that this is no longer the case. While the SST has systems and partnerships in place, there was little evidence of other overarching systems. In the teacher survey, 59 percent indicated they did not feel they were able to meet the individual needs of every student.

Impact Statement:

Although there are some systems in place, the lack of an overarching system and systemic understanding of how to support students' social and emotional health, limits student success.

Recommendation:

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

- Use the RTI Committee protocols as a prototype for developing and implementing an overarching school-wide system to ensure that all students have their social and emotional developmental health needs met.

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 is implementing the PBIS program with fidelity, and students, families, and teachers feel safe at school. However, there is no overarching program or staff PD focusing on wider aspects of student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- The school has a well-developed PBIS plan that is evident in all classrooms visited by the IIT. Classroom rules are posted, and students receive praise and reward tickets for jobs well-done or good behavior. The review team observed posters in the hallways showing the pillars of respect, honesty, kindness, and responsibility. To ensure the continued success of the program, the PBIS team meets on a monthly basis, and teachers receive PD around the tenets of PBIS. The parent survey indicates that parents overwhelmingly agree that teachers and students respect each other, that discipline and safety issues are handled well, and that clear rules for behavior are present.
- However, despite the success of PBIS, there is no program or curriculum in place to teach the wider aspects of student social and emotional developmental health. Although staff have benefited from PD on PBIS, they have not received training to equip them with a wider range of skills to fully meet the social and emotional needs of students.

Impact Statement:

While the implementation of the PBIS program provides a safe environment for constituents, the lack of a wider school-wide program and PD that focuses on building staff capacity to support student social and emotional health, limits student success.

Recommendation:

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

should:

- Develop and implement a school-wide program and staff PD that focuses on building staff skills to address student social and emotional developmental health across the school.

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

Overall Finding:

School stakeholders understand the importance of their roles as individuals in contributing to a safe and orderly school environment. However, the school does not have a plan in place that delineates tasks for stakeholders or provides opportunities for constituents to collaborate regarding their specific roles.

Evidence/Information that Lead to this Finding:

- The school leader shared with the review team that the district leader is focused on providing a safe environment for students. To this end, he expects a report at each cabinet meeting of safety measures in place, such as lock down procedures, fire drills conducted, evacuation systems in place, doors locked, and a "buzz-in" system for visitors. In addition, the implementation of PBIS across the school lends a sense of a calm, respectful environment. Apart from PBIS leaders offering additional support to staff at faculty meetings, there was little evidence of opportunities for the school community to come together to discuss their specific roles with regard to supporting all groups of students.
- Teachers shared several examples of what other staff was doing to support the social and emotional developmental health of students, such as the school leader using the public address (PA) system to highlight positive behaviors and the English as a Second Language (ESL) teacher working closely with families. Except for the RTI committee, the IIT found no evidence that other members of the school community were part of a system to monitor and respond to student social and emotional developmental health needs. There was no evidence that the school had a plan in place that delineated specific constituent roles in building a safe learning environment, and stakeholders were not able to clearly articulate their specific roles in meeting student needs.

Impact Statement:

The lack of a plan delineating constituents' specific roles in building a safe learning environment limits the ability of the school to meet the social and emotional developmental health needs of students, which hinders student success.

Recommendation:

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

- Develop and implement a plan that articulates the processes and protocols to be used by the school

community to actively address student needs, and clearly outline the specific roles stakeholders have to play in ensuring the plan is effective.

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

Overall Finding:

While the RTI committee has developed a formalized process for collecting data on students who are referred for behavioral and/or academic reasons, the school lacks a school-wide plan and process for staff use of data to address student needs

Evidence/Information that Lead to this Finding:

- A process is in place for students to be referred to the RTI Committee. Teachers complete a form, which is available on the website, documenting behavioral as well as academic issues. Some examples of the data used are grades, tallies of behavior, checklists, running records, work samples, and scores on the STAR assessment benchmark examinations. A packet is assembled and shared with the school leaders. The school leader indicated that the RTI Committee trains staff on how to complete the referral forms. However, the IIT found little evidence that showed that the committee works with staff on plans for data collection and analysis for each student. The SST, which comprises much of the RTI committee, shared with the review team that approximately 40 percent of the student population is considered “at-risk.” There was little evidence that there was a plan in place for staff to collect and review data related to the other 60 percent of the student population.

Impact Statement:

The lack of an overall school-wide plan and process for staff to use data to address student social and emotional developmental health needs, limits opportunities for students to become academically and socially successful.

Recommendation:

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

- Develop a school-wide plan and process that includes the collection of data from a variety of sources for each student, methods of analysis, and suggested next steps relating to the results of the analysis. Ensure that staff consistently implement the plan.

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 engages in regular communication with some segments of the school community, and some teachers actively partner with families to support student academic progress. High academic expectations are not widely communicated in a way that encourages family understanding and support of student success. Professional development specifically focused on school staff developing

partnerships with families is not provided, and few families are empowered to advocate for appropriate support services for their children by understanding how to use data. Therefore, not all students are benefiting from robust home-school partnerships that lead to higher student achievement.

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:

While the school is using a variety of ways to communicate with parents, the emphasis on high expectations for student achievement is limited.

Evidence/Information that Lead to this Finding:

- The document review indicated that there were numerous examples of documents sent home to parents explaining CCLS. The school leader has also provided “curriculum nights” to inform parents about CCLS, but the attendance was low. Some curriculum guides were provided in both English and Spanish. However, the IIT found little evidence that communications with parents were specifically targeted to focus on the need for high expectations for every student in the school. Discussions with parents and school leaders indicate that some teachers are very conscientious about communicating with parents concerning academic expectations, but there is inconsistency from class to class. The school has not sought to discuss with parents ways to improve relationships between school and home so that partnerships are strengthened for the benefit of students.

Impact Statement:

The lack of regular communications with parents regarding high academic expectations for students, limits the development of a partnership with families to share in promoting the academic success students need for college and career readiness.

Recommendation:

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

- Develop and implement multiple ways to engage parents in school activities to learn about high expectations for all students; engage with parental views about how relationships between school and home can be strengthened.

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 has several ways of communicating with parents but communication is not always reciprocal. Thus,

student needs, from the family's perspective, are not readily shared.

Evidence/Information that Lead to this Finding:

- The school leader maintains an “open door” policy for parents so they can visit any time to discuss their child’s work in school. There was no evidence shared with the review team of the number of parents who take advantage of this invitation. Participants in the parent focus group stated that in many families both parents work, and they seldom come to the school. In the school survey, 71 percent of the teachers disagreed that they were satisfied with the level of parental involvement or that parents were involved in school activities when they were able to attend the event.
- Along with the web page, student handbook, and report cards, some teachers send a weekly newsletter home to parents. There are translating services available to ensure communications are available to individuals who do not speak English. The counseling department also prepares a newsletter for parents, and the RTI committee has created a formalized process for identifying students and has made parents aware of the process.
- The school leader indicated to the IIT that he intends to evaluate ways in which the channels of communication between school and families can be improved. However, such initiatives have not yet started.

Impact Statement:

While there are several ways in which the school communicates with parents, the methods do not always result in reciprocal communication, which limits parents’ ability to support their children’s progress.

Recommendation:

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

- Develop a plan to ensure that communication is reciprocal and that students’ strengths and needs are well known by all stakeholders; monitor the success of the communication methods with families

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 limited partnerships with community agencies, does not provide training to parents in ways to support their student’s academic success, and does not provide PD to staff on building partnerships with parents and the community.

Evidence/Information that Lead to this Finding:

- During the vertical teacher focus group, the review team learned that one teacher provides an after school class for parents focused on that grade’s mathematics instruction. Parents shared that they

were grateful for this opportunity, although only a few parents were able to take advantage of it. Overall, the school does not provide support for parents to help their children succeed. The school does not have a process or PD offered to staff to strategically build partnerships with the community and/or the parents to help students learn and grow.

Impact Statement:

Because the school does not have a robust home-school connection and does not provide PD to staff to build partnerships with parents and the community, students' opportunities for academic success and growth are limited.

Recommendation:

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

- Foster relationships with community organizations to offer ways in which parents can provide support to their children with their learning and growth.
- Include in the PD plan strategies for staff to develop partnerships with the community and families and to teach parents ways to support student growth and 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.

Overall Finding:

The school provides data to parents and families through progress reports, report cards, and the parent portal. However, there is little evidence of the school sharing data in ways that enable families to use data to advocate for their children's needs.

Evidence/Information that Lead to this Finding:

- The RTI committee has formalized their process for referring students by reviewing data and planning interventions. They keep the parents involved as the process moves from one intervention to the next. Although parents are invited to come to the meetings, they are not always encouraged to do so. Other than the RTI committee, there is little evidence of staff using a data system to identify student or family needs in ways that would allow stakeholders to advocate for services on their behalf.
- Parents are provided with data and information about their child's progress. These include report cards, parents' evenings, and meetings with individual teachers. However, some parents shared that they needed more guidance and support on interpreting the data so that they could better understand how to support their child's learning.

Impact Statement:

Because families are not empowered to use data to advocate for their children's needs, student success is hindered.

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 all staff share data with parents and families in ways they can understand so they can advocate to have their children's needs met.