



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	332300010298
School Name	P.S. 298 Dr. Betty Shabazz
School Address	85 Watkins Street, Brooklyn NY
District Name	NYC CSD 23
School Leader	J. Jonathon Dill
Dates of Review	June 5 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Configuration (2013-14)					
Grade Configuration	PK,OK,01,02,03,04,05,08	Total Enrollment	297	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	1	# SETSS	N/A	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	14	# Drama	N/A
# Foreign Language	N/A	# Dance	1	# CTE	N/A
School Composition (2012-13)					
% Title I Population		86.3%	% Attendance Rate		88.6%
% Free Lunch		95.1%	% Reduced Lunch		1.9%
% Limited English Proficient		4.9%	% Students with Disabilities		24.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		N/A	% Black or African American		74.9%
% Hispanic or Latino		21.6%	% Asian or Native Hawaiian/Pacific Islander		2.5%
% White		0.5%	% Multi-Racial		0.5%
Personnel (2012-13)					
Years Principal Assigned to School		1.18	# of Assistant Principals		1
# of Deans		N/A	# of Counselors/Social Workers		2
% of Teachers with No Valid Teaching Certificate		N/A	% Teaching Out of Certification		8.3%
% Teaching with Fewer Than 3 Years of Experience		10.8%	Average Teacher Absences		8.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		4.9%	Mathematics Performance at levels 3 & 4		2.7%
Science Performance at levels 3 & 4 (4th Grade)		70.7%	Science Performance at levels 3 & 4 (8th Grade)		31.0%
Overall NYSED Accountability Status (2012-13)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School		X			

Accountability Status – Elementary and Middle Schools

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

School Priorities as described by the school:

- By June 2014, 80% of classroom teachers will examine the four domains of the Danielson Rubric and align the competencies in Domains 2-3 to improve instructional practices in the classrooms, as evidenced by formal and informal observations by the Instructional Leadership Team.
- By June 2014 students will experience at least two Common Core-aligned units of study aligned to strategically selected literacy standards in ELA, social studies and/or science and two CCLS aligned units of study in math that will engage them in more challenging assignments as demonstrated by authentic student work, a shift in planning units of study as well as a deeper understanding of text complexity, its use and competency in fluency, application and conceptual understanding.

3. By June, 2014 teachers will engage in student Inquiry work on a regular basis to examine student work samples; identify areas of strength and areas of challenge based upon data gathered from the work samples, and adjust instruction accordingly, as evidenced by lesson plans, meeting agendas, and coaching from Central/CFN/Literacy Coach.
4. By June 2014 the scores in Engagement on the Learning environment survey will increase from 7.1 % to 7.5% or better, as evidenced by the Learning Environment Survey 2014.
5. By June 2014 Parental participation in workshops will increase 5% from last year's attendance, as evidenced by sign in sheets.

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

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

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

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:				I

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

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

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

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

School Review – Findings, Evidence, Impact and Recommendations:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	I
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Debriefing Statement: The school leader has established goals in the School Comprehensive Education Plan (SCEP) and has used available resources to support the implementation of some of the goals. However, evidence-based systems to ensure sustainable school improvement in the school culture, best practice instruction, and student achievement are not fully in place.

Strengths:

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

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:

Although goals are listed in the SCEP, a vision for school improvement has not been collaboratively developed nor is the vision widely known by all the stakeholders of the school community.

Evidence/Information that Lead to this Finding:

- The school vision is posted throughout the school, but no members of any focus group could specifically speak to the actual vision, mission, or goals for the school with coherence or consistency. The school leader reported to the Integrated Intervention Team (IIT) that he developed the SMART goals and wrote the SCEP to align school improvement with student performance data. The review team found that collaboration by stakeholders around the vision, mission, and school improvement goals is not evident across the school community.
- The school leader reported that the school leadership team (SLT) is an advisory group to the school leader. The school leader prepares reports, such as the SCEP, to inform team members about the direction of school improvement.
- Although the SMART goals are relevant to the analysis of the school summative data, they do not focus on improvement in student achievement and have not ensured sustained school improvement.
- The review team found little evidence that progress towards stated goals is measured with sufficient rigor to ensure that the school leader is able to accurately assess school improvement.

Impact Statement:

Not all stakeholders know or understand the vision, which hinders the school leader’s ability to improve

achievement.

Recommendation:

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

- Prioritize collaboration with all stakeholders to develop a vision and action plan that is well known and directly connected to improved student achievement; rigorously monitor the implementation of the vision and goals and its impact on school improvement.

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

Overall Finding:

The school leader has made some strategic decisions that support the school improvement goals listed in the SCEP, but many needs persist in the school community.

Evidence/Information that Lead to this Finding:

- To implement SCEP goals, the school leader prioritized the purchase of complete curricular programs for English language arts (ELA) and mathematics. The school leader reported to the IIT that the materials, resources, embedded professional development (PD) and assessments were included to provide the best opportunity for implementation and fidelity among the staff. To further encourage the development of Common Core Learning Standards (CCLS) aligned curriculum maps, the school leader created additional opportunities for teachers to work on curriculum development.
- The school leader indicated that to address the issues of performance ratings and achievement data of students, the school leader prioritized targeted PD resources through private consultants, network supports, a full time instructional coach, and common planning time in the master schedule. PD has focused primarily on the areas of CCLS implementation and the Citywide Instructional Expectations (CIE). The school leader reported to the IIT through anecdotal evidence that there have been improvements in staff capacity to implement CCLS as a result of this PD.
- The school leader has prioritized a low student to staff ratio and has maintained staff positions in the school to support this effort. Staff has been retained to provide Academic Intervention Services (AIS), but improvements in student achievement are not yet realized.
- Purchase of consultant time and program materials to implement a school-wide Positive Behavioral Interventions and Supports (PBIS) model has been retained in the 2013-14 budget in order to reduce student incident referrals, resulting in suspension and occurrence decreases.
- The review team found the school leader has not yet developed clear criteria and strategic awareness of why particular resource decisions are initially made. Decisions do not directly align with school goals, and there are limited mechanisms in place to evaluate the impact of the actions on school and student improvement.

Impact Statement:

Some progress has been made in the SCEP goals as a result of the school leader's decisions regarding resource allocation. However, the lack of a strategic plan and appropriate monitoring of the impact of decisions results in the school not consistently using available resources to meet the needs of the school community.

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 resource allocation plan that outlines the use of all available resources aligned with student achievement goals; ensure that identified resource decisions have a demonstrable impact on school improvement.

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

Overall Finding:

The school has a plan for implementing the district's Annual Professional Performance Review (APPR) plan, but it inconsistently meets the professional learning and development needs of staff.

Evidence/Information that Lead to this Finding:

- School leaders implement a formal schedule that is developed by the assistant principal (AP) for formal and informal classroom observations. Teachers reported that the school leaders conduct informal observations daily and that verbal and written feedback is provided within 24 to 48 hours of the observation.
- Interviews with teachers and document review indicated that expectations and feedback are inconsistent among school leaders. Some feedback is aligned with the professional goals of the staff and provides detailed and actionable next steps for growth. However, the IIT found through a document review that several observations included brief descriptions of low-inference evidence and minimal feedback and next steps. Teachers reported that some feedback is more helpful than others, and indicated that professional ratings vary, depending on the evaluator. For example, some teachers quoted a next step that stated, "You must maximize instructional time and foster respectful interactions with and among your students." The feedback did not provide actionable growth steps to improve teacher practice.
- As reported to the IIT by the school leader and confirmed in document review of the PD calendar, PD is provided in areas of teacher need based on review of the observation ratings of the APPR system.

Impact Statement:

Because targeted feedback is inconsistent and the measurement of professional performance is limited, not all staff receive appropriate and adequate guidance and support, which limits accountability, continuous improvement of practice, and 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:

- Ensure that observation feedback provides teachers with clear steps to improve their instructional practice and monitor teacher practice for improvement.

2.5 **The school has received a rating of *Ineffective* 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:

Although the school leader has used some student data to set school-wide priorities, evidence-based systems are not generally in place in the school.

Evidence/Information that Lead to this Finding:

- Student achievement is determined through performance-based assessments; however, the absence of formal protocols to assess student performance or trend analysis over time hinders school leaders and teachers from fully understanding the status of student mastery. Teachers reported to the review team that they will determine how students are performing when the State assessments come back.
- The school leader reported to the review team that the APPR trends identified through the use of reports generated from the tool, *Advance*, are used to select network resources and PD. However, evidence from discussions with teachers and evaluations of lesson observation data demonstrate a lack of pertinent feedback by school leaders after lesson observations that would drive improvement in instruction.
- Historical student incident data was used in the 2012-2013 school year to prioritize the implementation of a school-wide PBIS model, but for the 2013-14 school year, there has been little data collection and strategy adjustment to meet the behavioral and support needs of students in order to sustain a positive environment.
- Although the review team requested the analysis of school-wide trends to measure the impact of school improvement efforts, little evidence was available to demonstrate the school's progress on most goals of the SCEP. The IIT found that school leaders and staff are not rigorously analyzing individual and school performance.

Impact Statement:

Because evidence-based systems are not yet in place to monitor and guide school improvement efforts, measurable progress on critical school improvement outcomes 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:

- Develop and prioritize the rigorous use of robust, evidence- based systems to fully assess the conditions of the school; set priorities and goals and determine an action plan that includes close monitoring of instruction to improve 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 has recently adopted commercial curricular programs. However, a plan for comprehensive curricular development and adjustment to implement CCLS across all content and subject areas, including data based instruction (DDI) and targeted student goals is not yet fully in place to ensure improved outcomes for all students.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

Although a written and systematic plan is not fully developed, some curricular materials have been developed and they are beginning to reflect the CCLS.

Evidence/Information that Lead to this Finding:

- Although a formal and systematic written plan is not evident for ensuring CCLS- aligned curricula, the school leader indicated he secured commercial curricular programs, including ReadyGen for English language arts (ELA) and Go Math for mathematics, as tools for implementing the CCLS in the 2013-14 school year. These programs are in addition to a combination of other commercial resources and New York State Education Department modules. Teacher leaders indicated that unpacking the standards and working backward to design quality curricula is the developmental approach the school implemented this year.
- A document review by the IIT indicated that the school leader provided additional per session opportunities for teachers to develop curricular units in various subjects at each grade level, and these units reflected some alignment to the CCLS. However, protocols to assess the quality of the developed units and make adjustments to meet the needs of all students, especially those that need enrichments, were not evident.
- The school leader has made provision for PD related to curricular development and implementation

through network resources focused on the CCLS shifts and from the textbook publishers in order to implement the programs with fidelity. However, the review team found that the effectiveness of this PD in building staff capacity to use CCLS-aligned curricula to meet the needs of all students is not yet formally measured.

Impact Statement:

Because development and alignment is still in the early stages, not all students have learning experiences in all subjects to prepare them for the demands of the CCLS, which limits 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:

- Prioritize the development of a comprehensive plan, including resources to support the plan that expedites the full development and alignment of all curricular materials with the CCLS.

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:

Many teachers use unit and lesson plans to implement curricula but these are not fully aligned to the CCLS, and data-driven instruction (DDI) protocols are not used consistently to ensure the needs of all students are met.

Evidence/Information that Lead to this Finding:

- The school leader allocated time in the master schedule for teacher teams to collaborate for the purposes of curriculum, instruction, and assessment development. A document review of agendas and the minutes of these meetings indicate that units and lessons are not formally and systematically developed and adjusted based on student needs. While the review team observed a student work protocol, they found that many teachers have a preliminary understanding of criteria-based assessment, resulting in limited formal curricular adjustment to meet the needs of all learners.
- An instructional planning template was suggested to teachers for developing CCLS aligned plans; however, many teachers presented plans with assorted formats. Curricular binders presented for IIT review contained an assortment of units and lessons across the grades and subjects that inconsistently reflected vertical alignment. Many teachers plan units, but a review of 22 written lesson plans indicated inconsistent alignment to the CCLS. Of those plans that were submitted, 80 percent did not reflect New York State content standards as they are not fully aligned and do not address the rubric criteria. Evidence from planning documents and lesson observations indicates that teacher planning and implementation provided limited attention to DDI, the development of higher order thinking skills, and the use of rubrics.

Impact Statement:

Limited teacher lesson planning based on DDI protocols and practices as well as inconsistent alignment of unit and lesson plans to the CCLS minimizes 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:

- Prioritize the development of a comprehensive and formal written plan for expediting the development of units and lessons that are aligned to the CCLS for all grades and subjects. Ensure that planning and implementation provide clear expectations for DDI, the development of higher order questioning, and the use of rubrics.

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:

The school has not prioritized the development of comprehensive interdisciplinary curricula.

Evidence/Information that Lead to this Finding:

- Teachers report that the ReadyGen and Go Math programs for ELA and mathematics present ideas for connecting topics naturally in their primary classroom. However, the IIT found that the school does not yet prioritize the development of cross-curricular planning and has no immediate plans to do so.
- Although all students are scheduled to receive art instruction/class and a select few students participate in a music elective of band or general music, the review team found that school programs do not generally include enrichment opportunities and that they are not planned in the delivery of curricula or classroom instruction.
- Although teachers have professional meeting time allocated within the school day, the time is not focused on the development or delivery of cross-curricular connections. The school leader has prioritized the integration of instructional technology and encouraged staff to use it to provide enhanced and engaging learning experiences. However, the review team found that only some classes demonstrated any intent to do so, including use of SMART Board displays, computers, and internet based video.

Impact Statement:

Students have limited opportunities to engage in thoughtful cross-curricula activities, which hinders student academic success required for college and career readiness.

Recommendation:

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

- Ensure that a plan is developed and implemented to provide enrichment and interdisciplinary connections across all grades and subjects.

3.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers implement a

comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

Overall Finding:

Teachers do not consistently implement a system for using formative and summative assessments to inform planning or involve students in their ownership of their learning.

Evidence/Information that Lead to this Finding:

- Teachers use materials provided by the textbook publishers and supporting consultants for performance tasks in ELA and mathematics at the end of each unit of study. These tasks can assess student progress, but are used inconsistently across grades and subjects in the school. Teachers are at the developmental stage of analyzing and using data to make curricula decisions.
- The IIT review of summary documents and observations indicated that a protocol for examining student work is used in teacher teams, which is facilitated by a coach. However, teachers have a wide range of understanding of the purpose of the activity, the criteria of the rubric, and varied skill in using rubric criteria to make recommendations for growth. Strategies for instructional next steps are noted within the protocol, but feedback loops are not provided to ensure that action planning is appropriate and targeted for mastery of the standards.
- Formal protocols for reviewing, assessing, and revising the written curricula are not yet evident, although improvements are reported by various teachers anecdotally regarding writing skills, understanding of concepts, and speaking skills.
- Based on student interviews, review of displayed student work, and artifact collections, the review team found that students frequently do not understand their grade or how to improve it. Several students indicated that their assignments are often not graded, they do not receive rubrics or criteria prior to completing the work, and grades, such as a three or a checkmark is placed at the top of the paper.

Impact Statement:

A lack of alignment between curriculum and assessments as well as feedback that does not provide students with opportunities to improve and take ownership of their learning, which limits student achievement.

Recommendation:

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

- Develop comprehensive protocols and processes to assess, analyze, and revise the written curricula across all grades and subjects to ensure that students experience enriched instruction that will support them in meeting the demands of the CCLS; ensure that teachers consistently use assessment data to inform their curricula planning and that the feedback provided to students gives them guidance on the precise areas of their work that need to be improved.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.	Tenet Rating	I
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Debriefing Statement: Although teachers have begun to plan instruction using new commercial programs, most classroom practices are not yet reflective of the instructional shifts in the CCLS. Teacher- directed activities, low rigor prompts, few formative checks for understanding, limited purposeful feedback to students, and minimal differentiation hinders student engagement, higher order thinking, and achievement at high levels.

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

Overall Finding:

Units and daily lesson plans are used by many teachers, but most plans do not reflect the demands of the CCLS or address student goals and needs.

Evidence/Information that Lead to this Finding:

- The school leader has set and communicated verbally and through written memoranda that staff are expected to plan regularly for instruction. Through allocation of planning time and embedded collaborative teaching, coaches provide PD to teachers in support of lesson planning. However, the review team found that interventions and strategies to tailor plans to meet the diverse needs of students, especially those in identified subgroups, were not well developed in lesson plans and were not in evidence during classroom visitations. Evidence from planning documentation, discussions with teachers, and lesson observations indicate that teachers are not consistently aligning plans or subsequent lessons to data. Teachers do not make effective use of data to adjust planning or instructional practices.
- Assessment of 22 written plans using the Tri-State Quality Review rubric indicated that the lessons provided generally included prompts and questioning at the cognitive rigor levels of remember, recall and understand, with little plans to extend and prompt thinking at the higher levels of evaluate and create.
- Discussions with students and teachers indicated that teachers have not developed long or short-term goals for students and no plans for doing so were evident during the IIT review.

Impact Statement:

Because teachers’ do not develop plans and organize instruction, as identified by data, to reflect the needs of all

students, high levels of student engagement and academic achievement are hindered.

Recommendation:

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

- Develop a lesson planning approach that all teachers use to develop instructional experiences for students in all subjects and grades. Use an assessment protocol regularly to ensure that the lessons are aligned with the CCLS and include provisions for students at all levels. Ensure that data is consistently used to drive instructional planning and delivery and that challenging academic goals are developed for all students.

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

Overall Finding:

Most teachers do not provide student-centered instruction reflective of the instructional shifts of the CCLS.

Evidence/Information that Lead to this Finding:

- After reviewing approximately 25 lessons, the IIT found differences between the written plans and what they observed in more than 75 percent of the classes. Student work, written lesson plans, and student reports indicated that many of the lessons reviewed had been previously taught and repeated during the IIT review. Instructional shifts were observed in a few classes and tended to be at the early elementary grades. Instances of the literacy shifts primarily included academic vocabulary and text-based answers in 20 percent of classes visited by the IIT. The CCLS mathematical practices and shifts, deep understanding, and use of multiple models were observed in only two classes.
- During classroom visitations, the review team found that teacher-dominated conversations and activities were predominant, as teachers performed the sequential actions or directive. Few opportunities were given to students to think, discuss, and engage with complex materials. This, coupled with less than 15 percent of the classes providing differentiated experiences, provided for low student engagement and observable management challenges.
- Formative checks for understanding were observed in only a few classes and included rubrics and thumbs up/down to indicate if students understood what was being taught.
- In classroom practice, reviewers observed that approximately 50 percent of the classes used questions and prompts that were characterized by prompts, such as predict which shapes will stack and which ones won't, who can remember the name and date of the event. Higher order thinking prompts were generally not observed in most of the classes throughout the grade levels and subjects. Students reported that their work in most classes is generally easy and the review team observed only an isolated effort to extend a few students beyond the teacher-directed task.

Impact Statement:

Because instruction is not rigorous and does not generally reflect the instructional shifts of the CCLS, student engagement and academic growth are negatively impacted.

Recommendation:

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

- Prioritize the delivery of instruction using the instructional shifts of the CCLS by setting goals for all students and staff in critical areas of school improvement; ensure that teachers use a variety of instructional strategies to engage all groups of student and provide challenging instruction.

4.4 **The school has received a rating of *Ineffective* 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 learning environment is generally adult centered, not tailored to the needs of all students, and not consistently safe for students.

Evidence/Information that Lead to this Finding:

- There was no evidence provided or observed by the IIT that indicates that students' needs and perspectives are considered in developing instruction and activities. Classroom observations illustrated that students are asked to wait and raise their hand when the teacher asks them to do so. When students are asked to provide an answer, they are rarely encouraged to vocalize complete sentences.
- School-wide expectations of Citizenship, Pride, and Respect (CPR) are taught to all students in support of the PBIS model for increasing positive behaviors. Although student incident referrals and suspension numbers for more extreme behaviors have declined, students describe many social, emotional, and physical concerns that hinder a positive learning environment. Classroom expectations are inconsistent across the grades and classes. The IIT found some stressful interactions between adults and students and a lack of efficient procedures resulted in lost instructional time.
- Some students and parents reported that students do not feel physically or emotionally safe in the classes; this situation is especially an issue of concern in the common areas, including the cafeteria and hallways. Some constituents report that there are incidents of fighting and other behavioral infractions in and out of the classes. Students who were interviewed by the review team indicated that they or their peers have sometimes felt threatened emotionally by other students. On several occasions, the review team observed adults using inappropriate approaches with the younger students and found that rules were enforced inconsistently.

Impact Statement:

Because the school is not an environment fully conducive to learning, the academic and social needs of students remain unmet, hindering increases in achievement.

Recommendation:

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

- Prioritize the expansion of the school-wide PBIS model into the best practice classroom application to ensure that positive expectations are designed, implemented, and enforced for all students and staff. Provide PD on classroom management and include in lesson planning challenging instructional strategies that meet the diverse needs of all students.

4.5 **The school has received a rating of *Ineffective* 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:

Classroom instruction generally does not reflect the use of data to meet the needs of students.

Evidence/Information that Lead to this Finding:

- With the support of the commercially prepared programs the school is using for ELA and mathematics, as well as local development of performance tasks, teachers conduct interim assessments of student progress. A protocol for analyzing student work is used in teacher team meetings, but formal and explicit use of the analysis outcomes to adjust instruction is not evident in written plans or practice. Little evidence was available to the review team that indicated teachers used on-going assessments to adjust their teaching strategies where the data indicated that students had already grasped the content or concept being taught.
- In class, rubrics were used for formal projects, but students and teachers reported to the review team that this is inconsistent. Individual guidance practice, where the teacher circulated to re-teach or provide intervention during independent work time, was the only instructional assessment tool observed. Evidence from student work and discussions with students indicate that teachers do not regularly provide feedback that guides students to the aspects of their work that are most in need of improvement and the steps they need to take to secure this improvement.
- Student groups were apparent in most classes visited by the IIT. However, students and teachers reported that reading levels, proximity, preference, and overall strengths were used to create student groupings. These did not appear to be flexible or result in differentiated activities. Feedback to students to ensure their understanding during instruction was characterized by praise, re-iteration of directions, and management of behaviors. Feedback was not used to enhance and tailor instruction for individual student needs.

Impact Statement:

Teachers do not generally use data sources to inform their planning and instruction and involve students in their own learning process, which hinders 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:

- Adopt a research- based approach to data that requires the use of formal protocols and procedures for using formative and summative assessment cycles to explicitly tailor instructional activities to the needs of all students; ensure feedback leads to improvements in student work and achievement.

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

Tenet Rating

I

Debriefing Statement: The school has implemented a school-wide approach to promote positive value traits, but does not have a universal system to proactively identify and collect relevant data and develop appropriate interventions. As a result, the school environment does not fully support the social and emotional developmental health needs of all students.

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 *Ineffective* 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 does not have an overarching system in place that supports students’ social and emotional health needs.

Evidence/Information that Lead to this Finding:

- The school has a school-wide structure for communicating the values of Citizenship, Pride, and Respect (CPR) in order to encourage positive behaviors. However, this does not serve as an overarching system to address the social and emotional developmental health needs of all students.
- Although students reported that they know they can go to a teacher, counselor, or administrator, some were reluctant to do so, and a system for actively encouraging students and promoting relationships with staff are not evident.
- A pre-referral process is used to assess a specifically referred student’s eligibility for special education and related services. But this process only supports at-risk students and does not address proactively or reactively, the social and emotional developmental health needs and academic success of all students.
- The IIT found no evidence of a system for using data to support the social and emotional

developmental health needs of all students.

Impact Statement:

Due to the absence of an overarching system for supporting the social and emotional developmental health needs of all students, barriers are not effectively removed and academic 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:

- Expedite the implementation of a comprehensive system to identify, support, and monitor the social and emotional developmental health needs of all students; ensure that the systems for students to approach a designated adult if they have concerns is working effectively.

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

Overall Finding:

The school has identified a universal theme for guiding all school activities, but it does not have a consistent structured curriculum to address students' social and emotional needs or targeted PD for staff to address the needs of students.

Evidence/Information that Lead to this Finding:

- The school is in the second year of implementation of a school- wide PBIS model called Citizenship, Pride, Respect (CPR), which was implemented in response to historically high rates of student incident referrals and suspensions. Lessons were provided to large groups of students and recognition assemblies have been held to reinforce positive behaviors. Suspension and incident rates have declined, but this model does not translate to the classroom management system. The school leader reported that he provided copies of a staff handbook that contains a list of actions that adults should take for each behavioral infraction. However, observations in classrooms by the review team indicate that teachers do not consistently use the actions in the handbook to assist them in managing classroom challenges.
- The school support staff reported that they meet individually with students during the pre-referral process and consult with staff that request ideas or help in managing specific situations. However, the school has not yet identified the specific skills and behaviors that address the social and emotional developmental health of students. The review team found no evidence to indicate that a plan to do so is under development.
- The school does not provide PD to the staff to build their understanding or capacity to support the social and emotional developmental health needs of students.

Impact Statement:

The lack of a research-based curriculum focused on student social and emotional developmental health and the

lack of training for staff, hinders the development of a safe and healthy school community and student success.

Recommendation:

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

- Prioritize and implement a best practice curriculum to support student social and emotional developmental health needs across all areas and classes in the school. Provide PD and accountability for all staff to implement the system and include monitoring protocols to continuously measure the effectiveness of the implementation.

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

Overall Finding:

The school has not strategically identified a vision or developed an approach for collaboratively meeting the social and emotional developmental health needs of students and families.

Evidence/Information that Lead to this Finding:

- Although the school counselor stated that a book of strategies is available in the guidance office for teachers to access intervention ideas, lesson observations and discussions with teachers by the IIT indicate that few teachers use it.
- School leaders reported that a designated team consisting of related service and special education providers supports the implementation of Individual Education Programs (IEPs). Meetings are facilitated by the school leader, and minutes are maintained in a committee binder. However, this team primarily supports students classified with special education needs and does not collaborate with the other staff in the school to deliver the social and emotional developmental health support and services to all students in the school.
- Collaborative processes between instructional and support staff to identify and attend to the social and emotional developmental health needs of students and families was not evident in written materials, interview discussions or observed practices. In addition, there is no evidence that a plan to develop this process is under consideration.. Discussions with staff, parents, and students indicate that they are not certain of the roles or expectations that are assigned to them to ensure that the social and emotional developmental health needs of all students are met.

Impact Statement:

The lack of a plan delineating specific stakeholder roles in building a safe learning environment limits the ability of the school to address the social and emotional development 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 mechanisms for all stakeholders to understand their roles and collaborate to provide a system of supports and services to identify and meet the social and emotional developmental health needs of all the students in the school.

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

Overall Finding:

The school has not developed and implemented a strategic plan to use data to identify and meet the social and emotional developmental health needs of all students.

Evidence/Information that Lead to this Finding:

- Although the school leaders meet regularly with the support staff team to review student concerns and issues of compliance and intervention, this is focused only on at-risk and previously identified students. A member of the school support staff reported that when a student is not learning, they review the child’s case to see if the child is eligible for special education. If the child is not determined to be eligible, the teacher is expected to provide appropriate interventions.
- Although student incident data is collected in the Online Occurring Reporting System (OORS) and teacher interventions are captured in the anecdotal portal, the school community does not collect, analyze or monitor data for supporting student social and emotional developmental health.

Impact Statement:

Because the school staff does not use data systems to respond to the needs of all students, opportunities for students to become academically and socially successful are hindered.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the Diagnostic Tool for Schools and District Effectiveness(DTSDE) rubric, the school should:

- Identify indicators of student social and emotional developmental health and establish processes and protocols to collect data related to the indicators while analyzing and implementing supports and services to all students in the school.

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

Tenet Rating

I

Debriefing Statement: The school provides various outreach opportunities for parents and families but the effectiveness of those strategies is not regularly reviewed. Although, some training is offered, this does not yet

increase the ability of all stakeholders to communicate and build reciprocal relationships, which limits academic achievement and the social and emotional well-being of students.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

The school provides regular outreach to parents and families of the school community, but many parents do not perceive that the school has high expectations for student academic achievement.

Evidence/Information that Lead to this Finding:

- Using assorted mechanisms of outreach, such as backpack letters, the school newsletter, *School Messenger* system, monthly breakfast with the Principal meetings, and ongoing contact with the parent coordinator, the school regularly sends information to families.
- The parent coordinator has assigned duties to serve as the first point of contact for parents when they call or come into the school's main office. Liaison duties have included information sharing, conflict resolution, and lead contact for collaboration with the Parent Association (PA). The parent coordinator reminds students of emails, letters, and phone blast information. Parents reported that this is helpful in supporting family access to the school staff and obtaining important information.
- The school leader reported that some parents have indicated that the school calls too much while others state they receive no information at all. The school reviews the communication records database to identify families that have received the messages and those that need updated contact information.
- During the parent interview, some participants reported that the school generally has low expectations for student performance, and they are unsure if school rules actually are in place as they are inconsistently enforced based on the staff person involved with a specific student and family.
- Few families are involved in the regular communication efforts or events of the school, and the school has not yet reviewed the strategies it uses to build relationships with parents.

Impact Statement:

Because many families believe that the school does not have high expectations, despite the numerous outreach efforts by the school, families are not empowered to support their children in achieving the academic success

required for college and career readiness.

Recommendation:

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

- Revise and focus outreach efforts to those identified in current best practice research for schools with similar demographics; work with parents to establish improved systems of communication between the home and school and establish opportunities to share the school's expectations for student achievement with parents.

6.3 **The school has received a rating of *Ineffective* 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 provides limited opportunities for parent engagement and has not successfully secured reciprocal relationships with family and community stakeholders.

Evidence/Information that Lead to this Finding:

- The school leader reported that the PA and school leadership do not work collaboratively to support school improvement goals. The school leader stated that he is not aware of the role and activities of the PA. Some parents also reported that they do not feel welcome in the school and do not have access to the school leader.
- Several engagement opportunities including the SLT, PA, Parents as Learning Partners, curriculum night in September, and Breakfast with the Principal, are in place at the school. However, attendance is very low. Parents attend performances, ceremonies, and isolated events to support their child, but generally do not engage in partnership with the school staff. School and teacher leaders as well as the parent coordinator use dismissal and arrival processes to engage parents in dialogue related to opportunities and information in the school. Communication with parents is in home languages.
- There is little to no evidence that the school staff reflect on the effectiveness of outreach strategies to build partnerships with families.

Impact Statement:

A lack of reciprocal communication limits parents' ability to support their children's progress, which hinders student 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 a plan to ensure two-way communication between the school and families about the strengths and needs of each child; monitor the success of various types of communication to determine the most effective ways to reach 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 minimal relationships with community agencies and does not provide training to parents and staff in support of building school-home relationships.

Evidence/Information that Lead to this Finding:

- Parents report that the school does not generally have partnerships with community- based organizations (CBOs). Teachers reported that occasionally offerings are provided directly to students by the Lions Club and Catholic Charities but that families are not targeted participants. The school leader reported that the consulting group, Tru Transformation Coaching, was secured to provide social and emotional developmental health support directly to some students. However, none of these CBO relationships has provided training and support to build relationships between families and the school.
- Under the direction of the parent coordinator, the school offered a small number of workshops and provided materials to parents during the 2013-14 school year to support their children, such as CCLS awareness, testing, behavior concerns, and nutrition. But these were attended by the same few parents who ordinarily attend school programs. None of the training, however, supported parents and families to build or sustain partnerships with the school in order to support and advocate for their children’s learning.
- The IIT found no evidence of current or plans for future PD opportunities for school staff, other than for the parent coordinator, to gain capacity to build partnerships with the community or parents and families.

Impact Statement:

The lack of a strong home-school partnership hinders many students from increasing their levels of 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:

- Establish partnerships with strategic CBOs and provide targeted training and support to families and school staff for building strong home-school partnerships.

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 does not consistently share student information and data with parents in a way to empower families to advocate for their children's needs.

Evidence/Information that Lead to this Finding:

- Teachers, staff, students, and parents reported that the school distributes report cards and progress reports every five weeks throughout the year. Using verbal communications via phone calls and parent meetings, some teachers engage parents in dialogue around student progress and needs, providing opportunities for parents to advocate for the needs of their child. However, this practice is inconsistent across the grade levels and department staff. Students reported that they have no indication about their progress or grades until their parents receive their report cards.
- A team meets weekly with the school leaders to consider at-risk and special education student needs. However, the IIT found no evidence of efforts among the staff to acknowledge or coordinate the sharing of progress data and other relevant student information school-wide.

Impact Statement:

Because data and student progress information is not shared consistently in a way to enable parents to identify and advocate for their children's needs, student 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:

- Develop structures and mechanisms to integrate data systems and progress sharing among all stakeholders; provide information about student progress and data in a way that enables parents to understand it and use it to advocate for services for their children.