



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	140600010003
School Name	PS 3 D'Youville Porter Campus
School Address	255 Porter Avenue, Buffalo, New York (NY)
District Name	Buffalo City School District
School Leader	Elizabeth L. Giangreco
Dates of Review	December 3-5, 2013
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	PK-8	Total Enrollment	693	Title 1 Population	87%	Attendance Rate	93.7%					
Free Lunch	83.3%	Reduced Lunch	4%	Student Sustainability	93%	Limited English Proficient	28.5%	Students with Disabilities	14%			
Types and Number of English Language Learner Classes												
#Transitional Bilingual	X	#Dual Language		#Self-Contained English as a Second Language								
Types and Number of Special Education Classes												
#Special Classes	1	#Consultant Teaching		#Integrated Collaborative Teaching	8							
# Resource Room												
Types and Number Special Classes												
#Visual Arts	10	#Music	14	#Drama	0	# Foreign Language	1	# Dance	0	CTE	2	
Racial/Ethnic Origin												
% American Indian or Alaska Native	0.7%	% Black or African American	20.5%	%Hispanic or Latino	64.7%	% Asian or Native Hawaiian /Other Pacific Islander	4.4%	% White	7.2%	% Multi-racial	2.4%	
Personnel												
Years Principal Assigned to School	3	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	.5					
% of Teachers with No Valid Teaching Certificate	2%	% Teaching Out of Certification	2%	% Teaching with Fewer Than 3 Yrs. of Exp.	5%	Average Teacher Absences	15%					
Overall State Accountability Status (Mark applicable box with an X)												
School in Good Standing		Priority School	X	Focus District		Focus School Identified by a Focus District		SIG Recipient				
ELA Performance at levels 3 & 4	7%	Mathematics Performance at levels 3 & 4	4%	Science Performance at levels 3 & 4	55%	4 Year Graduation Rate (HS Only)	N/A					
Credit Accumulation (High School Only)												
% of 1 st yr. students who earned 10+ credits	N/A	% of 2 nd yr. students who earned 10+ credits	N/A	% of 3 rd yr. students who earned 10+ credits	N/A	6 Year Graduation Rate	N/A					

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Data-Driven Instruction
2. LEP population: ESL Integrated Co-Teaching & Differentiated Instruction
3. Lesson planning and design
4. Professional Development: Instructional strategies and practices

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

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

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

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.			X	
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of			X	

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

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school leader is working to create a school community and culture that reflect the school’s mission, vision and goals. These actions focus on student well-being and achievement, and are in the early stages of leading to a cycle of continuous school improvement.

Strengths:

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

- The school leader organizes programmatic, human, and fiscal capital resources. The school leader, in collaboration with staff, is programming the school to provide opportunities for staff to develop their use of data, and other evidence-based systems, to improve student academic results aligned to the school’s goals. Further, the school leader has made strategic decisions that allow teachers common planning time in order to help them develop programs and improve instructional skills collaboratively. These common planning sessions, scheduled during the school day, include grade and department meetings. The review team found that the schedule, which the school leader created, enables the instructional teams to meet on a six-day cycle in order to organize specific outcomes based on data. The two meetings visited by the review team were focused and effective in identifying ways to improve student achievement. School data indicates that approximately one third of students in grades one to eight participate in expanded learning time aimed specifically at improving academic achievement. A review of documents demonstrated that attendance has improved by over three percent in the previous 12 months, and suspensions rates have decreased by 50 percent. As a result, the school placed well in the district’s ranking of schools for high attendance and low suspension rates. While the school leader handles the school-based budget, she also works in partnership with the district in the recruitment and hiring of staff to meet the needs and priorities of the school. School leaders strategically plan and make effective use of time to monitor instruction and to provide staff with feedback using a checklist. During the review, school leaders shared that they are considering replacing this checklist with the newly received New York Common Core State Standards Instructional Practice Guide, as a means of further developing observations and feedback along core indicators of the Common Core Learning Standards (CCLS) in planning and practice. Discussions between the review team and teachers demonstrated that many of the teachers are enthusiastic about using shared planning as a tool for improvement. The review team found that the school leader has established systems for monitoring and evaluating academic and behavioral goals, and she shares relevant information at appropriate meetings. Additionally, the school is developing data-rich practices to help track progress towards achieving their core beliefs and mission using data driven instruction (DDI) protocols, which are identified in the SCEP. The school leader organizes programmatic, human, and capital resources to meet the immediate needs of the school community, which improves student success.

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

- The school leader has a functional system aligned to the district's APPR process and has put into place procedures to evaluate the quality of instruction across the school. Teachers reported that school leaders hold them accountable for their lessons and their contributions to school improvement. Additionally, teachers stated that the school leaders conduct frequent informal walk-throughs that are helpful because of their regularity and frequency. School leaders shared that they conduct an average of three walk-throughs per day, which provides a strong baseline of information about instructional quality that leaders then use to provide guidance on how teachers can make improvements. The school leaders are committed to using support staff to both plan for, and push-in, to support students in the classroom, rather than pulling students out of the room. In special education, both teachers within the co-teaching model are using Individualized Education Programs (IEPs) to drive instruction, and English as a Second Language (ESL) teachers work with classroom teachers using a similar model. A review of documents demonstrated that the school leaders provide teachers with routine feedback that is specific and helpful, and that Teacher Improvements Plans (TIPs), where necessary, are in place and monitored. Additionally, the school leaders use observation data to inform PD decisions for teachers. School leaders and staff are held accountable for continuous improvement through the school's APPR process, which improves student achievement.

Areas for Improvement:

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

- While the school leader shared the newly re-designed mission and core beliefs with the school community, there is no evidence that all stakeholders understand the school's SMART goals. The priorities and goals outlined in the SCEP identify key practices and outcomes that require improvement. These include DDI protocols, differentiated instruction for groups of students, effective lesson planning, and PD to help deepen teacher expertise in utilizing effective instructional practices. However, the SCEP does not identify ambitious targets for improving student assessment results, particularly in English language arts (ELA) and math, nor does it identify methods to accelerate student achievement. Similarly, the SCEP does not target students with limited English proficiency and learning disabilities for accelerated improvement. The school leader shared a strong determination to put student achievement at the forefront of the school's goals, and that improving instructional leadership, specifically in regards to having high expectations for student achievement, would be key to meeting those goals. Teachers shared that there is a push from school leaders to develop their instructional practices; however, the review team found during classroom visits that

those shifts in instructional practices are at the beginning stages. The school leader stated to the review team that she has grown into the leadership role and that she is working to raise student achievement through new structures, such as those used for the evaluation of teachers. However, despite having a formal plan, improvement to instructional practices is not shifting at a rapid pace in alignment to the school's goals. The lack of consistent understanding of the school's vision limits the achievement of its goals and hinders student academic success.

2.5 The school has received a rating of *Developing* for this Statement of Practice: Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

- The school leader does not consistently ensure that evidence-based systems examine and improve critical school-wide practices. While evidenced-based systems are in place that align to portions of the SCEP, these systems focus on teacher instructional practices, but not specifically on student achievement outcomes, CCLS-aligned curriculum implementation, or community and family engagement. The school leaders informed the review team that they are using a format for formal and informal lesson observations to monitor and evaluate the quality of instruction and learning. These observations focus on instructional practices, with school leaders providing specific feedback to teachers on the quality of their lessons. A review of school documents showed that the school leaders track observation findings and detail the developmental needs of teachers based on these observations. Additionally, school leaders support teachers with a program coordinator and instructional coach who provide teachers regular and frequent feedback. However, teachers shared that they do not understand how to adapt their instructional practices to raise academic standards based on that feedback. While the school is developing evidence-based systems to improve instructional practices, inconsistent use of these practices to drive student achievement limit student success.

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 leaders have embraced the district's plan for PD and curriculum development in order to move the school toward implementing the CCLS. However, the current implementation of rigorous and coherent curricula aligned to the CCLS that meets the needs of students is at the beginning stages.

Strengths:

All ratings for this Tenet are **Developing** and, therefore, comments are listed under **Areas of 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 CCLS that is monitored and adapted to meet the needs of students.

- The school leader does not consistently ensure the implementation of a rigorous and coherent CCLS-aligned curriculum that meets the needs of students. While a review of documents demonstrated that school leaders have scheduled PD and created a systematic plan for staff to collaboratively plan for, and implement, a CCLS aligned curriculum, the quality and support of this implementation is developing. Teachers are using student progress data to plan lessons; however, the teachers reported that matching this data to the CCLS is difficult for them, especially in math, as the CCLS and district expectations conflict. The school has made the decision to improve literacy across the curriculum and to move students toward increasing text-based analysis. However, the review team found limited evidence of rigorous student work that involved text analysis during classroom visits. Students shared that teachers place more emphasis on positive personal relationships than on student academic progress. PD has been provided on the CCLS and DDI processes. Teachers of Integrated Co-Teaching (ICT) classrooms reported that assessment data indicates an improvement for students with disabilities and English language learners based on teacher PD. Teachers shared that they are developing their use of targeted interventions to meet student needs and that the school leader is holding more discussions about student progress data than before. However, the review team found rigorous instruction in only four of the classrooms visited. Thus, the inconsistent implementation of curriculum limits student college- and career-readiness.

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

- Teachers do not consistently develop and use lesson plans aligned to the CCLS that include DDI protocols to meet student needs. Teachers reported that they collaborate regularly to develop unit and lesson plans. Additionally, teachers shared that they have received training on how to align instruction to the CCLS and how to use data to plan. However, a review of documents, and classroom visits, demonstrated that planning did not consistently meet student needs based on data, or align to the CCLS across the school. While the review team found that during grade level meetings teachers are beginning to use data to inform their planning decisions, most teachers were not using data to drive instruction during classroom visits. For example, while teachers in grades four and five demonstrated that they are developing and using detailed plans to meet the differentiated needs of students based on data, in the majority of other classes visited, the review team found limited evidence of teachers differentiating instruction based on data. Further, while school leaders are using observation data to schedule PD, the lack of consistent implementation of instructional strategies learned during PD limits growth. Inconsistent use of data to inform instruction, and the lack of alignment of lesson planning to the CCLS, limits student achievement.

3.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and

subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

- Teachers do not consistently partner within and across grades and subjects to create interdisciplinary curricula. School leaders did not demonstrate to the review team a high level of investment in interdisciplinary learning in relation to other goals. However, school leaders did state that they plan to analyze lesson plans against the Tri-State Quality Rubric in order to align the eight instructional practices in math and ELA with other subjects, such as art and technology. As a result, the interdisciplinary connections that do exist in the school are currently informal, and not part of a systematic approach to interdisciplinary learning. For example, the review team found that teachers in some special education and ESL classrooms use an interdisciplinary approach to lesson planning, and grade eight students participated in an interdisciplinary art and ELA unit. However, this type of learning was inconsistent across the school. Limited opportunities for students to engage in thoughtful cross-curricula activities hinder student success.

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.

- Teachers do not consistently use assessments to plan curriculum or to involve students in the ownership of their learning. While the school’s PD plan indicates that teachers received training on the analysis and use of data to inform instructional practices, teachers mostly use the summative state assessment results, as opposed to on-going formative assessments. However, a review of documents demonstrated that teachers are in the process of beginning to use a variety of formal and informal assessments aligned to CCLS. For example, the review team observed the use of formative assessment data to differentiate instructional strategies in math during a grade six meeting. Similarly, grade four and five teachers were observed using formative assessment during instruction. However, the use of data to assess student learning and identify instructional targets is not systematic across the school, as teachers used formative assessments, and provided students with feedback, in only three of the 38 classrooms visited by the review team. The lack of consistent alignment between the curriculum and assessment limits student achievement.

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

Tenet Rating

D

Debriefing Statement: The quality of instruction is inconsistent, which limits student access to learning and achievement. Although effective practices are present in a small number of classrooms, the lack of multiple points of access for different subgroups of learners leads to low levels of academic engagement and achievement.

Strengths:

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

Areas for Improvement:

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

- School and teacher leaders do not consistently ensure that instructional practices address all student goals and needs. School leaders have engaged teachers in conversations about aligning lesson plans to data. Further, school and teacher leaders articulated the need to implement lesson plans that address student needs and to set learning targets appropriately. However, classroom visits demonstrated that many teachers do not have high expectations for student learning. Further, while school leaders stated their expectation for on-going assessment within lessons, detailed planning and the tracking of student progress was limited during classroom visits. Additionally, the review team found that observations of lessons by school leaders focus largely on teacher lesson planning and implementation, rather than on student progress. Teacher leaders are working with teachers to establish learning goals and to develop the use of instructional practices that promote higher levels of student engagement and inquiry through the CCLS; however, this work is inconsistent across the school. Instructional practices do not consistently promote high levels of student engagement and inquiry, which limits student success.

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.

- Teachers do not consistently provide coherent instruction aligned to the CCLS that leads to multiple points of access for all students. In 30 of the 38 classrooms visited, the review team found that teachers demonstrated low expectations for student achievement during instruction. While the school leader stated that she expects teachers to use instructional practices that target subgroups of students, there was limited evidence of differentiated practice in classrooms that met student needs. Most teachers used whole group instruction with limited modeling or scaffolding of instruction during classroom visits. For example, in a grade eight ELA lesson, the teacher did almost all of the talking and asked the students low-level questions that required only a single word response. After students provided an answer, the teacher elaborated and developed the student's thoughts for them, while students remained passive. Further, a review of documents demonstrated that lesson plans do not consistently align to the CCLS, as plans for three information and communication technology lessons did not cite the CCLS at all. Inconsistent instructional practices limit student engagement and achievement.

4.4 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students'

varied experiences and tailored to the strengths and needs of all students.

- Teachers do not consistently create a learning environment that is responsive to student needs. While the learning environment was calm and orderly across the school, teacher practices did not consistently acknowledge the diverse needs of students. For example, during classroom visits, the review team found limited evidence of teachers tailoring instruction to meet individual student needs. Further, instructional strategies observed demonstrated that teachers did not consistently provide students with opportunities to develop, or take ownership of, their own learning, or to approach learning at different paces, with different styles. The school leader shared that she is aware of this and is developing plans to explore ways for the learning environment to reflect student values and perspectives in a variety of differentiated settings by May 2014. These plans include opportunities for developing student voice and ownership of their learning. The learning environment does not consistently meet student needs, which limits student success.

4.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

- Teachers do not consistently use data to inform instruction and to foster student ownership of their learning. While a few teachers are using data to adjust their instructional plans and student groups, this is not consistent across the school. Two of the goals in the current SCEP state that by December 2013 staff will have fully developed skills for establishing learning based on formative assessment. However, the review team found limited evidence that the school was on target to meet that goal based on interviews with students, staff, and school leaders, and a review of documents. For example, while some teachers have established the use of assessment rubrics, shared journals, and extended two-way dialogues to enable students and teachers to track learning, this was not consistent across the school. A grade six student stated that she was aware of her progress and what she should do next to improve her learning based on teacher feedback connected to a rubric. However, the review team found that teacher feedback to students across the school was limited and did not consistently provide students with opportunities to reflect on, and take ownership of, their learning. Instruction is not consistently data-based or timely, which limits student success.

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

Tenet Rating

D

Debriefing Statement: The school community acknowledges the importance of student social and emotional developmental health. As a result, the school has implemented some effective systems to promote this through Positive Behavioral Interventions and Supports (PBIS), but they are developing their capacity to meet student needs.

Strengths:

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

Areas for Improvement:

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

- The school is developing systems to support student social and emotional developmental health and academic success. While the school is establishing systems to support students, the inconsistent use of data to identify student needs limits success. The school leader shared that she is working with staff to develop a system where an adult knows each student and where students are encouraged to accept more responsibility for their own well-being as a part of the school's positive interventions. This is occurring through the "Say Yes" culture and the "Check-in / Check-out" system for students having difficulties with behavior. Additionally, a document review demonstrated that matching students with special needs to the appropriate support is effective and in line with Response to Intervention (RTI) criteria. School leaders stated to the review team that these actions collectively have reduced behavior infractions, which a review of data supported. Further, teachers reported that they are aware of, and understand, the school's referral and support system. However, the review team found limited evidence of the school using the many available sources of data to address student needs. The school nurse does support the school's social and emotional developmental health curriculum. While the school is establishing systems to support student social and emotional developmental health, the inconsistent implementation and alignment of these systems limits student success.

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

- The school is developing a vision for student social and emotional developmental health aligned to a curriculum. School leaders and staff shared that the school is using the Charter Education initiative to help students develop a civic outlook and to grow into socially responsible citizens. Additionally, staff shared that counselling, "Say Yes," and the "Character Trait of the Month" programs support this initiative. However, evidence from classroom visits, and interviews with students and staff, demonstrated that the explicit connection between the curriculum for social emotional health and daily instruction is limited. Although plans are in place to share best practices in the development of student social and emotional health, school leaders and staff shared that strategies are not consistently implemented across the school. The inconsistent implementation of a curriculum that supports student social and emotional developmental health limits student success.

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

- School stakeholders do not consistently develop a common understanding of the importance of their roles in supporting student social and emotional developmental health. While students are beginning to benefit from a variety of supports provided by the school within the overarching PBIS system, not all stakeholders are participating as full partners. For example, only one parent attended the parent meeting, which limited the review team’s ability to determine the level of parent understanding of their roles in supporting the school’s vision for student social and emotional developmental health. While the school is developing a system for monitoring and responding to student needs, limited parent participation hinders the school’s success. Additionally, classroom visits demonstrated that teachers do not consistently foster student ownership of their learning or monitor and respond to student needs. School constituents do not consistently articulate the school’s vision for student social and emotional developmental health, which hinders student success.

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

- The school is developing structures to support the use of data to respond to student social and emotional developmental health needs. The school leader and support team reported they have begun to initiate methods for staff to develop an understanding of how to use data to address student needs, such as tracking and monitoring attendance, achievement, and behavioral intervention records. However, the review team found that the use of this data is limited, as teachers are in the beginning stages of collecting and determining how to use this data effectively. Additionally, while the school leader reported that the school provides staff with training on how to access Infinite Campus and Student Management Systems in the Data Dashboard, the review team found that staff is first developing their use of this information. Further, the review team found limited evidence that the school is connecting salient information across systems that addresses student needs. Limited use of data to support student social and emotional developmental health hinders student success.

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

Tenet Rating

D

Debriefing Statement: The school has partnerships with external community organizations, which foster collective responsibility for student academic, social, and emotional health. However, the school has limited involvement with families and does not communicate consistently to generate a strong culture of partnership in sharing responsibility for student academic progress, learning, and growth.

Strengths:

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

Areas for Improvement:

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

- The school leader does not consistently ensure that regular communication with students and families fosters high expectations for student achievement. The school leader and staff reported that it is a priority to increase parent and community involvement. Therefore, as a part of the SCEP for 2013-14, the staff is collaborating to develop and implement methods to inform parents about the progress of their children, and specific areas where improvement is needed. The school has a significant number of bilingual staff, which reflects the high population of bilingual students in the school. Therefore, they are able to explain, in English and Spanish, the expectations and demands of the CCLS and their potential impact on student achievement. However, the review team found that this initiative is developing, as parent attendance at school events is low. While some events such as “Magic Math Night” and the “Pancake Breakfast” had parent attendance of about 20 to 60 people, the school has not offered events focused on ways in which parents can become more involved in their children’s academic performance. However, the school leader shared that she is prioritizing this need through its planning in the SCEP. Further, the school leader shared that a full-time member of staff and a part-time parent coordinator are leading the drive to build stronger relationships between the school and its families. However, the review team found that overall the school does not communicate effectively with parents about student achievement and the contributions that families can make to help raise student performance, which limits student college- and career-readiness.

6.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

- The school does not consistently engage in reciprocal communication with family and community stakeholders in order to meet student needs. The school leader shared that the school has highlighted the need to improve communication between the school and its families in the 2013-14 SCEP. Additionally, school leaders and staff informed the review team that they have a welcoming open door policy, and the review team observed the staff meeting and greeting students and conversing with parents on arrival in the morning. The school leader shared that the school ensures that communication to families is written in both English and Spanish, but the review team found that detailed communication about shifts in curriculum and the changing expectations of school are not accessible to all parents. Only one parent attended the meeting with the review team to discuss parent perceptions of the school. A review of documents, and interviews with staff, school leaders, and a parent demonstrated that the school has not examined its communication with families in order to improve and introduce new systems of reciprocal communication. Inconsistent reciprocal communication limits family support for student needs and hinders student success.

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.

- The school does not consistently partner with families and community agencies to promote and provide training to support student success. The school has developed partnerships with numerous community agencies to support students including Catholic Charities, Back Pack Program, Planned Parenthood, Girls on the Run, and a range of connections with health organizations and local colleges and universities. While the school has a plan to meet student needs through PBIS and interventions, such as the “Say Yes” program, the school has not included training for staff on how to develop community and family partnerships in order to support student success. Limited partnership with families and community agencies hinder student academic achievement and social emotional growth.

6.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

- The school does not consistently share data in a way that promotes dialogue with parents and empowers families to support student learning. School leaders shared that they are aware that the school needs to develop and integrate data systems that support student and family needs. Currently basic information, such as the code of conduct, the PBIS matrix for agreement, and student test scores are provided to parents. However, beyond this, the review team found that the school has not developed on-going mechanisms for parents and teachers to share relevant sources of data to increase student support. The school leader shared that meetings with representative PTO and staff members are planned to review policies related to district parent involvement, including sharing data about Title 1 activities, grade-level expectations, CCLS aligned materials for skill reinforcement at home, and pathways to greater success for students in ELA and mathematics. Additionally, school leaders and staff reported that they are considering PTO monthly meetings as a potential opportunity to accelerate the development of building greater parent awareness of student data. The school is developing a plan to share and integrate data systems to identify family needs and empower families to take action to support student learning in order to increase student achievement.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Increase stakeholder understanding of their roles in the use of data and on-going assessment in order to accelerate the growth and development of student achievement as outlined in the SCEP.
- 2.5: Require staff to use evidence-based systems consistently to adapt their planning and instructional strategies to meet student needs. School leaders should closely monitor the impact of actions taken.

Tenet 3: Curriculum Development and Support

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

- 3.2: Ensure that teachers build pedagogical skills and material aligned to the CCLS in order to increase rigor in learning. The school leaders should ensure that these improvements in planning are implemented consistently across the school, and that improvements in instruction and student achievement are monitored and evaluated.
- 3.3: Ensure that teachers work collaboratively to develop comprehensive unit and lesson plans that meet the demands of the CCLS and DDI protocols.
- 3.4: Create, and consistently implement, plans to connect subjects systematically, and require teachers to develop innovative strategies for interdisciplinary instruction that incorporate the arts, technology, and other enrichment opportunities.
- 3.5: Develop a systematic approach to using multiple sources of data to assess student learning, and to identify student achievement targets. Tailor instruction to include on-going formative assessment, including feedback to support and increase student ownership of their learning and progress.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Provide PD for teachers on how to integrate the CCLS shifts, school-wide curricula, and unit and lesson plans to improve the instruction of all students.
- 4.3: Ensure that instructional practices and strategies target learning needs of subgroups of students using direct instruction, modelling, and scaffolding to challenge and help students meet appropriate learning targets.
- 4.4: Provide PD on student learning styles and on how to communicate with students about academic goals and student ownership of learning.
- 4.5: Ensure that teachers use data, including during instruction, to monitor student progress, set differentiated learning goals, and provide timely and specific feedback, so that students can reflect on learning goals and take action to raise their achievement.

Tenet 5: Student Social and Emotional Developmental Health

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 5 the school should:

- 5.2: Strengthen the systems for supporting student social and emotional developmental health and academic success.
- 5.3: Increase the capacity of the support staff to meet the diverse challenges facing the school population in order to meet student social and emotional developmental health and academic achievement needs.
- 5.4: Involve all stakeholders in the protocols and processes the school is promoting to achieve student social and emotional developmental health.
- 5.5: Ensure that data is used to address student academic and social emotional developmental health needs.

Tenet 6: Family and Community Engagement

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 6 the school should:

- 6.2: Ensure that all staff communicates consistently the school's high expectations for student success to both students and families.
- 6.3: Monitor and improve systems for reciprocal communication between the home and school in order to meet student needs
- 6.4: Devise a plan to build the capacity of staff in developing partnerships with parents and community organizations.
- 6.5: Develop and implement an on-going mechanism for students, parents, and teachers to share multiple sources of data in order to empower families to advocate for their children.