



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	321200010050
School Name	PS 50 Clara Barton
School Address	1551 Vyse Avenue, Bronx NY
District Name	New York City Department of Education – District 12
School Leader	Kim Nohavicka
Dates of Review	March 4-5, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 12X050

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	187	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	14	# Music	16	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	82.0%	% Attendance Rate		88.8%	
% Free Lunch	92.3%	% Reduced Lunch		3.9%	
% Limited English Proficient	14.6%	% Students with Disabilities		24.8%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.9%	% Black or African American		37.3%	
% Hispanic or Latino	60.0%	% Asian or Native Hawaiian/Pacific Islander		0.2%	
% White	1.4%	% Multi-Racial		0.2%	
Personnel (2012-13)					
Years Principal Assigned to School	0.16	# of Assistant Principals		2	
# of Deans	N/A	# of Counselors/Social Workers		3	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		N/A	
% Teaching with Fewer Than 3 Years of Experience	19.5%	Average Teacher Absences		6.5	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.1%	Mathematics Performance at levels 3 & 4		8.1%	
Science Performance at levels 3 & 4 (4th Grade)	70.1%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. By June 2014, school leaders will allocate resources to work with external providers to provide comprehensive training on the Danielson Rubric as measured by Danielson teacher survey results.
2. By June 2014, all teachers will embed systematic cycles of monitoring, analyzing, and revising student achievement in ELA using both qualitative and quantitative data for continuous improvement as measured by MOSL local measures data.
3. By June 2014, all teachers will be provided frequent feedback and will show growth in three competencies as measured by at least one HEDI level increase for each of the selected competencies in the Framework for Teaching.
4. By June 2014, partnerships will support the school community in the development of a culture of consciousness around social and emotional wrap-around support programs resulting in a decrease in incident reports.
5. By June 2014, the results on the school's Learning Environment Survey regarding parent opportunities to be involved in their child's education will indicate a 10% increase in satisfaction.

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

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

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

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

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

	OVERALL RATING FOR TENET 3:			D	
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.					
#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.			X	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	
	OVERALL RATING FOR TENET 4:			D	
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.		X		
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.		X		
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.			X	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.			X	
	OVERALL RATING FOR TENET 5:			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 – Findings, Evidence, Impact and Recommendations:

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

Tenet Rating

D

Debriefing Statement: With multiple stakeholders, the school leader has identified a long-term vision of improved student achievement that serves as the basis for strategic resource allocation. Although data is considered in making collaborative school improvement decisions, informal procedures guide many school practices, resulting in limited levels of accountability and inconsistent interventions.

Strengths:

2.2 **The school has received a rating of *Effective* 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:

The school leader has collaboratively developed and communicated a unifying long-term vision around three major goals that include improved student achievement through professional development (PD), social emotional wrap-around supports, and a focus on building a culture of data.

Evidence/Information that Lead to this Finding:

- The school's long-term vision is posted in the hallways, classrooms, and planning materials and all stakeholders were able to articulate this vision during interviews.
- Students articulated personal and school wide-goals for reading, math, and behavior. Parents reported that improving reading and reducing bullying and fighting were the school's priorities, and both the staff and parents shared that the focus of PD opportunities was to increase their capacity to improve student achievement.
- A review of documents, and discussions with the school leader, demonstrated that data and anecdotal reports, such as attendance, reading levels, writing performance, monthly benchmark assessments, and student incident data are used to monitor school progress toward the three major goals. Additionally, reports provided by the network specialist inform decisions on strategies to target improvements in student academic and social success.
- The school leader monitors and evaluates progress toward identified goals on a regular basis thorough analysis of student data. This means that any drops in rates of progress are identified and strategies are put in place to get improvement goals back on track. The sharing of this information with different stakeholders raises the level of ownership and accountability.

Impact Statement:

The school leader promotes a vision and goals, known by all stakeholders, which helps improve student academic achievement.

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

Overall Finding:

The school leader makes strategic decisions to manage the available resources and meet the needs of the school community.

Evidence/Information that Lead to this Finding:

- As a designated phase-out school, enrollment has been reduced in recent years and this has led to a reduction of resources. Excess staff, mismatched licensure, and extreme student needs have forced the school leader to analyze the training, experience, and performance of the staff. As a result, the school leader has used a series of strategies over the last 18 months to meet the needs of the school community. These have included reassigning, recruiting, and hiring staff based on student needs. An extensive PD program has been implemented in order to hone the skills of the staff. This plan includes weekly grade and department meetings facilitated by expert consultants that focus on curricular and instructional PD, and Thursday afternoon sessions that focus on the Common Core Learning Standards (CCLS), engagement, and social emotional development health. The school leader has phased-in expanded learning time for students, consistent with the 2013-14 SCEP goals for English language learners (ELLs), where all students receive additional daily instruction for English language arts (ELA) and math. Additionally, the school provides Saturday programming for students and families as well as the afterschool partnerships with the Sports and Arts in Schools Foundation (SASF) and Children's Aid Society, in order to support students in math, ELA, and provide enrichment opportunities for more than half of the student body.
- Based on the limited budget of this phase-out school, the school leader allocated resources to support PD, restructured the master schedule for common planning time, and leveraged the development of curriculum and the use of data in order to meet the SCEP goals. Further, the school leader has brought in consultants, curricular materials, Data Driven Instruction (DDI) resources, and PD activities to expand and improve the curriculum, instruction, assessment, and student social emotional development in order to work toward achieving the school's vision.
- The school leader has trained and assigned paraprofessionals to focus on instructional interventions within classrooms and to turnkey PD in order to meet the needs of staff and students. In addition, the school was recently awarded a grant that prompted the school leader to meet with constituents to prioritize and plan for using the funds. Further, the school leader has made it a priority to maintain programs for arts and music in the school, and maximized the use of instructors and programs to meet a variety of needs.

Impact Statement:

Despite the school's status as a phase-out school with limited resources, the school leader manages the available resources to meet the needs of the school community.

Areas for 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 leader does not consistently implement a system aligned to the district's APPR to conduct teacher observations and provide feedback.

Evidence/Information that Lead to this Finding:

- Although the school leader initially created a schedule for conducting teacher observations, she reported that she has not consistently implemented this system. All staff members have completed Initial Planning Conferences (IPC) with school leaders where each teacher identified three competencies of the Danielson Framework as their focus for PD for the year. Staff reported that they have all been observed and evaluated, but a review of documents demonstrated that only half of the staff received evidence-based, written feedback about their instructional practice this school year.
- The school leaders reported that they provide feedback to teachers on frequent informal walkthroughs to guide their improvement. The Learning Environment Survey (LES) indicated that more than 97 percent of teachers agree that school leaders visit classrooms to observe the quality of teaching. However, the review team found that feedback does not always align to the individualized professional goals of teachers.
- Although PD has been collaboratively planned and implemented during 2012-13 and 2013-14, the effectiveness of this PD is not formally measured. School leaders shared that they review the PD goals of staff and APPR data with embedded consultants from Turnaround for Children, Editure, and their Children First Network (CFN) to identify trends, plan weekly PD for teachers, and review overall school progress. However, the review team found limited evidence of school leaders assessing and adjusting PD based on observation data.

Impact Statement:

The school leaders do not consistently implement a process for teacher observation and feedback and adjust PD based on this information, which limits the accountability of administrators and staff for providing continuous improvement and hinders student success.

Recommendation:

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

- Prioritize the implementation of a robust system for assessing the quality of instructional practice and providing actionable feedback to all teachers and administrators in alignment with the established criteria.

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

Overall Finding:

The school leader is in the process of developing evidence-based systems to monitor and improve individual and school-wide practices.

Evidence/Information that Lead to this Finding:

- The school leader meets monthly with staff and the Curriculum Leadership Team (CLT) to analyze data and monitor the progress of student achievement and initiatives. Additionally, the attendance, Response to Intervention (RtI), and inquiry teams analyze student data to adjust intervention, and the school leader shared that she then reviews their minutes and decision points. However, the review team found that the work of each of these groups is inconsistent.
- Although, the school leader shared that she uses observation data to generate ideas for PD, the review team found limited evidence of observation data being monitored and used to target teacher training.

Impact Statement:

A lack of cohesion and consistency in using data to monitor the progress of school-wide goals 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:

- Expand efforts to collect and examine school-wide data to improve student achievement.

In 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 staff does not consistently implement the Common Core Learning Standards (CCLS)

across grades or use data to adjust the delivery of instruction. School leaders and staff have not yet implemented formal protocols to adjust curriculum to meet the needs of all students, which limits the opportunities for students to achieve 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:

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

Overall Finding:

The school leader is in the process of developing a written plan to implement a rigorous and coherent curricula aligned to the CCLS.

Evidence/Information that Lead to this Finding:

- The school leader has incorporated team structures for common planning across grade levels and departments within the master schedule and designated this time for PD related to the CCLS and the implementation of curricula. A school-wide guiding team meets regularly to manage all improvement efforts including curriculum development. A review of documents demonstrated that an overall curriculum development plan to address the needs of all student and subgroups is not developed, which restricts the impact of the CCLS in challenging and engaging students.
- To address the expectations of the CCLS, the school adopted a common writing rubric and commercial programs recommended by the district for ELA and math. Staff reported that teacher leaders develop science and social studies pacing guides using the New York State Learning Standards Scope and Sequence, and then provide these to the staff for implementation. The school and the network provide teachers with PD to implement the newly adopted ELA and math programs. However, discussions with the school leaders and a review of documents demonstrated that the implementation of CCLS aligned curricula is not consistent across classrooms and does not meet the needs of all students.

Impact Statement:

The curriculum does not consistently meet the needs of all students, which hinders student 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:

- Create a written, comprehensive, and inclusive plan of curriculum implementation across all areas of study. The plan should include formal protocols for revising and adjusting curricula for all subgroups of students, and should be monitored by school leaders for implementation.

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 New York State content standards and address student achievement needs.

Overall Finding:

Teachers do not consistently develop and ensure that unit and lesson plans include DDI protocols and align to the CCLS to meet student needs.

Evidence/Information that Lead to this Finding:

- Teachers shared that they meet during common planning to review curriculum-pacing guides, share lesson ideas, and examine student work with the Editure consultants. Most teachers use a common lesson plan template, which includes a place for the CCLS standard number to be included. However, a review of lesson plans demonstrated that teachers do not consistently ensure that plans align to the CCLS and the instructional shifts, include scaffolded learning, or provide intervention resources to meet the needs of ELLs or students with disabilities.
- The school leader reported that she highlights weekly higher-order thinking skills to be used during planning and instruction. However, the review team found limited evidence of teachers using these higher-order thinking skills in plans or instruction during classroom visits.
- Although consultants meet weekly with teachers to look at student work and discuss performance gaps, the review team found little evidence of teachers using this data to inform their planning. Further, while teachers stated that they review benchmark and performance task data, the review team found limited evidence that teachers adjust curricula based on data.

Impact Statement:

Lesson plans do not consistently include DDI protocols or align to the CCLS, which limits student academic achievement.

Recommendation:

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

- Develop a comprehensive approach, with formal protocols and clearly articulated outcomes, to ensure that teachers implement a CCLS aligned curricula to meet the needs of students.

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 leader and teachers do not implement a comprehensive plan to provide students with interdisciplinary learning opportunities.

Evidence/Information that Lead to this Finding:

- While all students receive art instruction during the school day, and many have access to opportunities for music enrichment during the after-school program, the review team found no evidence of a plan for the integration of the arts in all grades and subjects.
- While technology, such as computers, SMART Boards, and iPads are in each classroom, and there is a multimedia library is on site, the review team found little evidence of these tools being used during classroom instruction.
- The review team found some evidence of informal cross-curricular connections, such as the integration of social studies content in an art class and instances of writing across the content areas; however, discussions with teachers and school leaders demonstrated that there are no formal partnerships to address interdisciplinary instruction.

Impact Statement:

Limited opportunities for students to engage in cross-curricula activities hinder student academic achievement.

Recommendation:

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

- Develop and implement interdisciplinary curricula that will enable all students to make connections across all grade levels 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 use assessments for curriculum planning or involve students in the ownership of their learning.

Evidence/Information that Lead to this Finding:

- While the school leader reported that she expects staff to use data, such as Fountas & Pinnell (F&P) reading levels, locally developed monthly benchmark assessments, and the Developmental Reading Assessment (DRA2), to make instructional decisions, the review team found that this practice was inconsistent across classrooms. A formal system to analyze and use data to target interventions to

meet the needs of students was evident in the school's 100 Book Challenge and SuccessMaker programs, but was not consistent in other areas across the school.

- Some students reported that teachers provide feedback on their work and give them information about improving their performance. They also reported using rubrics on occasion; however, a review of student work demonstrated that the feedback to students was not consistent across classrooms. Additionally, while some teachers provided students with recommendations for next steps, this was also inconsistent across classrooms.

Impact Statement:

The inconsistent alignment between the curriculum and assessment limits student achievement.

Recommendation:

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

- Ensure that teachers use assessment data to plan curriculum and to involve students in the ownership of their learning.

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: Teachers meet regularly and participate in a variety of PD activities. However, teachers do not consistently implement instruction aligned to the CCLS and the instructional shifts that is based on data or scaffolded to meet the needs of students, which limits student engagement and achievement.

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

Areas for Improvement:

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

Overall Finding:

Teachers do not consistently ensure that instructional practices are organized around lesson plans to meet the needs of all students.

Evidence/Information that Lead to this Finding:

- The school leader shared that a lesson-planning template was collaboratively developed and that teachers voluntarily use it. However, the review team found inconsistencies in the quality of lesson

plans reviewed and in the alignment of those plans to instructional practices during classroom visits.

- Although school leaders and staff reported that there are structures in place to support the development and adjustment of instructional plans, such as team meetings, committee meetings, and observations, the review team found that teachers are not consistently using data to inform instruction to meet the needs of students.
- While some teachers and teams establish goals and design interventions for groups of students, the review team found limited evidence of differentiated goals based on student needs in most classrooms.

Impact Statement:

The school's instructional practices do not consistently promote high levels of student engagement, 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:

- Ensure that teachers use lesson plans, and create student goals, based on data to meet student needs.

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

Overall Finding:

Teachers do not consistently provide coherent CCLS aligned instruction that leads to multiple points of access for all students.

Evidence/Information that Lead to this Finding:

- While a review of documents demonstrated that 90 percent of lesson plans included differentiated instruction for students, during classroom visits, the review team found that teachers differentiated instruction in only seven of 30 classrooms.
- While the school leader reported that she expects teachers to use engagement strategies aligned to the Kagan cooperative learning structures, such as timed-pair-share, talking sticks, and rally robin, the review team found limited use of these structures during classroom visits.
- While academic vocabulary and writing from sources were two instructional shifts observed during classroom visits, the remaining four shifts were not evident during classroom visits.
- The school leader shared that she has prioritized higher-order thinking skills as a school-wide

instructional focus for lesson planning and instruction, and that each week a challenge is identified and promoted via morning meetings, daily announcements, and email. However, in nearly all classes visited, thinking prompts, performance tasks, and instructional questioning were low-level.

Impact Statement:

Instructional practices do not consistently align to the CCLS shifts, which hinders student engagement and 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 teachers use instructional practices aligned to the CCLS instructional shifts that contain high levels of text and content complexity.

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

Overall Finding:

Teachers do not consistently implement a plan to create a learning environment that is responsive to student needs.

Evidence/Information that Lead to this Finding:

- The school leader shared that there are school-wide and classroom expectations that teachers display and reinforce by awarding "whoop-hoo dollars" and through recognition ceremonies. Interviews with students, parents, and staff, and a review of documents, demonstrated that there was a sharp decline of over 900 percent in incident reports during the 2012-13 and 2013-14 school years. While some students stated that teachers are supportive, others shared that they are reluctant to ask questions in class for fear of being taunted by their peers. During classroom visits, most students were calm and orderly, and all constituents shared that the school is generally physical safe.
- Many lesson plans indicate student groupings and engagement strategies, and teachers shared the strategies they use to meet the diverse needs of learners during interviews. Additionally, commercial programs, such as Readwell, ReadyGEN, and Go Math support teacher planning by providing recommendations for strategies to meet student needs. However, an analysis of lesson plans and classroom visits demonstrated that most teachers either group students into three generic performance groups, assign a small group to work with a paraprofessional without tailored learning objectives, or use one of the Kagan structures with all students in a way that does not meet the needs of subgroups of students.

Impact Statement:

While physically safe, the learning environment does not consistently meet the needs of all learners, which limits student success.

Recommendation:

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

- Build the capacity of staff to understand and apply strategies for meeting the needs of diverse learners.

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

Overall Finding:

Teachers do not consistently use data to inform planning or to foster student participation in their own learning process.

Evidence/Information that Lead to this Finding:

- While the school leader shared that teachers have received PD on instructional strategies to increase rigor and student engagement, the review team found during classroom visits that these strategies have not been consistently implemented. Further, while a document review and interviews with staff demonstrated that consultants work with teachers to develop plans for grouping students, the review team found that most teachers group their students into three groups by performance level.
- Formative and summative assessments are in place including monthly benchmark assessments, F&P reading level assessments, 100 Book Challenge progress-monitoring and interim measures within the commercial programs of ReadyGEN, Readwell, Go Math, and SuccessMaker. Additionally, teachers used formative assessments, such as exit slips, guided practice, and thumbs up-thumbs down during approximately 40 percent of the classes visited, and teachers keep data-binders with student information. However, the review team found inconsistent evidence of teachers using this data to modify instruction to meet the needs of individuals and groups of students.
- While some teachers use rubrics to grade student work, the review team found limited evidence of written feedback to students with actionable next steps to improve their learning. Additionally, most teacher instructional feedback to students during classroom visits included re-iterating the instructions, confirming correct answers, and demonstrating correct answers to prompts.

Impact Statement:

The inconsistent use of data-based feedback that is timely and purposeful limits student academic achievement.

Recommendation:

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

- Ensure that teachers use data to target instruction for students and to provide students with clear next steps for improvement to ensure student ownership of their learning.

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

Tenet Rating

D

Debriefing Statement: The school community supports and promotes student social and emotional development through programs and professional learning opportunities to establish a respectful learning environment.

Strengths:

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

Through collaboration with stakeholders, the school leader has adopted procedures for identifying and meeting the social and emotional developmental health needs of students.

Evidence/Information that Lead to this Finding:

- The school leader shared that there is a school-wide PBIS model in place to support the implementation of the school’s vision for social and emotional wrap-around supports for students. This includes clear behavior expectations and explicit instruction for students. Morning town hall meetings provide an opportunity for school leaders to engage with students and staff in order to teach and reinforce these expectations. Further, the school leader reported that there is an embedded in-class model for Response to Intervention (RtI) that teacher and paraprofessional teams use in every classroom to meet student needs. When additional supports are required, staff reported that a referral process is in place with supports that include counseling, mediation, and a ladder of discipline. Students and parents shared that a teacher or counselor is regularly available to address any social emotional or academic needs of students and that students feel comfortable seeking adult support. Staff, parents, and the school leader reported that there has been a dramatic decrease in behavior problems and an overall improvement in student attendance rates.
- The school leader has partnered with Turnaround for Children to implement weekly PD for staff on topics of social and emotional developmental health and student engagement using Kagan structures. Additionally, a review of documents and classroom visits demonstrated that the school

leader identifies a weekly focus for lesson planning related to these structures. All staff members attend monthly presentations regarding the social skills curricula and character traits program. Grade level, Rtl, and inquiry teams review student data including academic, attendance, and intervention reports, and a review of documents demonstrated that student incidents decreased from 291 in 2011-12 to only three in 2013-14.

Impact Statement:

The implemented systems effectively address barriers to social and emotional developmental health, which improves student success.

5.3 **The school has received a rating of *Effective* 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 articulates a vision for student social and emotional developmental health that is aligned to a curriculum.

Evidence/Information that Lead to this Finding:

- The school leader shared that she has supported the implementation of a number of research-based programs to support student social and emotional developmental health including a school-wide PBIS program, monthly character education presentations, and monthly social skills curricula instruction. Students were able to articulate a number of these initiatives during interviews. Further, parents reported that they have been invited to participate in events connected to these programs; although the school leader shared that few parents have attended. All classrooms had expectations for student behavior posted and nearly all students were compliant and orderly throughout the visit.
- The Turnaround for Children program implemented this year has provided PD and planning opportunities for staff regarding the skills and behaviors required to support student social and emotional developmental health. The review team found evidence of the implementation of these skills in classrooms in both written lesson plans and instructional strategies used by teachers, which have resulted in a decrease in school-wide incidents and an increase in attendance.
- Although student support services stated that they do not all meet formally, several meet in smaller teams and reflect on the progress of student social emotional developmental health, which they share with the school leader and referring teachers. A review of documents demonstrated that school leaders and support staff monitor the success of programs implemented and the school leader reported that further program evaluations are scheduled for spring 2014.

Impact Statement:

As a result of implementing programs and structures to support social and emotional developmental health,

students learn in a safe and healthy learning environment, which improves student success.

Areas for Improvement:

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

Overall Finding:

The school is in the process of collaborating with stakeholders to clarify the roles of all constituents in fostering student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- The school re-launched the newly configured Parent Teacher Association (PTA) in December 2014 with a focus on supporting the school's vision for increasing student achievement. Parents reported that one focus of the association is to encourage parents and community members to engage in positive participation in the activities and teams offered by the school. Further, parents reported that they support the school's vision for student social and emotional developmental health. However, interviews with parents and staff demonstrated that not all constituents are clear on their roles in supporting the social and emotional developmental health of students.
- The attendance committee and RtI teams, consisting of instructional and support staff, meet regularly to review data related to social emotional health, including attendance, student incident reports, intervention referrals, and anecdotal reports. However, the review team found little evidence of formal protocols in place to respond to student social and emotional developmental health needs.

Impact Statement:

Not all constituents are able to articulate their roles in supporting student social and emotional developmental health, 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:

- Ensure that all stakeholders are clear on their roles in supporting student social and emotional developmental health and develop protocols and processes to monitor supports put in place to meet student needs.

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 students' social and emotional developmental health needs.

Overall Finding:

The school is in the process of developing a strategic plan to collect, analyze, and use data to support student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- Staff members maintain data binders, and teacher teams collect monthly snapshots of student assessments in core subject areas; however, there are no formal protocols in place for the analysis of this data. Members of the student support services stated that they regularly review data, such as attendance, student grades, and behavior incident information to guide targeted interventions, and other teams, such as RtI, attendance, and extended day teams, also analyze data related to student needs. However, the review team found limited evidence of a comprehensive plan to analyze and share student social and emotional health data across teams or to monitor the effectiveness of implemented supports.

Impact Statement:

The lack of a formal plan to analyze student social and emotional health data limits student opportunities to become academically and socially successful.

Recommendation:

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

- Develop a comprehensive plan for using data to support the social emotional developmental health needs of students.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.	Tenet Rating	D
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Debriefing Statement: The school community has created a welcoming and safe environment for families, through the use of multiple outreach efforts. However, family and community partnerships to train parents to support their children’s academic achievement are limited.

Strengths:

6.2 **The school has received a rating of *Effective* 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 leader has ensured that students, families, and staff are aware of high expectations for student achievement.

Evidence/Information that Lead to this Finding:

- The priorities for student achievement are posted in classrooms and throughout common areas of the school. Parents, school leaders, and staff articulated the school's vision for improved student achievement. Students confirmed that adults want them to improve their performance in order to be successful and move to the next grade level, and students described specific goals for achievement.
- A review of documents, and interviews with staff, demonstrated that the school communicates its expectations for student achievement through phone calls, letters, assessment calendars, and monthly overviews of upcoming curricular topics for core subjects.
- A review of documents demonstrated that the PTA is surveying parents and teachers in order to offer supports for improving student outcomes, and the school gave parents an overview regarding the implementation of the CCLS and strategies for supporting their children.

Impact Statement:

Regular communication between the school and home regarding student academic expectations improves student success.

6.3 **The school has received a rating of *Effective* 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 multiple opportunities for reciprocal communication and engagement with families and staff in order to support student achievement.

Evidence/Information that Lead to this Finding:

- The school uses multiple tools for family outreach, such as phone calls, automated phone messaging, emails, text messages, letters, backpack notes, school ceremonies, assemblies, Saturday programming, workshops, and parent conferences, which are all provided in the most prevalent languages of English and Spanish. The Language Allocation Policy (LAP) also includes provision for interpretation and support in languages other than English and Spanish.
- Parents, teachers, and school staff collaborate formally on several committees including the PTA, SLT, and Saturday programming teams. Further, parents and staff reported that the school leader's open door policy is successful. The proactive relationships between members of the student support services staff and parents have resulted in agency referrals, collaborations with community-based organizations, and internal supports to meet the social and academic needs of students.
- The school leader, parent coordinator, and PTA have collaboratively surveyed families about interests and needs, and are working to offer workshops that reflect the results of the survey, but

staff reported that parent attendance is low at these trainings.

Impact Statement:

The school engages in reciprocal communication with families that supports student academic and social emotional growth.

Areas for Improvement:

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

Overall Finding:

The school community is developing plans to partner with families and community agencies to provide training to support student success.

Evidence/Information that Lead to this Finding:

- A review of documents, and interviews with parents and staff, demonstrated that the school has hosted several workshops to inform parents and provide them with strategies to support their children on the ReadyGEN ELA and Go Math curricula. Additionally, parent guides and monthly topic overviews of vocabulary and strategies for literacy, math, science, and social studies have been distributed. Further, a number of activities, such as the Thanksgiving luncheon, craft day, and concerts in the gym have taken place with parent participation. However, the review team found that these efforts are not part of a comprehensive plan to create and sustain community and family partnerships.
- Although the Turnaround for Children PD initiative has been implemented to address some aspects of the home-school relationship, the review team found that there are limited opportunities for staff to build their capacity to fully engage community partnerships.

Impact Statement:

The lack of a fully comprehensive plan for a robust home-school connection limits student success.

Recommendation:

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

- Develop a comprehensive plan to support staff in developing and sustaining family and community 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 data in a way that promotes dialogue to empower families to advocate for their children.

Evidence/Information that Lead to this Finding:

- A review of documents demonstrated that the school provides student achievement data, such as test scores, proficiency levels, report cards, and progress reports to parents in all relevant languages. Additionally, the school's open door policy, Saturday programming, and nightly workshops allow opportunities for parents to seek clarifications on student data. However, staff and parents reported that parent participation at these events is limited.
- A review of documents demonstrated that team meetings, including Rtl, inquiry, curriculum leadership, and teacher teams, are used to analyze student data. However, formal protocols or procedures to share and integrate data regarding family and student needs across all teams are not yet in place.

Impact Statement:

The school community does not consistently empower families to take action to support student learning.

Recommendation:

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

- Develop a comprehensive plan to analyze and share data with parents in order to empower them to advocate for their children.