



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

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



<b>BEDS Code</b>	310600010005
<b>School Name</b>	PS 005 Ellen Lurie School
<b>School Address</b>	3703 Tenth Avenue, Manhattan, NY 10034
<b>District Name</b>	NYC CSD 06
<b>School Leader</b>	Wanda Soto
<b>Dates of Review</b>	May 20, 2014
<b>School Accountability Status</b>	Focus School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

**School Information Sheet for 06M005**

School Configuration (2013-14)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	674	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	5	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	3	# SETSS	1	# Integrated Collaborative Teaching	3
Types and Number of Special Classes (2013-14)					
# Visual Arts	1	# Music		# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		89.1%	% Attendance Rate		93.7%
% Free Lunch		99.9%	% Reduced Lunch		0.0%
% Limited English Proficient		46.5%	% Students with Disabilities		14.3%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		0.1%	% Black or African American		6.9%
% Hispanic or Latino		92.1%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White		0.1%	% Multi-Racial		0.1%
Personnel (2012-13)					
Years Principal Assigned to School		13.8	# 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		2.0%	Average Teacher Absences		8.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		9.4%	Mathematics Performance at levels 3 & 4		16.4%
Science Performance at levels 3 & 4 (4th Grade)		68.0%	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		X
Priority School					

**Accountability Status – Elementary and Middle Schools**

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

**SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**

**Goal#1:** By June 2014 teacher teams will have established and implemented effective systems or engaging in instructional cycles which will include unpacking literacy unit standards and tasks prior to unit, collaborative lesson planning, analysis of common unit assessments to identify student strengths and needs in order to make specific instructional adjustments.

**Goal#2:** By June 2014 teacher teams will have established and implemented effective systems or engaging in instructional cycles which will include unpacking math unit standards and tasks prior to unit, collaborative lesson planning, analysis of common unit assessments to identify student strengths and needs in order to make specific instructional adjustments.

**Goal#3:** By June 2014, all ELA and Math teachers in grades K-5 will receive frequent and actionable feedback with specific attention to engaging students and ELLs as evidenced by ADVANCE platform.

**Goal#4:** By June 2014, all teachers and students will be engaged in a comprehensive intervention program, Yale-Emotional Intelligence as measured by a decrease in principal and superintendent suspensions as evidenced in OORS.

**Goal#5:** By June 2014, we will refine our sustainable parent outreach program to strengthen our partnerships by focusing on parents as partners as measured by a 5% increase in participation as evidenced by sign-in sheets and agendas.

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

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

**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	
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</b>	

**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	
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</b>	

**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
<b>OVERALL RATING FOR TENET 5:</b>				<b>D</b>	
<b>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.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

**School Review Narrative:**

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school leader, in collaboration with the school leadership team and community partners, has created goals and a vision that target school improvement. The school leader uses these goals to make decisions about human, fiscal, and programmatic adjustments that support student achievement. However, not all stakeholders are able to describe these goals. This limits the ability of the school community to make decisions and measure progress toward school improvement.

**Strengths:**

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

**Overall Finding:**

The school leader has made strategic programmatic, human and fiscal capital resource decisions to improve the school learning environment.

**Evidence/Information that Lead to this Finding:**

- The school leader recruits, trains, and maintains teachers she personally interviews. The Network provides the resumes of prospective teachers and helps with the filtering process. The school leader stated that she believes that the practice of retaining certified and licensed staff is in the best interest of the children and provides a school environment that supports the best instruction and care.
- The school leader assumes the role of budget manager and takes responsibility for all requests for support provided by the Network and other sources. The school leader has made changes that have had a positive impact on the school, which include the provision of more common planning time for teachers to accommodate vertical teacher meetings, inquiry team meetings, and grade-level meetings, with a focus on improving instruction, learning, and student achievement. The school leader stated that she identified a need for additional coaches to sustain development and hired both a literacy coach and a math coach to support teacher needs.
- The school leader has allocated resources to provide extended learning opportunities on Saturdays for English language learners (ELLs).
- The school leaders partnered with the Children’s Aid Society to support the academic, social, and emotional needs of students and families.

- The school leader is making efforts to incorporate technology across the curriculum and hired a technology teacher as part of the effort to raise the effectiveness of technology as a tool for supporting and enhancing student learning.

**Impact Statement:**

The school leader has planned and implemented strategic decisions that make effective use of resources and provide positive contributions toward improving the school learning environment and culture.

**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, Measureable, Ambitious, Results-Oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

**Overall Finding:**

Although the school leader has developed school goals in collaboration with the school leadership team, the school leader has not ensured that all members of the school community are aware of school goals.

**Evidence/Information that Lead to this Finding:**

- The school leader used several sources of data in the creation of the School Comprehensive Educational Plan (SCEP), including the New York City (NYC) School Learning Environment Survey and Quality Review. The school leader stated that the SCEP goals were developed with input from the school leadership team, which includes teachers, parents, and community partners. The leader also stated that she met with school staff and communicated these goals, so that all were familiar with the direction the school is taking.
- In interviews conducted by the Integrated Integration Team (IIT), many stakeholders reported that they were unsure of the school goals. Students stated that although they were unsure about specific school goals, they knew that their teachers wanted them to do well and go on to college. Interviewed teachers were also uncertain about specific school goals and stated that school leaders wanted them to have students achieve at high levels. Although the parent group was enthusiastic about the direction of the school, they were not aware of specific goals.
- Additional discussions with the school leader showed that school goals are not monitored to determine ongoing student performance or to reflect progress toward other stated goals.

**Impact Statement:**

All stakeholders are not fully connected to the implementation of the school's Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals and long-term vision, which hinders progress toward achieving

school goals and improved academic achievement.

**Recommendations:** In order for the school practices and strategies to align with the Effective rating on the DTSDE rubric, the school should:

- Develop a comprehensive plan to ensure that school goals are known by all stakeholder groups and that each member of the school community understands the role they play in the realization of these goals. Develop a timetable and benchmarks, monitor progress toward meetings these benchmarks, share this information with the school community, and make adjustments as indicated.

**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 conducted targeted and frequent observation and track progress of teacher practice based on student data and feedback.

**Overall Finding:**

School leaders have a system in place to regularly evaluate teachers; however, the system is not being used to consistently drive improvements in student learning and achievement.

**Evidence/Information that Lead to this Finding:**

- The school leader reported that at the beginning of the school year teachers made selections within the ADVANCE system of teacher observation based on contractual guidelines. The school leader then developed plans for the formal and informal observation process aligned with the ADVANCE system. An annual observation cycle was developed for each teacher. Teachers stated that they have agreed to, and participate in, intervisitations, which they reported as being more effective than the feedback processes used by school leaders to provide suggestions for improvement.
- The school leader reported that she has provided a literacy coach, a mathematics coach, and consultant support from Generation Ready, a professional learning provider, to assist all teachers in accomplishing the goals they set for themselves in September 2013.
- The IIT reviewed ten staff observation reports and noted that, although the observations were well-developed and contained relevant comments, they contained limited feedback that would lead to actionable and significant changes in classroom instruction. Teachers commented that although the observations were meaningful, they would appreciate additional feedback for use in professional discussions and making improvements in teaching practices. Further discussions and documented evidence revealed that outcomes and information from observations are not always used to identify professional development (PD) opportunities and offerings to improve school-wide instructional practices are not always effective.

**Impact Statement:**

School leaders provide feedback to staff that is not consistently designed to improve instructional practices, which hinders teacher ability to make changes that would improve student learning.

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

- Ensure that feedback is meaningful and brings about measureable and observable changes in instruction that improve student engagement and achievement.

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

**Overall Finding:**

Although school leaders have several plans in place for school improvement, there was limited evidence showing that data is collected and shared within the school community to bring about advances in student achievement.

**Evidence/Information that Lead to This Finding:**

- Discussions with school leaders and reviewed assessment data showed that although there are some English language arts (ELA) and mathematics test results and other student data available for use in examining student achievement, analysis and action plans to address weaknesses were not developed. Reviewers found that New York State English as a Second Language Achievement Test (NYSESLAT) data is available and the school leadership has support from the Network to analyze the results. The school leader stated that she uses this data to form bilingual classes, transitional classes, and general education classes. However, in discussions with the IIT, teachers reported that they were not consistently aware of test scores, what they represented, or how the information could be used to drive instruction and student learning.
- Through discussions with school leaders and a review of evaluation processes, the team found that systems for monitoring and evaluating instruction and curricula implementation are not sufficiently rigorous and the school leader is not precisely identifying and addressing areas in need of support. Reviewers found that school leaders do not always have a clear picture of school, staff, and student performance.

**Impact Statement:**

A limited use of data and other information to improve instruction and student outcomes hinders movement toward ensuring that all students are college and career ready.

**Recommendation:**

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

- Put in place systems for the use of data analysis to identify the underlying causes for learning gaps and students not meeting proficiency levels. Ensure teachers use this information to adjust teaching practices.
- Analyze data to identify specific performance areas in need of support and provide resources to bridge the gap.

**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 adopted programs aligned to the Common Core Learning Standards (CCLS) in literacy and mathematics aimed at increasing the rigor of curricula. Teachers have begun to align their instruction and planning to the CCLS shifts. However, teachers have not used data effectively to adjust instruction to improve student achievement.

**Strengths:**

All ratings for this Tenet are either **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 has begun to implement curricula supporting the CCLS. However, teachers have not yet begun to use the curricula to plan for and deliver demanding lessons that meet the needs of all students.

**Evidence/Information that Lead to this Finding:**

- The school leader, with Network support, has provided initial PD to staff on the implementation of the CCLS. Classroom visitations revealed that some teachers have begun to implement the CCLS and have aligned their instruction to include the required instructional shifts. However, implementation is inconsistent and many teachers reported the need for additional support in developing lessons and instruction aligned to the rigor of the CCLS.

- The second-grade team has begun to develop lessons and strategies that assist students in developing higher-order thinking skills, which includes designing assessments and questioning techniques to challenge students. The team has also begun to use assessments to inform their instruction and planning to scaffold learning. However, this team is only beginning to look at data as a means of enabling them to provide suitable work for every student, as well as provide guidelines for the grouping of students. School leaders have included the ReadyGEN ELA and GO Math! curricula as another option for teacher use. However, as revealed in classroom visits, curricula is not consistently planned in a manner that is student-centered and demanding of thought, and is not consistently aligned to the CCLS. Reviewers found that some teachers provide planning aligned to the CCLS, but there is not always a connection between planning and implementation in the classroom.

**Impact Statement:**

The inconsistent planning of CCLS-aligned instruction that addresses the individual and group needs of all students hinders the ability of the school to provide for the access to instruction that will improve student achievement.

**Recommendations:** In order for the school’s practices and strategies to align with the Effective rating on the DTSDE rubric, the school should:

- Provide opportunities for grade-level teams to share best practices that provide coherent and rigorous instruction for all students.
- Continue to provide ongoing PD designed to ensure that both planning and delivery of instruction are aligned to the CCLS and appropriate shifts.

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

**Overall Finding:**

Teachers inconsistently use data to develop lesson plans aligned to the CCLS; plans do not always meet the needs of all students to improve achievement.

**Evidence/Information that Lead to this Finding:**

- Classroom visitations revealed that in 22 of 34 classrooms visited there was little or no evidence of data-driven instruction (DDI) protocols in use. Teacher interviews disclosed that teachers were not always aware of how to collect and analyze data, or how to use it to inform their instruction to provide for the needs of all students. In the majority of classrooms visited by reviewers, a lack of informed use of data is resulting in work not tailored to the needs of different groups of students.
- Although interviews with the second-grade team revealed that the team meets collaboratively to

plan for the use of DDI in their instruction as a means to address the needs of all students, this is not the norm. This team was able to discuss the use of assessments to provide differentiation of instruction, as well as group students according to need; however, this is not a common practice across all grades.

- Classroom visits revealed that teachers are inconsistently planning for the use of questioning techniques that will help develop higher-order thinking skills in students. Designed assessments to gather student responses did not require deeper thought or reflection.
- A review of lesson plans revealed that although most plans referred to the standard being addressed, in 22 of the 34 classes reviewers found no evidence of strategies designed to meet the needs of subgroups of students.

**Impact Statement:**

The inconsistent use of instructional planning aligned to the demands of the CCLS that provides for the needs of all students and subgroups of students hinders the school's plan to improve the academic success of all students.

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

- Provide PD for all staff to develop unit and lesson plans that are both coherent and rigorous in an effort to promote student academic achievement.
- Provide constant monitoring of the planning process to ensure that all components of the CCLS are included in planning and that the needs of all students are addressed.

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:**

There is limited evidence of the purposeful planning and implementation of an interdisciplinary curricular approach that encompasses all grade levels and subjects, and includes the arts, technology, and other enrichment opportunities.

**Evidence/Information that Lead to this Finding:**

- There was limited evidence of a formal interdisciplinary approach being planned for and implemented among staff. Teacher interviews revealed that although teachers see value in collaborating and providing multiple access points to learning for all students, this type of planning occurs only on an ad hoc, unstructured basis. Reviewers found that time is not provided for teachers

to work collaboratively to design activities that make effective use of core skills across different subject areas.

- During lesson visitations, reviewers found few examples of the use of technology to improve student learning or engagement in a meaningful and productive manner.
- There is no formal music program in place within the school; however, the school chorus provides access to enrichment through choral presentations performed by children. Additionally, the art teacher stated that teachers occasionally request support; however, no formal interdisciplinary approach is in effect.

**Impact Statement:**

The lack of formal interdisciplinary programs does not allow students access to multiple opportunities for engagement in activities that would improve their ability to become academically successful.

**Recommendations:** In order for the school's practices and strategies to align with the Effective rating on the DTSDE rubric. The school should:

- Ensure that enrichment programs, such as technology, art, and music, are mandatory and ensure grade- and subject-level planning meetings allow for collaboration and inclusion in all subject area curricula.
- Ensure that all grade levels and subject areas have allotted collaborative meeting time for the planning and development of units and lessons that provide an interdisciplinary approach to all subject matter.

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:**

The school staff is at the beginning stage of understanding how to collect and analyze assessments to inform curricula planning and instruction that supports the needs of all students and promotes student ownership of learning.

**Evidence/Information that Lead to this Finding:**

- Teacher interviews and an examination of student-generated work revealed that teachers are beginning to use rubrics in all assessments. Reviewers noted rubrics posted on classroom walls that showed levels of achievement and provided measures that needed to be in place to improve achievement. However, rubrics were not found consistently throughout the school, or on displayed student work. There was evidence in only 15 of the 34 classrooms visited of efforts to use rubrics to promote student ownership of learning. Discussions with students revealed that most teachers do

not use assessment data to provide students with feedback on the areas for improvement they need to focus on.

- Teacher interviews revealed that they have access to Standardized Testing and Reporting (STAR) data and other forms of data. However, teachers are at an early stage of developing the skills to analyze and interpret data to make curricular decisions and modifications. Teachers made use of data to group students or match work to student abilities only in a small number of observed lessons. Interviewed teachers confirmed that they need additional training to equip them with the qualities needed to ensure a better-fit alignment between assessment and curricula planning and implementation.

**Impact Statement:**

The inconsistency of the staff’s ability to use assessments to inform both planning and instruction limits the ability of the school to promote student ownership of their learning, thereby limiting student academic achievement.

**Recommendations:** In order for the school’s practices and strategies to align with the Effective rating on the DTSDE rubric, the school should:

- Provide a coherent plan to instruct and monitor teacher understanding and use of data and assessments to guide and inform curricula implementation.
- Provide relevant and actionable feedback to students that targets what they need to do to improve.

**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:** Some teachers are providing instruction based on lessons that are created collaboratively. However, the instruction is not sufficiently rigorous. Many teachers use questioning techniques that are often aimed at the lowest level of comprehension on Webb’s Depth of Knowledge scale and do not provide opportunities for increased student reflection. Classroom instruction is mainly teacher-dominated and lacking in student engagement. While some teachers are using assessments to inform their instruction, this is inconsistent.

**Strengths:**

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

**Areas for Improvement:**

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

**Overall Finding:**

There is inconsistent evidence of planning designed to provide for student needs, and classroom instruction is not consistently driven by data.

**Evidence/Information that Lead to this Finding:**

- In 22 of 34 classrooms visited and a lesson plans review, the team noted some evidence that teachers are beginning to plan lessons that are CCLS aligned. However, lessons were often lacking in effective assessment components and often did not address the needs of all students and subgroups of students. Reviewers found that teachers often did not provide sufficient time for student responses, which limited the active participation of many students who might have responded.
- Discussions with teachers and planning documentation showed that conversations between teachers and school leaders on aligning plans and student data are becoming more frequent, but there is still a need to ensure that the academic needs of all students are fully met. Discussions with teachers and school leaders, a review of planning documentation, and lesson visitations provided clear evidence that teachers are not yet consistently using data to plan interventions and extensions to student learning. During lesson visitations, the IIT noted that classwork is often the same for different groups of students.
- Observations by reviewers showed that although teacher planning was not consistent, in English as a second language (ESL) classes, lessons were often rigorous and demanding. The team observed that students participated more freely in some of these classes because teachers waited for student responses and avoided negative reactions. Reviewers also found increased evidence of the use of graphic organizers in ESL classes, which provided students with additional support in the classification of English terms with their Spanish equivalents.
- Responses from students during the small group interview revealed that teachers do not always engage in goal setting for and with students. The goal setting documents reviewed by the team reflected goals that tended to be generic, rather than specific. Discussions with students further showed that they are not clear on the steps needed to achieve at the next higher level.

**Impact Statement:**

A lack of consistent DDI and rigorous, specific goal-setting procedures adversely impact on student learning and improvements in student achievement, which limits career and college readiness.

**Recommendations:**

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

- Provide support to staff on how to develop lessons that provide access points to learning for all students; ensure that specific academic goals are set for all students that determine a learning pathway for achievement at a higher level.

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:**

Although the school leader and Network have provided PD aimed at improving instruction aligned to the CCLS and shifts, instruction is not consistently planned and delivered in a way that meets the needs of all students.

**Evidence/Information that Lead to this Finding:**

- Through discussions with teachers and school leaders and a review of PD calendars, reviewers found that teachers have the assistance of both literacy and mathematics coaches provided by the Network. Discussions with coaches and a review of teacher planning showed that the coaches have helped staff create CCLS-aligned units that are both mapped and paced for instruction and delivery. During classroom visitations, reviewers noted that although some classes included instruction that allowed for reflection and deep thought, others did not. On a number of occasions, reviewers observed that teachers answered their own questions, rather than allowing students time to frame and make responses.
- Reviewers observed inconsistent evidence of strategies designed to promote the inclusion of English language instruction. Teachers did not consistently refer to visual prompts in the classroom that would have facilitated the connection between English and Spanish. Although teachers displayed word walls in almost every classroom, reviewers found little evidence that these were used by either students or teachers in stimulating ongoing vocabulary development.
- Lesson visitations showed that much instruction was teacher-dominated and did not allow for strategies to promote deeper student understanding. Some classes provided opportunities for student interaction, such as "Think, Pair, Share" and "Elbow Buddies" techniques. However, of the 34 classes visited, few demonstrated an effective use of such strategies. In addition, few of these classes provided learning activities that addressed and supported the needs of each student, including the needs of students with disabilities. Visitations revealed limited selections of higher content level texts provided to promote greater rigor for students. Students stated in interviews that they sometimes ask for more demanding texts to read.

- The mathematics classes visited had the advantage of having a mathematics coach available; however, visitations in some classrooms showed that questioning was not always used to test out student knowledge or understanding, or to encourage students to explain how they arrived at answers.

**Impact Statement:**

The lack of consistently rigorous and demanding instructional practices and strategies does not lead to high levels of engagement and achievement for all students.

**Recommendations:**

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

- Provide additional time for the literacy and mathematics coaches to be in classrooms to provide mentoring and guidance for all teachers to improve delivery of instruction.
- Provide additional PD for teachers on how to use Webb’s Depth of Knowledge questioning techniques to foster deeper thought from students.

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

**Overall Finding:**

Although the school has adopted the Yale Emotional Intelligence Scale and Mood Meter as its program to meet student needs, and all rooms have a “Charter” that is reinforced daily to support students, not all students feel they are in an environment that meets their needs.

**Evidence/Information that Lead to this Finding:**

- School leaders have adopted an approach taken from the Yale Emotional Intelligence Scale, known as the Recognizing, Understanding, Labeling, Expressing, and Regulating (RULER) approach, as a method of helping students understand and discuss their feelings and emotions. The IIT noted that evidence of the effectiveness of this program could be seen each day in every room. Interviewed students could describe the approach and discuss how it has helped them. Teacher interviews revealed that teachers were seeing visible improvements in student attitudes while using this program. During interviews, parents also revealed that they knew of the program and reported that when their child returned home with a color indicator they knew what it meant and how to react to it. The school leader is in the process of gathering data on this new approach.
- The team observed that each class has a “Charter” in place; reviewers found that students and teachers each have input on how they want their class run, and interviewed students could describe

how they contributed to their classroom charters. Teachers reflected on the charter as an effective tool in classroom management, as it stressed cooperation and respect for each other.

- The student support staff discussed a referral process in use that uses an “articulation card” to monitor the process. Student support staff stated that responses to intervention were tiered depending on the student behavior and its frequency.
- In classroom visits, the team observed that although the learning environment was safe, there was limited evidence of strategies designed to meet the individual needs of all students. There were few opportunities for students to engage in discussions and share different viewpoints. Students were not sufficiently challenged by questions requiring them to think reflectively or generate ideas that would allow them access to higher-order thinking skills. Questioning techniques used by teachers rarely demanded more than one word responses. The scaffolding of ideas and concepts to support the individual needs of all students, including ELLs and students with disabilities, was inconsistent. During interviews with the IIT, teacher responses did not indicate that these strategies were a school priority.

**Impact Statement:**

Although the school environment is physically safe and students enjoy being with their teachers, inconsistent delivery of instruction designed to meet the needs of all students limits student opportunities for academic success.

**Recommendations:**

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

- Ensure that students are provided with opportunities to share views and opinions, look at issues from different perspectives, and have learning matched to their needs and abilities, so that all classrooms are challenging and engaging.

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:**

Assessment data and feedback are not used effectively to improve the quality and pace of student learning.

**Evidence/Information that Lead to this Finding:**

- Discussions with school leaders and teachers showed that teachers have access to various forms of data, but do not rigorously analyze or use it to group students or adjust instructional strategies. Teachers informed reviewers that they look at STAR data and ongoing assessment data, but planning documentation and lesson observations suggested that teachers are not consistently using

this information to make modifications to their teaching. Similarly, classroom observations showed that teachers carry out class-based assessments, but do not use the outcomes to reshape instruction if some students have not grasped the content or concepts being taught. This was also noted when some students exceeded expectations. Classroom visitations by the IIT also revealed that teachers inconsistently provided instructional supports for ELLs, and that plans included limited scaffolding of ideas or concepts.

- Discussions with teachers and students showed that although some teachers use rubrics to engage students in dialogue about aspects of their work that need improvement, this practice is not prevalent. IIT review of student work showed that teachers do not consistently make specific comments to guide students to a higher level of competency, and that comments are often related to student effort or a lack of it.

**Impact Statement:**

The inconsistent understanding and use of formative and summative assessments to inform instruction hinders the delivery of effective instruction and limits student academic achievement.

**Recommendations:**

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

- Provide additional, ongoing PD to all teachers on how to use all available assessments to inform their instruction and provide for the specific and general needs of all students.
- Provide PD on how to give feedback to students that will generate thought and inquiry, and improve student achievement.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school leader has introduced a curriculum designed to promote each student’s social and emotional developmental health. Teachers, parents, and support staff have received PD on implementation of the program during the 2013-14 school year. However, student support staff have not created formalized and collaborative systems that ensure all students and families receive the support they require.

**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:**

The school leaders have put programs in place for all stakeholders to use to support students' social and emotional developmental health issues.

**Evidence/Information that Lead to this Finding:**

- Based on the school leader's self-assessment and evidence from student support staff interviews, the school has systems in place to support the social and emotional developmental health needs of all students. The school leader has put the Yale Emotional Intelligence Scale program in place for all stakeholders and has provided resources to support staff training at Yale University. All stakeholders interviewed by the IIT revealed that this program has had a positive effect on making students aware of their feelings and stated that students can now identify ways to handle negative feelings. Stakeholders described the different stages of the program and shared the positive impact it has made on the school environment.
- The guidance counselors hold monthly meetings in which they target specific behaviors for focus. Staff reported that they illustrate positive behaviors by using relevant and well-known literary characters. Support staff base their work on the Six Pillars of Character framework for kindergarten through grade two students and the Connect with Kids program for grades three to five.
- The school leadership team has organized programs and assemblies designed to reinforce the message of positive behavioral expectations. Partnerships that support both academic and social achievement are also in place with the Center for the Arts Education and Literacy Inc. (LINC), a program that supports reading buddies for all grades and trains parents on how to help their children develop literacy skills. The Carmel Hill Fund partnership provides the school with access to the Renaissance Learning reading management software, Accelerated Reader, which is instrumental in improving the school library.
- Student interviews revealed that students feel comfortable speaking with at least one adult in the school whenever something is bothering them. Some students reported going to their classroom teacher, while others go to the guidance counselor or someone in the administration.

**Impact Statement:**

The program implemented by the school leadership addresses barriers to social and emotional developmental health enabling students to learn in a safe and healthy environment.

**5.3: The school has achieved 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 has put into place a program that supports a vision for social and emotional developmental health that provides students with learning experiences and feedback designed to create a healthy school environment for students, families, and teachers.

**Evidence/Information that Lead to this Finding:**

- Reviewers learned that school leaders have provided teachers with a handbook they use to guide their lessons during morning meetings. The assistant principals, who visit classes throughout the year to monitor program effectiveness, have provided PD to the staff.
- School counselors stated that they hold monthly meetings to model behavioral expectations for students. Teachers and staff attend these gatherings and follow up in the classroom.
- Interviews with the student support staff revealed that they have participated in PD with outside sources provided by the Network on bullying, child abuse, individualized education programs (IEPs), and suicide prevention.
- Reviewers found that the school has established and maintained a strong, healthy relationship with the Children’s Aid Society, which has an expansive office and meeting area within the school building. Reviewers noted that parents were in these offices during each day of the IIT review.

**Impact Statement:**

The school’s program to provide for the social and emotional developmental health needs of its students helps develop a strong and healthy school community.

**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:**

There is little evidence of a formalized plan that addresses the protocols, processes, roles, and contributions of each member of the student support staff to ensure that the visions and goals of the school are realized.

**Evidence/Information that Lead to this Finding:**

- The student support staff was able to show evidence of a “Ladder of Referral,” in which teachers

refer students in need of support for discussion by a committee. Academic and behavioral interventions are created based on the information gathered at such meetings. The support provided to students in need is based on tiers and reviewed frequently by counselors who provide adjustments, as necessary.

- A review of school documents revealed that school staff use a spreadsheet for recording referrals and identifying the actions taken. However, reviewers found no evidence of individual plans that could be shared with students and parents to monitor and track student social and emotional progress. There was also no way of sharing data with service providers so that their progress with the student could be guided or adjusted. Therefore, parents and students are not updated on student progress.
- Interviewed student support staff understood their roles and responsibilities; however, they could not tie their work to the school's vision or goals. When asked to describe their work, they reported that they mainly worked in isolation and met only as needed with other support staff.
- Interviewed parents reported that they were able to receive support from school counselors when they were having problems with their children. These same parents reported that they had been provided with assistance in the form of workshops on post-natal depression, help with family issues, and guidance for children in Head Start, as well as crisis support. However, parents were not clear on the school expectations for their role in meeting the school's vision in relation to the social and emotional well-being of students.
- Reviewers found little evidence of a formalized plan that addresses the protocols, processes, and roles of each member of the student support staff. The student support staff did not reveal a capability to share data based on student growth or to identify trends in behavior that would influence the social and emotional developmental health needs of all students.

**Impact Statement:**

Limited processes and protocols to monitor the effectiveness of the work of the student support staff hinders their ability to identify areas of student need and adjust the use of resources to remove barriers to the social and emotional developmental health of students.

**Recommendations:**

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

- Ensure that all stakeholders are aware of school expectations and their roles in bringing to life the school's vision for the social and emotional developmental health of students.

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

**Overall Finding:**

The school's student support staff and school leadership team have not put in place a strategic plan to gather, analyze, and utilize data to identify and address the needs of all students.

**Evidence/Information that Lead to this Finding:**

- The student support staff interview revealed that each staff member is working independently. There is no common meeting or planning time allocated for the discussion and sharing of ideas and concerns among support staff, or for discussions related to trends in the social and emotional developmental health needs of students.
- Reviewers learned that the pupil study team meets to address the identified needs of students based on teacher referrals, observations, IEPs, and attendance. This same team did not have a formal plan for collecting, analyzing, and using data to address social and emotional developmental health issues or for monitoring and tracking student progress. The team was more aware of the academic data generated in STAR reports than of the data collected in the Online Occurrence Reporting System (ORRS), such as referral, attendance, and suspension data that may impact on academic and social success.

**Impact Statement:**

A limited use of data to identify, monitor, and track student development limits the opportunities for students to become academically and socially successful.

**Recommendations:**

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

- Put in place systems and protocols for the student support staff that will facilitate the gathering, analyzing, and reacting to data to ensure that the social and emotional developmental health of all students is supported.
- Establish common meeting times for student support staff to collaborate and share information and ideas.

**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 community is developing an environment in which families, community agencies, and school staff work together and assume responsibility for social and emotional developmental health support for students. Parents believe that they are an important part of the school and can impact on the academic success of their children. School leaders are beginning to design systems for the collection of data to ascertain the effectiveness of parent engagement.

**Strengths:**

**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 strengths and needs are identified and used to augment learning,

**Overall Finding:**

The school leaders and the school leadership team, which includes staff, parents, and community partners, have developed an environment that provides reciprocal communication between families and the school that ensures that student needs are identified and supported.

**Evidence/Information that Lead to this Finding:**

- Reviewers found that stakeholders participate in school planning intended to provide support for students and their needs. Monthly Parent Association meetings are well attended by parents; and interviewed parents reported that they have a voice in the school. The IIT was able to observe such a meeting during the review in which over 70 parents participated. The school leader's presentation to parents was in Spanish, and a translator was present to accommodate those who did not speak Spanish. There was an agenda posted and disseminated that included various areas of concern and input from parent leaders and other support personnel. Reviewers learned that the school sends home letters and other correspondence in the home language of families.
- The school provides monthly newsletters that are used to keep families abreast of all school functions. Parent workshops are held with many topics selected by the parent leaders. Parent interviews revealed that parent meetings are held in conjunction with awards assemblies and other school events to maximize attendance.
- The school leadership has provided pertinent workshops for parents. The parent interviews revealed that Back to School Night was used to inform parents of different methods to maintain communication between the school and the family. Parents also stated that they received their Skedula password and had an opportunity to attend a brief workshop on how to access their child's work during the school year. Reviewers found that the school leader is open to ways in which the school can improve its communication with parents and families and is ready to take on board comments and suggestions from parents.

**Impact Statement:**

The positive relationship between the school and families contributes positively to student social and emotional needs, as well as student academic achievement.

**Areas for Improvement:**

**6.2 The school has received a rating of *Developing* for this Statement of Practice:** The school leader

ensures that regular communication with students and families fosters their high expectations for student academic achievement.

**Overall Finding:**

The school has put in place several processes by which to ensure regular communication with students and families. However, the ability of this communication to promote high academic expectations for student achievement has not yet been seen.

**Evidence/Information that Lead to this Finding:**

- Parents reported that communication with the family helped make parents aware of events and school activities. However, parents did not view these communications as an avenue by which to further their students' visions for the future. According to parents, communications between families and the school were general in nature and not specifically designed to provide parents with access to the school process.
- Parents on the school leadership team revealed that the school leader shares information with them at meetings and always asks for opinions. Reviewers learned that school communications come in the form of report cards, phone calls, the school messenger system, the school newsletter, monthly calendars, and through the parent coordinator.
- A document review showed evidence of parent meetings and pertinent agendas designed to assist parents. Although parent and student focus groups reported that the school leader is accessible and concerned, they could not describe any conversation or directive aimed at creating higher expectations for students.
- Parent focus group interviews revealed that they did not feel knowledgeable enough about current educational trends to help their children create visions for the future based on achieving higher education. The school is seeking ways to build stronger relationships and partnerships with parents.

**Impact Statement:**

Although parents feel that communication between the school and family is adequate, the inability of the school to share high academic expectations with families limits the level of student achievement.

**Recommendations:**

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

- Provide student and family support handbooks that promote the school's expectations and delineate the school's vision for greater student academic expectations; ensure that the school seeks the views of parents on how to build strong, productive partnerships between the school and home.

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 is in the process of developing partnerships with outside agencies within the community to promote and provide training for parents, which will enable them to support their children both academically and socially.

**Evidence/Information that Lead to this Finding:**

- Parent interviews revealed that many parents volunteer within the school to provide additional support for students. These parents are outside the school each morning assisting teachers and staff in greeting students when they come through the door. Parents also reported that they often assist the crossing guard in her duties by monitoring the route across the main avenue.
- Although the school has established relationships with several outside agencies, these agencies have not provided formal PD opportunities aimed at assisting parents in their quest to support their students. In addition, the school does not provide ongoing guidance for parents in helping them to better support their child's education.

**Impact Statement:**

Insufficient training is provided for families in the methods and strategies that will help students to benefit from a healthy and focused school environment that supports their academic achievement and social emotional growth.

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

- Provide parents with additional workshops aimed at empowering families with the knowledge and skills in how to support their children's academic and social development.
- Provide teachers with additional PD aimed at strengthening the ties teachers have with their students and families.

6.5 **The school has received a rating of *Ineffective* 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 share data with all stakeholders in ways that would promote student academic achievement. The school also does not support parents in ways that enable them to understand the data they do have access to and advocate for support for their children.

**Evidence/Information that Lead to this Finding:**

- Parent interviews revealed that they received only brief instruction on how to access data on Skedula. These same parents also stated that they often did not understand the data and its implications. Reviewers confirmed that report cards are distributed twice a year and translated when necessary. Teacher interviews revealed that teachers often have to explain the grading system to parents in an effort to show what is needed for improvement.
- Staff members reported that there is presently no support and guidance to assist parents in how to understand data in ways that will help them assist in improving their children's academic success.

**Impact Statement:**

The inability of the school to share data with parents in ways that would enable them to take action in support of their children limits student academic achievement.

**Recommendations:**

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

- Provide parents with ongoing support and guidance on how to understand and use data to advocate for their children.