



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	320800010107
School Name	Public School 107
School Address	1695 Seward Avenue, Bronx, NY 10473
District Name	NYC CSD 08
School Leader	Katherine Hamm
Dates of Review	January 7-8, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 08X107

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	510	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	60	# SETSS	N/A	# Integrated Collaborative Teaching	53
Types and Number of Special Classes (2013-14)					
# Visual Arts	20	# Music	19	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	89.1%	% Attendance Rate	90.0%		
% Free Lunch	93.5%	% Reduced Lunch	2.9%		
% Limited English Proficient	11.0%	% Students with Disabilities	19.8%		
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American	43.4%		
% Hispanic or Latino	53.6%	% Asian or Native Hawaiian/Pacific Islander	1.8%		
% White	1.0%	% Multi-Racial	N/A		
Personnel (2012-13)					
Years Principal Assigned to School	1.73	# of Assistant Principals	2		
# of Deans	N/A	# of Counselors/Social Workers	2		
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification	10.0%		
% Teaching with Fewer Than 3 Years of Experience	17.5%	Average Teacher Absences	8.3		
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	7.4%	Mathematics Performance at levels 3 & 4	7.4%		
Science Performance at levels 3 & 4 (4th Grade)	74.4%	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	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	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	N/A
Economically Disadvantaged	Yes		

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):

Annual Goal # 1: By June 2014, 70 percent of teachers will receive a rating of Effective (HEDI scale of Danielson Teacher Effectiveness) at using assessment in instruction.

Annual Goal # 2: Improve and increase mathematics and English language arts skills (ELA) in grades three to five as evidenced by improved performance on New York State (NYS) ELA and NYS Mathematics Exams.

- By June 2014, student performance at level 3 or 4 will increase by 10 percent on the NYS ELA Exam, and
- By June 2014, student performance at level 3 or 4 will increase by 10 percent on the NYS Mathematics Exam.

Annual Goal # 3: Teachers will expand the use of explicit modeling in implementing the new Common Core curriculum as evidenced by 90 percent participation of all teachers including English language learner (ELL) and students with disabilities (SWD) specialists in inter-visitations, and in professional development (PD) tailored to improve their pedagogy.

Annual Goal # 4: Establish a robust home-school partnership to enhance and accelerate student achievement. This will entail providing caregivers with more timely information about their children's progress in all content areas.

Annual Goal # 5: Enhance students' social and emotional wellness and improve their problem solving skills. This effort will result in an improved overall student attendance rate and an increase in student involvement in after-school programs in which they participate in a variety of academic and recreational enrichment activities.

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

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

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

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

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

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:		E		

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
<p>Debriefing Statement: The school leader is working to develop a school community and culture that promotes well-being and improved academic outcomes, and provides resources for staff. However, there is no systematic plan in place for continuous and sustainable improvement in areas of student academic development.</p> <p>Strengths:</p> <p>2.3 The school has received a rating of <i>Effective</i> for this Statement of Practice: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</p> <ul style="list-style-type: none">The school leader has made strategic decisions about organizing and allocating the school’s programmatic, human, and fiscal resources to help with school improvement. The school leader shared in interviews that there is an ongoing conversation with the School Leadership Team regarding budget allocation and personnel staffing choices. These conversations are focused on the utilization of resources to best meet the needs of students, staff and the wider school community. Interviews with the instructional coach and teachers confirmed that the school leader made a choice not to fill a vacant assistant principal (AP) position, instead allocating the fiscal resources for the hiring of three full-time coaches, based on an identified need for additional instructional support for teachers. The school leader and participants in the teacher focus group discussion shared that there was a hiring committee in place to aid the school leader in deciding whether a teacher was the right fit for the school. Evidence indicated that this committee has been effective in some of its hirings. The school leader also noted that there has been ongoing communication with the district and network leader regarding staffing choices and professional development (PD) workshops for staff. Among the documents reviewed, there were various pieces of correspondence between the school leader and district leader addressing school needs; as well as communications with the network leader concerning requests for speakers, materials, and trainings. Discussions with teachers and documentary evidence indicated that PD offerings have been in line with identified school priorities. In interviews with parents, teachers, and school support team members, attendees commented that there had been a big shift in resource allocation for out-of-school time this academic year, with more than seven types of after-school programs offered for different grade levels, and enrichment activities and a Saturday academy provided for students. Discussions made clear that these programs were proving effective for meeting the needs of students. Overall, accumulated evidence from discussions and documentary evidence indicate that the school leader has been strategic in the acquiring and use of resources to target initiatives aimed at improving the work and academic performance of the school.		

Areas for Improvement:

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

- The school leader has begun developing goals and a mission for the school; however, the goals and mission are not supported by a Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) plan, and the process has not been shared with the school community in a way that ensures the systematic sustainability of the plan in driving school improvement. Conversations with school leaders revealed some dissonance as to the exact nature and content of the school's goals. Leaders reported different prioritized goals, ranging from improving lesson observations and instruction, to matching instruction to the learning styles of students. This disconnect demonstrates the lack of a clear, unified vision and action plan detailing what is needed to rapidly improve the school. Additionally, in the School Comprehensive Educational Plan (SCEP), while the majority of the goals outlined were based on the previous year's recommendations, the school leader's vision and a means for sharing it were not addressed. As a result, during interviews with teachers, parents, and school support team members, there were various responses given about the overarching goals and mission of the school. For example, neither the teachers nor school support team members touched on the strategies and activities outlined in the SCEP. A parent stated the vision of the school was "to help struggling kids advance and not slip through the cracks." Cumulative evidence from discussions and document review indicates a lack of uniformity in stakeholder understanding of the school's precise goals for improvement, which restricts the school's ability to work with the school community to improve student achievement and the quality of instruction.

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.

- Although the school leader has a system in place aligned to the district's Annual Professional Performance Review (APPR) plan to conduct targeted and frequent observations, it is not a fully functional system based on student data or the provision of feedback that leads directly to improvements in instruction and student learning. When asked what type of rubric or framework was used to track teacher practices, the school leader answered that it was based on struggling teachers' needs. When asked how these needs were identified, the school leader replied that, in actuality, it was about tracking struggling students in the classroom. The tracking of teacher progress, according to the school leader, focused more on student performance in the classroom, and did not prioritize the APPR process. Integrated Intervention Team (IIT) review of teacher observation forms confirmed this, showing limited notes and comments regarding teachers' instructional practices. Recommendations dealt with the pacing and timing of lessons, and did not

provide actionable feedback based on student data for teacher use. Furthermore, in over 30 informal evaluation forms reviewed, few comments were made on any of the forms to address the ratings in the HEDI scoring column. The majority of teachers with “Ineffective” ratings did not have feedback or comments explaining why they had received this score. Moreover, while there was a 90-day window for returning evaluations forms to teachers, none of the teachers with a score of “Ineffective” received the form back until months later. Additionally, feedback or next steps for the teachers based on classroom observations were not consistently documented in instructional coach logs. A fully functional feedback system is not in place, and therefore staff cannot be held consistently accountable for continuous improvement.

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).

- While the school leader encourages staff to use proven systems to help them improve student achievement and alleviate school-wide concerns, systems are not modified based on the analysis of school-wide practices or student learning trajectories. The school leader supports the school staff as they work to develop an evidence-based system to examine and improve school-wide practices; however, the strategies and activities outlined in the SCEP are not practiced systematically. As previously stated, instructional coach logbooks do not offer next steps or mention follow-up with teachers. In the teacher focus group, attendees reported that coaches are utilized to help them read data, or as one teacher noted, “the coaches break down the data for me to understand.” When teachers were asked if they could analyze the data or identify evidence of student learning, they replied that they needed a coach to help them. The school leader commented that the only data conversations that take place with teachers are one-on-one, and that whole-group data conversations were not useful. On-site document review by the IIT showed observation notes written by district leaders in support of the school leader, which outlined the school’s need for a plan to develop a periodic assessment system, keep records of conferences and meetings, conduct more reviews of school data, and teach students how to interpret their own data. An evidence-based system for the staff to gauge and prioritize the needs of the students and the school is not in place, which limits the capacity of the school community to identify and achieve measurable progress toward critical school-wide goals.

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
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Debriefing Statement: Teachers are inconsistently using assessment tools to analyze data to develop unit or lesson plans that adequately and consistently address student needs. There are lacks of modifications addressing the needs of subgroups; therefore, teacher instructional practices are not consistent in supporting student academic outcomes.

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.

- The school leader supports the implementation of the Common Core Learning Standards (CCLS), but the monitoring of rigorous and coherent curricula was not ensured, and a systematic plan to be used school-wide was not in place. The school leader had identified the need to develop a strategic plan, but this was in the early stage of development. When the school leader was asked about plans in place for the implementation of the CCLS, the school leader responded that communication with teachers, parents, and the rest of the school community about the CCLS was frequent, and PD opportunities, such as workshops and one-on-one coaching, were offered to teachers as needed. In the teacher focus group, participants commented that school leaders had provided them with material resources and PD opportunities related to the CCLS. However, based on observations, interviews, and document review, curriculum implementation was limited in terms of monitoring and adapting curricula to meet student needs. Based on interviews with instructional coaches and review of the provided coaching logs, while there were numerous coaching sessions available, there was no focused plan with targeted goals to address student needs. Coaches stated that they work with teachers in the classroom to help them modify instruction to meet student needs, but the coaches also disclosed that in actual practice the bulk of differentiated instruction was based on the strategies provided in textbooks at each grade level. Teachers also confirmed that they monitor and adapt curricula to meet the needs of students by using the strategies in the textbook; both the coaches and teachers indicated that they rarely detoured from the textbook in modifying curricula. The utilization of textbook strategies to meet differing student learning needs is not a systematic plan for teachers to monitor and adapt curricula to meet the needs of all students. While support mechanisms are technically in place, they are not used to best effect; as a result, the implementation of CCLS is limited in quality, rigor, and cohesiveness and the curricula provided is not enabling all students to be college- and career- ready.

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.

- Teacher use of available textbooks for English language arts (ELA) and mathematics has helped ensure that unit and lesson plans support the Common Core and content standards. There is also a structure in place allowing teachers to have some common grade-level planning time to discuss concerns about student work. However, there is no clear utilization of data-driven instruction (DDI) protocols to enhance student learning and achievement. The textbooks provided for teachers have saved them time on developing lesson and unit plans, but they also restrict them in terms of

generating their own DDI protocols to address student achievement needs. Conversation about DDI in grade level meetings is at times, limited and unorganized according to teachers. When asked if they had agendas for grade level meetings, teachers stated that discussions were dependent on the teacher presenting the student work. Teachers also reported that conversations about DDI protocols occurred on an as needed basis, and were not frequent. In the teacher focus group, participants admitted to having difficulty teaching to CCLS and New York State (NYS) standards, and attributed this challenge to students not being able to produce answers reflecting higher-order thinking. However, in the classrooms visited by the IIT, the majority of teaching did not reflect lessons that would provide high level of engagement and thinking. A few teachers noted that their students were only able to complete brief and basic comprehension questions in the textbook, and were not able to produce inference-based or evidence-based answers. Many teachers also shared that they were not able, on their own, to adapt CCLS-aligned lesson plans to address the different learning needs present in their classrooms. Interviews with school leaders confirmed the difficulty teachers are experiencing with differentiated instruction. Again, both coaches and teachers concurred that there is a dependence on the teacher's guide when teachers develop unit and lesson plans. Teachers are not using teacher-developed or modified plans, or DDI protocols based on student needs; thus, ensuring that all students show growth in meeting the demands of the CCLS is limited and hinders improvements in achievement.

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

- The school leader and teachers are beginning to develop a plan for teachers to partner within and across all grades and subjects. The plan, however, does not allow for the creation of interdisciplinary curricula targeting the arts or other enrichment opportunities. The school leader has put in place a structure for the integration of technology in the curricula. In both the school leader and teacher interviews, participants noted that teachers are required to take students to the computer lab on a weekly basis. Additionally, various ELA and mathematics program kits with online components are available for teachers to use with students, and teachers have access to an online resource for producing SMARTBoard slides in support of the content they are teaching. Teachers noted that they had attempted to create interdisciplinary curricula together. However, during 26 classroom visitations, observers noted that teachers in only a few of these classrooms had integrated or emphasized interrelated subjects in their lesson plans. In one instance, a concerted effort to integrate ELA with social studies was observed. The majority of the classrooms visited did not have lesson plans targeting an interdisciplinary objective. Consequently, students have few opportunities to engage in thoughtful, cross-curricular activities that increase their ability to be academically successful.

3.5 **The school has received a rating of *Ineffective* 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.

- There was limited evidence of teachers implementing a system for using formative and summative assessments for curriculum planning. Student reflection and taking ownership of learning was not evident in the majority of classrooms visited by the IIT. As teachers depend largely on provided ELA and mathematics program kits for the majority of their curricular planning and instructional strategies, they do not generate formative or summative assessments themselves. The majority of the assessments given to students were worksheets from the program kits. While every student has a goal sheet that identifies ELA and mathematics goals for a particular unit or lesson, the goal sheets are the same for all students and lack specific goals. When students showed their work to IIT members, all students at different grade levels were able to share comment slips their teachers had written; each had a grade, teacher comments, and a few lines for students to reflect on what they had learned from the grade or comments. The comment slips had been intended to involve student reflection, but the practice in itself did not provide students the opportunity to take ownership of their learning. In reviewing the comment slips, the student reflection pieces had only student responses repeating what the teacher had written. When students were asked if they understood the grading rubrics used, they all responded that they understood the numbers provided, and the higher the number, the better it was. When asked if they understood what they did wrong in the assignments, all students replied that they did not. For instance, there was a comment on one student’s slip stating that the student needed to reduce the amount writing provided, although there were no markings or notes indicating where the student’s work should be condensed. In addition, there were no suggestions provided on how to do so. Thus, when student work was reviewed, there were few notes and limited instructive and constructive feedback given. Alignment between the curriculum and the use of assessment tools is limited, which prevents students from making strides forward in 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: The instructional staff is in the process of engaging in conversations to develop plans that include data to support practices that improve student academic growth. However, there is limited modification or differentiation to address the needs of subgroups. Inconsistent instructional practices that promote high levels of engagement, thinking, and achievement are not supporting students’ academic development.

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.

- While there is evidence of staff using unit and lesson plans, instructional practices are not organized around addressing all student goals and needs. Since teachers are just beginning to discuss the use of data with their coaches, conversations regarding teachers developing their own instructional planning have yet to begin. Coaches work with teachers in the classroom on adjusting curricula based on student data, but given the preliminary stage of this process, teacher planning of grouping strategies or differentiated instruction, which is not coach directed, is still a challenge. According to focus group participants, teachers rely heavily on the teacher guide for instructional planning in ELA; some strategies are provided on how to use differentiated instruction to work with English language learners (ELLs), but there are very few strategies regarding instructional planning for students with disabilities, based on a textbook review. Teachers shared that for lessons requiring differentiated instruction, they try to deconstruct the texts before giving the students the words. When teachers were asked whether they had taught students to deconstruct the texts on their own, they agreed that students would have difficulty in doing it. They stated that this was the reason they depend on the teaching strategies “cheat sheet” in the guidebook. When interviewers asked teachers how they planned sequencing and integrated data into planning, they explained that everything is provided in the teacher guide. Coaches stated that teachers are encouraged to develop their own teaching strategies while working with the teacher’s guide, but coaches observed that the majority of teachers did not feel confident in doing so. Consequently, there is a limited use of data to plan instruction and limited modification of instruction, which hinders an increase in student achievement. Teacher reliance on the teacher guide and a lack of modifications impedes instruction that provides consistently high levels of student engagement, and slows the process of students taking ownership of their learning.

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.

- A minority of teachers aligned their lesson plans with the CCLS, and the alignment was based on the teacher’s guide. In addition, few teachers delivered instruction leading to multiple points of access for all students. In four of the 26 classrooms visited, the IIT noted components of the CCLS instructional shifts and higher levels of student engagement. In the other classrooms, while there was evidence of attempts by a few teachers to engage students in higher-order thinking skills, these teachers did not provide students with the supports or opportunities to actually solve or respond to questions critically. Although teachers reported that they tapped into various modalities, while visiting classrooms the team observed that student grouping was not consistently purposeful. Many of the students in groups did not understand what the tasks were, and very few modalities were used in lesson delivery. Although many classrooms had the SMARTBoard turned on, the team observed three instances where teachers were using it to engage students in lessons. Most lesson delivery was based on the teacher guide and provided limited interventions by teachers to provide multiple access points for students. These practices hinder high levels of student engagement and achievement.

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

- While teachers have a plan to create a learning environment that is safe and responsive to students, delivery in some areas was not consistent, and was not tailored to the strengths and needs of all students. In teacher and student focus groups, attendees agreed that there was a school-wide plan defining behavioral expectations for students. However, occasionally in the classrooms observed, some teachers struggled to simultaneously manage the classroom and deliver a lesson, and instructional time was lost when teachers stopped to address student disruptions and misbehavior. Additionally, in both the teacher focus group and school support team meeting, attendees indicated that tailoring a lesson to the strengths and needs of students was their biggest challenge. Students reported feeling safe with their teachers and comfortable asking any questions in the classroom. However, the IIT observed in classrooms visitations that three components of the classroom environment were not consistently provided: a well-behaved, safe and comfortable, intellectually stimulating environment. In some classrooms visited, teachers had plans to meet these needs; others lacked both good classroom management and an intellectually stimulating learning environment. Teachers inconsistently delivered lessons that demanded the use of complex texts and critical thinking skills. Three of the 26 classroom observations were repeat visits to gauge if teachers were able to carry out lessons they had previously delivered unsuccessfully. Within those three revisited classrooms, only one teacher was able to reteach a lesson that was engaging, and rigorously supported the CCLS. In many classrooms, the environment does not allow students to consistently participate in learning, and thus prevents students from having a positive intellectual and educational experience.

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

- Teachers are not consistently informing their instruction with data or fostering student participation through the use of various data sources. In addition, data sources are not well documented, and teacher measurement of student progress is not sufficiently structured. Teachers in the majority of the classrooms visited by the IIT did not use assessments or perform checks to see if students understood lesson content. For example, in one classroom, when students were asked to explain the content of the lesson, they were unable to describe what was being taught. When the same teacher asked students to reiterate assigned tasks, they were also unable to do so, as the teacher had not given explicit instructions or an explanation of the lesson activities. Similar instances were witnessed in other classrooms, such as when teacher focus was more on classroom management than learning, or when students were more engaged in a lesson and the teacher did not provide opportunities to expand and deepen their thinking. In one lower-grade classroom, a student raised her hand, expressing that she did not agree with a part of the story that they were reading. Instead of prompting the student to explain, the teacher dismissed her, did not provide her with opportunities to expand, and the class continued reading the story. Furthermore, students shared

that when they did not understand a vocabulary word teachers would point to a dictionary and ask them to find the definition. This statement was confirmed in the teacher focus group, although teachers added that they tried to simplify words and meanings for students who were having difficulty; for ELLs and students with disabilities, some teachers show images of the words to help students understand the definitions. Limited evidence of teachers providing specific feedback to students on the basis of data was observed. This restricts opportunities for students to reflect upon and assess their own progress. This weakness combined with a limited use of data to inform instructional practices impedes the creation of a learning environment that encourages student participation, and provides opportunities for students to take ownership of their own 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

E

Debriefing Statement: The school community has identified resources and promoted support that addresses the social and emotional health needs of students. This results in a safe and nurturing environment.

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

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.

- The school leader has identified resources to support student social and emotional developmental health and academic success. In reviewing the parent coordinator binder, the after-school program binder, the discipline and school code folders, and other miscellaneous folders relating to school social and cultural events (i.e. flyers for movie nights and parent breakfasts), it was clear that a variety of established resources to support social and emotional developmental needs exist. Notably, as part of the expanded learning time the school leader has established, there are both after-school and Saturday academic and enrichment activities for students. There are academic support programs for lower-grade students, including programs for pre-K, and the upper grades also have similar academic support programs. Additionally, there are online enrichment programs in which interested students and their families can participate. Discussions with teachers, staff and students all confirmed that a system is in place that ensures that each student is known by a designated adult. These same stakeholders were also aware of and understood the programs and practices in place for referral and support, and reported that they were confident that accessing these supports would help address any social and emotional concerns. Based on interviews with the school leader and school staff, all school staff members know of all programs available for students, and the parent coordinator stated that the school ensures that all families and students are aware of the resources and supports available, as well. The established overarching support

systems, combined with communication among school staff, ensure that student social and emotional developmental health success are supported.

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.

- The school communicates and promotes a vision to all members of the school community regarding the importance of providing a healthy and safe school environment for everyone. Interviews with the school support team provided evidence that the team works cohesively, in a structured manner, to share ideas and resources, providing each other and students with support. Evidence from interviews, the PD calendar, and other documented sources confirmed that staff receives PD to help develop, hone, and sustain their skills to consistently meet the needs of students. Behavioral expectations are communicated in the school via R.O.C.K.E.T.S, a behavior management system, and everyone interviewed understood the R.O.C.K.E.T.S procedure, although there are reportedly occasions when a minority of students does not behave as well as they could. To affirm such expectations, a new staff person was hired at the beginning of the academic year to work with students on practicing R.O.C.K.E.T.S in all facets of their school experience. For example, student focus group participants noted that since the new R.O.C.K.E.T.S counselor arrived, the lunchroom and hallways have been more controlled and safer. Based on document reviews, the school staff was working collaboratively on following the Positive Behavioral Interventions and Supports (PBIS) program, and teachers had been provided with PBIS lesson plans to deliver in classrooms. In classrooms, teachers displayed classroom behavior rules and R.O.C.K.E.T.S goals. The school's shared vision for a safe and healthy school environment ensures that students' social and emotional health is prioritized for the benefit of their development.

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

- School stakeholders have worked collaboratively on developing a common understanding of the importance of creating a school community that is safe and conducive to learning. In interviews with the school leader, school staff, and parents, all constituents stated that the school had made creating a safe learning environment for students, and all stakeholders, a priority. Students, in their focus group meeting, shared that adults at the school expect them to be respectful and behave well in the classrooms. The students also commented that teachers would remind them to do well in school, and that they want them to be successful in the future. Students feel they can take part in the after-school program, noting that they were very interested in, and were having fun at, the after-school activities. The school leader shared that the network had already sent an anti-bullying expert to the school to work with everyone on the initiative. Interviewed parents noted that PBIS workshops are provided for them; thus, they are able to reinforce the system with their children at

home. It is evident from discussions that varied stakeholders are aware of the expectations and roles they have to play in making the school a safe place to learn. Given this collaborative vision for a safe learning community, students are able to participate in all school activities, both academic and enrichment, in a safe manner that is conducive to learning.

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

- The school leader and student support staff are working together to establish structures to support ways to use data to respond to student social and emotional developmental health needs. Evidence showed that, in terms of seeking and using data to respond to student social and emotional needs, the school leader and staff are collaborative and communicative about getting needed support for students. In the student support team meeting, all staff members present were able to describe the protocols or procedures for both the staff and parents. Furthermore, school staff and parents noted that the school immediately contacts parents with concerns about students. The school leader and student support staff commented that there are various data sources used to determine the appropriate resources and supports for students. For example, test scores, student attendance, student enrollment history, and conversations with other teachers about students are all considered. Interview participants also noted that the Achievement Reporting and Innovation System (ARIS) is a significant data indicator for them. One area of emphasis shared by the school leader and the student support team can be illustrated by one staff member’s statement, “If the child is not in a good place emotionally, then the academics are harder to address.” Everyone in the student support team meeting expressed similar sentiments. The student support team also credited the school leader for seeking outside resources and partnerships to work with the staff in supporting students’ social and emotional developmental health needs. This collaboration ensures that the social and emotional developmental health needs of students are being addressed, which supports academic success.

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

Tenet Rating

E

Debriefing Statement: The school community encourages and welcomes reciprocal communication for all school constituents. The school has established partnerships that provide various services and opportunities to meet the needs of families and students. Community stakeholders are engaged and empowered in supporting student social and emotional development and academic growth.

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

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.

- The school leader in collaboration with the school staff communicates regularly with families, both verbally and in writing, regarding student academic expectations and development. Teachers use meetings with parents to reinforce expectations regarding academic achievement. Participants in the parent focus group concurred that the school communicates with them in regard to all aspects of their children's development. Documentation of correspondence is put into a log organized by the parent coordinator. Document reviews and interviews revealed that topics of discussion with parents range from opportunities to participate in the after-school program, to CCLS and PD opportunities for parents. The school leader has an open door policy for the school community. Parents stated that they feel comfortable and that they are invited to have conversations with the school staff about their children's progress. The parent coordinator reiterated this policy, and parents shared that they were comfortable approaching the parent coordinator with any questions or concerns. Parents were also aware of the school's effort and commitment to evaluating its partnerships with them and taking on board any suggestions to make these connections stronger. This welcoming, open door policy that the school is practicing with families leads to a partnership that is increasingly contributing to the success of students.

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.

- Family and community stakeholders feel that they can initiate communication with the school staff when needed. With the assistance of the bilingual parent coordinator, the school is able to document correspondence between parents and school staff. Notices are written in two languages: English and Spanish. In the focus group meeting, parents shared that the school has a variety of communication methods: phone calls, letters sent home through the mail, e-mails, and documents sent home with children. They also noted that the bulletin board near the school entrance, by the security guard's desk, had notices posted in both English and Spanish for parents. In interviews with the parents and the student support team, attendees shared that communication between school staff and parents can be both formal and informal. For example, after dropping off their children, parents can converse with teachers or school staff about their children's needs. The Parent Teachers Association (PTA) has more than eight core staff members, who noted that the number of attendees at parent meetings is generally favorable. The PTA works with the school support team and teachers to organize social events and activities for the school community. When questioned as to whether they were asked to volunteer, many parents said yes, but noted that they felt welcome to volunteer any time they wanted; for that reason, the school does not need to ask them. Many parents reported volunteering at school events or assisting teachers in the classroom. The school culture encourages parent participation and feedback; thus, parents feel confident working with the school in support of their children's academic and social emotional growth.

6.4 **The school has received a rating of *Effective* 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.

- Families are able to collaborate with school staff and community agencies to participate in trainings to support student development. In interviews with the school leader, student support team and teachers, respondents all noted that not only does the school leader prioritize open communication between the home and school, but there are also partnerships with community agencies to support that priority. The school leader and school staff ensure that parents are aware of available trainings and workshops. Although many trainings and workshops take place at the school, there are also off-site trainings and workshops available to parents. Within the school, the parent coordinator facilitates workshops. For example, when the Common Core curriculum was at the beginning stage of implementation, workshops were held for parents to walk them through “a new way of teaching children,” as one parent noted. In trainings and workshops at the school, parents are provided with refreshments, and those interviewed also noted that Spanish-language support is available when requested. Parents at the focus group also shared that after-school hours are for parents, as well. Parents can stay with their children, and are able to use the computer lab; they can also receive instruction on using the computers. The school leader, staff, and parents all shared that PBIS workshops are provided for parents. PD opportunities are also provided for staff to support their skills in developing and sustaining productive relationships with families. The structure that the school has established to provide parents and staff with training, support and PD ensures that students benefit from a robust and focused home-school connection.

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

- The school creates dialogue about student data with parents to help families understand how to advocate for their children’s success. While the school is limited in its utilization of data to inform instructional practices and interventions for students, it does have a plan for how staff and parents can discuss data to inform allocations of support for children and to inform parents about their child’s academic progress. In the focus group, parents shared that teachers communicate with them regularly about all aspects of student development. Parents also noted that they are informed on the progress of their children’s behavioral and academic development. In the teacher focus group, attendees noted that one area where they consistently communicate with parents was through homework assignments. For example, if a teacher knows that a student is struggling with a lesson taught in class, the teacher assigns the homework and highlights the parts where parents can work together with the student. Parents interviewed expressed that the school leader and staff were effective in responding to parents’ requests for support services for their children. A few parents noted that when they had a question about potential services, the school leader and staff would walk them through the steps for testing or evaluation, and help them find appropriate services based on the results of the tests or evaluation. The open dialogue between the school and

parents about student development empowers parents to support their children's learning, which leads to higher student achievement.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Engage with school staff about the Specific, Measurable, Ambitious, Results-Oriented, and Timely (SMART) goals and mission. The goals and mission should integrate data-driven plans with concrete strategies for continuous and sustainable school improvement. Discussions about the goals and mission should take place frequently until a clear plan is ready to be shared with the school community. Progress toward school goals should be rigorously monitored by school leaders.
- 2.4: Develop a clear school-wide observation rubric to guide teachers in the standards and expectations of teaching to support the Common Core Learning Standards (CCLS). In all of the observation forms, provide actionable feedback on teaching practices throughout the school year. The actionable feedback should include precise suggestions and more elaborative comments on what individual teachers need to do to improve, with a particular focus on differentiated instruction. Monitor the progress of teachers by ensuring that teachers receive feedback in a timely manner.
- 2.5: Develop a template or guidelines based on the School Comprehensive Educational Plan (SCEP) establishing how staff uses evidence-based systems that are dynamic, adaptive, interconnected and address individual and school wide practices. The template or guidelines should also address how the usage of the evidence-based systems will be monitored, e.g., peer-monitoring or school leader monitoring.

Tenet 3: Curriculum Development and Support

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

- 3.2: Develop a well-documented, systematic plan for providing teachers access to pedagogical support. Develop a work plan for all teachers receiving professional development (PD) or coaching sessions with actionable feedback and next steps.
- 3.3: Develop a monitoring protocol between school leader and staff on how CCLS instructional standards and shifts will be developed and supported. This should be discussed and developed at the grade level and/or common planning meetings.
- 3.4: Develop and imbed discussions on the integration of other disciplines in grade level and/or common planning meetings. Unit and/or lesson plan writing should include an added category of how the unit or lesson brings connections to other subject areas or how it provides real world connections for students.

- 3.5: Develop a comprehensive system for using data with clear identifiable and realistic targets, pre- and post-unit assessments, and adapted, when appropriate, for students in all subgroups. Provide students with more data-based feedback and specific next steps, to enable them to take greater responsibility for their own learning. Ensure that the monitoring of this system is on a frequent basis and that it tailors to individual students.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Develop and provide PD that models and offers concrete strategies on how teachers can adapt and align plans for students with different learning needs. The coaches and school leader can model specific lessons addressing grade level, subject area or subgroup specificity, to demonstrate to teachers how to differentiate instruction in lessons. Ensure that teachers have instructional benchmarks or goals to work toward. Monitor these benchmarks through frequent observations and provide targeted feedback.
- 4.3: Provide a more cohesive and systematic plan of action for teachers to develop and implement instructional plans that are reflective of the CCLS shifts. Develop the plan collaboratively, and include the school leader, the instructional coaches and the lead teachers of each grade level.
- 4.4: Develop collaboratively the integration of the school's behavior and respect mission into lesson plans that teachers can use in their classrooms. Integrate into academic lessons when possible, the connection between the school's mission and the topic, for example, within a lesson on Martin Luther King Jr. Ensure expectations of both behavioral and academic standards that promote a learning environment that is intellectually and physically safe for all students.
- 4.5: Discuss the practice of using both summative and formative data to develop curricula that target the different needs of students in every coaching session with teachers, and monitor the practice through observations. Provide PD to enable teachers to provide actionable feedback that is descriptive and targeted so students understand how to improve their work.