



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	26-16-00-01-0017
School Name	Enrico Fermi School #17
School Address	158 Orchard Street, Rochester, NY 14611
District Name	Rochester City School District
School Leader	Dr. Ralph Spezio
Dates of Review	November 5-6, 2013
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet																	
Grade Configuration	K-8	Total Enrollment	723	SIG Recipient	X	Title 1 Population	100%	Attendance Rate	91%								
Free Lunch	91%	Reduced Lunch	0%	Student Sustainability	N/A	Limited English Proficient	25%	Students with Disabilities	10%								
Number of English Language Learner Classes																	
#Transitional Bilingual	6		#Dual Language		1		#Self-Contained English as a Second Language			0							
Number of Special Education Classes																	
#Special Classes	4		#Consultant Teaching		0		#Integrated Collaborative Teaching			0							
# Resource Room	2 FTE																
Number Special Classes																	
#Visual Arts	4		#Music	3		#Drama	0		#Foreign Language	4		#Dance	0		#CTE	0	
Racial/Ethnic Origin																	
American Indian or Alaska Native	0%		Black or African American	47%		Hispanic or Latino	43%		Asian or Native Hawaiian/Other Pacific Islander	1%		White	8%		Multi-racial	0%	
Personnel																	
Years Principal Assigned to School	10 weeks		# of Assistant Principals	3		# of Deans	0		# of Counselors / Social Workers	3							
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification	2%		Teaching with Fewer Than 3 Yrs. of Exp.	0%		Average Teacher Absences	7 days							
Credit Accumulation (High School Only) and Performance Rates																	
% of 1 st yr. students who earned 10+ credits			% of 2 nd yr. students who earned 10+ credits			% of 3 rd yr. students who earned 10+ credits			4 Year Graduation Rate	N/A							
ELA Performance at levels 3 & 4	1%		Mathematics Performance at levels 3 & 4	1%		Science Performance at levels 3 & 4	40%		6 Year Graduation Rate	N/A							

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

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Create a community school with wrap-around services to address the academic, social emotional, health and wellness needs of students and their families.
2. Extend learning time to be able to offer the opportunity for rigorous academics, engaging enrichment and differentiated learning supports. School 17 plans to add 90 minutes of learning time per day for every student in the school. This time is targeted to offer a balanced set of activities, including targeted academic support, enrichment, opportunities for socialization and play and physical education.
3. Promote the development of bi-literacy through a dual language framework within a school climate that upholds cross-cultural understanding and embraces diversity.
4. Include targeted, embedded teacher development including weekly opportunities to collaborate with peers to strengthen instruction.
5. Based upon last year's ELA and Math scores: to decrease by 50% the number of students scoring a level one measured by grade 3-8th in ELA and Math assessments.

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	
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			X	

	health supports tied to the school's vision.				
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.				X
	OVERALL RATING FOR TENET 5:			D	
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.			X	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.			X	
	OVERALL RATING FOR TENET 6:			D	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school leader works with the school community and builds leadership by encouraging stakeholders to participate in the decision making process. He has established an administrative cabinet, who worked with the Instructional Planning Team, Student Support Staff and other school-based teams to create a vision, mission, and motto that are reflective of the school community. The vision, mission, and motto reflect specific, measurable, ambitious, realistic, and timely goals that are outlined in the School Comprehensive Education Plan (SCEP). Goals and targets set are designed to create a community school with wrap around services to address the academic, social – emotional, health and wellness needs of students and their families. However, some programs and services, such as the Dual Language Program and a behavioral plan for the Middle School, are still in the development stages. This limits student achievement and continuous school improvement.

Strengths:

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

- The school leader is committed to how he maximizes the use of human, programmatic, and fiscal resources. Over the summer, the school leader worked with the three assistant principals (APs) to create an administrative cabinet and an Instructional Planning Team (IPT), which serves as the school’s leadership team. He is focusing on building leadership through empowering staff to take responsibility and make decisions. The school has several systems that support students’ instructional and social emotional health needs, which includes the Student Support Team (SST), Trauma/ Crisis Team (TCT), Building Intervention Team (BIT) and Grade Level Teams (GLT). The staff is very positive about the school leader, and as one teacher explained, “he makes us want to attend full faculty meetings again.” There is an Extended Learning Time (ELT) program in place from the end of the school day until 5:00 p.m. This is not part of the teachers’ contractual responsibility and teachers volunteer to participate. The school also has partnerships with Charles Settlement House, Ibero, the YMCA, and others to work with teachers to supervise and support the fifty-three students participating in the ELT program. During the observation of the ELT activities, reviewers observed students exhibiting disruptive behavior. According to teachers, students who normally behave well during the daytime were exhibiting inappropriate behavior during the ELT program. To overcome these difficulties, the school said he is working towards extending the school day until 4:00 p.m. so that all ELT activities can be led by current teachers and behavioral practice and expectations will be consistent with current school practices. Improving behavior across all grades, and in the middle school grades in particular, is a key goal for school leaders. This is evidenced by the school leaders’ request to the district for assistance with the grade seven and eight students. The school leaders have been successful in securing the needed support. As a result, a middle school specialist is now

available to support grades seven and eight staff and students. The school leader, working with the district, has ensured that permanent teachers now are in positions that substitute teachers occupied at the start of the semester. The APs monitor the teachers and the students in these classes closely. The Integrated Intervention Team (IIT) observed these classes and noted that major behavioral problems exist. The staff indicated that the school is trying to address these behavior issues through targeted training and professional development (PD) for teachers and support staff. The school leader indicated he is seeking to address the needs of its population of Hispanic students by increasing the numbers of bi-lingual teachers, providing effective language development for ESL students, and working towards a Dual Language Program school-wide. Because of the strategic fiscal and recruiting decisions made, the school leaders provide clear direction and support to address the needs 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 makes clear his high expectations for the future of the school through the vision, mission, and motto statement, which were developed during the summer at meetings attended by the administrative cabinet and staff. The school communicates and expands awareness of the vision, mission, and motto through the daily announcements and posters displayed in all areas of the school. A “family friendly” version of the statement is available for parents. School leaders shared this version of the statement during the “Open House,” the “Grand Opening,” and the “Curriculum” events, to encourage parents to partner with the school. Parents interviewed by the review team acknowledge the school leader’s positive leadership, but state more needs to be done to support their children. This is the first semester of the school leader’s second time as head of this school. He was the leader of this school from 1994 until he retired from that position in 2002. The school leader reinforces daily the message of the vision and motto statements to encourage all stakeholders to make the best use of the day by “celebrating diversity, thinking before speaking and acting to build a sense of family in the school.” There are also SCEP goals that relate to encouraging teachers at all levels to develop as leaders, understand their function, agree on their responsibilities, and take ownership for the development of all aspects of school policy and practice. School leaders informed the IIT that they are seeking to address the behavioral issues in the middle school and other cases of negative behavior school wide. In addition, school leaders told the IIT that they are equally committed to finding solutions for the difficulties created by inadequate staffing. The school leader is working to ensure that staff use data to track student growth and to drive instruction; however, he recognizes there is still work to be done. Leaders are aware of the low performance ratings of the school and are encouraging teachers to meet in GLTs to discuss weekly their teaching and student responses to the CCLS. The quality and consistency of these groups varies, as was observed during two of these sessions. School leaders review and reflect upon the priorities and the

goals they have set and the effectiveness of these in practice. However, despite improving efforts, the school's goals are not embraced by the whole school community to ensure that student behavior and student achievement are at acceptable levels.

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.

- The school leader and administrative cabinet have an Annual Professional Performance Review (APPR) plan in place but it is not embedded, consistent, or rigorous enough to improve instruction and student achievement. APs observe teachers and gather evidence about their instructional practice and expertise, using walk-through forms. During classroom visitations, reviewers saw staff using these forms to give immediate feedback and guidance. A document review of meeting minutes indicate that during classrooms observations APs gather data about teacher and student performance and create individualized targets and goals. During interviews, teachers said that the feedback they receive is timely and that instructional coaches support the process; however, there is conflict arising in practice, where advice given by coaches is not in line with goals set by APs. This was evidenced during a GLT meeting, where teachers raised some concerns that the coach's advice did not fit into the APPR goals set "expecting teachers to teach to mastery." Although a system is in place, the school has not implemented it consistently school-wide, which limits the school's ability to improve instructional practices that lead to increase student 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).

- The school leader and the APs encourage the teachers to review and revise their instructional approaches, modifying where appropriate, to meet individual need. School leaders indicate that they use research to develop a professional insight into best practices. School leaders established monitoring approaches, such as the walk-through records that give immediate feedback and guidance to teachers. Coaches assist teachers in responding to the APs findings and recommendations. During classroom visits, reviewers observed an example of this practice during a co-teaching session. There is limited evidence of staff implementing this advice school-wide, and some teachers openly express their frustration in relation to the level of change being imposed from the introduction of the Common Core Learning Standards (CCLS). Access to training offered by the district is limited, because of lack of available spaces in the training offered or because of schedule conflicts. While school leaders circulate weekly bulletins to guide practice, the impact on practice and lesson plans was limited. School leaders circulate data to inform instructional practice, but teachers' responses to the data vary. This results in inconsistency in approach school-wide and reduces the potential impact on student performance and the achievement of goals within classrooms

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

Tenet Rating

D

Debriefing Statement: The school has begun the process of implementing the Common Core Learning Standards (CCLS) into their instructional day. There are inconsistent levels of CCLS implementation among classrooms, grade levels and specialists i.e. English as a Second Language (ESL). Though module assessments such as Engage NY are used, there are inconsistent levels of progress monitoring used to form differentiated instruction and assessments. Planning, both long range and daily, is not consistently used across all areas. Instruction is differentiated in self-contained special education classrooms, but there is little evidence of differentiation among general education, bilingual and ESL classrooms.

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.

- School leaders shared the importance of professional development (PD) that is linked to teacher and student need. However, present arrangements for extended learning time (ELT) limit the opportunities for school-wide PD. School leaders indicate that because teachers are not contracted to work during ELT, they rely on teachers volunteering to participate in PD activities. Presently only a small number of staff attends PD activities scheduled during the ELT. Staff tries to overcome these issues by planning joint sessions on Saturday mornings, but a lack of a coordinated approach to PD restricts the opportunities to improve instruction and student learning. Staff indicated that more of these planning sessions are scheduled for later in the year. The school documentation indicates that teacher leaders take minutes during GLT meetings, but there was no evidence of this in practice during the review. The school leaders use a planning template for recording PD aligned to CCLS. The current template has one entry about math professional learning in the curriculum binder. There was little evidence in most classrooms visited of module implementation aligned to CCLS. In addition, there was little evidence of strategic groupings or differentiation of modules from classrooms visited and teachers' plans examined by the IIT. Reviewers noted that school leaders did not attend the GLT meeting. Although the school is in the early stages of implementing CCLS, teachers do not have the support of consistent PD opportunities to implement differentiation for students within the CCLS module framework. This diminishes the school's ability to ensure the students are 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.

- There is inconsistent use of planning across the school, and data is only occasionally used to inform instruction. Teachers are at the early stages of CCLS implementation. A review of lesson plans and classroom observations indicate little evidence of on-going assessment in written plans or in classroom instruction. In one of the GLT meetings visited by the review team, staff focused on creating a common rubric for an end of unit core writing piece, while in another meeting staff discussed student outcomes and some of the challenges with the pacing requirements. No evidence of consistent use of scaffolding matched to student ability was seen in the general education classes, ESL classrooms or bi-lingual classrooms visited. Reviewers did note that some special education teachers use differentiation effectively to support individual student needs; however, there was little evidence of differentiated extensions or supports in most lesson plans seen and classrooms visited by the IIT. Students do not consistently have access to instruction that is differentiated to meet their needs. As a result, students show little growth in meeting the demands of CCLS across grade and subject areas at present.

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.

- Over the two days at the school, the reviewers saw no evidence of school leaders and teachers focusing upon the use of plans to provide interdisciplinary opportunities to explore the curriculum. Although staff can utilize the ELT to develop interdisciplinary curricula learning opportunities, this is not a current practice at the school. There was no evidence of any interdisciplinary planning through the document reviews or interviews with teachers, support staff, and school leaders. Therefore, at present students do not have multiple 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 *Developing* for this Statement of Practice: Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

- Teachers share that the primary source of data that they use to inform their curriculum planning is AIMSWEB. They also use module assessments and on-going teacher assessments that are implemented during lessons. Evidence of these assessments was in teachers' planning documentation and was referred to in grade level meetings observed during the review. There is also some evidence, from classrooms visited and plan books shared, that teachers are beginning to adapt modules, from module assessment outcomes, to meet the needs of the students and to match learning opportunities they offer students. However, this is at early stage and has not yet

resulted in significant impact on student academic outcomes. Special Education classrooms are differentiating lessons, as evidenced by classroom visits; however, evidence generally shows inconsistency in the use of differentiation school-wide. Some students are very enthusiastic about their learning experiences, as reported by the small student group. These students know some of their goals and clearly explain how they are involved in setting these, by using a scaffold prompt. However, evidence from classroom visits and other discussions indicate that this is not a common practice. Additionally, teachers do not consistently share with students specifically what they need to do to improve their work or to reach the next level. This limits the opportunities for students to take more responsibility for their own learning. The inconsistencies in how well assessment and data are being used to drive instruction and the lack of opportunities for students to take responsibility for their own learning is adversely impacting on student achievement and the quality of learning and instruction.

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 school is beginning to introduce systems to support instructional practice such as the Performance Summit used to develop skills and professionalism to improve practice. Although the commitment to improving practice is evidenced school-wide, there is inconsistency in the influence of the professional development on instructional practice across the grades. Teachers are planning, but the format and quality of planning is again inconsistent. Few examples were seen offering a range of access points for students to engage with the learning. Classrooms visited were predominantly whole class focus but occasionally teachers were considering ways of modifying their instruction to meet the needs of their students. Assessment data, gathered by school leaders, is shared with teachers, but generally, lesson plans did not indicate that teachers were using this to modify their teaching styles to meet individual student need. The school encourages students to want to learn, however classroom visits showed an inconsistency in the level of engagement and interest displayed by them across all grades. The school has behavioral expectations, which promote the use of ATOMS tickets to maintain a class environment conducive to learning. This policy has been recently reviewed to allow for stages in response by staff and leaders, encouraging teachers to take ownership for classroom interaction and learning atmosphere.

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.

- Most teachers state they plan their lessons taking into account the CCLS requirements; however, the plans examined were inconsistent. Some were printed directly from the web, with no amendment or adaptation for student needs, while others included modifications in response to student need. During classroom visits, reviewers observed that some teachers use clear learning goals, aligned to assessment outcomes, while others write activity descriptions, rather than focusing upon student learning. Coaches were observed co-teaching with classroom teachers. Discussions with the teachers and coaches indicated that there is co-planning and the strategic plan is to transfer over time the instructional responsibility from the coach to the teacher. However, this is not currently in place and in some lessons observed by the IIT, despite the input of coaches, differentiation was not evident and student learning was impeded. In addition, the level of student engagement varies in some of these lessons because the work does align to the individual needs of the students. School leaders have emphasized the importance of data and its use for driving instruction. The APs provide data to inform instruction and track student progress. However, there is an inconsistent response school-wide to this data and to other guidance given by school leaders. In most classrooms visited, teachers missed opportunities to adjust plans and set specific goals aligned to student need. Consequently, student engagement varied in response to instruction and student academic progress is not adequate.

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.

- Most teachers are beginning to plan and deliver lessons, taking into account the demands of the CCLS. However, inconsistencies in practice occur in classrooms, across grades and subjects. According to staff, only a small number of teachers have been able to access the CCLS training. For the small number of teachers that did attend the training, observations and evaluation of planning documentation indicates that the training has made a difference in the level of understanding displayed in the use of planning exemplars. However, the majority of classrooms visited showed little evidence of multiple points of access for students, as most instruction seen involved the whole class and the individual needs of students were not met. The IIT found that most teachers did not ask challenging and higher-order thinking questions that deepen student understanding of different content areas in the classrooms the IIT visited. In addition, instructional materials do not contain a high level of complexity to challenge student thinking. Current instructional practices do not consistently promote high levels of student engagement or challenge, which reduces students' chances of academic success.

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.

- The school leader, administrative cabinet, teachers, and support staff focus daily on raising standards in student behavior through the Positive Behavioral Interventions and Supports (PBIS). The newly revised ATOMS (***A**lways be respectful, **T**ake responsibility, **O**n task and co-operative,*

Make good choices, Succeed) expectations, is part of the PBIS system that is operating in school. The ATOMS' expectations are clear and displayed school-wide. The program encourages students to make appropriate choices daily, through the use of "ATOMS" tickets as a concrete reward for their actions. However, the way students, particularly the seven and eight grade students respond to these tickets varies. As a result, the school leader has been negotiating with students and student leaders to offer other incentives, such as a student dance, as rewards for positive behavior. In interviews with the IIT, students said these changes are good. Students generally say they feel safe, but leaders and other stakeholders indicate that the cafeteria does not provide an experience appropriate for younger children. Of particular concern is the behavior of some of the older students. Observations by the IIT in classrooms and around the school indicate that negative behaviors are predominantly, but not exclusively, evident in the middle school classes, where students behave inappropriately despite understanding the consequences that will follow. In these instances teachers and support staff struggle with engaging the students who are disrupting learning. The school environment is attractive and sensitive to student values and interests, but despite the best efforts made by all leaders and staff, student behavior is an issue for the school. This negatively affects the learning environment for all students and has a detrimental impact on student achievement and social and emotional well-being.

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).

- Some teachers use data to adjust plans to meet student need. However, the use of data targeted plans is inconsistent school-wide. Data is made available by APs, and school leaders encourage its use through feedback given via weekly walk-throughs. However, not all staff is on board and not all teachers are following the guidance and expectations of school leaders to use data and lesson planning to adjust student groupings and instructional strategies. Although a small number of teachers are using summative and formative assessments to inform and guide their instructional planning and delivery, this is not replicated on a school-wide basis and as a result, the achievement and academic growth of too many students is not at the level it should be. The school leader and APs are aware of these inconsistencies across the school and are developing strategies to address this and to promote a more concerted and uniform approach to improving student achievement at an accelerated pace. School leaders have also identified weaknesses in the quality of feedback provided to students by teachers. Although many teachers use praise on a regular basis, this is too often related to behavior rather than data-based feedback designed to improve academic learning and achievement. The lack of a coordinated and uniform approach to data-based instruction and to student feedback, which hinders the growth of academic achievement across the school.

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 has several systems of referral and support for student social and

emotional needs; however, the systems are not well coordinated and information is not readily shared. The school leader and staff continue to emphasize and participate in professional learning around social and emotional development. However, there is little evidence that the strategies have been implemented school-wide with consistency. The school has a dedicated staff of professionals that are willing to invest the necessary time to develop these systems further. They are currently looking for ways to create lines of communication between the varying programs, community agencies and sub-committees and teams. The majority of the students expressed that they feel safe in the school but staff, parents, and some students have raised behavioral concerns. Behavioral information gathered about students tended to be anecdotal rather than quantitative. As a result, patterns of social-emotional and academic need are not clearly understood.

Strengths:

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

Areas for Improvement:

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

- Many systems to support student social and emotional developmental health are in place, but these systems are not being utilized with consistency by all staff. School leaders establish systems within the school to encourage staff to take ownership of procedures to support and sustain the social emotional developmental health and academic success for all of the students. It is unclear how often data is used to determine the students eligible for the tier 2 and tier 3 interventions within the PBIS model. The Statewide Intervention Support (SWIS) behavior management system is no longer in use by the district to collect behavioral data. According to the school leader and the APs, a system is in place that encourages teachers to handle primary intervention prior to the need for student referral. Not all teachers are positive about this process, as they have relied upon students being removed from the class to sustain order. APs conduct frequent walk-throughs to identify areas for teachers to work on, in terms of intervention. If a consistent need arises for a student, the APs will help develop plans for students with the teacher and the ATOMS team. Although general systems are in place to support student social and emotional health there is no formalized system for tracking and monitoring student behavior. The lack of a system for tracking and monitoring leads to responses by leaders and teachers to inappropriate behavior being reactionary rather than proactive and interventions that are neither well planned nor coordinated. Consequently, the root causes of inappropriate behavior are not addressed and student learning and achievement suffers as a result.

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

teachers, and students.

- School leaders share a vision and plan for the social-emotional developmental health for their students. The PBIS program (ATOMS) is the tool to address the behavioral needs of the students. The staff reviewed and endorsed the present format during the summer. During interviews, the school leaders and APs indicated they encourage teachers to provide primary intervention and to seek additional support only when an AP deems their initial plans unsuccessful. The ATOMS team is currently working on plans for a guide for teachers to manage interventions. The staff PD includes training in the “Informed Trauma Program” to skill them to deal with the social-emotional developmental needs of the students. Quantitative data available is minimal, and is sometimes used to substantiate students moving into a higher level of service. Teachers collect qualitative data via anecdotal records that are not yet uniform or consistent in format. In meetings with the SST, staff indicated that The ATOMS team plans to develop a system to enable teachers to track quantitative and qualitative data in a more uniform fashion. There is a Trauma/Crisis Team (TCT), newly formed by the principal and key personnel, to assist staff with managing student behavior. Although students expressed that they feel safe in their school, staff and parents raised concerns about student safety, especially at lunchtime in the cafeteria. The developmental health of students affects their ability to attend to academic activities. Although plans are in place to train staff on how to handle the social-emotional developmental health of the students, the school is not managing student behavior consistently across the school. This is reducing students’ ability to attend to daily academic tasks and content.

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.

- The school community is becoming increasingly engaged in the development of systems and structures to empower stakeholders to promote a community environment conducive to learning; however, not all systems are coordinated, which limits the effectiveness. The school leader discussed protocols and processes put in place to assist all stakeholders in taking ownership on how to support all students. In addition, the SCEP records the goals to which the school is working in trying to share its vision for social and emotional health and to ensure the school provides a safe and healthy school environment. According to teachers and parents interviewed by the IIT, there is a variety of programs in place in aligned with the school’s vision to assist students with their social-emotional developmental health. Parents discussed in interviews the concerns they have with the safety of the school cafeteria. Several parents indicated that they regularly witness inappropriate behavior in the cafeteria. Additionally, there is not always sufficient administrative and teacher support to create a uniformly safe environment for all students. The TCT and SST link with the Neighborhood Consortium Safety Net is one example of the way the school is trying to bring together all stakeholders to monitor the social-emotional developmental health of the students. The school has protocols in place to address students’ social and emotional development health needs; however, each of the strategies is not coordinated to develop a synthesized, effective

approach to support students and teachers. As a result, the social and emotional health needs of students are not fully met, which adversely affects student achievement and impedes improvements in student behavior.

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.

- The collection of data is inconsistently handled school-wide. There are various stakeholders involved in the creation of these processes, but parental input is limited. The SST and the school leaders indicate they are in the process of developing a uniform system to collect and communicate data. In previous years, the school used the SWIS data system to track student behavior; however, schools in the district no longer use this system. The current practice entails a non-uniform method of collecting anecdotal records to track student behavioral needs. The SST stated that they rely on this method to track qualitative data and expect teachers to maintain these records. The lack of a uniform system to collect and track student behavior data limits staff’s ability to interpret behavior patterns to provide appropriate, targeted support for students.

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

Tenet Rating

D

Debriefing Statement: The school has a welcoming and compassionate atmosphere. The school leader and staff have open and regular communication with families to encourage partnerships between home and school. The school leader is in the process of establishing a Parent-Teacher Organization (PTO,) to help parents engage fully with the school and its partners. Through this organization, the school plans to empower parents to take a more proactive role within the school community. The school does share data in traditional forms, such as report cards. However, at present, the school does not have a system to ensure all parents have clear and regular guidance to help them develop the skills needed to support their children’s success in academics and social and emotional development. As a result, most contact with the home is reactionary, responding to behavioral incidents.

Strengths:

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

Areas for Improvement:

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

- The school communicates with students and families through a variety of mechanisms;

however, not all parents have equal access to information. The school circulated the SCEP to some, but not all parents, through events. Parents acknowledge the school leader's positive leadership, but state more needs to be done to support their children. In efforts to reach more parents, the school leader is re-forming the PTO through class representation. Through document review and interviews with staff and parents, the review team learned that the social worker and some teachers make home visits in an attempt to strengthen the partnership between school and the home. The social worker makes visits in the evening and communicates with parents through her personal telephone. Parents have regular access to their children's work through homework and student files sent home weekly. Despite these efforts, interviews with parents indicate that not all parents feel a high level of positivity about the school. Some are uncertain about the level of academic expectation for which the school is striving. Additionally, a number of parents stated that the lack of bi-lingual teachers results in the needs of these students not being uniformly met. Based on interviews and a review of documents, the review team concluded that does not review or evaluate its efforts to build family-school relationships regularly to adjust its efforts when strategies are not working. This limits the way in which the school and home work together effectively to help students become career and college ready.

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

- The school makes an effort to communicate with its parents through information leaflets, text messaging, flyers, robo-calls, a calendar compiled by the district and through its website. However, the lack of multiple translations and a coordinated plan to identify how parents can support their child's learning reduces the effectiveness of these efforts. During interviews with reviewers, some parents indicated that not all communication is available in Spanish and information is not always provided well enough in advance for parents to participate or respond. The school leader has an "open door" policy and the parents speak positively about him and his efforts to bring about change. However, parents are not happy about the lack of teachers involved in ELT. Both parents and school leaders interviewed indicated a desire to have more teachers leading activities that would better equip parents with strategies to help parents support their child's growth. Teachers are expected to keep telephone logs that record their conversations with parents and any suggestions parents make to strengthen school and family links. However, this practice is inconsistent. Staff and school leaders know students and their families well, and both expressed in interviews that they are committed to the students and their parents. However, the school does not effectively monitor its communication with parents. Consequently, connections and partnerships between home and school are not strong enough to best support academic achievement and social emotional growth.

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.

- The school leader is in the process of developing a formal and focused plan to provide greater support and training to parents on how to best support student learning and growth. Additionally, the school leader is beginning to develop teacher skills in parent and family engagement. However, the school PD plan for staff and parents is at an early stage of development and implementation and therefore is not yet embedded in practice. Most stakeholders agree that the school has partnerships in place that help support the students. In addition, the school provides targeted training to meet immediate need. For example, the school leader arranged for staff training in ways to connect with students and families. The school also has made connections with local health and dental care agencies. However, the review team found little evidence that the school was using a strategic approach to collaborate with community agencies to provide training for staff or parents that would have a sustaining impact on student achievement and learning. While the school's vision is to fully support a partnership between home and school, this is not yet realized. This limits the school's ability to build and sustain partnerships with parents and the community for the benefit of all students.

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

- The school provided the SCEP to parents to develop their understanding of the school's goals and student data; however, the only parents who received a copy were those who attended school events at the start of the term. The school employs other strategies to involve parents as partners in their children's learning, such as the "Help me Read" program and the PTO. However, parents indicated in interviews that opportunities for all parents to become involved are sometimes missed because of late notifications about events and the lack of translations of materials in prevalent languages. Staff efforts are inconsistent and do not provide sufficient information, in a user-friendly manner, as to how well students are doing academically. Evidence of this was seen during the review, as report cards that were evaluated were difficult to understand. Interviews with parents also revealed that the work teachers expect students to complete at home lacks explanation and varies in both quality and quantity. The manner in which academic data and student work are shared with parents reduces the opportunities for them to access and understand how well their child is doing and reduces the role they can play in advocating for their child's success.

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:** Continue to extend the involvement and understanding of all stakeholders in the goals/ mission/ vision statements to embed them school-wide, encourage ownership and to improve student behavior and achievement. Promote a school system for driving student achievement and wellbeing informed by accurate data that directs effective interventions for student support. Ensure a system to monitor the progress made against the SCEP goals and priorities is introduced and effectively implemented.
- **2.4:** Develop consistent communication systems across all grades for supporting APPR. Ensure feedback to staff is timely, consistent, and helpful in driving school improvement and instruction. Establish a system that facilitates the use of observation data and other information about teacher effectiveness to target professional development and guidance to improve skills and expertise and improve student achievement.
- **2.5:** Ensure all staff and teaches have access to quality training to help them use data effectively to inform and drive instructional practice and improvements. Refine existing systems school-wide to overcome inconsistencies in response to guidance given on key aspects such as student achievement, teacher practices, and student behavior so that improvements in student academic outcomes and social and emotional development are accelerated.

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 systematic plan/ schedule to expand PD to support teachers' understanding and implementation of CCLS, to enable them to differentiate effectively to prepare their students in career and college readiness. Provide staff with targeted support and encourage the school leaders to attend GLT meetings, and require minutes be recorded for GLT, ELT and SST meetings and reviewed by the administrated team. Ensure staff applies the training and support to adapt the curriculum, standards and intervention for students, across all areas of study, monitoring the outcomes to adjust and modify instruction and planning.
- **3.3:** Facilitate opportunities for all staff to plan collaboratively (including support staff) in grade level teams, to ensure teachers' instructional plans meet the requirement of CCLS; are modified in response to formative/ summative assessments to build student skills and to meet their academic and social-emotional needs. Ensure teachers' lesson plans align to CCLS and include differentiation and scaffolding for groups and individuals to help all students to become successful learners. Ensure teachers regularly monitor the effectiveness of student responses to instruction. Make certain teachers' set high levels of expectation and challenge for all students by using higher-order questions.
- **3.4:** Develop a plan to ensure all students can engage in quality, cross-curricular activities that target the arts and technology, challenge thinking, and build skills to encourage academic success. Encourage teacher collaboration across grades and subjects that create purposeful and rewarding interdisciplinary experiences for students

enriching their learning experiences. Build in opportunities for teachers to reflect upon the experiences offered to their students across subjects to refine them and ensure excellence in the opportunities offered for students to learn and develop.

- **3.5:** Develop a system, school-wide, that enables teachers to use assessment outcomes to adapt the curricula and establish with students individual goals to encourage growth in their academic achievement. Ensure teachers use formative and summative assessment data across all grades and subjects that inform and align with the curriculum offered to meet the needs of all students academically, socially and emotionally. Ensure teachers provide regular and useful feedback to the students about their academic progress to encourage them to develop a voice and share ownership of the decisions made in relation to their academic development.

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:** Address the inconsistency in practice across all grades and subjects to ensure teachers tailor instruction to meet student academic needs and set short- and long- term goals for students of all abilities. Ensure leaders monitor instructional coaching provided to teachers and evaluate the impact on instructional practices to drive improvement.
- **4.3:** Develop a consistent school system that enables all teachers to understand the demands of the CCLS shifts to assist them in modifying instruction to provide appropriate points of access for all students. Review the quality and range of questioning techniques used by teachers and staff. Ensure teachers use higher order questions are consistently to challenge students' thinking and improve their achievement outcomes.
- **4.4:** Provide adequate and appropriate levels of support, in the various settings around the school (especially the cafeteria to ensure behavioral expectations are clear and consequences for unacceptable behavior consistently applied. Develop a consistent school-wide approach to facilitate purposeful conversations between teachers and students, where needs and expectations are made clear to improve behavior. Use a range of strategies to monitor the changing needs of the student population and respond to the findings gathered to ensure the school environment meets those needs.
- **4.5:** Ensure data is consistently used to target teachers' plans to ensure appropriate student grouping and modified instruction to meet student needs. Align the use of both formative and summative assessment data systematically, across all grades, to inform decisions made in relation to the support of students academically and socially. Ensure feedback given to students celebrates and guides academic successes as well as behavioral responses.

Tenet 5: Student Social and Emotional Developmental Health

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

- **5.2:** Develop a school-wide system that is pro-active in addressing behavioral expectations and includes expanded intervention strategies that supports all students socially and academically. Ensure, through targeted PD and support, that all staff acquire the skills and knowledge to enable them to support their students' diverse emotional developmental health using data.
- **5.3:** Ensure staff understands the school leader's vision relating to students' social and emotional health. Ensure that the middle school specialist is involved and has a voice in the Intervention/ Crisis Team action plans. Communicate these plans school-wide. Ensure the plan to provide PD is monitored and adapted, to target the changing needs of staff and students to build capacity in staff to address the behavioral needs of students.
- **5.4:** Coordinate and synthesize current strategies to maximize staff efforts in addressing students' needs. Reach out to all stakeholders and community partners in a coordinated effort to adopt systems school-wide that achieve the SCEP goals for student social and emotional health. Develop a whole school system that gathers quantitative data on student behavior; formalize the existing systems using qualitative and quantitative data and ensure, that these are consistently used to target, individual and group interventions.
- **5.5:** Develop a uniform system to gather quantitative and qualitative information about student social and emotional needs and establish protocols and practices to implement this plan. Define the role of each stakeholder group in using data to provide targeted supports to address students' needs.

Tenet 6: Family and Community Engagement

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

- **6.2:** Develop a school plan to improve the quality of communication between home and school so that families in all grades have access to timely information to help them support their children's academic, social and emotional needs. Ensure that the school's expectations for high academic achievement are made clear through all communication between home and school. Review the existing procedures for building relationships with the home and make adaptations where existing strategies are not successful and monitor the impact and effectiveness of these changes.
- **6.3:** Devise new and creative strategies for communicating with parents that are consistent across all grades, time efficient for staff and pro-active rather than reactive. Ensure all families have access to information and documentation that is user friendly to help them support their children. Provide materials in language(s) represented by student body. Build a system so that school leaders and staff can effectively monitor the communication between home and school so that it meets parents' expectation and need.
- **6.4:** Establish systematic approaches to build partnerships with families by developing all staff's expertise and understanding of how to engage with and support parents effectively. Ensure staff has regular access to PD to build partnerships to address the changing and diverse needs of families and students.
- **6.5:** Establish and implement a plan to gather and use data effectively to identify and support family needs. Share data in variety of ways to ensure families can understand use the information to help support their children's academic needs.