



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

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



<b>BEDS Code</b>	022601060002
<b>School Name</b>	Wellsville Middle School
<b>School Address</b>	126 West State Street, Wellsville, NY
<b>District Name</b>	Wellsville Central School District
<b>School Leader</b>	Mary Ellen O'Connell
<b>Dates of Review</b>	May 28-29, 2014
<b>School Accountability Status</b>	Focus School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet																						
Grade Configuration	6-8	Total Enrollment	275	SIG Recipient	<input checked="" type="checkbox"/>	Title 1 Population	45%	Attendance Rate	96%													
Free Lunch	35%	Reduced Lunch	8%				Limited English Proficient	0%	Students with Disabilities	16%												
Number of English Language Learner Classes																						
#Transitional Bilingual	0		#Dual Language		0																	
Number of Special Education Classes																						
#Self-Contained	1		#Consultant Teaching		13		#Integrated Collaborative Teaching			12												
#Resource Room	7																					
Number of Special Classes																						
#Visual Arts	3		#Music		5		#Drama		0		#Foreign Language		2		#Dance		0		#CTE		0	
Racial/Ethnic Origin																						
American Indian or Alaska Native	0.3%		Black or African American		3.1%		Hispanic or Latino		2.4%		Asian or Native Hawaiian/Other Pacific Islander		1.4%		White		94.8%		Multi-racial		0.3%	
Personnel																						
Years Principal Assigned to School	13		# of Assistant Principals		.5		# of Deans		0		# of Counselors / Social Workers			1								
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification		0%		Teaching with Fewer Than 3 Yrs. of Exp.			8%		Average Teacher Absences		94%								
Credit Accumulation (High School Only) and Performance Rates																						
% of 1 <sup>st</sup> yr. students who earned 10+ credits	NA		% of 2 <sup>nd</sup> yr. students who earned 10+ credits		NA		% of 3 <sup>rd</sup> yr. students who earned 10+ credits		NA		4 Year Graduation Rate		NA									
ELA Performance at levels 3 & 4	27%		Mathematics Performance at levels 3 & 4		19%		Science Performance at levels 3 & 4		91%		6 Year Graduation Rate		NA									

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X (09-10,10-11)	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Math			
	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) 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		

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

1. **CCLS Implementation:** Align curriculum to Common Core State Standards.
  - a. Implementation of Math and ELA Modules in all math and ELA courses.
    - i. ELA and Math teachers, with school principal and curriculum coordinator, have participated in regional BOCES and state ed lead (Network Team) trainings centered on Module implementation.
    - ii. Integrated co-teaching is established at all three grade levels (year 2). Professional development has occurred to further instructional practices to best serve at-risk and identified students toward attaining on grade level CCLS standards.
  - b. Implementation of data driven assessment systems to improve formative and summative assessment practices in the classroom (eDoctrina).
    - i. ELA teachers have focused professional development to support Module implementation on close-reading strategies and formulating common writing rubrics.
    - ii. Math teachers have focused professional development on implementing assessments aligned to CCLS and collecting data through eDoctrina.
2. **Technology Integration:** Integration of technology to improve teaching and learning –resources and classroom support and training for teachers provided (1 to 1 implementation of iPads, Learning Management System- My Big Campus, Flipped Classroom).
3. **Collegial Learning/Inquiry Teams**
  - a. Special Education - Collegial Learning Circle (year 3) with facilitated learning opportunities for teachers to conduct action research around the connection between students with disabilities and The Common Core Learning Standards.
  - b. Unified Arts, LOTE, Science and Social Studies –teachers will engage in facilitated professional inquiry (year 3) to collect and analyze data to improve instruction and assessment practices related to CCLS. The establishment of Performance Based Assessments (year 2) and professional inquiry around project based learning (year 1) will serve to advance our collective knowledge around best practices for improved teacher practice.
    - i. Unified Arts includes: Art, Health, Family and Consumer Science, Technology and Physical Education.
4. **Improving Teaching and Learning:**
  - a. Using the 2011 Danielson “Framework for Teaching” the school community will continue to improve observational practices and professional development to advance teacher practice around the four domains of teaching and learning.
5. **Improving Family and Student Engagement in our school**
  - a. Establishment of afterschool programs for at-risk youth to better support their academic needs and their social and emotional health.
    - i. JUMP Club: service learning organization for grades 6-8.
    - ii. Extracurricular Activities: Athletics, Odyssey of the Mind, Lego League, Ski Club.
    - iii. 21<sup>st</sup> Century After-School Program: Partnership with YMCA to afford at-risk youth daily supervised academic support with a focus on STEM.
  - b. Community Schools grant to provide a social worker to support families (improving student attendance, mental health supports).
  - c. Professional learning Circle – implementation of best practices to improve family engagement in schools (book study).

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

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).			X	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.		X		

2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.		X		
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).			X	
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.		X		
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.		X		
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</b>	

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

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	

4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.		X		
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	
	<b>OVERALL RATING FOR TENET 4:</b>			<b>D</b>	

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.			X	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.			X	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.			X	
	<b>OVERALL RATING FOR TENET 5:</b>			<b>D</b>	

**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			X	

	emotional developmental health) to support student success.				
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.			X	
	<b>OVERALL RATING FOR TENET 6:</b>			<b>D</b>	

**School Review – Findings, Evidence, Impact and Recommendations:**

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>D</b>
<p><b>Debriefing Statement:</b> The school leader has established a sense of mission with clear priorities. She is making strategic use of resources to support improvement efforts and is leveraging systems to improve teaching practices. However, the school does not consistently use measurable goals to drive improvement efforts and is in the process of developing a more systematic use of data to monitor implementation, measure progress, and inform decision-making. Consequently, the school has not yet achieved all of its goals.</p> <p><b>Strengths:</b></p> <p>2.3 <b>The school has received a rating of <i>Effective</i> for this Statement of Practice:</b> Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</p> <p><b>Overall Finding:</b></p> <p>The school leader is using resources strategically to bring about school improvement and increase opportunities for student success.</p> <p><b>Evidence/Information that Lead to this Finding:</b></p> <ul style="list-style-type: none"><li>• The school leader has made strategic decisions concerning human, programmatic, and fiscal resources to foster school improvement. She has hired new teachers with expertise in priority areas who can model and share best practices with their peers. For example, one teacher is now piloting the flipped classroom approach and another with expertise in writing workshop skills will develop focused sessions.</li><li>• The school has made a significant investment in professional development (PD) and leveraged external expertise to provide ongoing training to staff as opposed to single events. In addition, the school has prioritized the use of technology and provides all students with iPads. Despite large expenditures in these areas, staff did not report any issues relating to the availability of other instructional resources although many teachers interviewed by the Integrated Intervention Team (IIT) expressed concern about the loss of some Academic Intervention Services (AIS) teachers and counselors. The school has also secured a Community Schools grant to provide a social worker, dental lab, and nutrition classes to support families, which will begin next year.</li><li>• The school leader reported to the IIT that she has preserved a complex block schedule in order to maintain a number of programs, including AIS, band/choir/orchestra, and a reading period, while adhering to instructional time limits in the district’s teacher contract. When asked about possible schedule issues in relation to providing supplemental instruction and interventions, implementing Common Core modules, and serving students with attendance issues, the school leader stated that she had analyzed more traditional models and under current budget constraints positions could be lost if the schedule were changed.</li></ul>		

**Impact Statement:**

The school leader's strategic decisions to maximize available resources address the immediate needs of the school community, which promotes school improvement.

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

**Overall Finding:**

The school leader has a functional Annual Professional Performance Review (APPR) system in place and is using it to drive improvement of teacher practices.

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

- The school leader indicated to the IIT that in order to provide a clear framework and common language for developing teachers, the school began using the Danielson rubric prior to adoption of the APPR. As a result, teachers were already familiar with the evaluation methodology. Teachers interviewed by the IIT shared positive statements about the process and the post-observation conference dialogues.
- The school's APPR system includes five walkthroughs and two formal observations, one announced and one unannounced. While noting the amount of time involved in implementing the APPR, the school leader also pointed to the importance of the requirements for data usage that allow discussions with teachers to focus on evidence of student learning. The school leader also indicated that the use of growth measures required by APPR has been useful in helping teachers develop performance tasks that foster increased rigor and engagement called for as a result of Common Core shifts. The school leader reported she is using the evaluation system to identify teachers with specific needs and provide support, including consultant and PD opportunities. For example, she is using the teacher improvement plan (TIP) process to require PD and targeted coaching for teachers with identified need for improvement although evaluations reviewed by the IIT indicated that many teachers were evaluated as effective or highly effective.
- The school leader is using observation of classroom instruction, planning artifacts, and meetings to inform strategic planning and PD. The school leader frequently attends grade team meetings and participates in PD activities and inquiry teams. While the school's self-assessment indicates that feedback on a systemic level is in the process of development, the school leader noted that she has used trend analysis to identify general areas of concern, communicate them to staff, and coordinate PD to address them.

**Impact Statement:**

The implemented APPR system holds teachers accountable for continuous improvement, which enhances student success.

### **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).

### **Overall Finding:**

The school has clear priorities and a sense of mission; however, improvement efforts are not driven by clearly measurable goals. While the school's goals and priorities are known by some stakeholders, they were not actively involved in developing the plans for improvement.

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

- The school leader has articulated clear priorities that have been communicated to, and are well known, by her staff. These include implementation of Common Core Learning Standards (CCLS) - aligned curriculum and instruction, technology integration, parent engagement, and enhanced PD and evaluation to drive school improvement. However, these priorities are not clearly aligned to measurable goals. For example, the school's comprehensive educational plan (SCEP), which contains detailed strategies for school improvement, does not include measurable goals. In addition, most SCEP goals focus on inputs, rather than quantifiable outcomes against which to measure progress and achievement although the district did select the goal of a ten percent increase for students testing at level one. Teachers noted the goal of implementing the Common Core, but rarely discussed it in terms of the desired outcome of college and career readiness. The IIT found that the school does not have a clear mission that articulates what stakeholders are trying to accomplish although staff, students, and parents have a general sense that the school is trying to prepare students for high school.
- The school leader has established priorities and has secured the support of most staff members and some other community stakeholders. However, there has been limited participation by constituents in creating goals. The school's self- assessment notes that the school leader has identified and implemented building goals, but they are mainly attended to by specific departments and inquiry teams and not widely shared across the school community.

### **Impact Statement:**

The lack of clearly measureable goals known by all stakeholders limits school improvement efforts and student achievement.

### **Recommendation:**

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

- Create measurable goals and interim benchmarks for implementation of strategies and desired outcomes, particularly with respect to student growth and achievement; communicate these goals to the school community and regularly report on progress as well as the results.

2.5 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders effectively use

evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

**Overall Finding:**

The school leader is in the process of establishing systems to monitor school practices and to use that information to improve school-wide practices. However, these systems are in the developmental stage and are not comprehensive and interconnected.

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

The school makes limited use of goals to drive its improvement efforts, which hinders its ability to evaluate progress and mission attainment. However, the school leader has a clear plan for implementing strategies designed to raise student achievement. The school is in the process of implementing new systems, including the school-wide adoption of iPads, and the eDoctrina and MyBigCampus systems and is providing ongoing PD and training to develop teachers' use of these resources. The school leader indicated that the school is primarily focused on monitoring and evaluating implementation and does not yet have a systematic approach to assess the impact of individual strategies and programs on student achievement.

- The school leader reported she is leveraging the APPR process to examine individual and school-wide practices. For example, evaluation outcomes are resulting in teaching improvement plans, and the school leader has begun analyzing trends in observation data derived from walk-throughs and using the results to inform PD. In addition, the Student Learning Objective (SLO) process, including the development of performance assessments, provides additional data. During interviews with the IIT, the school leader emphasized the administration of assessments and tools for data collection. However, the IIT found limited evidence of actual data analysis and action planning. School staff reported the need for more training in this area. The school is planning to implement response to intervention (RTI) protocols next year and is developing its inquiry teams' capacity for using data.

**Impact Statement:**

The lack of evidenced-based systems that are comprehensive and interconnected limits the school's ability to make progress toward achieving school-wide goals, which hinders student achievement.

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

- Establish clear, measurable, ambitious goals and reasonable benchmarks to drive improvement and assess progress; establish protocols for analyzing data, develop action steps, and follow-up to assess progress and impact.

**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 leader is supporting implementation of CCLS-aligned curriculum and

instruction, and the school is building cross-disciplinary connections, particularly with respect to literacy instruction. Teachers are developing their understanding of the CCLS and beginning to use data to inform curriculum planning. However, the use of data to maximize planning and instruction is inconsistent, which limits student outcomes.

**Strengths:**

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

**Overall Finding:**

The school leader has a clear plan to promote adoption of CCLS in all subjects and is implementing the plan to support teachers' adaptation of curriculum to meet the needs of all students.

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

- The school leader has been in the process of ensuring the implementation of the CCLS. The school has provided teachers with access to paper and electronic curriculum resources, and they are learning the modules and adapting them to meet their students' needs. The school has provided PD to support teachers in this endeavor. For example, the school has used consultants to support curriculum planning and inquiry teamwork. In addition, English language arts (ELA) and AIS teachers were sent to Network Team Institute (NTI) training although special education teachers noted limited access to such opportunities. Most stakeholders reported that they are in the process of implementing curricula that supports the CCLS and have a clear plan for continuing to review and revise curriculum.
- The school leader has ensured that CCLS implementation does not only involve ELA and mathematics teachers. She noted that the APPR process through the SLO requirement has provided an opportunity for unified arts teachers, including those involved in the arts, health, physical education, and technology, to engage with Common Core expectations. As a result, there is evidence of Common Core shifts taking place across the curriculum, particularly with the approach to text in all subjects.

**Impact Statement:**

Implementation of the CCLS across all areas meets the needs of all students, which promotes college and career readiness.

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

**Overall Finding:**

Teachers are working together to connect the curriculum across subjects and to provide enrichment

opportunities that promote student success.

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

- The school has established expectations for CCLS alignment in all disciplines and invested in PD and support for teachers in all subject areas. The school’s self-assessment notes, “All grade levels/subject areas are addressing shifts in ELA/Literacy,” with a focus on “increasing student engagement in informational text and engaging in more rich and rigorous evidence-based conversations about text.” The school has provided support to its unified arts teachers to help them establish rigorous expectations and curriculum designed to achieve their goals. For example, the review team found evidence of close reading strategies employed in art, physical education, and health classes.
- Grade teams meet frequently, which provides opportunities for cross-disciplinary connections. For example, ELA and other subject teachers are coordinating use of texts, including non-fiction, about history and science topics. In addition, the school’s adoption of iPads for all students has resulted in the use of technology across disciplines. The IIT observed students using their iPads for a number of purposes, including reading and research.

**Impact Statement:**

Students have multiple opportunities to engage in cross-curricula activities that increase their ability to be academically successful.

**Areas for Improvement:**

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

**Overall Finding:**

Teachers are planning detailed CCLS- aligned lessons but are making limited use of data for planning purposes. In addition, effective pacing and higher order questioning was not consistently evident in lessons.

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

- Lessons plans were generally purposeful with clear objectives. Teachers are using a detailed lesson plan template. The template includes a “meeting the needs” section, but there was limited evidence of teachers’ using data to inform strategies designed to meet their students’ needs. For example, the use of small groups was a frequent strategy listed in this section, usually providing for heterogeneous grouping so more advanced students could assist lower level students. In some classes, the heterogeneous groups were constructed without purposeful planning, and there was limited evidence of individual or small groups of students identified for targeted support. In addition, there was minimal evidence of differentiated materials or tasks although the IIT noted that one teacher was using different outline forms for different students. The IIT also found the use of leveled texts in some classes. School leaders reported that the use of data to identify student needs and design targeted strategies was an aspect of lesson planning that teachers are still learning to use

and an area in which additional PD is planned.

- While lessons were clearly planned, the pacing of the actual lessons did not always allow the complete lesson to be delivered. A number of teachers deviated from their planned schedule and as a result, a substantial amount of time was devoted to introductory activities or review work, which often curtailed time for the primary learning activity, including guided practice. In other classes, a relatively brief introduction left students struggling with how to carry out the assigned tasks. In a number of classes, pacing issues resulted in students disengaging from the learning activity. Teachers noted that the block schedule made implementation of the Common Core modules more difficult, which contributed to their problems with pacing. In addition, lessons did not consistently include higher order questions and tasks, which limited their rigor. For example, some lessons focused on basic recall and comprehension when they could have challenged students to evaluate, make inferences, and synthesize ideas

**Impact Statement:**

Teachers' inconsistent use of lesson plans based on data, does not address the needs of all students, which limits opportunities for academic progress.

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

- Ensure that lesson and unit plan development meets the needs of all students; enhance the use of data to identify student needs and design into lessons explicit strategies to meet those needs; Ensure that lessons are designed to promote higher order thinking by planning rigorous questions and tasks.

3.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

**Overall Finding:**

Teachers are in the beginning stages of using data to plan and develop curriculum. Teachers do not consistently provide students with feedback to promote their ownership of learning.

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

- The school's self-assessment notes, "Teachers are beginning to develop systems to make curricular decisions." The school leader reported the school is in the process of starting to implement the eDoctrina system, which will allow teachers to collect and analyze data. For example, staff members are using it to support formative assessments, including the mid- and end-of-unit assessments in the Common Core modules, and are beginning to use the results to adapt curriculum. Additional work is planned this summer to review this year's implementation of the modules and make adjustments for next year. The school has made PD in the area of data- driven decision making a priority to support their required implementation of SLOs and performance assessments. The school leader indicated that teachers are making progress in this area, but additional work is needed.

- The IIT noted some evidence of student reflective practices. For example, in some classes students were setting goals for themselves and reflecting on their progress and achievement. In one class, students identified their own support needs and could sign up for either peer review or a conference with the teacher. Peer review was observed in many classrooms, with clear protocols and forms providing students with guidance on effective use of this strategy. In several classes, students were actively engaged and providing actionable feedback to their peers. Students interviewed by the review team also indicated that they are encouraged to improve and have opportunities to seek feedback. A student portal is being implemented that will allow students to monitor their assignment completion and performance. However, the IIT noted that teachers are in the process of developing their own data analysis skills and are just beginning to talk about conferencing with students about assessment results.

**Impact Statement:**

Teachers are not consistently using data from assessments to provide all students with feedback on their progress, which limits opportunities for students to improve and take ownership of their learning.

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

- Provide detailed, specific diagnostic feedback to students based on the analysis of student data in order for them to take ownership of their learning and improve their work.

**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 provides a physically and intellectually safe environment that is conducive to learning. The school is focused on developing teacher capacity for data-driven instruction. The rigor and engagement of instruction was not always consistent nor did it always provide multiple points of access to all students. As a result, the school has not yet achieved high levels of academic success for all students.

**Strengths:**

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

**Overall Finding:**

The learning environment acknowledges student perspectives and needs and provides opportunities for students to learn in a physically and intellectually safe climate.

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

- During the on-site visit, reviewers noted a consistently orderly building. During classroom observations, the IIT found that most students were compliant with behavioral expectations. Although some students interviewed by the IIT raised concerns about bullying, they did not indicate

that this was an issue within classrooms or that it inhibited learning.

- Student perspectives are encouraged through a variety of practices. The use of peer review created student-centered learning opportunities and empowered students to share ideas and constructive critiques with each other. Heterogeneous grouping within classrooms was another technique observed by the IIT to encourage student dialogue and collaboration. There was also evidence that students are provided with some choice in their learning opportunities. For example, some assignments allowed students to choose writing prompts or project topics. A mathematics project required students to come up with their own statistical question and answer it. Outside the classroom, the Jump Club provides a safe space for students to discuss issues, and counselors facilitate mediations to help students resolve conflicts.
- The school has made some efforts to leverage and recognize student experience. The selection of texts reflected student interests and concerns. For example, one class used an article about bullying to enhance textual analysis skills. The school offers a Creative Exploration class to its upper grades, which are non-graded courses based on teacher interests. Some classes explore local history and architecture to engage students in their community

**Impact Statement:**

The learning environment is intellectually and physically safe and students are actively participating in learning, which promotes students' academic success.

**Areas for Improvement:**

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

**Overall Finding:**

School leaders are supporting the development of planning practices that are informed by data and reflect student needs, but this is not always reflected in instructional practices in the classroom.

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

- While the school is using a detailed lesson plan template, the IIT found limited evidence of planning based on data. The school's self-assessment notes that the principal and other school leaders are beginning to engage teachers in conversation about aligning plans to data. While many plans indicated the general strategy of heterogeneous grouping, there was limited evidence that data were being used consistently to structure groups. Some lessons referenced Scholastic Reading Inventory (SRI) Lexile data and Standardized Testing and Reporting (STAR) data to inform grouping, text selection, and instructional activities.
- School leaders acknowledged that inquiry groups are developing and that ongoing support and training is being provided to help staff shift from collecting and reviewing data to analyzing data and using the results to drive instructional planning. Instructional leaders are working with teams to examine data, including review of student work and identification of deficits that can be addressed

through lesson planning. The school also includes a number of intervention periods in its schedule, and teachers are using data to assign students to particular classes based on need. However, the review team found limited evidence that data are regularly being disaggregated to identify specific groups with specific needs. The school leader indicated that the school is planning to implement RTI next year and is preparing to use data-driven instruction (DDI) practices.

- Discussions with teachers indicate that conversations are beginning to be held about goal setting for students, but evidence indicates that long and short-term goal setting is not an established feature across the school.

**Impact Statement:**

Because teachers do not ensure that instructional practices are consistently organized around lesson plans that address student goals and needs, student engagement and achievement is limited.

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

- Expand PD opportunities on the effective use of data by inquiry teams and in lesson planning; continue to develop support tools and protocols that encourage effective use of data and the analysis of student work. Ensure that all students are provided with challenging and achievable goals.

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

**Overall Finding:**

Teachers are developing their skills in delivering rigorous and engaging instruction that provides multiple points of access for all students. However, these practices are not consistent, which limits student academic progress.

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

- Teachers are making a clear effort to deliver CCLS-based instruction but have not yet achieved consistently rigorous and engaging instruction. The review team found considerable evidence of teachers incorporating the CCLS shifts into their instruction. For example, in many classes across disciplines there was an emphasis on close reading of text and developing conceptual understanding. One student stated to the IIT that she is expected to “explain ways to solve math problems,” and not just get an answer. Teachers indicated that the modules have helped with this in ELA and mathematics, particularly with student exposure to more sophisticated text and content complexity. There was evidence of a variety of texts used throughout the school, including a balance of informational and literary texts. In addition, the SLO requirement for other subjects has encouraged teachers to adapt their instruction as well. However, CCLS-aligned instruction was acknowledged as a work in progress, with ongoing training and support planned to continue teachers’ development in this area.
- Classroom management was consistently strong across subjects and grades, allowing teachers to

focus on effective instruction. However, instructional rigor and engagement varied. Lessons did not consistently foster higher order thinking. In some classes, teachers missed opportunities to challenge students to develop their conceptual understanding by asking higher order questions. In addition, students were not consistently asked to participate in challenging learning tasks. Pacing was a problem in a number of classes, and as a result, some students spent considerable time on introductory activities or review rather than diving deeply into a challenging learning task. On the other hand, some teachers created demanding projects that required students to create their own problems and demonstrate their solutions. The IIT found that iPads were being used throughout the school and that a teacher was implementing a flipped classroom model with reportedly strong results.

- A shift towards student-centered learning was observed by the IIT. Many lessons employed small group discussion or collaborative projects that required students to engage with each other. Peer review was often used to allow students to analyze and provide critiques to their peers work. However, it was not evident that this strategy was effective for all students; some students were observed struggling and/or waiting for some time to get assistance when their peers were unable to guide them. In addition, concern was expressed about the efficacy of this approach, particularly for at-risk students who might need foundational skills content knowledge through explicit direct instruction.

**Impact Statement:**

Because instructional practices do not consistently provide multiple points of access for all students and higher order questioning, student engagement and academic achievement are negatively impacted.

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

- Ensure that teachers have and use a variety of instructional strategies to engage all groups of students; develop teachers' use of higher order questioning techniques and challenging learning activities that promote students' conceptual understanding.

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

**Overall Finding:**

Teachers are at an emerging stage of developing their skills in using assessments and data to inform and adjust their instruction and to provide timely feedback to students to promote student participation in their own learning process

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

- The school is in the process of developing systems to support teachers' use of data to inform instructional planning. The school is supporting the development and use of formative and summative assessments, including those that are provided as part of the Common Core modules. In addition, STAR and SRI assessments provide information about students' literacy skills. Data

systems such as eDoctrina are being implemented to support data collection and analysis. The school's self-assessment notes that while many teachers are developing protocols for a system of formative and summative assessment and that some teachers use data to drive instructional groups, these plans and practices are not consistently established on a daily or weekly basis. The school has provided consultants and training to support teachers in this work through their inquiry teams and teachers are beginning to use plans for grouping students. In addition, the school plans to implement RTI next year to ensure data are used to identify students, develop targeted interventions, and monitor progress.

- The shift to more student-centered learning has fostered some reflective practices on the part of students, and they are beginning to make more use of data along with their teachers. Teachers are also beginning to use available technology to provide students with feedback, and students are beginning to gain access to information about their achievement through an online student portal. For example, a teacher is piloting a flipped classroom model that allows students to watch videos of the teacher explaining a new concept at home, identify their understandings and/or confusions, and then come to school prepared to work on it with more time for direct support from the teacher.

**Impact Statement:**

Because teachers do not consistently use data sources to inform their planning and involve students in their own learning process, high levels of student achievement are limited.

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

- Ensure consistent use of formative and summative assessment data to guide and inform instructional decision-making, including the use of data to adjust student work and groups; use available test and assessment data to provide additional feedback to students to enable them to monitor their own progress and achieve at a higher academic level.

**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 is developing a more systematic approach to identifying and meeting the social and emotional needs of students and is in the process of enhancing stakeholder engagement in collaboratively addressing these needs. The school uses a number of curricula and programs to support students' social and emotional development. However, building staff capacity in this area is not a current school priority. Consequently, the social emotional needs of all students are not consistently being met.

**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.

**Overall Finding:**

The school leader has developed activities and practices that identify the social and emotional developmental health needs of students. However, the school does not have an overarching system with data-driven supports and resources to meet the needs of all students.

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

- Staff indicated to the IIT that because both the school and district are small, there are frequent informal conversations among stakeholders. Within the school, the school leader has intentionally placed each grade on its own floor to build a sense of community and foster communication among grade level staff and students. The grade level team is the primary system for identifying student needs. The school does not have a child study team; it previously had a pre-referral team, but grade teams now serve that function. A social worker participates in those meetings, and school leaders frequently attend the meetings as well. In order to create a more systematic approach, the school is planning to implement a formal RTI system next year to ensure that student needs, including social and emotional needs, are identified and addressed. An RTI team is working on the procedures and protocols now for a system that will consider both academic and behavioral data and ensure that general education teachers take responsibility for exhausting tier one and two strategies. However, the school is not making the most effective use of data to identify and meet the needs of all students. While systems are in place for students to be well known by a designated adult, not all available strategies and programs are cohesive enough to ensure that students' social and emotional needs are consistently addressed.

**Impact Statement:**

Although there are activities and practices in place, the lack of an overarching system to support students' social and emotional developmental health needs, limits student success.

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

- Continue with implementation of the RTI process and use it as a prototype for developing and implementing an overarching school-wide system to ensure that all students have their social and emotional developmental health needs met.

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.

**Overall Finding:**

The school has some curricula and programs to promote student social and emotional developmental health. However, the school is not currently focusing on PD to develop adult capacity in this area.

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

- The school provides a variety of programs and curricula to address students' social and emotional

developmental health needs. For example, a certified teacher from a community organization comes to the school to provide a life skills program for every student every year. All students take a trimester each of Health and Family and Consumer Science each year. Students in self-contained classes are included in these courses, which provide them with an opportunity to learn with other students. The Creative Explorations classes allow students to participate in non-graded activities, some of which address social and emotional development topics, such as a relaxation, multiculturalism, and expression through the arts. Extracurricular activities also foster social and emotional development. For example, the Jump Club sponsors sessions to discuss issues of student concern and interest and holds service learning events throughout the year.

- The school leader indicated that because of the school's priorities around CCLS and APPR implementation, PD for staff related to social and emotional issues has been limited this year. In addition, some school staff indicated that not all teachers are comfortable communicating with parents, and this is an area for growth at the school. A family engagement committee is being formed and some training focusing on social and emotional issues is planned.

**Impact Statement:**

Without PD focusing on social and emotional developmental health, adult capacity to support all students is limited, which hinders the development of a safe and healthy school community

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

- Ensure that PD is consistently provided for staff that equips them with the knowledge and skills to meet the social and emotional needs of all students.

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

**Overall Finding:**

The school has not strategically engaged all stakeholders to ensure that students' social and emotional needs are consistently met.

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

- The school is a small community that currently relies primarily on informal communication about the social and emotional needs of its students. The school leader and staff indicated that the school communicates with the elementary school about incoming students. The grade teams are the primary means of identifying students of concern and are currently filling the role of a pre-referral committee. Staff reported that family engagement with the school in relation to student social and emotional developmental needs is limited. The school does not currently have a systematic way to bring stakeholders together to discuss the specific roles of stakeholders in creating a positive and safe learning environment. The school has recognized this as an area for growth with plans for the implementation of a formal RTI system next year and the formation of a parent engagement

committee. Discussions with staff, students, and parents indicate that they do not have a clear understanding of the specific roles they are expected to play in meeting the school's vision for addressing the social and emotional developmental health needs of students. Stakeholders interviewed by the review team indicated that the school does not make its expectations clear to all stakeholders.

**Impact Statement:**

The lack of a clear plan and protocols delineating constituents' specific roles in building a school community that is safe and supports student social and emotional developmental health, limits student success.

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

- Ensure that all stakeholders are made fully aware of the roles they are expected to play in meeting the social and emotional developmental health needs of students; develop teachers' understanding of their role in collaborating with parents and students about social and emotional development.

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

**Overall Finding:**

The school is collecting data in a number of areas; however, they are not consistently using data to guide responses to students' social and emotional developmental health needs.

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

- School leaders have developed some systems for monitoring data related to student social and emotional issues. For example, staff review attendance data and discipline referrals to identify individual students with chronic problems and to target support. The grade teams meet regularly to discuss students and refer students with social and emotional issues to school counselors and/or school leaders. However, the school does not have a systematic approach for using student social and emotional data. While there is a clear focus on collecting and documenting data, there are limited structures and tools to analyze data and use the results to drive strategies. The school plans to implement an RTI process next year and provide continued PD for inquiry teams, which have focused primarily on academic rather than social emotional issues.

**Impact Statement:**

Because the school does not consistently use data to target the social and emotional developmental health of students, their needs are not systematically met, which limits students' opportunities to be academically and socially successful.

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

- Create and implement a strategic plan to analyze and use data to organize services and supports to

address student social and emotional developmental health and to track the progress students make in relation to interventions.

**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 is in the process of developing a plan and strategies to enhance parent engagement and foster high expectations for students. While the school provides families with access to data about their child’s progress, it does not promote consistent support to enable families to advocate for their children’s needs

**Areas for Improvement:**

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

**Overall Finding:**

The school leader and staff do not consistently communicate with families their high expectations for student achievement.

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

- Some parents interviewed by the IIT reported their children were being appropriately challenged, while others felt the school did not have high expectations for their child. The school communicates with parents in a number of ways and has involved some parents in school events. However, the school leader and staff indicated that they recognized the need to provide additional communications to parents focusing on high expectations for every child in the school. The school has sent home information about Common Core implementation, and resources for parents about the Common Core were observed in the front office. The school also uses its website to communicate with parents. A parent portal allows parents to obtain information about their own child’s performance, and a homework hotline provides updates on homework and assignments. The school also has transition programs for students moving from the elementary to the middle school and the middle school to the high school to help set age appropriate expectations. However, school staff acknowledge that parent engagement is an area for growth. Some teachers have taken the initiative to create parent engagement strategies; however, there is not a systematic, school-wide approach to parent engagement in place. Six staff members received pertinent training and are forming a parent engagement committee, which will conduct a book study and begin to address this issue.

**Impact Statement:**

The lack of regular communications with parents regarding high expectations for students, limits the development of a partnership with families to share in promoting the academic success students need for

college and career readiness.

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

- Develop and expand strategies that ensure all parents are aware of the school's high expectations for student achievement; ensure all teachers understand their role and responsibility in communicating high expectations for learning to parents.

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.

**Overall Finding:**

The school has several ways of communicating with parents but communication is not always reciprocal.

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

- While the school has a number of communication systems in place, reciprocal communication with families and community stakeholders is not systematic. Parents indicated that teachers are accessible when they have questions or concerns, and individual teachers have developed some effective strategies for engaging in dialogue with parents. For example, one teacher sends a folder home with students in which parents can journal and communicate with the teacher. However, some parents have indicated that they have difficulty in assisting their child with schoolwork because of Common Core changes and that the school has not provided training for parents. The school leader indicated that this is one reason the school pursued the Community Schools grant this year, which will provide parent training next year. Communication with parents is usually in home languages.
- The school leader and staff indicated that because of the school's priority of Common Core and APPR implementation, PD focused on parent engagement has been limited this year. There is currently no parent organization at the school. In addition, staff noted that not all teachers are comfortable communicating with parents. As a result, the school is launching a parent engagement committee to develop strategies to improve school-family connections, and plans are being developed to evaluate the effectiveness of its strategies for communicating with parents.

**Impact Statement:**

Limited reciprocal communication with parents hinders a robust home-school connection, which negatively impacts student success.

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

- Encourage more teachers to actively develop and share innovative strategies to engage parents in reciprocal dialogues; put in place procedures to evaluate the effectiveness of the school's procedures for communicating with parents and make improvements where needed.

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

**Overall Finding:**

The school community has limited partnerships with families and community agencies to provide training to support student success.

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

- The school has some partnerships and programs in place to promote parent engagement in a limited number of areas. The IIT found that there was little direct training for parents besides training for parents on use of the district's parent portal and on the iPads that were distributed to students. Staff indicated that the school partnered with Child Protective Services to train teachers on the effects of abuse and its implication for learning. The school also works with the local Child Advocacy Center, which has provided PD for guidance staff, the counselor/social worker, nurse, and school leaders. There has been no training this year to support and develop teacher capacity in building home-school partnerships. However, the school has recognized the need to leverage community partners and resources, which is one reason it sought the Community Schools grant, which will provide a mobile dental clinic, and parent workshops on nutrition and other concerns.

**Impact Statement:**

Limited partnerships between the school, families, and community agencies to support student success, hinder a robust home-school connection.

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

- Ensure that guidance is provided for parents in ways that they can support their child's learning and academic development; provide PD for staff on how best to engage with parents to form strong partnerships between home and school. Foster additional partnerships with community agencies to offer ways in which parents can provide support to their children with their learning and growth.

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

**Overall Finding:**

Although the school provides parents with data about their child's progress, the school has not successfully engaged parents in fruitful dialogue about the data and how to use it to advocate for services.

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

- The school provides families with data about their individual child's academic performance. Parents and staff indicated that the parent portal is widely used to disseminate information, and a parent

interviewed by the review team described using the portal to identify a problem and resolve the issue with the school. However, staff reported that parent teacher conferences are not maximized, and the school is not successfully engaging all parents in fruitful conversations about their child's data. In addition, there is limited dissemination and discussion of school-wide data. For example, few parents know about the school's accountability data and status.

**Impact Statement:**

The school does not empower all families to take action to support student learning, which limits student achievement.

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

- Pursue strategies to engage parents in dialogue about their child's performance. Ensure that school-wide data is disseminated in a user-friendly format and that training is provided to parents so that they can advocate to have their children's needs met.