



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	66-23-00-01-0025
School Name	Museum 25
School Address	579 Warburton Avenue,
District Name	Yonkers City School District
School Leader	Dr Valencia Brown-Wyatt
Dates of Review	November 6-7, 2013
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	Pre-K-6	Total Enrollment	388	SIG Recipient		Title 1 Population	38%	Attendance Rate	90%			
Free Lunch	80 %	Reduced Lunch	20 %	Student Sustainability	80%	Limited English Proficient	30%	Students with Disabilities	65%			
Number of English Language Learner Classes												
#Transitional Bilingual	N/A		#Dual Language		N/A		#Self-Contained English as a Second Language			N/A		
Number of Special Education Classes												
#Special Classes	3		#Consultant Teaching		N/A		#Integrated Collaborative Teaching			N/A		
# Resource Room	1											
Number Special Classes												
#Visual Arts		#Music		#Drama		#Foreign Language		#Dance		#CTE		
Racial/Ethnic Origin												
American Indian or Alaska Native	0%	Black or African American	48.7 %	Hispanic or Latino	42.1 %	Asian or Native Hawaiian/Other Pacific Islander	5.6%	White	1.2 %	Multi-racial	2.4%	
Personnel												
Years Principal Assigned to School	3		# of Assistant Principals		1		# of Deans		0		# of Counselors / Social Workers	2
Teachers with No Valid Teaching Certificate	%		Teaching Out of Certification		%		Teaching with Fewer Than 3 Yrs. of Exp.		%		Average Teacher Absences	6%
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	16 6.9%	Mathematics Performance at levels 3 & 4	12 5.2%	Science Performance at levels 3 & 4		6 Year Graduation Rate						

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		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		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. Ensure all stakeholders are trained and have knowledge of the new CCLS in order to enhance instructional practices that are evidence based and rubric centered.
2. Create professional learning communities and committees to build capacity school wide.
3. Monitor the school climate and school culture to enhance student outcomes.
4. Increase the use of formative and summative assessment tools in classrooms and improve feedback and create a data driven culture and enhance student performance.

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

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

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

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			X	

	enrichment opportunities.				
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.				
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		X		

	sense of ownership for providing social and emotional developmental 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:		E		

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

#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strengths 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	E
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Debriefing Statement:

Leaders articulate the vision and the drive for improvement well. School leaders promote and encourage the school community to apply systems that result in all stakeholders being aware of the school mission. A collaborative environment has been established where cohesive teams of different stakeholders drive improvement. As a result, the whole school community is striving to achieve and meet goals set out in the school vision and mission.

Strengths:

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

- Leaders have set out a clear vision and mission for the school and articulated them well, so they are known throughout the school. The mission and vision were reviewed two years ago following the appointment of the current school leader. Raising achievement, nurturing emotional well being and developing life- long learners are key components of the vision. The leader is aware of the challenges in the school and is addressing these challenges by raising standards for students' behavior attitudes toward learning and emotional health. As result, school data reports show that standards rose steadily prior to 2013, when the curriculum and testing expectations changed district-wide. School leaders have built a strong team approach to school improvement that involves all stakeholders working together with a sense of urgency. The school in collaboration with staff and other stakeholders updated the current SCEP earlier this year in response to a District review and recommendations; priorities from this review are evident in the SCEP. Students, staff, and parents understand the aims. The vision is shared with parents at the regular Open House meetings. Parents told reviewers about the school's drive to improve achievement and in particular the focus on reading. They spoke of the recent changes to the vision so that it is in line with the CCLS expectations and ensures "students can learn and teachers can teach." Students spoke clearly about how they must ensure that they maintain or improve standards for all work, knowing that they were ultimately aiming to achieve a standard of level 3 or 4 every year. A SCEP team consisting of the Assistant Principal (AP) and teachers from different grades meet regularly and review progress towards the SCEP goals. Data analysis identified in the SCEP is a recent focus of the newly formed data team. Improved data collection and comparison systems help this process. The team plans to compare and monitor growth data when it is updated at the end of the term. Teachers have allocated levels to students and noted these on a grid quadrant system so that this can be regularly reviewed and note the academic progress of students. The data team is responsible for working with leaders to monitor teachers' use of the system and hold them accountable for

students' progress. All these factors have a positive impact on raising student achievement.

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

- School leaders have a clear understanding of the resources needed to move the school forward. . On her arrival to the school there were no computers and psychological and social services support had been reduced. The school leader indicated that she articulates the school needs to the district. As a result, the school now has a computer lab with some iPads. In addition, psychological and social service supports have been restored through the Andrus Project (Children and Family Services). This has resulted in modifications to students' behavior and has improved access to learning. Following the review of student needs, the Expanded Learning Time and the Goals programs begin in November 2013. These programs are allocated to grade four as assessment results indicate large gaps in achievement for this grade level. Currently, teachers support students' additional needs by devoting extra time during recess, which both teachers and students spoke of as beneficial. Specific small group early intervention work is organized and well-supported by the special education, reading, and resources teachers. Teachers also spoke in support of plans given to them by these staff to begin to adapt curricular materials and ideas for students who need extra help. The speech teacher "pulls out" some students, ensuring they have focused word articulation support. Because of the clear focus of leaders on improving standards, the school leader makes her needs to the district very clear when it is appointing teachers through the posting system. School leaders review current staff expertise and place them appropriately to ensure improvement. For example, school leaders allocated specialist teachers to grade six and moved teachers to grades based on how their experience best fit the need. All new teachers have a mentor. PD seen during the review about Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessments linked well to the CCLS standards and using information to adapt the curriculum. The school leaders' strategic decisions around staff and fiscal resources are positioning the school to address the needs of the community.

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.

- The school has well-organized and rigorous systems for teacher APPR. The school leader is knowledgeable about APPR systems, because she is part of the District Board. Walk-throughs are a well-established and effective practice by school leaders. Both the school leader and her assistant conduct regular informal walk-throughs as well as those that are part of the required formal teacher observations and give detailed feedback that is linked to teachers' standards and contains clear follow-up points. Teachers sign their feedback forms to indicate their agreement and understanding of the focus for the next observation or walk-through. Teachers explained the targets set for APPR system. School leaders described the focus of the walk-through and how this links to standards and PD. The school leader makes effective use of the system to reorganize

staffing, allocate support, or if necessary create a formal Teacher Improvement Plan (TIP) for teachers who are not performing well. All new staff members, who are appointed by the district, are allocated a grade partner who is recognized as a highly effective teacher. This practice encourages teachers to support each other through various means, such as inter-visitation and PD. Observations and support linked to performance data has improved this year, because of the base-line tracking system for students for comparison. The school leader’s system for teacher evaluation and monitoring is fully functional and aligns to the APPR. The result is that all administrators and staff are held accountable for continuous school improvement.

Areas for Improvement:

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

- School leaders are developing evidence-based systems to analyze education practices, some of which are more effective than others. For example, the Student Parent U referral team (SPURT) analyzes the use of information relating to student social and emotional health. However, systems associated with academic achievement are not as developed. The curriculum, the tracking system for students’ attainment, and the data team’s focus on student attainment are all new this school year, so evidence of their impact is limited. In interviews and document review, the Integrated Intervention Team (IIT) did not find evidence of systems to collect data on student attainment. . The school has issued parental surveys but has not yet used them to support planning or monitoring against the SCEP priorities. Since many systems are new or developing, they are not monitored and have not yet been revised, which limits the impact on student academic achievement.

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 uses published resource materials that support the alignment of the Common Core Learning Standards (CCLS) in English language arts (ELA) and math. The use of data to inform instructional differentiation to meet the needs of all students and improve student achievement is inconsistent. Teachers do not collaborate regarding the delivery of interdisciplinary curricula. As a result the full potential of student learning outcomes are not achieved.

Strengths:

All ratings for this tenet are **Developing** or **Ineffective** and therefore comments are listed under **Areas for improvement**.

Areas for Improvement:

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

- The school has adopted Journey and Envision as curricula for English language arts (ELA) and math, respectively, to support the CCLS. However, the schools needs specific plan for professional development (PD) for the whole school year to fully implement the CCLS and instructional shifts. Teachers complete a response form to indicate what PD would benefit them. A staff member has delivered PD on Response to Intervention (RtI), which the school plans to implement in November 2013 and align to the CCLS. Teachers have also attended district training on this topic, but expressed a lack of confidence as this training was not detailed or long enough; as a result, they do not feel ready to adapt the curriculum to align with CCLS. Teachers meet regularly to discuss curriculum, both by subject and vertically across grades. The meeting observed by the IIT was focused on assessments, but no school leaders were present, a full agenda was not clear, and the meeting lacked a clear directions to drive improvement in student academic outcomes. Although staff attempted to share ideas, the discussion was an informal chat about general findings not supported by evidence of student work. The meeting did not produce any recorded outcomes or next steps, which limited the opportunity to have a more direct impact on improving instruction. School leaders encourage staff to use the curricular documents of Journeys and Envisions, which support alignment to the CCLS. However, the school leader has not yet planned a curriculum review to evaluate its early impact on student learning and engagement. . Although the school is working towards a consistent implementation of the CCLS, it is at an early stage of development and does not directly influence or drive improvements in student achievement at a rapid enough rate.

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.

- Teachers are working to develop unit and lesson plans that are aligned to CCLS, but they do not yet deliver instruction that is driven by data. Teachers discuss aspects of instructional delivery, assessment, and general academic outcomes at grade meetings, but they do not consistently connect these issues to data. The IIT did not find evidence that staff engages in joint planning or makes necessary adaptations to plans, as staff has just begun to use resource books and materials. Teachers do use individual plans that are linked to unit plans that are CCLS supported. However, most teachers deliver lessons without adapting them to include more complex materials to meet the differing needs and abilities of students. For example, in most lessons observed by the IIT, all students worked on the same math problem or read the same text as suggested in the teachers' resource book. Some group work was evident, but teachers used it to promote engagement rather than as an opportunity to differentiate based on student strengths and needs. All classrooms have a data wall on display for students. Teachers update these with weekly tests linked to unit plans, but

the IIT did not find evidence that teachers consistently make appropriate use of this data to drive instruction. Data-driven instruction that addresses student needs is not yet a school-wide norm, which has a negative effect on student achievement.

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

- The school has not developed a comprehensive plan to support an interdisciplinary approach to learning. The school leader said she intends to introduce such a plan, but at present teachers do not collaborate to create interdisciplinary curricula. During the review, the IIT found evidence of integration of art, music and technology in very few classrooms; only a few teachers integrated computer work into instruction. Specialist teachers deliver art and music instruction. Some enrichment does take place through links to the Hudson River Museum, through the STEM project, where an architect facilitates activities for grades three and four. The lack of a comprehensive plan means that students have few opportunities to engage in a range of thoughtful cross curricular activities that integrate the arts and technology.

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 collect various assessment information linked to the “Journey and Envisions curriculum resources and the CCLS statements. The school is reviewing the information and developing further assessments. All teachers have established baseline levels for every student using a mixture of data from state tests, resource assessments, and class work. This is collated onto a quadrant grid for tracking purposes at the end of term. Weekly and unit assessment data is displayed in all classrooms on a dedicated data wall. At the grade level meeting, teachers discussed in general terms students’ performance on weekly and unit assessments and how teachers could consider adapting the curriculum based on these results. This allowed the special education teacher to show the toolkit document, which has adapted ideas that she is using with students who have performed at lower levels. As a result, other staff discussed adapting work for the upcoming week. This approach to sharing data is at the early stages and be formalized as staff become familiar with the standards and resources. Feedback to students is inconsistent across classes and grades. Some teachers make effective use of rubrics, in particular writing rubrics, when giving feedback. At the student meeting, students spoke clearly about this. However, not all students could say why the level for work had been awarded or how they could improve their work next time. Feedback is not always written on individual pieces of work. Some students consider their own level of work while in some classes peer assessment is used. These inconsistencies in practice limits student learning and engagement, which affects academic achievement.

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
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Debriefing Statement:

Teachers use the provided instructional materials to assist with lesson planning and to support CCLS. Teachers create an environment where students' contributions are valued and therefore students are becoming confident as learners and developing their thinking. However, instruction often lacks creativity, does not challenge students, and is not consistently driven by data. Teacher feedback to students is inconsistent from class to class and not specific enough to help move students to the next level. As a result, student learning is not always purposeful and student academic growth is not adequate.

Strengths:

4.4 **The school has received a rating of *Effective* 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 learning environment and conditions for learning are strengths of the school. Social and emotional well-being for learning is an important part of the school's culture, which is much appreciated by the parents and students. Parents expressed that they view the school as a community-minded and family oriented. Classrooms and hallway displays include students' work in different contexts and media. Data, for example, pie charts about each class, are also posted and prompt discussion by students in the hallway. Classroom displays support learning and students are beginning to refer to these while working. Charts for reading strategies and literacy elements were linked to student exemplars. Behavior expectations are clear. Students spoke about the numbered steps for behavior at the meeting with members of the review team. Students work together well in classes. Relationships with teachers are relaxed and respectful. Students are confident in asking questions and making suggestions. Teachers expect and encourage students to ask for clarification and for answers to be in full sentences rather than single words or phrases. Teachers are developing skills like asking open-ended questions to support deeper student thinking. The school focuses on key values like respect and honesty by rewarding students through school-wide announcements and selecting students of the day to reinforce a culture of positive behavior. Students overwhelmingly agree that they feel safe at school, there is no bullying, and if an incident occurs the school staff deals with it quickly. Parents commented that teachers and parents work together to resolve any behavior issues. Both students and parents commented on the clear roles of the school leaders in the systems for behavior management. Parents said that the school leader knows all students and their parents by name and relates well to them. She is said to be approachable as are all staff. The school promotes an environment of collaboration that encourages all stakeholders to actively participate in and support learning.

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.

- Samples of lesson plans from document review show that they are aligned with CCLS, making reference to textual evidence, complete sentences, and the main purpose of reading. School data systems and accountability are developing. Teachers are increasingly aware of the benefit of summative data and how they might apply this to adapt plans and instruction. However, this is still not fully embedded and the IIT saw many examples of whole-class instruction. Groups of students have goals and expectations, but individual targets for students are not yet routine practice. Students said that they knew they had to meet or exceed their benchmark level and were aware that the aim was to be level three or four. They made reference to levels of work marked using the rubrics, but how they was achieved the levels and how to improve the work is unclear. Student knowledge about this was mainly linked to ELA; math knowledge was weaker. In most ELA lessons, including in ESL and special education classes, students were encouraged to go back to the text to find answers and make predictions, which increased their engagement. An example of effective instructional best practice was seen in grade four where vocabulary learned through the core text was being applied independently. Students in higher grades worked well in pairs, supporting each other's learning. However, some students were not challenged by this. Teachers recapped prior learning in most lessons. All lessons displayed the learning objective. Some whole class repetition of facts or phrases was encouraged for engagement but was not a good assessment of individual learning. The school lacks consistent and effective instructional practices that ensure that the needs of all students are met.

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.

- Instruction is not consistent and many activities are generic and not specifically matched to the different needs of groups within the classes. All teachers apply the suggested instruction from the Journeys or Envisions resources that reference CCLS and some teachers are beginning to make references to CCLS and different instructional shifts in their planning. Some more confident teachers are beginning to adapt new approaches and add different ideas that meet the needs of individual students. This is generally more evident in ELA. However, more commonly the review team saw whole-class instruction that lacked creativity and did not challenge students. Students were often doing the same task. When the IIT saw group work, it appeared to enhance engagement rather than being matched to student ability. Some phonics instruction supported struggling students by placing them in smaller groups with a learning support assistant. However, learning support assistants mainly focus on behavior or complete administrative tasks rather than support students for differentiated work. Most instruction does not challenge higher-performing students. Special education classes support access for lower ability students by more closely matching work to students needs. Approaches in kindergarten and pre-kindergarten are beginning to adapt to CCLS

shifts with some independent inquiry, but teachers sometimes directed activities in a way that stifled creativity. For example, all students copied the same rocket using shapes rather than designing their own. When students had finished, they independently sorted shapes in different ways. However, questioning to check learning and develop thinking was subsequently limited. In grades one and two are learning reading skills linked to phonics and key words. This is well-organized, consistent, and effectively links to the school focus on reading and CCLS standards. Although instruction is improving, there is still work to be done to ensure that instruction meets the needs of all students and provides multiple points of access for all students.

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).

- Teachers do not effectively use data to inform differentiated planning and foster student participation. Teachers are collecting information regularly from summative assessments linked to the ELA and math teachers' resources. Teachers spoke of understanding their accountability to get students to the appropriate level but do not know how to use the collected data to regroup students. At the grade level meetings teachers discussed generally how students underperformed in tests compared to class work, but did not support this with evidence and were not sure how to use the information. All classrooms have data walls, which display the weekly test scores for individuals and the class. However, analysis of this information for grouping and instruction was not well-developed. Some teachers are grouping students based on the data. Students are aware of the data and what it showed, but they were not sure how this information would help them improve. Various formative assessment methods were seen in lessons, but these were inconsistent and not used effectively as formative assessment to move learning forward. Assessment through questioning is developing. The IIT observed teachers asking different questions to students with different abilities. Often only one student was expected to respond while others waited, so formative assessment is limited. Some teachers use whiteboards so that all students can record and show answers, but this is not checked rigorously enough to ensure learning or clarify misconceptions. Some teachers limit students' hand-raising and select students by drawing names from pots. Student work, in particular student writing, is assessed and graded against the rubric. Students were aware that work is graded against the rubric and were also aware of which level they needed to achieve. Some students assess their own work against this prior to the teacher grading it, but this is not consistent. One student said "teachers do not collaborate about the rubric, they just give the grade" and other students agreed. Hallway displays in grade six had writing rubrics attached with grading and reasons. Only one out of five students in the group interview said teachers give individual goals to improve. Teachers spoke of group goals more than individual student goals. Formative and summative assessments are not being used effectively to encourage students to take a greater responsibility for and ownership of their own learning. This restricts students' learning and the opportunities to be more academically successful.

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

The whole school community works together effectively to create a safe environment and promote the social and emotional developmental health of all students. The school pays attention to students’ social and emotional needs, which results in students effectively accessing learning. The school leader is very experienced and knowledgeable and supports staff well, but there is less evidence of planned professional development geared directly towards building other staff expertise and capacity for dealing with varying and more critical behavioral situations.

Strengths:

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

- Clear systems and support mechanisms are in place for the development of students’ emotional health. The school works with various agencies and organizes activities to support students, such as the OWLS project, a weekly workshop session with outside speakers who address topics such as bullying, gang violence, cyber bullying, and fire safety. Staff members reported that they were clear about how to identify students in need and refer them if necessary. The school leader is instrumental and skilled at driving this awareness. Parents spoke of how both teachers and the school leader help with social and emotional referrals by guiding parents through the process. Parents said that the school leader always acts as an advocate for the students. Parents spoke of how they were introduced to mental health services through Open House sessions. The school has founded and maintains strong links with the Andrus project. The Student Parent U referral team (SPURT) meets regularly to discuss and refer students using appropriate data. Students are integrated back into school sensitively following referral so that that can better access learning. They are monitored and if needed referred onto the Committee on Special Education (CSE) so that they can be successful. Special education classes are well-organized and these students are sensitively supported and monitored. The Andrus children’s center psychotherapist services support the school well, with referrals made by staff members and parents. The GOALS program community initiative is being targeted at grade four for ELA and math. All these students will have “push in” support beginning in November 2013 in school, as well as afterschool tutorials. This has the potential to enhance the existing systems that support student social and emotional developmental health in an effective manner.

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

and emotional developmental health supports tied to the school's vision.

- Students feel safe and well-supported in school and this contributes positively to their social and emotional well-being. They can identify staff that will help them if they have difficulties. Staff speaks convincingly about student well-being and shows good knowledge of different students and their families. Staff members make themselves available to support families in as many ways as possible. Parents spoke about the school being a family and how the school community mirrors the community around them. The school employs various methods to identify family needs and to support students' emotional health. The school continually looks at new projects and how they can improve; for example, the school introduced intensive plans (IPs) to support students in need of more social and emotional guidance. Teachers support students by using resources inside the school, such as special education teachers, and outside the school, such as a visiting psychologist and Andrus staff. As mentioned previously, the SPURT meets regularly to discuss students' emotional, psychological, and behavioral needs and make referrals. Parents say they have faith in the school staff to guide and support their children. The OWLS project presents a range of activities for student to access, for example, youth services, programs aimed at eradicating antisocial behaviors, and recreation programs, all aimed at enhancing students' social and emotional development. The school's efforts are effective at making its vision of nurturing students' social and emotional health a reality.

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

- School staff accurately identifies students' social and emotional needs from various data sources. These include assessments and observations of students' responses and behaviors in the classroom. Teachers could clearly explain the sequence to follow for referrals, which include observation and interventions, data, parental conference, previous teachers' information, other support such as occupational therapy, and then the SPURT team. Some students with behavior needs are put onto a six-to-eight-week IP and then reintegrated successfully into general classrooms. This is done systematically and monitored closely. The school leader indicates that this contributes positively to students' academic success. The SPURT team responds to individual student needs quickly. The team discusses all students in detail and has individual detailed notes for all students concerned, with clear follow-up notes to be reviewed. Referrals to the Committee on Special Education (CSE) are regular. In 2012-2013, 16 of 21 students referred were placed into more appropriate settings. Psychiatric referrals result in recommendations for alternative behaviors or placements. The manner in which school staff works together in unison and uses the available data to assess and meet student need is reflected in the successful way social and emotional health are nurtured across the school.

Areas for Improvement

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.

- Staff development for social and emotional health is ongoing through the contact that staff members have with the highly skilled and knowledgeable school leader. The school leader was previously a social worker and has many skills in the realm of student social and emotional developmental health, but her knowledge is not formally transferred to other staff to ensure sustainability. For example, no formal PD for school staff is planned other than revisiting mandatory reporting roles. Parents have completed a needs analysis, but this has not been analyzed so that training can be planned and implemented to meet their needs. The Andrus program in place supports families in crisis, but communication around such cases is confined to specific needs and is confidential. The school plans to set up PBIS and Rtl committees, but has not done so yet. PD has been given to staff in preparation for this. However, work needs to be done to ensure that the school’s efforts are better aligned to a more formalized program that better promotes the school’s vision for the social and emotional developmental health of all students.

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

Tenet Rating	D
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Debriefing Statement:

The school culture promotes partnerships where parents, community, and staff work together toward student academic progress and social-emotional growth and well-being. However, the lack of systemic professional development for staff and parents, focused on building effective and sustained partnerships, limits family/school collaboration and reduces parents’ ability to advocate for their children.

Strengths:

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

- Families are encouraged to engage with the school as much as possible. Teachers and administrators are accessible before and after school. Parents appreciate the open and approachable nature of staff. Parents described a very family-oriented atmosphere where they feel welcome at all times. Parents indicated that no problem is too small, saying, “it’s all right if you don’t know, you just ask.” Parents praised the school leader in knowing every student and every family personally. They spoke of receiving “up to the minute” information about students verbally at the end of the day and through phone conversations. They also get regular report cards. A Connect ED telephone system is used for general communication, positive situations, and any issues. Staff is encouraged to contact parents immediately. Staff spoke of the process for this and recited how it is often necessary to contact different family members to reach parents. Staff is

relentless in this quest. The school leaders organize regular Open House sessions to share information, for example about the CCLS curriculum. Open House sessions often follow a social event to ensure better attendance. A detailed school website has lots of information about events and school expectations. Information links on the site help explain the CCLS standards. Other links support students' homework activities; for example, Razz Kids allows students to read aloud into the computer and check fluency. The school promotes this well as the students engage in class competitions for these. The school's efforts, to foster communication with families, supports student learning.

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

- The school recognizes the different languages and cultures of its families. Communications through Connect ED and the school website are in both English and Spanish. The recent needs survey issued to parents was in both languages and was very simple in format to encourage parents to respond. The school received many responses, but has not yet analyzed them and therefore has not yet developed an action plan. Numerous tabs and links on the website support communication of curriculum events and access to student and family support agencies and district support services. Parents spoke about any referrals or difficulties being reciprocal between school and home. Parents feel that the school welcomes and values their views. Parents say the school acts with professionalism and confidentiality at all times which helps to keep mutual respect and supports students' desire to achieve. Parents at the meeting had various family connections to the school with several generations having attended the school. Grandparents still visit to support the school. Unfortunately, many of the family services previously available have been stopped due to budget constraints. The school is at the early stages of monitoring effectiveness of communication with parents in order to strengthen it and make adaptations to areas which currently weakens parental support possibilities. Staff and parents indicate that the school leader is approachable and she that she always works with parents to develop solutions. These positive factors contribute to the establishment of effective channels of communication between home and school and to better identify students' strengths and needs.

Areas for Improvement:

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

- The school plans to analyze information and develop ideas on how best to help parents support students' academic needs and how stronger links can be established with community agencies to improve students' chances of academic success. Open house events conducted about data were poorly attended. The parent group indicated that many parents have had poor previous experiences with their own schooling, so they are often reluctant to attend meetings and help

students' academic needs. Staff members indicate that they make attempts to contact and support parents as part of the school culture, but they recognize that there are some challenges. The staff said that more support including PD about how to approach and work with parents would be beneficial. Parents say that they would welcome more opportunities to volunteer, though some opportunities such as school book fair days already exist. A Welcome Center previously based at the school is not running at present and will resume later in the year once funding is received. The parent group is developing fund raising opportunities, such as collecting "box tops." Each class has a parent representative. The school does not do enough to examine ways in which school staff could further strengthen partnerships with parents and community organizations to better support student learning and academic success.

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 shares data with parents through report cards, home school communication books, and progress notes. However, the school has not developed a consistent mechanism to promote parents' understanding of academic data for standards. This makes reciprocal conversations and responses about standards less effective. A training session to support parents understanding of the state standards data was not well attended. School leaders indicate this is an area to be further developed and are planning how to do so. This lack of knowledge restricts parents' ability to advocate fully on behalf of their children.

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:

- 2.5: Improve the regularity and rigor of using evidence-based systems such as curriculum reviews and parent surveys. Use these systems to monitor the school's performance, make changes to school-wide practices, and better inform SCEP priorities.

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: Ensure that the planned ongoing PD continues so that teachers better understand how to align the CCLS curricula and adapt lesson planning ideas. Ensure these skills are implemented consistently across the school so that all teachers refine the lesson plans within the teachers' resources Journeys and Envisions. Closely monitor the impact on student achievement.
- 3.3: Ensure teacher planning takes into account the progression of skills within the subject and is modified based on students' different abilities and thus include a variety of complex materials to promote higher-order thinking. School leaders should monitor planning regularly and ensure that it is fully implemented in all classrooms and has a direct impact on improving student achievement.
- 3.4: Evaluate the procedures for opportunities for joint planning between class and subject-specific teaching staff in order to integrate art, music, and computer work into an interdisciplinary approach to learning. The impact of this approach should be evaluated by school leaders with a specific focus on how well it is contributing to student growth.
- 3.5: Develop teachers' skills for using assessment information to modify the curriculum and to drive instruction through focused PD and planned and focused grade meetings, monitored and supported by school leaders. In addition, school leaders should ensure that all teachers provide quality feedback to students that enable them to know precisely what they need to do to improve their work.

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: Through continued PD and regular grade teacher meetings, develop teachers' skills and confidence to adapt lesson plans so that they include varying instructional practices to more appropriately meet the needs of different learners.

- 4.3: Improve teachers' ability to use data to group students according to ability and plan and modify activities so that they more closely match student needs, lead to improvements in student learning, and foster academic success.
- 4.5: Plan regular opportunities in grade-level, vertical, and whole school meetings to develop teachers' ability to use summative and formative assessments to drive instruction, group students, and set individual targets. Improve teachers skills of questioning and use of whiteboards so that they can check students' understanding, correct misconceptions, and drive learning forward. Develop feedback so that students know their exact targets for next steps of improvement.

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:

- 5.3: Plan and provide quality ongoing PD for staff about dealing with students' social and emotional needs, in particular in dealing with some of the more extreme emotional and behavioral needs and situations.

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:

- 6.4: Develop PD for staff about how to work alongside parents to support their children with school work and social and emotional needs.
- 6.5: Develop a variety of workshops and training sessions for parents so that they better understand how to support their children with academic work and targets for learning at home. Survey parents to solicit the best time to offer these sessions.