



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



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| BEDS Code | 42-18-00-01-0004 |
| School | Bellevue Elementary School |
| School Address | 530 Stolp Ave., Syracuse , NY 13207 |
| District | Syracuse City School District |
| School Leader | Joanne Harlow |
| Dates of Review | May 9-10, 2013 |
| School Accountability | Focus |
| Type of Review | SED Integrated Intervention Team (IIT) |

| School Information Sheet | | | | | | | | | | | |
|---|------|--|------|--|-------|--|--------|------------------------------|-------|-------------------|------|
| Grade Configuration | K-5 | Total Enrollment | 462 | % Title 1 Population | 86% | % Attendance Rate | 90.52% | | | | |
| % Free Lunch | 89% | % Reduced Lunch | 9% | % Student Sustainability | | % Limited English Proficient | .5% | % Students with Disabilities | 23.4% | | |
| Types and Number of English Language Learner Classes | | | | | | | | | | | |
| # Transitional Bilingual | | # Dual Language | | # Self-Contained English as a Second Language | | | | | | | |
| Types and Number of Special Education Classes | | | | | | | | | | | |
| # Special Classes | 2 | # Consultant Teaching | 4 | # Integrated Collaborative Teaching | 2 | | | | | | |
| # Resource Room | 0 | | | | | | | | | | |
| Types and Number Special Classes | | | | | | | | | | | |
| # Visual Arts | 6 | # Music | 6 | # Drama | 2 | # Foreign Language | 0 | # Dance | 0 | # CTE | |
| Racial/Ethnic Origin | | | | | | | | | | | |
| % American Indian or Alaska Native | 1.9% | % Black or African American | 63% | % Hispanic or Latino | 16% | % Asian or Native Hawaiian /Other Pacific Islander | .7% | % White | 16.6% | % Multi-racial | 1.4% |
| Personnel | | | | | | | | | | | |
| Years Principal Assigned to School | 5 | # of Assistant Principals | 1 | # of Deans | | # of Counselors / Social Workers | 1.5 | | | | |
| % of Teachers with No Valid Teaching Certificate | 0 | % Teaching Out of Certification | 0 | % Teaching with Fewer Than 3 Yrs. Of Exp. | 3% | Average Teacher Absences | 8.3 | | | | |
| Overall State Accountability Status (Mark applicable box with an X) | | | | | | | | | | | |
| School in Good Standing | | Priority School | | Focus District | X | Focus School Identified by a Focus District | | SIG Recipient (a) | | SIG Recipient (g) | |
| ELA Performance at levels 3 & 4 | 6.0% | Mathematics Performance at levels 3 & 4 | 6.5% | Science Performance at levels 3 & 4 | 78.8% | 4 Year Graduation Rate (HS Only) | N/A | | | | |
| Credit Accumulation (High School Only) | | | | | | | | | | | |
| % 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 | | 6 Year Graduation Rate | | | | | |

| Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.) | | | |
|---|----------------------------------|---|---|
| | American Indian or Alaska Native | X | Black or African American |
| | Hispanic or Latino | | Asian or Native Hawaiian/Other Pacific Islander |
| X | White | | Multi-racial |
| X | Students with Disabilities | | Limited English Proficient |
| X | Economically Disadvantaged | | |
| Did Not Meet Adequate Yearly Progress (AYP) in Mathematics | | | |
| | American Indian or Alaska Native | X | Black or African American |
| | Hispanic or Latino | | Asian or Native Hawaiian/Other Pacific Islander |
| X | White | | Multi-racial |
| X | Students with Disabilities | | Limited English Proficient |
| X | Economically Disadvantaged | | |
| 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 | | |
| 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, DCIP, etc.):

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

- 1. Common Core - Teachers ensure that Pearson unit and lesson plans are aligned to the CCLS coherent curriculum, introduce complex materials that stimulate higher-order thinking and student engagement, and build deep conceptual understanding and knowledge around specific content.**
- 2. Social/Emotional Supports - The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.**
- 3. Safe Environment - Staff creates a safe environment that is culturally responsive, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.**
- 4. Family Engagement - The school's atmosphere is welcoming and fosters a feeling of belonging and trust which encourages families to freely and frequently engage with the school leading to increased student success.**

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 | Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP). | | | X | |
| 2.3 | Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals. | | | X | |
| 2.4 | Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved. | | X | | |
| 2.5 | The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement. | | | X | |
| OVERALL RATING FOR TENET 2: | | | | D | |

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

| # | Statement of Practice | H | E | D | I |
|-----|---|---|---|---|---|
| 3.2 | The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12. | | | X | |
| 3.3 | Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. | | | X | |
| 3.4 | The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities. | | | X | |
| 3.5 | The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student | | | X | |

| | | | | | |
|---|--|----------|----------|----------|----------|
| | achievement outcomes. | | | | |
| | 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 | Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. | | | X | |
| 4.3 | Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals. | | | X | |
| 4.4 | Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry. | | | X | |
| 4.5 | Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. | | 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 cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health. | | X | | |
| 5.3 | The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students. | | | X | |
| 5.4 | All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes. | | X | | |
| 5.5 | The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful. | | | 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 atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success. | | X | | |
| 6.3 | The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning. | | X | | |
| 6.4 | The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success. | | | X | |
| 6.5 | The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success. | | | X | |
| OVERALL RATING FOR TENET 6: | | | E | | |

School Review Narrative:

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

Debriefing Statement: The school has a vision focused on creating a safe, nurturing environment and implementing innovative instructional programs to meet diverse learners’ needs; but not all stakeholders can articulate the vision. The school leader uses an evidence-based system to examine school improvement; however, the system consists of unconnected data sources. Because the school vision is not widely known and systems to support the vision lack clarity and coordination, stakeholder support to implement the vision is inconsistent, thus limiting the intended result.

Strengths:

2.4 The school has received a rating of *Effective* for this Statement of Practice: Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.

- The school’s budget is determined by the district; however, the school leader makes some programmatic, and personnel assignment decisions based on the school's vision and goals. According to the school leader, the district assigns a small budget to the school each year. From that budget, the school leader reserves a percentage to purchase technology supplies to increase educational opportunities for students to meet their goals. Teachers use the remaining funds for individual classroom supplies. Staff makes purchasing decisions regarding school supplies with the intention of improving student achievement. The school leader approves purchasing requests if they promote school and student goals. To more effectively manage the academic and social needs of students and to support the school’s vision, the school leader created a work group consisting of veteran teachers and student support services personnel. While the school leader has limited ability to make decisions regarding fiscal capital, she is effective at implementing systems within the parameters set by the district, which promotes school improvement.

Areas for Improvement:

2.2 The school has received a rating of *Developing* for this Statement of Practice: Leaders ensure an articulated vision is understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP)

- The school vision is not clearly understood across the entire community. The school leader reported to the integrated intervention team (IIT) that the school leadership team developed the vision. The IIT observed that the vision was posted in areas throughout the school, such as the school lobby and

in most classrooms. When interviewed by the IIT, parents stated that the vision is for students to pass State tests, for the school to raise academic achievement, and to provide a “no bullying atmosphere.” Students articulated similar ideas about the school’s vision in their meetings with the IIT. While these statements generally align to the vision and goals, the school leader reported they are still working to clarify the vision with all stakeholders to ensure a common understanding. The school leader would also like to incorporate the use of data into the school's vision so that the vision reflects the importance of measuring and monitoring school goals of a data-driven culture. The school leaders are still in the early stages of ensuring clarity and alignment of the school vision and goals, communicating the vision, and ensuring that all stakeholders share the same vision. As a result, this limits a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the SCEP.

2.3 The school has received a rating of *Developing* for this Statement of Practice: Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.

- The staff is in the beginning stages of using data to drive progress toward achieving school goals. The school leader stated that because they are in their first year of implementing a vendor created curriculum they are still developing sophistication with the data practices that are associated with its implementation. Specifically, the school is in the process of determining the best way to ensure multiple data sources that complement each other. For example, Aimsweb data and annual New York State assessment data complement each other. The IIT observed a data wall in the offices of the instructional coaches, which contained data for Kindergarten through grade three students, and demonstrated academic progress tracking using Aimsweb data. The two instructional coaches stated that they meet weekly with the school leader and administrative intern to monitor student progress on a macro level. In the grade-level meeting, the IIT observed that teachers discussed student data and made instructional decisions about students as a team. Teachers reported in interviews with the IIT that every six weeks the Aimsweb benchmark data is collected, and that this information provides additional data for teacher use. However, during classroom visitations, the IIT noted that teachers did not consistently use formative assessments to inform their instruction. Since staff is using data mostly from a single source, Aimsweb data, to monitor student progress, and there is a lack of clarity around the use of multiple complementary data sources, data-based decisions are not made based on common criteria across the school, which limits progress toward mission critical-goals.

2.5 The school has received a rating of *Developing* for this Statement of Practice: The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

- School leaders stated that they fulfill the requirements for the evaluation of teaching and learning as

set forth by the district. According to leaders, a system is in place for observation that results in feedback to teachers. Leaders also stated that feedback to teachers takes place via the vendor consultant, instructional coaches, and the school leadership staff. Teachers reported to the IIT that school leaders conduct walkthroughs in many classrooms, but do not always provide feedback. They also indicated that feedback with suggested “next steps” for improvement is not consistently offered and that data derived from observations is not consistently used to drive professional development (PD) programming. While school leaders conduct frequent observations of staff, constructive feedback and targeted PD for teachers based on observations is inconsistent, which impedes continuous improvement efforts.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curriculum 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: Teachers implement comprehensive Common Core-supported curricula and regularly meet by grade level, but do not meet consistently with other grades or with specialty teachers to identify appropriate curricular modifications. There are missed opportunities to reinforce the Common Core Learning Standards (CCLS) through learning activities that authentically promote application.

Strengths:

All ratings for this Tenet are Developing 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 and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.

- The school is in its first year of implementation of a vendor provided curriculum for English language arts (ELA) and mathematics. The curriculum and aligned instructional supports are based on the CCLS. The school leader and staff reported that staff is still learning to fully understand the program and implement it well. Coaches stated that they provide PD on the instructional shifts and that teachers meet horizontally in the interest of consistent implementation. The IIT observed that some staff analyzed units, lessons, and the resulting student data, and had identified opportunities for strengthening weak lessons. Some teachers stated that they requested and received permission to make modifications to the vendor curricula; these modifications were necessary to meet student needs and the rigor of the CCLS. However, the IIT observed, during classroom visitations, that the implemented curriculum was inconsistently rigorous or inconsistently incorporated the instructional shifts aligned with the CCLS. While all teachers are using the vendor created curriculum in English language arts (ELA) and mathematics classes, only some teachers are modifying the curriculum to better meet the needs of students. The lack of consistent curricular alignment with the rigor

demanded of the CCLS, prevents all students from having their learning needs fully addressed.

3.3 The school has received a rating of *Developing* for this Statement of Practice: Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.

- Some teachers are participating in grade level meetings and using CCLS-aligned units and lessons to expose students to rigorous materials appropriate for their grade levels. However, the IIT noted during classroom visitations, that the delivery of the lessons does not consistently reflect the rigor of the CCLS in such areas as independent application of learning and the development of higher-order thinking skills. The IIT observed that some teachers are making clear efforts for alignment of lessons to the CCLS, particularly in ELA. The vendor created curriculum provides pacing guides for units and lessons which includes five-day sequencing with days two and three focused on higher-order thinking skills. However, during classroom visitations, the IIT observed that this practice was inconsistently used among teachers. While some teachers are ensuring that their lessons include complex materials and stimulate higher order thinking skills, this was not consistent practice. As a result, many students are not building deep conceptual understanding and knowledge around specific content.

3.4 The school has received a rating of *Developing* for this Statement of Practice: The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.

- A review of the master schedule and staff discussions during group interviews with the IIT indicated that teachers are collaborating horizontally, but not vertically. Arts integration is lacking curricular connections because of scheduling limitations. Grade level teams meet horizontally on a weekly basis when their students are attending specialty classes; however, there are no consistent opportunities for vertical teaming. Although technology is used to present information in most classrooms, there is limited opportunity for technology integration given the structured meeting time built into the master schedule. While students have the opportunity to engage in art, music and other enrichment area subjects in isolation, they are not consistently exposed to a seamless integration of arts and technology throughout their learning. During classroom visitations, the IIT noted a lack of student use of the SMART Board technology resulting in missed opportunities to integrate enrichment area subjects into ELA and mathematics, and the lack of activities that enable students to discover and create on their own. Because students are not consistently exposed to interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities, their access to a robust curriculum that encourages creativity and discovery is limited.

3.5 The school has received a rating of *Developing* for this Statement of Practice: The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.

- The school leader and teachers are beginning to create a data-driven culture within the school. In interviews with the IIT, staff reported that they analyze student data several times per year to assign students to various groups that will better meet student-learning needs. Aimsweb data is used for grouping students in ELA and mathematics as well as to monitor student progress. The IIT noted that teachers have data binders that include Aimsweb data and data from other sources. This data collection and analysis is not evident in non-vendor supplied curriculum subjects. In ELA and mathematics, instruction is leveled based on data, and students are grouped accordingly; however, the IIT also noted that daily lessons are not customized to the needs of individual students. Additionally, during classroom visitations there was inconsistent use of formative data to inform instruction. While the school uses data to inform grouping and monitoring student progress in ELA and mathematics, the inconsistent use of data to inform or modify instruction, results in a curriculum that is not always tailored to the needs of all the students, which limits 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 sub-groups experience consistent high levels of engagement, thinking and achievement.

Tenet Rating

D

Debriefing Statement: Instruction follows a vendor provided curricula, which includes supplementary practices that supports the CCLS. Teachers are in the developing stages of understanding and effectively using this curriculum, which results in inconsistent levels of student engagement, inquiry, and achievement.

Strengths:

4.5 The school has received a rating of *Effective* for this Statement of Practice: Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.

- Teachers use an assessment system, Aimsweb, aligned to the curriculum, to determine student groupings. Given every six weeks, Aimsweb assessments enable teachers to progress monitor their students and to reconfigure leveled groupings as necessary. During classroom observations, the IIT noted that most of the feedback provided to students was given verbally and responsive to instructional needs in the moment. The IIT observed that some teachers also used formative and summative assessments during lessons. Teachers checked for understanding through questioning, and based on the student responses, provided appropriate feedback to students. The timely use of data in many classes was purposeful and led to high levels of student engagement. As a result of teachers use of a variety of data sources to inform lesson planning and frequent feedback given by teachers to students based on the analysis of timely data, teacher’s plans foster student participation in their own learning process.

Areas for Improvement:

4.2 The school has received a rating of *Developing* for this Statement of Practice: Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry

- Some teachers implement the unit and lesson plans and associated strategies provided by the vendor created curricula and assessment data, Aimsweb, with fidelity, to meet established student goals. The IIT observed during classroom visitations that while some teachers followed the instructional plans and associated practices prescribed by the adopted curricula, other teachers' instructional practices did not. The IIT noted that some teachers' implementation of plans promoted high levels of student engagement and inquiry. In other classrooms, the IIT noted that teachers used instructional practices that were generic, primarily whole group, with limited opportunities for independent learning and inquiry in small groups. In these classes, the IIT noted there was limited student engagement. In most classrooms visited by the IIT, teachers checked for understanding during lessons; however, the unique needs of some students were not sufficiently met through interventions. While teachers are in the beginning stages of implementing the newly adopted curricula, inconsistent practices and strategies to meet individual students' short- and long-term goals limit progress aimed at increasing student achievement.

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

- Instructional strategies that are appropriately aligned to the CCLS, and provide opportunities for all students to be successful are inconsistently implemented. In some classrooms visited, reviewers observed the use of strategies supporting the instructional shifts required for CCLS implementation. For example, a science lesson included evidence-based questioning based on content from a video about potential and kinetic energy. However, the IIT did not consistently see this style of instruction throughout the school. In other classrooms, teachers used generic instruction that did not provide multiple ways for students to engage in learning. While the adopted curricula are intended to guide teacher practices, inconsistent implementation of differentiated strategies is resulting in limited student engagement and achievement.

4.4 The school has received a rating of *Developing* for this Statement of Practice: Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.

- Classroom environments are inconsistently safe and responsive to students' strengths and needs. In many classrooms visited by the IIT, behavioral management by the teacher was effective. However, in some classrooms the IIT observed instances of significant disruption among some students. Reviewers observed an inconsistent application of behavioral strategies across the school and among staff members. The IIT noted that teachers generally provided constructive feedback and reinforcement to students whose behavior was mostly compliant. Questions asked by teachers

during lessons are scripted by adopted vendor created curricula and are based on a five-day sequence, with days two and three focusing on higher-order thinking. However, not all teachers are effectively tailoring instruction to the strengths and needs of all students. While most teachers create a learning environment that fosters compliant behavior, inconsistent teacher practices around behavioral expectations and responsiveness to students' needs is negatively affecting high levels of student engagement and inquiry.

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

Tenet Rating

E

Debriefing Statement: The school has a robust set of social and emotional programs in place and a comprehensive referral process. There is little to no PD for teachers on social-emotional programs, resulting in lack of awareness and inconsistent implementation.

Strengths:

5.2 The school has received a rating of *Effective* for this Statement of Practice: The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

- The school has a comprehensive system in place for referring, tracking, and supporting students who are facing challenges to their social and/or emotional developmental health. The school leader reported to the IIT that the school has outlined a series of must dos in order to become a better school, such as prioritizing the development of a highly effective referral system in which each child is known by an adult. In interviews with IIT, the student support services staff reported the School Based Intervention Team (SBIT) receives referrals for students identified for social or emotional issues. This team then determines interventions to put in place and tracks student progress over time. Each student referred for behavior reasons is assigned a teacher with whom the student is to check-in and check-out with, when arriving and leaving school. A check-in and check-out form is used to guide this process. The student support staff also noted a system in place to refer children to appropriate community-based agencies for services if the student has social-emotional health issues that require support beyond that which the school may provide. The school leader and staff continue to cultivate partnerships with community groups and to build an effective data system for tracking student progress to monitor the effectiveness of interventions. As a result of systems that identify students' social and emotional developmental health needs and that provide mechanisms for support and monitoring of progress, student needs are being consistently met and are promoting their success and well-being.

5.4 The school has received a rating of *Effective* for this Statement of Practice: All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

- The school leader and parents reported that students, parents and staff members have a clear commitment to a “no bullying” environment. In interviews with the IIT, staff reported that behavioral problems are tackled quickly and efficiently. However, some teachers reported needing additional support with some individual students. While the IIT also observed that some teachers struggled with control of some student behaviors, reviewers noted that the majority of students were well behaved. All stakeholders interviewed by the IIT reported feeling safe in the school community, and parents and students reported a clear emphasis on the school-wide prevention of bullying. The IIT observed that teachers were in the hallways, as students moved from one space to another, ensuring student safety. The result is a unified emphasis and sense of ownership, by all stakeholders, regarding student safety as a prerequisite to student academic success.

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 connected to learning experiences and results in building a safer and healthier environment for families, teachers, and students.

- The school’s vision, which includes a school environment that fosters student social and emotional health, is widely communicated but inconsistently promoted through learning experiences. In interviews with the IIT, parents, students, and teachers, were able to articulate the main ideas of the school’s vision, which includes ensuring a “no bullying” environment. All stakeholders referred to the prevalence of posters stating the vision around the school and in every classroom. However, during classroom visitations, the IIT noted that some teachers did not manage challenging student behavior effectively. There are systems of referral and support that are in line with the school’s vision. For example, identified students are referred to Check-in and Check-out, a program that allows each child to be paired with an adult in the building. The school support staff carefully monitors each student referred for support. While the school has taken steps to support its vision, there is a lack of evidence to show that the school provides teachers with PD opportunities to recognize and appropriately respond to students’ social and emotional needs. The IIT noted during classroom visitations that some teachers lacked the necessary skills to foster a safe and healthy learning environment. While systems are in place to promote student social and emotional well-being in support of the school’s vision, the lack of consistent implementation of learning experiences for students and staff impedes the health and safety of all constituents.

5.5 The school has received a rating of *Developing* for this Statement of Practice: The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional development health needs, so students can become academically and socially successful.

- The school’s student support services team, led by the school psychologist, addresses student social-emotional needs, but efforts to develop teachers’ use of data to respond to student needs is not yet operational. The school leader stated that staff is encouraged to use student academic and behavioral data to address student social-emotional needs and that support systems are being

developed to address staff's ability to manage each student's unique needs. The SBIT team meets regularly and consistently monitors student progress. However, in interviews with the IIT, some teachers indicated the need for additional PD to gain a deeper understanding of the social and emotional developmental health needs of students. While select staff is using data effectively to respond to students' social emotional and academic needs, some staff struggle with their ability to ensure that student needs are being met, thereby limiting students' ability to become academically and socially successful.

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

Tenet Rating

E

Debriefing Statement: The school has a welcoming atmosphere where parents and families feel connected and supported. Additionally, families are afforded many opportunities to be involved in and engaged with the school. The school is beginning to create a culture of partnerships where the school, families and community members work together to promote student success.

Strengths:

6.2 The school has received a rating of *Effective* for this Statement of Practice: The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.

- Families appreciate the staff's role in creating a welcoming school atmosphere. During interviews, parents expressed admiration for the school leader and staff. Parents noted that the school leader and staff respond to notes and emails, answer report card questions, and, in general, are willing to spend time listening to concerns. Parents also reported they have opportunities to volunteer and engage with the school in classroom activities, as well as school wide social activities. Parents added that the staff knows parents' names, provides opportunities for parents to volunteer in the classroom and as one parent noted, "feeling welcome is an understatement!" The school leader stated that although the Parent-Teacher Organization (PTO) is struggling for traction and impact, the culture is welcoming, and the staff is successful in providing a welcoming atmosphere. Because the school community fosters a trusting and respectful relationship with families, families frequently engage with the school, which promotes academic achievement.

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 students' strengths and needs are identified and used to augment learning.

- The staff is aware of the cultural diversity among students at the school and regularly communicates with parents using both written and verbal communication modes. Report cards, which include progress toward benchmarks, are sent home every four weeks, and are translated into all pertinent

languages spoken in students' homes. The school district provides the translations using a combination of outside agencies and internal staff. Parents noted that the school leader and staff respond to notes and emails, answer report card questions, and, in general, are willing to spend time listening to concerns. During the parent meeting with the IIT, when describing the school community, parents said, "We celebrate religions, and each other's holidays, like Kwanza and Hanukkah. We have daddy-daughter dances, a party in the auditorium, lunch with our kids, and we learn about culture through art and reading about it." In interviews with the IIT, students and families indicated the school was effective in creating an atmosphere that fosters a feeling of belonging and trust. As a result of the regular reciprocal communication between families and the school, students' strengths and needs can be identified and used to promote learning leading to increased academic achievement.

Areas for Improvement:

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

- The school shares some information with families regarding community resources. However, the school has not prioritized the need for the provision of PD sessions for families that would enhance parents' ability to connect to the available resources within and outside of the school. Despite having a struggling PTO, the school is able to make some connections with families through this organization. In interviews with the IIT, the school leader indicated a need for more families to be aware of the professional help available for themselves and their children that would assist in supporting student's academic and social-emotional needs. The school leader also indicated that the teaching staff requested PD that would support them with strategies and partnerships for managing challenging student behavior. While some PD was made available to staff in this area, not all staff members have attended these sessions. There was a lack of evidence to indicate that PD was provided to staff on how to develop and sustain partnerships with families and community agencies. While the school has developed relationships with some families and with some community agencies, it has not responded to the needs of all staff and all families to promote and provide PD so that the entire school community can work together to support student success.

6.5 The school has received a rating of *Developing* for this Statement of Practice: The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students, and school constituents centered on learning and success.

- The school leader and staff share some data with parents. The district's data portal is available to parents. However, in interviews with the IIT, some parents indicated that they could not successfully access the data and some reported they do not understand what the data means. The school leader indicated that growth is needed in this area and that he is seeking opportunities to meet with parents to increase their understanding of student data. Parents reported to the IIT that they could not recall any PD session being offered on how to understand student data to inform

them of their child's growth, progress, and needs. Because not all parents are able to access student data or are able to understand what the data means in relation to student learning needs, many parents are not able to optimally advocate for their child's learning and success.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Collaboratively develop the vision using more voices and stakeholders. Communicate it clearly and widely, and ensure all initiatives and goals are aligned with the vision.
- 2.3: Adopt a school wide initiative promoting consistent and widespread implementation of the strong data practices currently being employed among some of teachers.
- 2.5: Create a system that provides a more consistent feedback loop to ensure coaching of instructional practices among teachers over time. Determine how teachers are receiving non-evaluative feedback about their practices. Deepen the sophistication of these structures and practices in order to make feedback more frequent and impactful.

Tenet 3: Curriculum Development and Support

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

- 3.2: Provide consistent and systematic support to all teachers in aligning the school curricula with the CCLS to produce vibrant, rigorous, and coherent learning tools for all students.
- 3.3: Continue to implement the vendor created curricula. Engage in vertical teacher team meetings so teachers can better understand the trajectory of the curriculum's scope and sequence, and how the rigor of the material builds throughout a student's experience.
- 3.4: Determine "work-a-rounds" within the schedule to allow art and other enrichment area teachers to better integrate with the classroom teachers. Restore the strong tradition and value of the arts throughout the school.
- 3.5: Implement data practices determined to be exceptional in one grade level, across the school. Promote increased teacher use of formative assessments and more frequent, daily responses to student needs to supplement the six-week benchmark monitoring.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Deepen the use of the strategies outlined in the CCLS instructional shifts. Increase knowledge through PD, reading, and most importantly, collaborative discussions among teachers during common planning time, and ongoing observation and feedback.

- 4.3: Encourage and provide opportunities for staff to examine and discuss in what ways the adopted curricula's strategies align to the instructional shifts in the CCLS, and how such strategies are in service to student learning in order to create a professional learning community culture.
- 4.4: Engage teachers across the school in PD on behavioral management strategies focused on students who disrupt classroom environments and create missed instructional opportunities for themselves and others. Establish a more consistent schoolwide practice and build capacity beyond the behavioral intervention team led by the psychologist.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.3: Provide PD opportunities and support for staff to build their capacity to support and sustain social and emotional health among all students.
- 5.5: Provide training for teachers to develop an understanding of how to identify and use data to address students' social and emotional developmental needs that align to academic success.

Tenet 6: Family and Community Engagement

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

- 6.4: Provide additional PD opportunities and supports to teachers in order to build their capacity to engage families and community resources in ways that support student learning and growth. Provide PD and supports to teachers who are struggling with students who display special needs in the area of social and emotional development.
- 6.5: Capitalize on the culture, appreciation, and commitment of parents by engaging them in more learning opportunities focused on supporting their child's academic achievement. Offer learning opportunities that help parents to understand their child's level, monitor student progress, and fuel academic growth with effective support strategies. Expand involvement to include opportunities for parents to learn, contribute, and exercise their potential.