



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	14600010076
School	Herman Badillo Academy
School Address	315 Carolina Street, Buffalo, NY 14201
District	Buffalo City School District
School Leader	Donna Jackson
Dates of Review	December 3-4, 2012
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	PK-8	Total Enrollment	720	% Title 1 Population	88%	% Attendance Rate	88.3%				
% Free Lunch	89.9%	% Reduced Lunch	3.6%	% Student Sustainability	TBD	% Limited English Proficient	46.0%	% Students with Disabilities	17.5%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	5.5	# Dual Language	4	# Self-Contained English as a Second Language				9.5			
Types and Number of Special Education Classes											
# Special Classes	3 Biling.	# Consultant Teaching	1	# Integrated Collaborative Teaching				20			
# Resource Room	0										
Types and Number Special Classes											
# Visual Arts	9	# Music	13	# Drama	0	# Foreign Language	1	# Dance	0	# CTE	4
Racial/Ethnic Origin											
% American Indian or Alaska Native	0.3%	% Black or African American	9.7%	% Hispanic or Latino	83.1%	% Asian or Native Hawaiian /Other Pacific Islander	1.1%	% White	4.2%	% Multi-racial	1.7%
Personnel											
Years Principal Assigned to School	11	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers				1.2/.5	
% of Teachers with No Valid Teaching Certificate	2.5%	% Teaching Out of Certification	1.2%	% Teaching with Fewer Than 3 Yrs. of Exp.		2.1%	Average Teacher Absences		93% (2010-11)		
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing	N/A	Priority School	X	Focus District	X	Focus School Identified by a Focus District	N/A	SIG Recipient (a) (g)	N/A		
ELA Performance at levels 3 & 4	9.3%	Mathematics Performance at levels 3 & 4	15.6%	Science Performance at levels 3 & 4	43.0%	4 Year Graduation Rate (HS Only)		N/A			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	N/A	% of 2 nd yr. students who earned 10+ credits	N/A	% of 3 rd yr. students who earned 10+ credits	N/A	6 Year Graduation Rate		N/A			

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
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		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	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		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		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		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
X	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. Increase student achievement for all, including subgroups such as: Students with Disabilities, English Language Learners (ELL), and Economically Disadvantaged (ED).
2. Use data to drive instruction, including the differentiation of instruction through the Response to Intervention (RtI) model.
3. Provide a professional learning opportunity cycle focused on: Addressing the Common Core Learning Standards (CCLS) through lesson planning and implementation, Sheltered Instruction Observation Protocol (SIOP), Step Up to Writing, Data Driven Instruction, Improving instructional practices, such as 'wait time,' checking for understanding, higher-order thinking skills and questioning, and effective Co-teaching. The cycle must include introduction of new material, modeling, practice, assessment through observation and continued growth through the reflective process.
4. Effectively use co-teaching opportunities, including English as a Second Language (ESL), Special Education and teacher aide/assistant support, to maximize student achievement.
5. Create a culturally responsive, safe, and civil learning environment through developing and implementing the Positive Intervention Behavioral Supports (PBIS) program

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:					I

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:			D	

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

#	Statement of Practice	H	E	D	I
6.2	The school 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:				D	

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	I
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------	---

Debriefing Statement: The school leader’s vision for the school is inconsistently understood by staff, which manifests in a lack of clearly delineated goals and shared understanding and/or focus on key initiatives needed to move forward with improvement efforts. Multiple initiatives, e.g., efforts to co-teach, systems to provide formal feedback to teachers, efforts to use data to drive instruction, and use of grade-level team meetings to discuss instructional issues, are in the early stages of being implemented due in part to competing priorities, District-required professional development (PD), and a lack of resources.

Strengths:

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

Areas for Improvement:

2.2 The school has received a rating of *Ineffective* for this Statement of Practice: 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 Education Plan (SCEP).

- The school leader’s vision of the school “being student-centered, addressing all language and cultural needs, and having students achieve academic goals” is articulated differently by different members of the school community, indicating that it is not commonly shared and consistently understood by all constituents and school community members. This was evidenced by the differing responses about the school vision by various constituents, e.g., “...there is a lack of focus and overarching vision to guide the school,” “... school vision was to give them an education, help them succeed in life, make things ‘right’ (in terms of their behavior), get good grades and no suspensions,” “... students who are successful and fully bilingual,” and “...support academic achievement and eliminate impediments to learning.” The lack of a clear vision has led to a decreased focus on prioritizing key initiatives needed to increase student achievement.

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.

- Multiple initiatives, e.g., efforts to co-teach, systems to provide formal feedback to teachers, efforts to use data to drive instruction, and use of grade-level team meetings to discuss instructional issues, are in the early stages of development due in part to competing priorities, District-required PD, a lack of resources, and the lack of clear articulation on what these practices are and effective mechanisms to implement them. This has led to efforts not being targeted and limited improvement in academic achievement.

2.4 **The school has received a rating of *Developing* 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 leader does not have the autonomy to make complete, purposeful decisions to align fiscal and human resources as most decisions regarding resource allocations are made at the District level. Additionally, a lack of co-teaching and the range of how staff instructional resources are used in inclusive classrooms, a minimal amount of formal common planning time, and the shortage of data used to group students for instructional purposes compromises the school’s ability to meet the differentiated needs of all students.

2.5 **The school has received a rating of *Ineffective* 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 data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

- The school leader does not have a consistent system in place for routinely observing instructional practices or implementing PD opportunities as self-reported by the school leader and confirmed by the teachers in the school. Therefore, this lack of a system and absence of feedback results in PD having minimal impact and data not being used to improve academic achievement.

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: Curriculum is generally in place, and teachers express a general awareness of common core shifts; however, the majority of observed lessons did not exhibit alignment with the curriculum or CCLS. Grade-level team meetings are beginning to be used to align curriculum with CCLS. While data (academic and behavioral) on students is available, systems to coordinate, analyze, and ultimately use data to identify student needs are not consistently used across grade-levels.

Strengths:

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

Areas for Improvement:

3.2. **The school has received a rating of *Developing* for this Statement of Practice:** The school leader 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.

- CCLS and grade level meetings are in the initial stages of being used to support teacher understanding of CCLS. As evidenced through classroom visits, the implementation of lessons aligned to the CCLS is inconsistent. The activities were neither rigorous nor engaging, and they did not reveal implementation of CCLS aligned curriculum, e.g., there was no use of text-based questioning or complex texts. Teachers have received PD regarding the District-prepared modules; however, teachers showed a low level of understanding, which may be due to their being provided insufficient follow-up and support.

Currently, teachers are developing their capacity to align curricula to CCLS, and students are beginning to receive lessons that have more rigorous content; however, not all teachers are fully prepared to implement the CCLS, and students are, therefore, unprepared to meet the expectations set forth in the CCLS.

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.

- Kindergarten through grade six teachers are participating in grade-level team meetings once a cycle, and grades seven and eight teachers have department meetings. However, although all teachers in grades Pre-K through 6 have common planning time with the exception of one teacher, teachers in grades 7 and 8 do not have common planning time due to their part time schedules. In addition, these meetings are not always focused on CCLS. Some teachers are beginning to develop grade level unit and lesson plans, but the practice is inconsistent and limited. Teachers were not observed consistently facilitating student higher-order thinking and deep conceptual understanding during class visits. Without a systemized, consistent, formal, and monitored practice aligning lesson plans to CCLS, instructional adjustments and improvements are inconsistently implemented, students are not engaged in active learning, and progress is minimal.

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.

- The school leader has created opportunities for teams of teachers to collaborate across grade levels, and vertical team meetings are in the early stages. The special education teachers and English as a second language (ESL) teachers each work together as groups, but the integration of these teachers into classrooms varies from low to high, as evidenced by discussions with teachers and class visits. This variability is due to the lack of formal co-planning time for all classroom, content and special area teachers. In addition, teacher use of technology and other enrichment activities is inconsistent. Therefore, although some teachers are developing the capacity to work collaboratively in collegial groups to improve academic achievement, instruction across curricular and special areas is fragmented, resulting in lost opportunities for students to make connections and apply new learning.

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.

- While there is a data team in the school, they have only met once this year and have yet to establish a meeting schedule. Although student data (academic and behavioral) is available, systems to coordinate, analyze, and ultimately use data to identify student needs are not consistently and regularly used throughout the school. The school leader and teachers use benchmark and summative assessments, i.e., Dynamic Indicators of Basic Literacy Skills (DIBELS) data, to adjust instructional groupings according to the District Response to Intervention (RtI) model for interventions, i.e., Direct Instruction. However, the school leader and some individual teachers are just beginning to analyze data to guide instructional lesson planning based on patterns of student learning, and this is also dependent on the skill and willingness of different groups and individual teachers to actively assess, monitor, and differentiate instruction. While structures are in place to support the development of a

data-driven culture, currently instruction is adjusted only in some instances, and not all students are benefiting from differentiated learning opportunities.

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: Teachers are making an effort to improve instruction and work together; however, the staff as a whole does not have a consistent understanding of how to effectively co-teach, which is compounded by inconsistent use of existing common preparation time to plan to co-teach. Observed teacher instruction did not include “strategic” instruction, e.g., common instructional strategies, and was predominately characterized by teacher-led instruction, a lack of focus on oral language development, and little evidence of instructional practice directly aligned to student Individual Educational Programs (IEPs).

Strengths:

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

Areas for Improvement:

4.2. **The school has received a rating of *Developing* for this Statement of Practice:** 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.

- Many teachers have a plan for instructing students that is based on data, curriculum mapping, or teachers’ experiences; however, lesson plans are used inconsistently by teachers (as reviewed by the team), and instructional strategies are not always targeted or differentiated for different groups of students. Furthermore, teacher established goals for students are static and not individualized. As teachers are just beginning to learn how to align plans to data, these plans typically do not contain short or long term progress goals. The majority of classrooms are co-taught (or supposed to be co-taught), and most classrooms visited did not show evidence of co-developed lesson plans and planning. As a result, students with diverse needs are not receiving quality instruction, and engagement and achievement of students in co-taught classrooms is limited.

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.

- Instruction is represented in some lesson plans as being aligned to CCLS; however, there are no systems in place to ensure that teacher expertise is shared among teachers and fully leveraged in each classroom. Teachers have not fully implemented CCLS, so instruction provided to students is generally generic rather than differentiated for diverse groups of students. As the review team observed in class visits, instruction is mainly whole-group and activity based, using the same materials and strategies for both the whole group and small groups without clear goals for students. There is a lack of an efficient co-teaching model and consistently aligned CCLS instruction; therefore, instruction is not engaging, and many students misbehave or withdraw, and teachers spend much time correcting behaviors and/or trying to keep students on task.

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.

- Overall, the teachers understand and acknowledge the importance of a culturally responsive classroom, even if they did not always modify their lessons to address differences among students. However, there are some teachers that do not share expectations for providing a culturally responsive classroom or have not had the training to provide such a classroom. In addition to teachers inconsistently implementing a plan for student behavior, teacher lessons are generic and do not promote student engagement. Questions are of lower order and are not differentiated for students. There is insufficient District and school monitoring of and support for classroom expectations and behavior. Although some teachers do ask high quality, text-based questions and provide multiple opportunities for students to respond, typically a single student is asked to respond orally. Classroom management implementation was inconsistent within the school, which is not characteristic of the Positive Behavioral Intervention Supports (PBIS) programming that was verbalized to be in place in the school. The PBIS rubric was posted in classrooms with lettering too small for some to read and was not reinforced. The climate of caring and support serves as a foundation for greater emphasis on schoolwide expectations for behavior and academic rigor.

4.5 The school has received a rating of *Developing* 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.

- Some teachers use data sources to inform instructional decision making and action plans for adjusting student groupings; however, the plans lack specificity and do not provide targeted intervention for students requiring additional support within the classrooms. Teachers are not expected to and do not employ strategies to provide data-based feedback to students. For example, once a cycle, grade-level team meetings in kindergarten through grade six provide some time for teachers to use data to inform lesson planning; however, some of the grade meetings do not have the full involvement of all teachers. Some special education teachers (grades K-2) cover different grades due to staffing and time constraints and cannot always participate in key grade-level team meetings to share in the use of data. In addition, grades seven and eight teachers do not have grade-level team meetings, and the school data team is not currently meeting. Some of the student work reviewed or posted had written feedback, but mainly provided a grade or a general comment, such as “good work” or “excelente!” Work in notebooks in most cases had no feedback and no grades. This lack of ongoing data analysis results in the school leaders, i.e., the Principal and Assistant Principal not knowing which teachers are effective, how to target PD to teachers that need support, and how to share best practices among teachers. Furthermore, students are not able to monitor their own progress or identify needed areas of improvement.

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

Tenet Rating

D

Debriefing Statement: There is evidence that many students feel safe at school, and there are instances of strong teacher/student relationships conducive to learning. The school is a caring environment for many students. However, there was evidence of reluctance of students to take risks, e.g., ask questions in class. Also, while the PBIS matrix was visible in many classes, there was inconsistent reinforcement of PBIS behavioral expectations in the classroom.

Strengths:

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

Areas for Improvement:

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

- The school has some components of a system in place, i.e., Student Support Team (SST), guidance counselor, PBIS, in-house suspension alternative education setting, Kaleida Health Program (health-based clinic in the school that provides services for the whole family), Goya Foods (which sponsors Three Kings Night); Friends of Hispanics (funds the Latin Band), Boys and Girls Club (gives priority to Badillo students), Reading Buddies, University of Buffalo Interns, and a parent liaison. However, despite the fact that there is a starting framework for building a coordinated system of behavioral, social, and emotional support, the lack of a formalized plan to connect these components continues to result in a large number of discipline referrals and intermittent use of the resources available to help students and their families.

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 is working towards social and emotional development health for its students through the adoption of PBIS; however, school constituents, including students and teachers, do not have a clear understanding of the behavioral expectations of the PBIS program. Staff member articulation of the overall vision of the school was not wholly consistent and only partially connected to the social and emotional well being of students. This absence of an overall vision for the school that is connected to social and emotional developmental health results in a lack of full, coordinated support for students and families.

5.4 **The school has received a rating of *Developing* 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.

- Students, teachers and parents are able to express a sense of security and caring among the school community members; however, teachers felt limited support in their role of caring for student social and emotional needs, and parents were not able to tell how student social and emotional health is linked to the school vision. This has resulted in students finding school to be a “safe-haven” and parents feeling welcomed by the school; however, a shared sense of ownership among the entire school community and the potential for greater student outcomes are not fully realized.

5.5 **The school has received a rating of *Ineffective* 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 developmental health needs, so students can become academically and socially successful.

- The school staff have been trained in and have adopted the PBIS program, and the SST is tracking some

data. However, implementation of PBIS is sporadic as reported in comments such as the following by the school support team: “the Data team does not meet regularly, the school needs more Tier 3 training, grade 7/8 students carry tally sheets, and PBIS data was to be based on data provided by the District, but the data was not available and now it is.” Teachers can and do refer students to the SST; however, there is no consistent comprehensive mechanism for reviewing student social and emotional data, resulting in the school being unable to fully track student social and emotional needs to enable teachers to be more proactive in assisting students to ensure student success.

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

Tenet Rating

D

Debriefing Statement: The school provides a welcoming and respectful environment for students and parents, including a respect for different cultures. There are multiple activities for engaging and inviting parents to visit and participate. However, the link between some parent activities and academics are not explicit.

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.

- The school atmosphere is friendly, and relationships with families are encouraged by the creation of a space for families (Family Resource room); the parent liaison; the Parent Teacher Organization (PTO) (with full translation); opportunities to volunteer; Open Houses, Bilingual presentation of Literacy, Mathematics and Science Nights; partnering with the Refugee Center; providing translators for commonly spoken foreign languages for parents via an agency and providing families with written information in their language; and a Multicultural Day. This positive culture of family engagement sets conditions necessary for academic improvements.

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' strength and needs are identified and used to augment learning.

- The school leader and staff respect and acknowledge the diversity of the families and community members as evidenced by the bilingualism and biculturalism throughout the school, e.g., signs, announcements, notices to parents, the multiple translated communications and events in the school and the partnership with the Refugee Center. This creates an atmosphere of reciprocal communication where parents feel empowered, valued and respected, and student abilities and/or needs are appreciated and understood by school staff.

Areas for Improvement:

6.4 **The school has received a rating of *Ineffective* for the Statement of Practice:** 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.

- The school provides some general information to parents through PTO meetings; flyers; a monthly parent newsletter; Literacy, Mathematics and Science Nights; and has a long history of partnerships

with community organizations; however, the PD for the school leader and teachers is directed by the District and appears to be grant-driven (“there are instructional demands with each grant, our teachers are sent to various PD activities, we get geared up for Danielson; then it is the college readiness and prep; then the next year it is SIOP (Sheltered Instruction Observation Protocol)” and little is offered on family and community engagement. While there is a positive impact in that the partnerships provide support and resources, the result is still an uneven application of and use of the resources 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 articulated that the school shares data with families in traditional ways – report cards, parent/teacher conferences, and IEP meetings. One person reported regularly using the mclass website during individual parent conferences to show parents their child’s growth over time in DIBELS, IDELS and mclass math. However, there was little discussion from school constituents, as a whole, on how data was being used, or could be used, to enable parents to actively engage more in student learning. So, although parents are able to access some information regarding student progress, they are provided with limited resources to promote their children’s 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 leader should:

- 2.2: Create in collaboration with the District, School Leadership Team and the school community a SCEP that includes a strategic vision and mission, goals, action steps, and PD. Clearly outline the responsibilities of staff and school leaders to measure and monitor plan implementation in order to drive the school towards high student achievement.
- 2.3: Ensure that staff use interconnected systems to collect and analyze data on outcomes of initiatives outlined in the SCEP to improve individual and schoolwide practices. Prioritize and follow up on the goals for the school and what strategies and/or best practices should be focused on to effectively improve student achievement in the school.
- 2.4: Work with the District and school staff on organizing the priorities for school resources to meet the differentiated needs of all students. Ensure that funding decisions address school goals.
- 2.5: Establish a system for frequent classroom observations that includes actionable feedback aligned to student achievement; clear targets for improvement; and follow-up to check on progress in order to monitor more closely the quality of teaching and learning across the school. Seek support from the District and school community in developing lesson observation protocols, including training for school leaders in writing effective teacher feedback so that teachers are able to improve their practice and increase student achievement.

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: Continue to have staff participate in PD on how to plan and implement the CCLS with rigor, as well as delivery methods that are student-centered in an effort to promote greater student inquiry and active student participation in their own learning.
- 3.3: Ensure that lesson plans are consistently used; clearly contain CCLS-aligned learning objectives; are appropriately differentiated and closely reference the precise content area being studied; are shared with students in student-friendly terms before, during and at the end of each lesson; and are closely monitored by school leaders to ensure that planning translates into practice so that students are able to benefit from more rigorous and connected lessons.
- 3.4: Provide more opportunities for all teachers to collaborate and meet horizontally and vertically and provide embedded PD on co-teaching models for all teachers in order to more effectively meet the needs of all students.
- 3.5: Develop a system for teachers to use student performance data, both summative and formative, in order to create instructional groups; design skill-based activities for small groups of students with similar needs; and adjust the planned curriculum, with a special focus on at-risk students and the identified subgroups. Include in teachers' observations a review of how the outcomes of data analysis are used to inform instructional delivery and differentiated practice. Collect data to plan and guide instruction so as to increase achievement for all student groups.

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: Include PD and more support for all teachers so that they can routinely use a more consistent form of lesson planning and adjust lesson plans to ensure that instructional content addresses differentiated needs of student subgroups to increase academic rigor and promote greater student inquiry and active student participation in their learning experience.
- 4.3: Ensure that PD in CCLS is continually provided and the focus of grade level meetings and instructional lessons become more data-driven and differentiated so that students with different academic needs are challenged at their own level and can be more active and involved in their own learning,
- 4.4: Revisit the PBIS program in the school and ensure that the program is implemented consistently across the school and is evaluated for its impact on student academics and behavior. Adjust schoolwide instructional practices to create more culturally responsive classrooms and opportunities for students to take more ownership of their learning by creating learning environments where students are working more often with their peers and thinking more independently.
- 4.5: Develop a comprehensive plan to provide ongoing, job-embedded PD to assist all teachers with using data to differentiate instruction and provide students with data-based specific feedback. Implement flexible student grouping to enable students to monitor their own learning goals and work towards continuous improvement.

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:

- 5.2: Develop a coordinated system that incorporates all the support services available to the students in the school. Ensure that the system is tracked, monitored and evaluated from the start of the services in order to measure the impact on student behavior, learning, and achievement.
- 5.3: Ensure the overall vision for the school includes a connection to the social and emotional health of students that takes into account the whole child.
- 5.4: Develop a shared sense of ownership by all members of the school community by enhancing the practices and strategies that promote student social and emotional development supports. Continue to encourage participation from all members of the school community in order to increase student outcomes.
- 5.5: Develop a comprehensive and coordinated system of collecting, analyzing, and using student support services and other data and provide all staff members with training so that the support provided to students can be targeted and effective.

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 PD for staff members and parent organizations on how to engage parents, families and the community in the school in a way that is welcoming and respectful of parental input. In addition, provide PD on how to align the resources available in the school and community so that parents, teachers and community members can effectively collaborate to fully benefit students.

- 6.5: Develop strategies to regularly share meaningful data with parents/family members and include ways to help parents/family members understand schoolwide and individual student data and the implications of such data so families can support their child's academic, emotional and social success. Provide teachers and staff with targeted assistance aligned to managing data so that their efforts are more efficient in addressing all student needs.