



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	49-17-00-01-0021
School	W. Kenneth Doyle Middle School
School Address	1976 Burdett Avenue, Troy NY 12180
District	Troy City School District
School Leader	Brian Dunn
Dates of Review	April 10-11, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

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School Information Sheet												
Grade Configuration	3-8	Total Enrollment	558	% Title 1 Population	45%	% Attendance Rate	91.4 %					
% Free Lunch	61%	% Reduced Lunch	6%	% Student Sustainability	%NP	% Limited English Proficient	3%	% Students with Disabilities				16%
Types and Number of English Language Learner Classes												
# Transitional Bilingual	NP	# Dual Language	NP	# Self-Contained English as a Second Language								NP
Types and Number of Special Education Classes												
# Special Classes	NP	# Consultant Teaching	0	# Integrated Collaborative Teaching					NP			
# Resource Room												
Types and Number Special Classes												
# Visual Arts	NP	# Music	NP	# Drama	NP	# Foreign Language	NP	# Dance	NP	# CTE	NP	
Racial/Ethnic Origin												
% American Indian or Alaska Native	0%	% Black or African American	32%	% Hispanic or Latino	14%	% Asian or Native Hawaiian /Other Pacific Islander	3%	% White	49%	% Multi-racial	2%	
Personnel												
Years Principal Assigned to School	3	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers				3		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.			5	Average Teacher Absences				
Overall State Accountability Status (Mark applicable box with an X)												
School in Good Standing		Priority School		Focus District		Focus School Identified by a Focus District	X	SIG Recipient (a) (g)		NP		
ELA Performance at levels 3&4	33%	Mathematics Performance at levels 3 & 4	48%	Science Performance at levels 3 & 4	47%	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		

NP = Not Provided

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
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
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
0	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	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. Increase by 5 percent the number of students overall and for each subgroup measured for accountability achieving proficiency on Grades 7-8 ELA and Math scores.
2. Through improvement in student engagement in learning, development of citizenship values, and use of behavioral interventions, violations of the student code of conduct will decline by 5 percent.
3. The building will conduct an analysis of student achievement data and data driven instruction by all staff with appropriate embedded professional development to support teacher capacity in this domain.

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 achievement outcomes.			X	
OVERALL RATING FOR TENET 3:				D	

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

#	Statement of Practice	H	E	D	I
4.2	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' strengths 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, 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	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school leader has created and shared with the school community an educational plan that focuses on the academic and behavioral needs of students. The school leader has successfully cultivated an environment that incorporates safety, collaboration, community and a sense of urgency regarding improved student achievement. However, the School Comprehensive Education Plan (SCEP), vision and goals are at various stages of implementation and this has a negative effect on the achievement and sustainability of school improvement for all students.

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 leader reported to the Integrated Intervention Team (IIT) that he is working closely with the district to organize human, program and fiscal resources to support school improvement and to support student goals. He has been directly involved in the hiring of assistant principals to complete his school leadership team and has actively removed teachers who did not support the school vision. The school leader hired a Literacy Coach to support implementation of a literacy process to effectively support teachers in the classrooms. There are quarterly Literacy Council meetings designed to promote collaboration of professional development (PD) efforts and to share resources. The school leader and staff are following the district goals, to improve achievement in English Language Arts (ELA) and mathematics scores by 5 percent and reduce behavioral incidences by 5 percent for the next five years. Special education staff conduct monthly meetings at the school and provide PD to teachers. The school leader has revised the school schedule to include an ELA double block schedule in order to incorporate forty minute targeted interventions to provide students with more time-on-task. The school has obtained 21st Century funding to provide after-school support to students and another grant funds additional academic and enrichment supports to students. Because the school leaders have made decisions to organize human, program and fiscal resources to support school improvement priorities, the school is poised to achieve greater success in reaching school improvement and student achievement 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 data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

- From interviews with staff and documents reviewed, the IIT found that the school leader and his

two Assistant Principals have developed and implemented an Annual Professional Performance Review (APPR) and a master schedule to conduct teacher evaluations and walk-throughs. The IIT learned that the school's APPR process requires school leaders to provide feedback to teachers based on established expectations, including implementation of Common Core Learning Standards (CCLS)-aligned instruction. Teachers reported that school leadership involvement is more comprehensive than in the past and that the APPR process includes pre-observation documents that focus on assessment, data analysis and instructional strategies. School leaders reported that they have a plan to complete all evaluations as required by district policy. From a review of the school, Diagnostic Tool for School and District Effectiveness (DTSDE) School Self-Assessment (School Self-Assessment) the IIT learned that school leaders have meetings with the Assistant Superintendent to discuss and evaluate their progress. The school leader utilizes school faculty meetings to discuss walk-through observations, establish expectations related to those observations and discuss anticipated changes to the instructional program. Because there is a comprehensive, functional system of instructional evaluation in place, administrators and staff are held accountable for continuous improvement.

Areas for Improvement:

2.2 The school has received a rating of *Developing* 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 informed the IIT that the school is developing a vision focused on academic and behavioral needs of students and that faculty and the community has had input in the development of this vision. The IIT was also informed that the vision and school goals are discussed with staff and the community during faculty and parent-teacher organization meetings. The school leader reported that he has used the district mission to inform the development of the school vision; however, the vision needs to be formalized, committed to written form and shared across the community. One staff member stated that the school has incorporated the district goals into an "explicit and codified building level mission." Teachers expressed to the IIT that the school climate, teacher morale and academic expectations have improved since the school leader has articulated his vision for the school. Teachers reported that they are aware of the district goals to improve student achievement and reduce behavioral incidents and that the staff is working toward achieving these goals. The lack of a formalized school vision inhibits the development of a school community-wide understanding of the school's vision and goals and the development of a shared sense of urgency in the accomplishment of district-wide and school-wide goals in alignment with the school's 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.

- Although the school leader and teachers reported to the IIT that the school maintains evidence-based systems to examine and improve individual and school-wide practices, the IIT found that the school leader and teachers do not consistently use these systems to examine and improve practices in critical areas. The IIT also learned that the school leader is conducting teacher evaluations, and implementing Response to Intervention (RtI), and that Student Support Teams are actively reviewing student information and providing interventions. The school leader informed the IIT that staff is encouraged to use the services of a data liaison as a means to collect and analyze data. The school leader and teachers reported time is set aside for team meetings for teachers to collaborate regarding student achievement and the school has scheduled meeting times to communicate school goals to stakeholders. Mathematics and ELA Academic Intervention Services (AIS) teachers reported to the IIT that they use screening tools to identify students who need extra academic support. PD provided to school teams focuses on state test score data analysis. From the departmental master schedule, the IIT learned that school leaders share assessments with the school community and there are bi-weekly Data Liaison and Positive Behavior Intervention and Supports (PBIS) meetings to discuss student data. Based on the evidence reviewed, school leader and teachers do not always consistently use evidence-based systems to examine and improve practices in critical areas, thereby limiting the schools' capacity to meet individual and school-wide improvement and 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 data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

- From interviews with staff and documents reviewed, the IIT found that the school leader and his two Assistant Principals have developed and implemented an Annual Professional Performance Review (APPR) and a master schedule to conduct teacher evaluations and walk-throughs. However, the IIT also found that there was no systemic tracking of progress of teacher practices based on student data or PD developed from observations. The IIT learned that the school's APPR process requires school leaders to provide feedback to teachers based on established expectations, including implementation of CCLS-aligned instruction. Teachers reported that school leadership involvement is more comprehensive than in the past and that the APPR process includes pre-observation documents that focus on assessment, data analysis and instructional strategies. School leaders reported that they have a plan to complete all evaluations as required by district policy. From interviews with school leadership and a review of the DTSDE School Self-Assessment (School Self-Assessment) the IIT learned that school leaders have meetings with the Assistant Superintendent to discuss and evaluate their progress. The school leader indicated that school faculty meetings are used to discuss walk-through observations and establish expectations related to those observations. Although there is a comprehensive system of instructional evaluation in place, and administrators and staff are held accountable for continuous improvement, the lack of a system to track the progress of teacher practices based on student data and to provide PD opportunities to enhance instructional practice impedes the schools' ability to foster achievement of

school-wide goals.

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: Although the IIT observed some evidence of the use of some components of CCLS in some class lessons, the IIT found a need to fully align and implement the CCLS in all content areas. The IIT found little evidence of student work displayed in classrooms that demonstrated rigor and that reflected systems to assess the quality of work. Additionally, few instances of instructional differentiation to meet the needs of all students were observed by the IIT. Although the school has data liaisons to facilitate team meetings and teams are aware of the value of using data to drive instruction data is not consistently used to identify student needs and inform instructional practices; hence, the school's ability to maximize instructional practices and student success are hampered.

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.

- The school leader reported to the IIT that he, department chairs and teaching staff work together to build capacity in the development and implementation of rigorous curricula and instruction aligned to CCLS. Teachers use team-learning plans to align teaching practices with CCLS. Teachers reported meeting to discuss CCLS and share best practices. However, based on document reviews and classroom observations, the IIT concluded that, at the time of the IIT review, rigorous, CCLS-aligned curricula were not fully developed or implemented. For example, during teacher interviews, the IIT was informed that only some teachers' lesson plans fully support the CCLS. Staff also indicated that, to achieve full curricula alignment with the CCLS, instructional personnel need more training and CCLS-aligned materials. Staff indicated that they are hoping to receive district permission and begin to implement select CCLS-aligned curriculum modules from Engage New York that have been posted on the New York State Education website. The school leader and staff reported that the school purchased and is in the process of implementing ELA and mathematics curricula that were designed to support the CCLS. The school leader and teachers reported to the IIT that PD opportunities are offered during the summer for ELA, mathematics and special education staff to link instructional practices with CCLS. Teachers are in the process of aligning curricula with CCLS and incorporating CCLS-based instruction in unit plans. Although curriculum outlines are available at each grade level, unit plans have not been developed using curriculum mapping. The school leader reported that

teachers are encouraged to use instructional practices that align to CCLS-based curriculum maps and that staff will continue mapping in the summer. Because curricula across all grades and subject areas are not CCLS-aligned, the implementation of high quality, rigorous and coherent instruction across the subject areas is impeded.

3.3 The school has received a rating of *Ineffective* 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.

- The school leader reported that some teachers have participated in PD on CCLS, and teachers reported they have the opportunity to attend weekly meetings to review the curriculum and discuss its impact on student achievement. However, the IIT observed classrooms where teachers were not implementing CCLS-aligned instruction. Teachers have completed unit outlines; however, instructional units are not fully developed or aligned with formative and summative assessments. The school leader indicated that teachers are encouraged to use principles introduced school-wide on explicit instruction. He also reported that he has hired a Literacy Coach to support teachers' school-wide use of effective literacy practices. The IIT learned from a review of documents, interviews, and classroom visitations that some lesson plans contain CCLS-aligned objectives; however, strategies and materials to promote student engagement, higher-order questioning, assessment, scaffolding, and rigor were not included in most plans. Staff indicated to the IIT a desire for materials supportive of differentiated instruction, strategies, and interventions that will assist teachers in working with diverse learning populations. Staff also indicated that they are hoping to begin implementing CCLS-aligned curriculum modules from Engage New York. The incomplete development and implementation of CCLS-aligned curricula, unit and lesson plans, and the inconsistent use of a progression of complex materials hamper stimulation of higher-order thinking and deep conceptual understanding of 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.

- From interviews with school constituents, the IIT learned that the school leader, teachers and special education department staff have developed a number of mechanisms to offer teachers, across grades and subjects, opportunities to collaborate to enhance curriculum and instruction. The school leader has allocated time in the master schedule for multiple team meetings to promote teacher collaboration at each grade level. The school leader reported that there is time for teachers to discuss instruction during scheduled departmental team meetings. Teachers reported collaborating during monthly departmental meetings to discuss CCLS. However, there was no mention of work to incorporate the arts and technology into instruction and the IIT observed that teacher collaboration across grades has not resulted in the provision of access to a robust curriculum that incorporate the arts, technology, or other enrichment opportunities,. Students reported to the IIT that they would like more enrichment opportunities. During a staff meeting, participants indicated to the IIT that, although they had attended CCLS PD, they are at the beginning

stages of translating what they learned into practice. The lack of completion of development of CCLS-aligned curricula and planning impede the implementation of robust curricula incorporating enrichment opportunities across the subject areas.

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 staff participate in various structured activities and meetings where staff are learning how to review and analyze student data and use data to plan and implement instruction and interventions to increase student achievement. The school leader informed the IIT that teachers have access to multiple data resources; however, the school has not established a system that provides school leaders and all staff with necessary tools and dedicated time to analyze and share data to inform instructional decision-making and plan interventions. The school has created a master calendar of assessments and administrative follow-up meetings to review data. A school team created student data sheets to enhance discussions of student progress and needs. Teachers reported using aimsweb, an on-line program for diagnostic testing and for progress monitoring of students who are in the school’s Tier III AIS reading program. Parents reported receiving quarterly reports on ELA and mathematics performance. Some school staff reported that they attend bi-weekly meetings to review student attendance and plan for meeting student needs. Although the school continues to develop a data driven culture; the lack of a consistent, school-wide approach to data-driven instruction and the lack of a mechanism to measure and analyze student progress towards reaching school-wide goals, impede strategic planning that informs instruction to optimize student achievement outcomes.

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: Although the IIT found some evidence that teachers had planned instructional practices in order to meet student goals, classrooms instruction observed by the IIT showed inconsistent classroom management, student engagement, differentiation of lessons, co-teaching and academic rigor. Lessons that were teacher-directed offered few opportunities for students to experience high levels of engagement, thinking and learning. Although teachers posted daily agendas, explicit lesson objectives were sporadic. The lack of consistent use of strategic strategies designed to meet individual and group instructional needs, inhibits the implementation of instruction that consistently promotes high levels of engagement, thinking and achievement for all students.

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 *Ineffective* 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.

- Although staff reported that they received PD around effective instructional practices to promote higher-level thinking and student engagement, little evidence of the implementation of these practices was observed by the IIT. The IIT observed few examples of effective implementation of differentiated instruction. In one classroom, the IIT observed two students receiving differentiated digital instruction that was CCLS-aligned; however, the students received instruction not suited for their grade levels. Staff indicated that although teachers work with Literacy Coaches to insure effective ELA instruction, there are no mathematics coaches assigned to the school to provide support to teachers. During classroom visits and interviews, the IIT found that there was no consistency in classroom instructional planning based on class data and that instruction was not consistently tailored to individual or group needs. The school leader conducts meetings with case managers to discuss the progress of students with special needs and to establish expectations for next steps. The IIT found little evidence of planning meetings to discuss instructional planning for English language learners (ELLs). In ELL classrooms observed by the IIT, there was little differentiation of instructional practices or modification of classroom text and materials. The IIT also observed that in several classes where there were ELLs, general education teachers delivered instruction that was not scaffolded to address the language acquisition needs of these students. In many classrooms visited by the IIT there was no establishment of student goals and teachers did not use strategies to optimize student engagement in the learning process. Because of a lack of consistency in the use of individual and group data to identify and address student goals and tailor instruction to meet student needs, the school's capacity to promote student success and high levels of student engagement and inquiry 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.

- Although teachers reported they receive administrative support and PD in order to enhance their capacity for providing relevant and accessible instruction to all students, the IIT observed classrooms where instruction did not offer multiple pathways for students to understand the lessons presented. School leaders and teachers indicated that embedded PD is being offered to promote the development and implementation of instructional strategies to engage students in instruction and foster high-levels of engagement and achievement. Although the IIT observed a few instances of instruction that reflected effective practices, for the most part, instruction observed by the IIT did not offer multiple pathways for students to understand the lesson. The use of rubrics to evaluate instruction varied. During the Regional Special Education (RSE) walk-throughs of seven classrooms, very few teachers reviewed and introduced the lesson. The lack of consistent use of CCLS-based instruction, strategies and practices designed to provide multiple points of access and address student needs inhibits students' progress to achieve their targeted goals.

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.

- District and school leadership expressed to the IIT that they are committed to supporting staff in understanding and responding to the needs of all students. School leadership indicated a commitment to ensuring staff acquire the knowledge and skills necessary to foster student engagement and academic success. The school leader indicated to the IIT that the school has initiated several programs and initiatives to provide additional support to students and promote a safe environment that is responsive to all students. Teachers reported they are implementing the tenets of Positive Behavioral Interventions and Supports (PBIS) and have received Technical Assistance Center on Disproportionality (TACD) training to understand culturally responsive practices. However, during classroom visits, the IIT did not observe the integration of PBIS or TACD principles into instruction. During classroom visits, the IIT noted that students were compliant to teachers' requests to complete class work assignments. The IIT also noted that in classrooms where lessons contained questions that were not complex and instruction lacked differentiation, students exhibited low levels of engagement and inquiry. Because learning experiences and student work assignments are not consistently tailored to students' strengths and needs and because instruction does not consistently stimulate student thinking or contain highly complex text and content complexity, the school's capacity to promote high levels of engagement and inquiry are limited.

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

- Although teachers reported to the IIT that the school leader provides opportunities to examine student data and establish practices aligned with student needs, and the school leader indicated that data analysis is a frequent school practice, the IIT found, with the exception of the AIS program, no consistent use of data to inform instructional planning. The IIT was informed that ELA and mathematics AIS staff use screening tools to assess students placed in their programs to determine appropriate instruction and to monitor student progress. The school leader stated that PD sessions provide training on reviewing state assessment data, analysis of areas of weakness, and scaffolding of instruction. During an observation of a team meeting, the IIT noted that teachers used the time to discuss their concerns about struggling students and sought to find appropriate solutions. During IIT classroom visitations student grouping was observed to be random or based on student preferences. Teachers did not provide on-going feedback to students regarding their answers to questions. Teachers, in most instances, asked whole group questions and did not check with students for understanding. Students interviewed showed the IIT samples of student work that reflected limited comments regarding the next steps to improve their work. The maximization of student participation in their own learning process is hindered by a lack of consistent use of formative assessment data to inform instructional planning and to inform students of their own progress and next steps to accomplish student goals and success.

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
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Debriefing Statement: The school community has an articulated system and some partnerships to support the social and emotional growth of students. There is a school community shift toward establishing and maintaining a safer learning environment and improving safety remains a priority. However, the inconsistent application of referral and suspension criteria remains a challenge for the school. Inconsistencies in the application of disciplinary consequences hamper the maintenance of a school environment that is conducive to learning and promotes positive, respectful relationships for all constituents.

Strengths:

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.

- A top school priority is for the establishment and maintenance of a safe school environment that is conducive to learning and promotes a sense of ownership by all constituents. From a review of documents and interviews with staff, the IIT found that school leaders provide all school constituents with information concerning emergency procedures and practices. The IIT also found that the school leader and staff have updated the school safety plan and the school has participated in training on how to be culturally responsive. There are bi-weekly PBIS meetings to discuss student behavior data, plan PBIS activities and evaluate school needs. The IIT was informed that staff, parents and students are engaged in various initiatives designed to promote a sense of ownership around safety and security. The review of documents and interviews indicated to the IIT that students feel safe and understand the school’s safety plan and the importance of maintaining a safe school environment. Students interviewed indicated to the IIT that students know about positive behaviors and behavioral rules, and many follow directions. Because the school promotes a culture where constituents understand the importance of maintaining a safe school community, the school is able to maintain an environment that fosters a sense of safety, ownership, and is conducive to learning.

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 not yet created a written vision for addressing the social and emotional needs of students and although there are numerous systems to support social and emotional developmental health, the systems are not overarching. Teachers, students and support staff have indicated that enforcement of rules is inconsistent and that this has a negative impact on the school environment. The school has developed numerous structures to obtain and provide feedback to the school

community on the student social-emotional needs of students. There is a tiered system of interventions to address the needs of students. The school has a Guidance Plan that is tailored to address many of the social, emotional and developmental health issues experienced by students at the school. The school conducts joint meetings of guidance, school leadership, probation, and community mental health providers to strengthen collaboration in providing services to students. There are also bi-weekly PBIS meetings to review and develop plans for students requiring social and emotional support. Although there are many activities initiated to improve student behavior, without a school vision for social and emotional developmental health, overarching systems to coordinate school-wide efforts, or sufficient comprehensive plans, the school is not able to maximize its ability to support the social and emotional developmental health needs of all students.

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.

- From interviews and documents reviewed, the IIT found that the school has not created a written vision for addressing the social and emotional needs of students. However, the school has developed mechanisms for engaging staff, families and students in working toward the creation of a safe, emotionally supportive environment where all students feel accepted and successful. The school leader has updated the school safety plan and procedures and he intends to share them with staff. The school leaders and teachers reported that students received individual counseling for eight-week sessions. There are bi-weekly PBIS meetings to discuss student behavior data, plan PBIS activities and evaluate building needs. Teachers reported they receive on-going PD for PBIS. In instances where students receive Tier III interventions, families participate in meetings with staff that include discussions on specific behavioral contracts and parents receive information on the school mission and goals. From a review of documents and interviews, the IIT found that the school has recently begun the implementation of a series of programs designed to address some student social and emotional developmental health needs. School staff reported they received PD on culturally responsive practices. The lack of a school vision for social and emotional developmental health that is connected to learning experiences and explicit goals hampers the school's efforts to build a safer and healthier environment for families, teachers and students. Inconsistent implementation and enforcement of behavioral rules impair the school's efforts to reduce incidents and suspensions and to maximize the creation and maintenance of a safe learning environment for all students.

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 leaders and guidance staff work together to support teachers' understanding of the social-emotional health needs of students and monitor students' progress in these areas. There are many meetings to discuss data related to the social and emotional needs of students; however, there are no priorities placed on the development or implementation of a comprehensive system for addressing how teachers and other staff will use student data to address all of the social and

emotional developmental health needs of all students. The IIT found a lack of clarity by staff on how to use data to support the social and emotional needs of students. The major use of social-emotional data is related to student behavioral issues. The narrow focus of student data on behavioral issues prevents a more complete understanding of the variables involved in creating a healthy school environment. The lack of a comprehensive plan that uses data to inform instructional and social-emotional decision-making hampers the school's ability to foster student academic and social-emotional 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: There is a welcoming and trusting relationship between families and the school. There remains a challenge to get an increased number of parents involved to share responsibility for student academic success. During interviews, teachers expressed the need for additional PD in the areas of cultural responsiveness, mental health and parent engagement for all school staff. The inconsistent communication and engagement of all parents hinders their ability to be partners in students' overall achievement.

Strengths:

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

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 leader emphasized to the IIT that the school strives to understand and respond to the needs of families and the community so that the school can prove a welcoming environment to all constituents. The IIT found the school to have a welcoming atmosphere where families are encouraged to engage with the school community. The school leader plans to publicize parent outreach activities on the master calendar. Parents indicated to the IIT that the school leader and teachers send home important information on school activities and use other methods such as e-mails, phone calls, and e-portal communications to contact parents. The school leader reported that the parent organization meets monthly and that a parent liaison provides information and outreach to parents. Some parents interviewed by the IIT indicated that they would like to see more parents involved in events and that the parent organization is working to improve involvement. Because the school has established a welcoming, trust-worthy atmosphere families feel encouraged to engage with the school and work to foster student success.

Areas for Improvement:

6.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that students'

strengths and needs are identified and used to augment learning.

- The school leader, teachers and parents reported to the IIT that there is a school newsletter, a call system and a parent portal and that the school provides verbal interpreters “as needed” for facilitating parent meetings and/or conferences. Although the school gathers information from stakeholders to help students prepare for success based on student strengths and learning styles, some parents interviewed by the IIT felt there are staff that do not recognize the diverse groups that make up the community. The IIT was informed that school-family-community connections do not involve family and community stakeholders in conversations with school staff that focus on how all constituents can use students’ strengths and needs to augment learning. Limited reciprocal communication with family and community stakeholders regarding the use of student strengths and needs to augment learning hinders full participation of stakeholders in promoting student success.

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 leader reported that the school conducts outreach to parents via monthly activities; however, staff does not collaborate with families or agencies in providing PD to the entire school community to support student success. The review of documents and interviews by the IIT indicated that staff and parents can both benefit from receiving PD that addresses the social and emotional developmental health needs of students. The lack of partnerships to promote PD to support social and emotional developmental health and academic success impedes the community’s ability to promote student achievement and proficiency.

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 stated that most school data is available for parents online. The school has E-School, which is an online program where parents can retrieve information on attendance and grades. From the review of documents and interviews, the IIT found that the school’s main strategies for sharing data include using the online portal and parent/teacher conferences. Mailing data documents and information explaining the data, or sending documents home with students, are other methods of distributing data to families; however, there are no opportunities such as workshops provided for family members to increase their understanding of student data. Because families and constituents are not afforded opportunities to understand student performance data or how to use it to optimize student learning, they are hampered from engaging in dialogue with the school or their students to promote 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 IIT recommends the following:

- 2.2: Ensure the formalization of a school vision that addresses the goals of the SCEP by a group of representatives of the various segments of the school community. Communicate the vision throughout the school community and promote a shared understanding of the vision and a shared sense of urgency concerning student achievement and well-being by all constituents.
- 2.3: Design and implement evidence-based systems to examine and improve individual and school-wide practices to ensure progress to student and school-wide goals.
- 2.5: Design and implement a system to track the progress of teacher practices based on student data. Ensure the identification and provision of PD opportunities to enhance instructional practice based on outcomes of instructional evaluations.

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 IIT recommends the following:

- 3.2: Ensure the development and implementation of rigorous CCLS-aligned curricula across all subject areas and ensure appropriate support materials are available for effective implementation. Develop and implement a consistent and systematic support program for all instructional staff across grades and subjects and ensure effective planning and implementation of CCLS-aligned curricula. Ensure supports include job-embedded PD on the development and implementation of CCLS-aligned curricula that includes strategies such as peer review, turnkey training, and school leader review and feedback. Evaluate the implementation off curricula appropriately aligned to the Common Core Learning Standards (CCLS) and assess their impact on student outcomes.
- 3.3: Schedule and conduct grade-level and subject-area opportunities to ensure all teachers are provided with the knowledge, skills and support to collaboratively create CCLS-based unit plans across grades and curricula content. Provide PD and support to teachers on how to create and use CCLS-aligned pacing calendars and lesson and unit plans that ensure student exposure to a progression of sequenced complex materials that promote higher-order thinking skills and help students analyze information. Ensure the school community has access to appropriate materials to develop and implement instructional plans.
- 3.4: Formalize instructional scheduling to include grade-level and subject-area opportunities for all teachers to acquire necessary skills and knowledge to collaboratively develop and implement robust curricula that incorporate the arts, technology, and enrichment opportunities. Ensure the completion of CCLS-aligned curriculum development across all grade levels and subject areas.
- 3.5: Develop and implement a plan for disseminating timely and relevant data to staff members. Establish a process for the collection, review, analysis and use of relevant and timely data to identify student needs and develop student goals. Ensure support for the implementation of a data-driven culture where instructional

decision-making is informed by relevant data including analysis of school-wide trends, student growth and student needs.

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 IIT recommends the following:

- 4.2: Provide school-wide PD and on-going support to increase teacher knowledge and skills for the development of instructional plans and the implementation of practices and strategies that support CCLS-based instructional shifts. Ensure teachers create short- and long-term goals for individuals and groups of students based on student proficiency levels, including language proficiency. Ensure instruction is designed to meet the individual and group needs of students and includes strategies to promote student involvement in their own learning. Ensure all teachers develop the skills and knowledge to make appropriate modifications to instruction, homework and assessments for all students. Ensure the alignment of curricula and instruction across all program areas.
- 4.3: Ensure instructional planning includes consistent use of CCLS-based instruction that is designed to provide multiple points of access, address student needs and promotes student progress to their targeted goals. Ensure staff receives PD on how to use CCLS-aligned curriculum maps to guide classroom instruction. Review student data and goals to develop instructional strategies that engage all students in learning and enables them to achieve their short- and long-term goals.
- 4.4: Provide on-going training and support to ensure the communication of clear expectations and ensure the consistent, effective implementation of PBIS and TACD principles. Ensure the school and students have access to academic resources to support CCLS-based instruction and that resources include materials to provide access to high levels of text and content complexity. Ensure staff are provided with the skills and opportunities to enable them to collaboratively create instructional plans that include questioning strategies to stimulate higher-order thinking. Ensure the establishment of intellectually safe classroom environments where students feel comfortable participating in classroom activities and where there is mutual respect and appreciation for diversity.
- 4.5: Provide PD to increase teachers' understanding and skills in analyzing data and using the analysis to inform instructional planning and implementation; teaching strategies; and student grouping. Develop and implement a plan to ensure that teachers are analyzing data to inform instructional decisions for the class as well as to establish individual student goals. Ensure data is used to identify next steps to progress and identify appropriate supportive interventions such as AIS. Develop and implement a system for teachers to track the provision of feedback to each student and ensure feedback includes incremental steps necessary to meet the student's goals and ensure that feedback is provided to each student on how to attain successful outcomes.

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 IIT recommends the following:

- 5.2: Design and implement a system that assigns an adult to each student and that the adult is responsible for ensuring that the school addresses the student's social and emotional developmental health needs. Consider the inclusion of an advisory program in this system. Expand the existing structure of referral and support, including PBIS to provide students with social and emotional developmental health services and academic supports. Use data to identify students' social and emotional developmental health needs and identify partners and resources that can provide appropriate interventions for students. Ensure students and their families are informed of appropriate community services and organizations that partner with the school to address social and emotional developmental health needs.
- 5.3: Create a representative group of school community constituents to develop a school vision for social and emotional developmental health connected to learning. Provide PD and other opportunities for all staff and community constituents to increase understanding of the connection between social and emotional developmental health and academic success. Convene collaborative meetings among all school constituents to discuss strategies that can be used to improve the social and emotional developmental health of students and promote academic success.
- 5.5: Prioritize the development and implementation of systems that use data to identify and address the spectrum of all students' social and emotional developmental health needs beyond behavior management. Periodically review data and conduct periodic evaluations of social and emotional health services.

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 IIT recommends the following:

- 6.3: Develop a plan to recognize and celebrate the cultural diversity of the school community. Ensure all communications are made accessible to all constituents in all pertinent languages and are communicated through media that can be accessed by all.
- 6.4: Ensure that staff is provided with PD on developing community partnerships and how to link school families with appropriate resources. Ensure staff cultivate community resources that can support student and family needs. Identify these resources and services to the entire school community.
- 6.5: Ensure school staff and school partners are able to understand and can explain student data collection, review, and analysis in terms that can be understood by all constituents. Provide PD for staff and other school constituents so that the entire community shares common understandings about the collection and uses of student data. Develop a plan that provides multiple opportunities for families and other school constituents to increase their understanding of how they can use data to advocate for and support student learning.