



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	590501060003
School Name	Benjamin Cosor Elementary School
School Address	15 Old Falls Road, Fallsburg N.Y. 12733
District Name	Fallsburg Central School District
School Leader	Ms. Mary Kate Stinehour
Dates of Review	January 22 - 23, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet

Grade Configuration	Pre K – 6	Total Enrollment	799	SIG Recipient	<input checked="" type="checkbox"/>	Title 1 Population	63%	Attendance Rate	95 %		
Free Lunch	66%	Reduced Lunch	8 %			Limited English Proficient	12%	Students with Disabilities	15%		
Number of English Language Learner Classes											
#Transitional Bilingual	0	#Dual Language	0								
Number of Special Education Classes											
#Self-Contained	5	#Consultant Teaching	0	#Integrated Collaborative Teaching				7			
#Resource Room	0										
Number Special Classes											
#Visual Arts	1	#Music	1	#Drama	0	#Foreign Language	0	#Dance		#CTE	0
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	10%	Hispanic or Latino	42%	Asian or Native Hawaiian/Other Pacific Islander	1%	White	43%	Multi-racial	3%
Personnel											
Years Principal Assigned to School	6	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers		1			
Teachers with No Valid Teaching Certificate	0%	Teaching Out of Certification	0%	Teaching with Fewer Than 3 Yrs. of Exp.	7%	Average Teacher Absences	8.6%				
Credit Accumulation (High School Only) and Performance Rates											
% 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	4 Year Graduation Rate		N/A			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	Science Performance at levels 3 & 4	N/A	6 Year Graduation Rate		N/A			

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Math			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		
SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:			
<ol style="list-style-type: none"> 1. Creation of a school vision statement that is focused on student achievement and well-being. 2. Increase teacher understanding of data 3. Increase parent understanding of student data 4. Collaboration between classroom teachers and teachers of the arts and technology 			

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

	OVERALL RATING FOR TENET 2:				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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.				X
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
	OVERALL RATING FOR TENET 3:			D	
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.					
#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.			X	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	
	OVERALL RATING FOR TENET 4:			D	

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

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

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

#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.			X	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.				X
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.			X	
OVERALL RATING FOR TENET 6:				D	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	I
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Debriefing Statement: While the school leader indicated that a school vision has been developed, it has not yet been shared with all stakeholders. The lack of an articulated vision, an effective system for monitoring the quality of instruction, and an absence of specific, measurable, ambitious, results-oriented, and timely (SMART) goals, hinder continuous and sustainable student achievement.

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

- The school leader, in collaboration with the Building Leadership Team (BLT), created the current school vision. However, the school leader stated that this vision statement has not been shared with parents and students who were not part of the collaborative process. The School Comprehensive Educational Plan (SCEP) states that the school’s vision statement would be completed by December 2013; however, the review team found that the statement has not been shared with staff, families, and students. As a result, parents stated that they do not know or understand the school’s vision. Further, a review of documents demonstrated that the vision was not shared during staff conferences, the open house, or Board of Education meetings. The current SCEP goals are not SMART goals and do not align to the school’s vision. Additionally, the review team did not find evidence that the school leader has a data-driven mission for student achievement. Classroom visits, interviews with parents and students, and a review of student work, demonstrated a lack of data-driven feedback to support student achievement. The lack of a vision and goals that is known by all stakeholders limits student achievement.

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

- The school leader has made a number of decisions related to the use of resources to support student needs, but the review team found that these decisions were not strategic and procedures are not in place to monitor and evaluate the impact of these decisions on student achievement. The school leader stated that she, in collaboration with staff, created a schedule that addresses the

school's Academic Intervention Services (AIS). Additionally, the leader reported that the school uses a number of levels of instruction for reading to place students in their respective level with opportunities to move within the block, as evidenced by data from Northwest Evaluation Association (NWEA), Dynamic Indicators of Basic Early Literacy (DIBELS) and other assessments. A review of documents demonstrated that literacy and math meetings are scheduled on a monthly basis; however, the review team found limited evidence as to how these meetings are monitored in regard to their impact on improving instruction and student achievement. The school leader shared that the district makes the hiring decisions regarding most human resource needs. However, the school leader articulated a need for appropriate staff, provided some input into the decision-making process, and hired teaching assistants, school aides, long-term substitutes, former students, and a Spanish-speaking receptionist to greet and translate for families as needed. The review team did not find evidence of a plan to evaluate the impact of these positions on student achievement. The lack of focus on the impact of decision making in terms of resources reduces the school leader's ability to determine if initiatives have the desired impact school-wide.

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

- The school leader reported that there are four staff evaluators for the required formal observations and walk-throughs. Teachers have chosen to use the New York State United Teachers (NYSUT) evaluation process. The school leader and the assistant principal (AP) each have 20 teachers to evaluate, while the director of pupil personnel and the director of technology each have 11. As of this review, 28 teachers have been observed. There is a rotation of teachers through this process, so the evaluators do not observe the same teachers every year. However, there is no formal written observation plan aligned to the Annual Professional Performance Review (APPR) and no plan to provide actionable feedback to teachers on the instructional strategies observed in the classroom. A review of documents demonstrated that school leaders do not consistently give feedback to teachers. The AP stated that there might be a conversation with a teacher if the teacher requests the conversation. Additionally, a review of documents demonstrated that time spent in walkthrough observations is limited and does not always focus on the core curriculum. There is no communication between the coaches and the evaluators regarding the observation process, and coaches are not part of the recommendations that come out of the observations. Consequently, there is a lack of on-going professional development (PD) based on the data from these observations and this limits progress in teacher development and effectiveness.

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

- The school leader is beginning to develop evidence-based systems to address individual needs and

school-wide practices, but procedures are at an early stage of development and they are not leading to sustained improvements in student learning and achievement. The lack of formalized systems to evaluate the work of the school results in the school leader not being able to monitor improvements in student outcomes. The school leader has played a role in ensuring that the school -based intervention team (SBIT) meets on a regular and as-needed basis. In the staff conferences, the school leader articulated the responsibilities of the SBIT as well as those of teachers making recommendations. The school leader has also brought the Response to Intervention (RTI) program into the school and articulated its format and design to staff at the October and January staff conferences. The school leader is using the New York State Mentoring Program and there is documented evidence of a schedule for the mentor/mentee meetings, and for reflection and action-plans by both parties. However, the review team found in speaking with the ELA and math coaches that they do not follow-up with at-risk teachers and need to be invited into a classroom in order to observe. There is no system in place for coaches to provide feedback for low-performing teachers and limited evidence of a formalized PD plan in place for teacher improvement. Neither was there evidence that the school leader uses evidence-based systems to improve school-wide practices in the area of collaboration between classroom teachers and teachers of the arts and technology, which the school leader indicated is a priority in the SCEP. The lack of a systemic approach in the use of evidence-based systems limits progress toward critical school-wide goals.

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

Tenet Rating

D

Debriefing Statement: The school has provided resources that allow for the implementation of the Common Core Learning Standards (CCLS). However, a systematic plan of CCLS implementation is not in place. A lack of formalized data-driven protocols, interdisciplinary unit planning, and assessment-based curriculum development limits student achievement.

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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

- The school leader and staff are beginning to develop a plan that has targeted goals to address the needs of all students and sub-groups, PD, and common planning time for implementing a curriculum

that supports the CCLS. However, based on classroom visits, and a review of documents, the review team found that the implementation of rigorous and coherent curricula is inconsistent. For example, only four of 33 classrooms demonstrated the use of CCLS-aligned curricula. Teachers engage in vertical and horizontal grade meetings weekly or monthly, but English as a second language (ESL) teachers reported that they are not part of either meeting. The school leader initiated common planning time daily for teachers. However, teachers can opt-in or opt-out and there is no set-time for these planning sessions. School records indicate the ELA and math coaches are in 70 percent of the classrooms to monitor and assess instructional practices and provide feedback to teachers on areas in need of improvement. However, the coaches reported that they are reluctant to go into classrooms unless teachers invite them in. This leads to few teachers receiving necessary PD that could help them increase student achievement. The school purchased McGraw Hill materials for ELA classes that are aligned to the CCLS and training was provided to teachers to implement the program. The review team found in classroom visits that unit plans showed the use of complex text, evidence-based assignments, scaffolding, student feedback, and differentiated instruction. However, these strategies were present in only a few classrooms, and there is limited evidence to show that the school leader is monitoring the implementation of the curriculum. Consequently, the curriculum is not comprehensive and adaptive and does not consistently meet the needs of students.

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

- Although teachers collaborate to create and develop unit plans and lesson plans, the review team found inconsistent use of these plans during classroom visits. Teachers do not consistently use rubrics to assess student work and to provide students with feedback. During interviews with students, few were clear on what rubrics are and the only rubric the review team found posted was in the gym, but not in classrooms. Although the school leader is beginning to have discussions about goal setting with teachers, the review team found limited evidence of teachers setting goals with students. Additionally, there was limited evidence of DDI protocols being used to plan instruction, specifically in ESL classes. The school leader stated that lesson plans were only required for formal scheduled observations and lesson plans reviewed by the team did not consistently align to the CCLS or address student needs. The inconsistent use of data-driven unit and lesson plans aligned to the CCLS limit student achievement.

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

- Teachers do not plan across grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. While students on all grade levels attend classes in art, music, physical education, and technology, there is no common planning time for

teachers of the arts and technology or ESL to meet with other teachers to integrate curriculum. Further, the team saw limited incorporation of arts and technology in classroom instruction. While teachers have computers in classrooms, and staff reported that grade five and six students use the computer lab for research reports, the review team found no evidence of students accessing computers. Additionally, although classrooms have SMART Boards, the review team did not find evidence of teachers or students using this technology during classroom visits. A review of documents indicated there are no planning meetings or curricula materials to address the interdisciplinary curricula. The lack of opportunities for students to engage in thoughtful cross-curricula activities hinders student success.

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

- A review of documents, interviews with staff and school leaders, and visits to classrooms demonstrated that teachers are beginning to look at data, but instruction is inconsistently based on these results. Teachers come together for grade-level meetings on common planning time and analyze data from a range of sources including DIBELS, NWEA, and New York State assessments in reading and math. Coaches then meet with teachers to discuss findings and to present strategies to address areas of weakness. However, the review team observed a grade three literacy meeting during which little conversation took place around the data presented. The coach simply went through the PowerPoint and moved on to a video in support of ESL students. There was no targeted plan presented to meet the needs of students, especially ESL students. Students responded in both the written survey and in focus groups that many teachers do not provide written feedback on assessments. A review of student work at the focus group showed little or no teacher feedback. The inconsistent alignment between assessment and the curriculum limits student achievement.

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

Tenet Rating

D

Debriefing Statement: The school has created a positive environment conducive to learning. However, instructional practices are not consistently modified for all students and the curriculum lacks rigor. Therefore, students have inconsistent opportunities for higher-level thinking, engagement, and achievement.

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:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

- The school leaders are beginning to engage staff in conversations about organizing instruction around plans that address all student needs. While the review team found that teachers are beginning to analyze data in grade level meetings, there was limited evidence of teachers using data to modify plans and instruction during classroom visits. Instructional material during some classroom visits included low-level and non-fiction text to accommodate the needs of ELLs and students with disabilities; however, this was not consistent across the school. While teachers posted lesson objectives, they did not review these objectives with students to make clear the specific instructional aim. Additionally, while coaches shared that they are available to help teachers set goals for students, there was limited evidence that students have goals and coaches shared they do not work with teachers unless invited. Inconsistent instructional practices hinder student academic achievement.

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

- Teachers do not consistently provide coherent instruction aligned to the CCLS that leads to multiple points of access for all students. The review team found inconsistent evidence of teachers aligning instruction to the CCLS or the instructional shifts during classroom visits. For example, only one third of instruction aligned to the shifts in either ELA or math classrooms. While the school leader shared that she communicates with staff on a monthly basis regarding the teaching of the CCLS, and a review of documents demonstrated that a CCLS instructional practices guide is available for various grades, classroom visits demonstrated limited evidence of multiple points of access for students during instruction. Additionally, the review team found that most teachers do not ask higher-order questions. Inconsistent instructional practices that align to the CCLS and provide multiple points of access for all students limit academic achievement.

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

- Teachers do not consistently create a learning environment that is responsive to all student needs. While the review team found that the school is in its sixth year of implementing PBIS to support student behavior, the review team found that teachers do not consistently implement this resource. Although some teachers reported that student behavior interferes with learning on occasion, the review team found that inappropriate student behavior took place when instruction was not engaging or challenging and when students were not given opportunities to participate actively in their learning during classroom visits. Further, teachers differentiated the instruction in only six of

the 33 classrooms visited. Staff reported that they use functional behavior assessments (FBA) and behavior intervention plans (BIPS) as strategies to promote good behavior, and that the AP in charge of discipline records behavior data. Most students demonstrated appropriate behavior while moving in the hallways. The learning environment does not consistently meet the needs of all students, which hinders student success.

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

- Teachers are beginning to use data to inform planning and foster student participation in their learning. The review team found that some teachers organize student groupings based on data in AIS classes; however, elsewhere, the groupings were inconsistent. Coaches shared that they are starting to work closely with teachers on using data to guide and inform instruction, but the review team found limited follow-up to ensure that data is being used effectively to tailor learning activities to student needs. The review team found that teacher feedback to students is inconsistent and does not provide students with specific guidance on next steps to improve their learning. Further, there was limited evidence of teachers using rubrics with students to assess their learning. Instruction that is not consistently data-based, timely, and purposeful limits student achievement.

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

Tenet Rating

E

Debriefing Statement: The school has effective systems in place for promoting student social and emotional developmental health. Students feel safe in the school environment and stakeholders are cognizant of their roles and responsibilities in ensuring that the social and emotional needs of students are met.

Strengths:

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

- The school leader and staff have systems in place to support student social and emotional developmental health. Discussions with the school leader and staff, and a review of documents demonstrated that the school has a referral process in place. The school leader presented the RTI process to staff in order to promote the academic success of all students through this approach. The school leader has hired, with district approval, a second psychologist to focus on RTI program development, in addition to other responsibilities as part of SBIT. Other programs, such as Supplemental Program for at Risk Children (SPARC), which provides intervention strategies and staff development, and Intensive Day Treatment (IDT) are in place through the SBIT. The social worker

met with the mentor coordinator and teachers and presented these two programs to them, including the referral process. The school leader has also put into practice a Check and Connect program that monitors social and emotional behaviors in each classroom, using a rubric. Discussions with students indicate that there is a system in place that allows each student to be well known by a designated adult. The varied school supports and partnerships that are in place encourage and foster student social and emotional developmental health leading to academic success.

5.3 **The school has received a rating of *Effective* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

- The school articulates a vision for student social and emotional development aligned to a program to support student success. The school leader shared that the school is in its sixth year of using the PBIS program, and in the second year of using OLWEUS, which both support student social and emotional developmental health. Teachers reported that they are trained in how to use these programs and that they post rules to support student behavior. Team members stated that they analyze PBIS and OLWEUS data at meetings to determine next steps in meeting the social-emotional needs of students. All staff use lesson plans that promote the school guidelines, “Be Responsible, Be Respectful, Be Safe, and Be There & Be Ready.” The school promotes social and emotional developmental health that leads to a safe and healthy environment.

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

- All stakeholders work together to develop a common understanding on their roles in supporting student social and emotional developmental health. Teachers shared with the review team their role in promoting student social growth. Additionally, they shared that many were part of the PBIS and OLWEUS teams and participate in PD to build their capacity in supporting social and emotional developmental health. Further, the review team found that the school leader has taken an active role in supporting student social-emotional health. The needs of all stakeholders are represented through responsibilities, strategies, and interventions critical to the creation of a safe learning environment for all students. Parents stated that they are aware of what the school is doing to promote student social and emotional success and eighty-six percent of parents surveyed indicated that there are clear rules for behavior in their children’s classrooms. All constituents are able to articulate their roles in supporting student social and emotional developmental health, which improves student success.

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

to student social and emotional developmental health needs.

- The school leader and support staff work with teachers to use data to respond to student social and emotional developmental health needs. The school leader shared that she meets with the SBIT on a monthly basis to share data and to focus on RTI progress. The school follows the district attendance policy and the school leader and SBIT examine attendance data for students. The school leader shared that she has divided the school into two sections to track, analyze, and use behavior data at RTI meetings to meet student needs. Further, the school leader shared that after analyzing data on behavior incidents in the student cafeteria, the school changed the lunch schedule to alter which students arrived at particular times. Additionally, the SBIT told the review team that IEP/ 504 modifications are based on collected data. The use of data increases student opportunities to be academically and socially successful.

Areas for Improvement:

All ratings for this Tenet are either **Highly Effective** or **Effective** and therefore, comments are listed under **Strengths**.

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 leader ensures that translation services are available to support communication from the school to families. However, not all information is translated. Consequently, not all families are able to fully participate in their children’s learning or monitor their academic progress.

Strengths:

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

Areas for Improvement:

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

- While the school leader shared that the vision statement and SCEP include supporting the home-school relationship, the review team found that parents were not aware of the school’s vision and were unclear of its expectations for student achievement. The school leader reported that the school communicates with families via email, letters, and phone calls. However, the parent survey showed that parents would welcome stronger partnerships and communication with the school. While many parents felt comfortable about approaching the school with concerns, one-third of parents surveyed indicated that communication with families is not good enough. Further, some

parents stated that the school outreach is insufficient and not enough notices are sent home, particularly with regard to how well the school and students are performing academically. The relationships between the home and school do not consistently meet student needs and hinders student growth.

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

- The staff shared that the school communicates with home through letters, Facebook, email, phone calls, phone blast, the school's website, and progress reports, some of which are translated into Spanish. While there are staff members and a receptionist who translate for Spanish-speaking families, and a translator was available during the open house, the review team found that not all letters and communication are translated. Further, the school report card is not available in Spanish. Many parents indicated in the parent survey that the school does not do enough in the area of curriculum development and support. Parents shared that the school sent them a letter with a link to the McGraw-Hill website for activities their children can use at home to reinforce skills learned in class. The school does not evaluate its communication strategies with parents and make adjustments where needed based on feedback or concerns. However, the school leader stated that she is planning to address this in the near future. Inconsistent reciprocal communication between the home and school limits student success.

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

- The school does not partner with families and community agencies to promote and provide training to support student success. One parent reported that she approached the school leader about forming a partnership with a community-based organization (CBO), but was "pushed back." Further, fifty percent of teachers surveyed did not think the school partners with the community to improve student learning, and eighty-four percent surveyed were not satisfied with the level of parent engagement in the school. Discussions with the school leader and staff demonstrated that there is no specific formal plan to provide PD for school staff on how to build and sustain productive relationships with parents and families. The lack of a robust home-school partnership limits student success.

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

- While the SCEP notes that one of the school's priorities is to increase parent understanding of

student data, the review team did not find evidence of a formal plan to enact this priority. The school provides some opportunities for families to understand data. For example, during the open house, coaches explain data to parents. However, coaches shared that few parents come to them during this event. The SBIT shared that they have a good rapport with a small group of parents about progress, but it is a challenge for them to connect with many parents. The school leader told the review team that data is available on the school portal and website. However, parents stated this is not a viable option for non-English speaking families and those with limited internet access. There is no evidence to show that the school is planning data-based workshops for families or planning to share data based on family needs other than notices sent home or mailed. Further, the calendar of events for 2013-14 does not indicate any parent workshops on student progress for the remainder of the school year. While the school makes some effort to facilitate the understanding of data for families, these efforts are limited and do not promote a dialogue between families and the school that is focused on student success.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Clearly articulate the school's vision to all school constituents and develop specific, measurable, ambitious, results-oriented, and timely (SMART) goals, which are aligned to the vision.
- 2.3: Ensure that the resources are used strategically and monitor the impact of these decisions on student achievement.
- 2.4: Develop a formal classroom observation schedule to monitor the quality of teaching and learning in all classrooms. Ensure that written feedback to teachers includes areas for improvement and follow-up observations to monitor progress.
- 2.5: Establish procedures and protocols for evaluating the work and performance of the school to bring about sustained improvements.

Tenet 3: Curriculum Development and Support

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

- 3.2: Schedule visits to teacher grade level/subject area meetings to promote rigorous implementation of CCLS curricula. Monitor teaching and learning by conducting informal walk-throughs to ensure that teachers are implementing the CCLS-aligned instruction, paying careful attention to differentiation for specific sub-groups.
- 3.3: Ensure that lesson plans used by teachers contain CCLS-aligned instruction that promotes higher-order thinking skills with attention to rigor, the instructional shifts, and differentiation with high student engagement, and the use of complex text or rich tasks in math.
- 3.4: Provide training and PD on how to incorporate all enrichment areas into the CCLS curricula and provide time for all teachers to meet in grade level or subject area meetings.
- 3.5: Monitor formative assessments to ensure teachers are providing feedback to students and informing instruction through targeted plans, based on these assessments. Attend vertical and horizontal meetings to ensure assessment is driving the instruction. Make sure to involve ESL and special education teachers in the discussion.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Ensure that ELA and math coaches are part of grade/subject level meetings to review short- and long-term goals for students. Develop a plan for coaches to visit classrooms and monitor the use of reading material and

computer software to accommodate the needs of ELLs and students with disabilities. Ensure that a review and revision of unit plans, as outlined in the SCEP for ELLs and students with disabilities, is on target.

- 4.3: Utilize monitoring protocols for both teacher planning and instructional strategies to check that differentiation is in place and that students have multiple points of access to engage in learning.
- 4.4: Ensure that teaching fully engages all students and meets their academic needs.
- 4.5: Develop a system where student work is analyzed in grade meetings and PD is incorporated on providing actionable feedback to students. Collect samples of student work from each class to monitor feedback from teachers. Provide PD on the use of rubrics to inform instruction.

Tenet 6: Family and Community Engagement

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

- 6.2: Share the school's vision and commitment to high academic expectations with parents, students, and the entire school community in the respective appropriate languages.
- 6.3: Ensure that all families have an opportunity to participate in school events. Ensure that all communication with parents, especially data-related information, is in the appropriate language.
- 6.4: Provide PD for school staff on how to actively seek and sustain partnerships with families and CBOs that will support student needs. Provide strategies, tools, and tips for parents to enable them to better support their children's academic progress.
- 6.5: Provide additional opportunities for families to understand student data and increase their knowledge of social and emotional developmental health to support their children's learning at home.