



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	140600010130
School Name	Frank A. Sedita School #30
School Address	21 Lowell Place Buffalo, New York
District Name	Buffalo City School District
School Leader	Dr. Wanda Schoenfeld
Dates of Review	January 22-23, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	PK-8	Total Enrollment	783	Title 1 Population	95%	Attendance Rate	91%					
Free Lunch	94%	Reduced Lunch	1%	Student Sustainability	88%	Limited English Proficient	38%	Students with Disabilities	16%			
Types and Number of English Language Learner Classes												
#Transitional Bilingual	8	#Dual Language	0	#Self-Contained English as a Second Language								0
Types and Number of Special Education Classes												
#Special Classes	4	#Consultant Teaching	0	#Integrated Collaborative Teaching								0
# Resource Room	0											
Types and Number Special Classes												
#Visual Arts	0	#Music	2	#Drama	0	# Foreign Language	1	# Dance	0	CTE	2	
Racial/Ethnic Origin												
American Indian or Alaska Native	1	Black or African American	17%	Hispanic or Latino	70%	Asian or Native Hawaiian/Other Pacific Islander	5%	White	5%	Multi-racial	2%	
Personnel												
Years Principal Assigned to School	5	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers		1.2				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	1%	% Teaching with Fewer Than 3 Yrs. of Exp.	6%	Average Teacher Absences	9%					
Overall State Accountability Status (Mark applicable box with an X)												
School in Good Standing	No	Priority School	Yes	Focus District	Yes	Focus School Identified by a Focus District	No	SIG Recipient	NO			
ELA Performance at levels 3 & 4	27%	Mathematics Performance at levels 3 & 4	27%	Science Performance at levels 3 & 4	40%	4 Year Graduation Rate (HS Only)		N/A				
Credit Accumulation (High School Only)												
% of 1 st yr. students who earned 10+ credits	N/A	% of 2 nd yr. students who earned 10+ credits	N/A	% of 3 rd yr. students who earned 10+ credits	N/A	6 Year Graduation Rate		N/A				

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	x	Black or African American
x	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
x	Students with Disabilities	x	Limited English Proficient
x	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	x	Black or African American
x	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
x	Students with Disabilities	x	Limited English Proficient
x	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
x	Limited English Proficiency		

- SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**
1. Step Up to Writing
 2. Rtl Model
 3. Co-Teaching Model
 4. Data-Driven Inquiry Team
 5. Positive Behavior Intervention Strategies

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.					
#		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		X		

	practices based on student data and feedback.				
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:			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.

#		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.

#		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			X	

	sources (e.g., screening, interim measures, and progress monitoring).				
	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.

#		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:			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.

#		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	D
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Debriefing Statement: Although school personnel create a culture of well-being for students, there is no widely known vision that addresses the needs of the school community or goals leading to the improvement of school-wide practices and student achievement. Therefore, not all students receive instruction that leads them to academic success and positive outcomes.

Strengths:

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

- The school leader and the leadership team use the APPR, and an informal system of classroom observations, to provide regular and on-going feedback to teachers. The school leader shared that the Danielson model is used with pre- and post-conferences are part of the protocol for formal observations. According to teachers, there is one unannounced visit, or two for those without tenure, one announced visit, and at least four informal walk-throughs. Additionally, teachers receive feedback from the walk-throughs based on the district's teaching rubric. The school leader stated that she is in classrooms frequently and gives teachers feedback and support to address any issues. The school leader noted that the APPR observations indicate that teacher practices are improving. Teacher Improvement Plans (TIPs) are given to teachers who do not demonstrate improvement after several classroom visits, along with time frames for improvement. The school leader shared that she uses data from observations to organize PD for individual and groups of teachers. The school leader ensures that administrators and staff are held accountable for improvement, which increases student success.

Areas for Improvement:

2.2 **The school has received a rating of *Developing* 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 does not ensure that the school community shares SMART goals aligned to a vision as outlined in the SCEP. The goals in the SCEP are not SMART goals, but rather initiatives to begin processes to improve student achievement. Additionally, when asked, not all parents were able to articulate the goals. During the Student Support Staff Meeting (SSSM), staff reported that the school's vision is to provide a safe and nurturing environment, and while Positive Behavior

Intervention Support (PBIS) is implemented to support the vision, not all the staff interviewed could articulate what the school specific goals were. Support staff stated that the school's staff reviewed the mission during the School Improvement Grant (SIG) process that included representation from teachers, school leaders, and parents, but not students. The lack of a uniformly known long-term vision by all stakeholders limits student academic 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 does not consistently make strategic decisions to organize programmatic, human, and fiscal capital resources. The school leader stated that she has no access to the budget, but she has some degree of autonomy over her school programs and staffing. She provided examples of going to the district with a list of staffing positions that she believed would strengthen the school's academic program, and was told that she had to cut her staffing budget by eight percent. The review team found that while the school leader does not have the final decision in making hiring decisions, she does not always seek to influence district decisions. Additionally, while teachers inform the school if they are returning for the following year in May or June, the review team found that the school was not fully staffed by the first day of school. The school leader shared that a team creates the schedule over the summer and sets reading and math times. Over the past two years, this team has implemented homerooms in order to ensure that each child is ready to learn each day. The school leader has teachers review what resources they need to start the year, and determines how school improvement grant (SIG) funding can help with the costs. The school leader shared that she implemented initiatives to support learning, such as algebra for students in grade eight, an after-school program, and a Title 3 program for students who speak English as a second language (ESL), but the review team did not find evidence of systems to monitor the impact of these initiatives on student achievement. The school leader does not evaluate the use of resources in addressing the needs of the school community, which hinders student achievement.

2.5 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders use evidence-based systems and structures inconsistently 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 does not consistently use evidence-based systems to examine and improve critical school-wide practices. During an interview, the school leader detailed how teachers come to RTI meetings with data and evidence and make recommendations in regard to each student's reading group. Every four to six weeks, teams review data to determine what additional interventions each student needs to support growth. Additionally, teachers then decide which students are ready to move on to the next level, and which students should continue to stay in the current group. However, the review team found limited evidence of school leaders evaluating the current RTI process to determine its effectiveness. The inconsistent use of evidence-based systems to monitor the school's progress toward critical school-wide goals limits student achievement.

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

Tenet Rating

D

Debriefing Statement: Most teachers provide curricula-based instruction that aligns to CCLS and collaborative teacher planning is organized. However, there are insufficient modifications to the curricula based on student needs, incomplete implementation of shifts in practices and strategies, and few interdisciplinary opportunities for learning. There is little student reflection, monitoring, or ownership of learning embedded in teacher implementation of assessment systems. The lack of alignment between the curricula and assessments, and limited opportunity for cross-curricula student engagement hinder student growth.

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 does not consistently ensure the quality implementation of rigorous curricula aligned to the CCLS. The school leader shared that she is in the process of developing a written plan for the implementation of the CCLS that includes targeted goals to address the needs of students, a calendar for PD support, and collaborative meeting time for teachers. In discussions with reviewers, teachers shared that while team meetings are regularly scheduled, they do not always result in explicit action plans leading to CCLS implementation. The majority of teachers stated that all grade levels and teachers have the appropriate CCLS-aligned texts or access to the appropriate modules, through the EngageNY website. While teachers shared that school leaders encourage them to use a comprehensive curriculum aligned to the CCLS and NYS standards, the review team found inconsistent evidence during classroom visits as most teachers were using programs and websites with little adaptation to ensure CCLS-alignment. A curriculum that is not consistently aligned to the CCLS to meet the needs of students limits student college- and career-readiness.

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

- Teachers do not consistently develop unit and lesson plans that include DDI protocols aligned to the CCLS to meet student needs. The review team found that teachers in only five of the 28 classrooms visited demonstrated evidence of DDI protocols and ten out of 28 demonstrated differentiation of strategies or materials. Further, during classroom visits, teachers used lesson and unit plans that did

not incorporate a variety of complex materials or a progression of sequenced and scaffolded skills. Additionally, complex materials were only found in the NYS CCLS math modules or district-assigned text, Journeys. Although teachers reported that they collaborate to develop unit and lesson plans based on student data, the review team found that this was not consistent across the school. The school leader and teachers reported that some teachers are in the process of developing protocols to monitor and adjust curricula to support the CCLS instructional shifts, but the review team found limited evidence of teachers modifying curricula across the school to meet student needs. A document review demonstrated that teachers are beginning to use DDI protocols to establish RTI and student groups, and sixth grade teachers display progress-monitoring boards to track progress. However, the lack of consistent use of DDI protocols to develop CCLS aligned plans that meet student needs hinders student academic growth.

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 have a comprehensive plan to partner across grades and subjects to create interdisciplinary curricula. The review team found that there is no plan for teachers to partner within and across grade levels to create interdisciplinary curricula. Further, teachers of the arts, technology, and other enrichment areas do not attend homeroom teacher planning periods. Of the 28 classroom visits, none of the teachers connected the arts or enrichment with core subject material. The lack of opportunities for students to engage in thoughtful cross-curricula activities limits 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.

- Teachers do not consistently implement a comprehensive system for using assessments to plan curriculum and involve students in the ownership of their learning. Teachers shared that while they administer Common Formative Assessments (CFAs) throughout the year, the company that the district works with has changed and that the change has limited the data teachers can access. For example, test results are not broken down into skills for re-teaching, but rather simply an overall score. Additionally, while the reading program has weekly and unit assessments, the review team found that teachers are not consistently assessing during instruction across the school. Similarly, while some teachers provided feedback to students during classroom visits, this was not consistent across the school. The lack of consistent alignment between assessment and 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: Some teachers engage in strategic instructional practices and decision-making

organized around plans, and provide instruction aligned to CCLS. However, not all teachers set goals for students based on their needs. Teachers do not consistently provide students with feedback and progress monitoring information to help students achieve at a higher level.

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.

- School leaders stated that they are starting to engage teachers in detailed conversations about using data to inform instructional planning, but the review team found that teachers are not consistently using data to plan to meet student needs across the school. While some teachers are using data, such as in grade six where plans and student groupings were based on data and student work was differentiated. However, in many classrooms planning was not differentiated based on student needs. Teacher leaders and coaches shared that they are beginning to work with teachers to establish short and long-term goals for different groups of students. However, there was limited evidence of this throughout the school. Teachers shared with the review team strategies they use to address student points of access, such as the Sheltered Instruction Observation Protocol (SIOP) and language acquisition for English Language Learners (ELLs), who have a language objective alongside the content objective, but the review team did not find consistent evidence of this strategies being used across classrooms. The school's instructional practices do not consistently promote high levels of student engagement and inquiry, which limits student 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. While 21 of 28 lesson plans reviewed aligned to the CCLS, instructional practices were not consistently differentiated to meet student needs. In the majority of classes, the review team found that the questions teachers asked came strictly from the Journeys program or the NYS math modules, but were not teacher-created based on their knowledge of students or followed-up on to push student thinking. Five of the seven bilingual/ESL lessons exhibited differentiation for the academic needs of ELL students. For example, teachers used think-pair-share visuals, academic vocabulary, and journals. However, teachers posted content objectives in only three out of seven bilingual/ESL classrooms. Inconsistent instructional practices hinder student 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 generally create a positive learning environment; however, it is not always responsive to the needs of every student. The majority of classrooms visited had a positive culture and climate conducive to teaching and learning. Students reported that they feel comfortable in classes and that when they do not understand something, a peer can help them once they complete their own work. However, the review team found that teachers do not consistently meet the diverse needs of learners. Teachers shared they use Positive Behavioral Interventions and Supports (PBIS) as the plan for student expectations and that they believe it is having a positive effect on the school environment, as there has been a decrease in behavior issues. The review team found that teachers celebrate student success through verbal feedback, calling home, or sending a note to inform families of their children’s accomplishments. The learning environment is safe for all students; however, limited differentiation and adaptation to meet student needs limits 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 do not consistently use data to inform instruction and to foster student participation in their own learning. Teachers used formative assessments to gauge student understanding in only eight of the 28 classrooms visited by the review team. Some students shared that when they receive their work back from teachers they know what their next steps are to improve, while other students disagreed. Further, a review of documents and classroom visits demonstrated that teachers do not consistently provide students with clear feedback and next steps to improve their learning. While some teachers use data to create targeted plans and to adjust student groups, the review team found that this was not consistent across the school. Teachers stated that they are in the process of learning to analyze summative and formative assessments to inform instructional decision-making. The inconsistent use of timely and purposeful data-based instruction hinders 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

D

Debriefing Statement: The school leader is developing processes to support the social-emotional needs of students. However, there is no articulated school vision or formal plan to promote the connection between learning experiences, academic achievement, and social and emotional developmental health. The lack of a plan and vision for all stakeholders limits student success.

Strengths:

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

Areas for Improvement:

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

- The school leader is developing systems to support student social and emotional developmental health. The school leader shared that the referral process begins when a staff member submits a referral slip to the Closing the Gap (CTG) coordinator who meets weekly with the school social worker and school leader to review forms and determine what student supports are needed. Further, the school tracks student social-emotional data using an Excel spreadsheet in order to determine recommendations and is planning to switch from the ESIS data system to Infinite Campus. However, teachers shared that they were not familiar with the referral process and the student services support team reported that the system of referral only addresses the needs of students who demonstrate inappropriate behavior. Additionally, the review team found that the lack of a bilingual psychologist hinders the school's ability to refer ELL students for special services in a timely manner, as the wait time can be between 6 and twelve months for a referral to be processed. The implemented systems do not consistently address barriers to social and emotional developmental health, which limits student success.

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

- The school is developing its vision aligned to a program or curriculum to promote student social and emotional developmental health. Staff members stated that some staff received PD in understanding at-risk behavior in adolescents, and on how to work with these students, but that there is no on-going PD program to develop teacher capacity to meet the needs students across the school. A review of documents and interviews with school leaders and staff demonstrated that the school is implementing the PBIS program to support student behavior and that this has led to a 40 percent decrease in suspensions between September and December 2013, compared to the similar period in 2012. However, staff shared that teachers are developing their understanding of using PBIS to support student social-emotional growth. The school is developing its use of programs and curriculum to support student social and emotional developmental health and improve student success

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

- Stakeholders do not work together to develop a common understanding of the importance of their contributions in creating a school that supports student social and emotional developmental health. Discussions with the staff, parents, and students demonstrated for the review team that only the student support services team (SSST) could articulate the processes in place to support student

social and emotional health. Students and parents shared that they were not aware of their roles and responsibilities in helping to create a safe and effective learning environment. Further, protocols are not in place to identify roles in relation to the school’s vision to support student success. Additionally, teachers were not clear about the school’s process for referral and stated that they have not received PD in this area. Students shared that they could go to the guidance counselor when they have a problem, but that the counselor is not in the school every day. Stakeholders are not able to articulate how the school community meets student social and emotional developmental health needs, which limits student success.

5.5 **The school has received a rating of *Developing* 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 is developing structures to support the use of data to respond to student social and emotional developmental health needs. The school collects data and uses it to make decisions regarding student social-emotional health in both the PBIS and RTI processes, but the review team found limited evidence of how the school is using this data to monitor the impact of supports on academic achievement. Further, discussions demonstrated that not all staff members understand how to use data to meet student needs. The limited use of data hinders student opportunities to become socially and academically successful.

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

Tenet Rating

D

Debriefing Statement: The school leaders and staff communicate expectations pertaining to student academic achievement, but parent involvement is low. Written documents are distributed in three primary languages and translators are available as needed. The school does not develop reciprocal communication and collaborative partnerships with families to support student success. Despite opportunities for families to increase their understanding of student data, there are limited opportunities for parents to support their children’s academic and social emotional growth. Therefore, students do not benefit from a robust home-school connection.

Strengths:

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

- The school shares data in a way that promotes dialogue with parents and empowers families to support student learning. The school leader shared that the school collects data, such as attendance, discipline, and referrals, and analyzes this information to identify family needs and target strategies to address them. Further, the school uses a check-in/check-out system to support

students in need and monitor student success. The school leader stated that there is a parent network agency, which supports parents through the special education process and is supported by the parent advocate. Parents stated that student test scores are reviewed at parent-teacher conferences and at monthly meetings so that parents are clear regarding this information. The school leader shared that she contacts parents who do not attend. The school community empowers families with data regarding student learning, which improves student success.

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.

- The school does not consistently ensure that regular communication with families fosters high expectations for student achievement. Discussions with the school leader, staff, and parents demonstrated that while the school is developing its communication with families concerning student academic expectations, parent participation in a dialogue concerning student success is low. Additionally, the school leader shared that all seventh and eighth grade students meet with school leaders to discuss high school choices and that the guidance counselors work closely with the CTG liaison to ensure that parents also understand their children's options for high school. However, discussions with parents demonstrated that while the school communicates the expectation that all students will graduate, the level of communication across the school is inconsistent. Parents stated that not all teachers express high academic expectations. Inconsistent communication that fosters high expectations for student achievement limits student success.

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 school does not consistently engage in reciprocal communication with family and community stakeholders to support student learning. Although the school communicates with parents, reciprocal communication between the home and school is inconsistent. For example, while the school uses Connect Ed to monitor phone calls to and from home, the review team found through discussions with parents that the data was inaccurate as many parent numbers change frequently. Additionally, only 10 percent of parents returned the school survey. The school leader shared that staff use multiple tools to communicate with families and translate all documents into Spanish, English, and Arabic, which are the primary languages of the school community. Additionally, the school website has a language translator option and the district has translation services available for any languages that the school needs additional support translating. Some parents shared that they are satisfied with both the information sent home from the school and the translators provided at school meetings. Teachers shared that they communicate with parents regularly through homework folders, web pages, emails, and phone calls. Further, monthly parent nights focus on math, English, and science, and provide resources to help prepare their children for upcoming assessments. However, some parents shared that teachers only call home regarding behavior problems, not to celebrate student success, and other parents stated that they rarely received a

phone call from their children's teacher at all. Inconsistent communication between the school and home limits student growth.

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

- The school community partners with several agencies to help students and their families, but additional programs are needed, as the current programs are filled to capacity and closed to new participants. While partnerships with Closing the Gap and Girls on the Run support students through activities and programs, parents shared that the after-school program is full, and one parent stated that she was unable to receive tutoring for her child. Based on the "Services According to Three-Tiered Approach" document, six community agencies provide social and emotional support for students and families. According to parents and staff, the school works with community partnerships that provide food and clothing to help meet student and family needs. Staff reported that they do not receive PD on how to actively seek and sustain partnerships with families or community organizations, and that there is no plan on how to teach parents ways to support their children's learning and growth. The school does not consistently ensure that all students benefit from a robust connection between the home, school, and community, which hinders 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: Ensure that goals are written in a SMART format and are understood by all stakeholders, and that progress toward the goals is monitored.
- 2.3: Allocate resources based on strategic decisions that reflect the needs of the school community and monitor the impact of these decisions on student achievement.
- 2.5: Ensure that rigorous evidence-based systems are in place to examine and improve critical school-wide goals.

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: Develop a school-wide curriculum, aligned with the CCLS, which meets the needs of the students. School leaders should monitor the implementation of this curriculum closely.
- 3.3: Provide additional PD on DDI protocols to ensure that student needs are met.
- 3.4: Provide time for teachers to collaborate with art, technology, and enrichment teachers for interdisciplinary planning.
- 3.5: Ensure teachers use assessments to plan curriculum.

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 teachers plan lessons that address all student needs based on data.
- 4.3: Provide PD on differentiation of instruction and on using questioning to challenge and engage students.
- 4.4: Ensure that teachers use strategies to meet the needs of all students.
- 4.5: Ensure that teachers use assessments to inform instruction and to provide students with feedback to involve students in the ownership of their learning.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Establish a system that is known by all stakeholders to support student social and emotional developmental health.
- 5.3: Implement a comprehensive curriculum, which addresses the social and emotional health and well-being of students.
- 5.4: Ensure that all stakeholders know their roles in supporting student social and emotional developmental health.
- 5.5: Create a system that uses data to support student social and emotional developmental health.

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: Ensure that the school's expectations for academic achievement are communicated in an effective manner by all members of staff and evaluate the effectiveness of strategies for building relationships with parents.
- 6.3: Evaluate strategies for communicating with parents and make improvements in order to improve reciprocal communication between home and school.
- 6.4: Provide training for staff on building relationships with families and provide strategies for parents to support their children's academic development.