



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

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



<b>BEDS Code</b>	261600010068
<b>School Name</b>	Joseph C Wilson Foundation Academy
<b>School Address</b>	200 Genesee Street, Rochester, NY 14611
<b>District Name</b>	Rochester City School District (RCSD)
<b>School Leader</b>	Dr. Deasure A. Matthew
<b>Dates of Review</b>	March 25-27, 2014
<b>School Accountability Status</b>	Focus School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	K-2, 6-8	Total Enrollment	392	SIG Recipient	X	Title 1 Population	% NP	Attendance Rate	93%		
Free Lunch	80.4%	Reduced Lunch	Combined in free lunch	Student Sustainability	% NP	Limited English Proficient	2.6%	Students with Disabilities	17.6%		
<b>Number of English Language Learner Classes</b>											
#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language	0						
<b>Number of Special Education Classes</b>											
#Special Classes	2 12:1:1	#Consultant Teaching	0	#Integrated Collaborative Teaching	5						
# Resource Room	5										
<b>Number Special Classes</b>											
#Visual Arts	1	#Music	2	#Drama	0	#Foreign Language	2	#Dance	0	#CTE	1
<b>Racial/Ethnic Origin</b>											
American Indian or Alaska Native	0.3%	Black or African American	68.6%	Hispanic or Latino	14.5%	Asian or Native Hawaiian/Other Pacific Islander	4.3%	White	14.5%	Multi-racial	NA
<b>Personnel</b>											
Years Principal Assigned to School	8		# of Assistant Principals	1	# of Deans	0		# of Counselors / Social Workers	2		
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification	0%	Teaching with Fewer Than 3 Yrs. of Exp.	0%		Average Teacher Absences	% NP		
<b>Credit Accumulation (High School Only) and Performance Rates</b>											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	NA		% of 2 <sup>nd</sup> yr. students who earned 10+ credits	NA		% of 3 <sup>rd</sup> yr. students who earned 10+ credits	NA		4 Year Graduation Rate	NA	
ELA Performance at levels 3 & 4	6th – 15% 7th – 11% 8th – 16%	Mathematics Performance at levels 3 & 4	6th – 15% 7th – 09% 8th – 10%	Science Performance at levels 3 & 4	8th – 51%		6 Year Graduation Rate		NA		

NP = Not Provided

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

**SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**

- The school will have 80 per cent of primary level students (K-2) improve reading level (to grade level or above) by June 2014, based on AIMSWEB/DRA data.
- The school will have 80 percent of 6-8 students improve in ELA and mathematics at each grade level (6th, 7th, & 8th) as measured by the New York State ELA and mathematics state assessments.

**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.

#	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	
	<b>OVERALL RATING FOR TENET 2:</b>			<b>D</b>	

**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	

	<b>OVERALL RATING FOR TENET 3:</b>			<b>D</b>	
<b>Tenet 4 - Teacher Practices and Decisions:</b> 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.					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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	
	<b>OVERALL RATING FOR TENET 4:</b>			<b>D</b>	
<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> 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.					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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	
	<b>OVERALL RATING FOR TENET 5:</b>			<b>D</b>	
<b>Tenet 6 - Family and Community Engagement:</b> 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	
	<b>OVERALL RATING FOR TENET 6:</b>			<b>D</b>	

**School Review – Findings, Evidence, Impact and Recommendations:**

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:**

The school leaders are working to create a school community and culture that reflect the school’s mission and vision as an International Baccalaureate school (IB). Although the school is developing systems and structures for improvement, these systems do not currently lead to high levels of academic success for all groups of students, particularly in grades six, seven, and eight.

**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).

**Overall Finding:**

The school leader does not consistently ensure that the school community shares SMART goals aligned to a vision that addresses priorities outlined in the SCEP.

**Evidence/Information that Lead to this Finding:**

- While the school leaders stated that they have communicated the school vision to all stakeholders, and that this vision aligns with the IB’s Primary Years Program (PYP), the Middle Years Program (MYP), and the SCEP, the review team found that constituents were not clear how this vision aligns to the IB, as well as the Regents Reform Agenda.
- The school leader reported that she worked with the school community to develop improvement goals. However, a document review demonstrated that targets for the middle school students are not ambitious enough, given the low achievement of students in English language arts (ELA) and math. Goals are in place to raise student-reading achievement in kindergarten through grade two, and ELA and math achievement scores for students in grades six, seven, and eight. Assessments show that students in the lower school are currently on target to meet those goals, with 80 percent of grade two students on track to achieve grade level reading proficiency by the end of the school year.
- Parents reported that the school has made improvements under the school leader, and that the leader communicates her vision for school improvement. However, the parents and students shared that they are not clear about the relationship between the IB curriculum and the CCLS. Over 90 percent of teachers surveyed indicated that they are confident that the school will reach its SCEP targets for reading by grade two, and academic outcomes in English Language Arts (ELA) and math in grades six, seven, and eight. However, staff does not consistently share performance indicators and progress

measures towards academic goals with students, staff, and parents.

- The school-based planning team (SBPT) is beginning to monitor the progress of student performance using available progress data, including DRA and AIMSWEB. Additionally, the SBPT reviews academic progress in an on-going manner, including quarterly report cards and assessment results.

**Impact Statement:**

The school leader does not consistently ensure that all stakeholders know the long-term vision and goals aligned to the school's SCEP, which hinders student success.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that all constituents are clear on the school vision and how the IB standards align to the CCLS.

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.

**Overall Finding:**

School leaders do not consistently make strategic decisions to organize programmatic, human, and fiscal capital resources.

**Evidence/Information that Lead to this Finding:**

- The school and District have worked together to bring on a number of new teachers to the school for this academic year. The school leader is attempting to use resources carefully and strategically to bring about improvement and increased opportunities for student success, but communication and advocacy between the District and the school has not been effective, especially in aligning the IB curriculum content with CCLS modules.
- The school leader reported that she has recently established expanded learning time for students, mainly on Saturdays, to support instruction, and that she recognizes the need to evaluate the impact of these programs on learning. Additionally, the school leader shared that teachers are also available during lunchtimes to work with students on an informal basis.
- The school leader reported that she works with the district to hire teachers who are qualified to meet the academic and social needs of the students. School leaders maintain weekly communication with the District Budget Analyst to assess spending. They have organized an automatic budget notification summary of school funds that is sent electronically to key District personnel and reviewed by the school's head secretary weekly. The school budget is currently used to support school programs and provide instructional resources, but the review team did not find evidence that the school leader evaluates the impact of spending on raising student achievement. As the school increases in size to include all elementary grades, Kindergarten to eight, school leaders reported that the school requires

further resources beyond the annual allocation to meet the increased numbers of students.

**Impact Statement:**

The school leader does not consistently use available resources to meet the needs of the school community, which hinders student success.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Advocate with the District for necessary resources to align the IB curriculum objectives with those of the CCLS modules.
- Develop formal approaches to increasing expanded learning time.

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

**Overall Finding:**

School leaders have a system in place aligned to the district's APPR, and are providing staff with written feedback, but leaders do not consistently ensure that teachers take action based on this feedback, or use it to provide systematic professional development (PD) for staff and coaches.

**Evidence/Information that Lead to this Finding:**

- School leaders have developed a calendar for APPR observations that identifies the dates and times of classroom walkthroughs for both informal and formal observations. School leaders carry out classroom visits frequently. A common write-up tool is used, and the APPR reports are comprehensive. Due to additional responsibilities, school leaders reported that it is challenging to adhere to the observation calendar, but they do manage to conduct a large number of observations.
- Despite regular observations, there is limited evidence to indicate that information gained from these observations is used to guide and inform PD activities. Discussions with school leaders and teachers confirmed that there are no formal protocols in place to ensure that weaknesses identified in the observation process become the focus of PD, or the basis for providing guidance or counseling to individuals, or groups of teachers. This negates the potential impact of lesson observations to drive improvements in learning and instruction.
- Discussions with teachers and school leaders also revealed that there are limited expectations that teachers will address any identified weaknesses in their future instruction, or that these weaknesses become the focus of future observations. Although over ten percent of teachers are being supported on Teacher Improvement Plans, the impact of observation feedback on changing teacher performance in relation to raising student achievement is low, particularly in grades six, seven, and eight, as

observed by reviewers in 29 out of 34 lessons

**Impact Statement:**

While school leaders frequently plan and conduct classroom observations and provide teachers with written feedback, school leaders do not hold staff accountable for improving their teaching practices and increasing student achievement.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that teachers take action to implement the improvement strategies identified from observations and feedback, and plan PD that focuses on weaknesses in instruction in order to improve student achievement.

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 S CEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health (SEDH)).

**Overall Finding:**

While the S CEP reflects the school leader's data-driven mission for improving student achievement, and provides a framework for moving forward, progress toward school-wide goals is limited as achievement is not equitable for all groups of students.

**Evidence/Information that Lead to this Finding:**

- School leaders have established evidence-based systems, but they do not use the information gathered to make decisions that impact teacher actions and move the school forward. While leaders monitor and evaluate instruction, they do not use this information to accelerate the improvement of practices needed for all groups of students to make progress.
- Quarterly reports of student data are provided to stakeholders, which the school leaders and the School-Based Planning Team (SBPT) review. School leaders have developed a school calendar that identifies the times and frequency of communicating student performance and achievement data with constituents. This calendar is provided to staff and parents through multiple formats. However, the review team found that teachers do not consistently use data to improve student achievement or their instruction.
- School leaders convey in writing their expectation that staff use best practices to address weaknesses in learning , but these expectations do not consistently relate to the improvement of instruction or student achievement.

**Impact Statement:**

School leaders do not ensure that staff consistently use best practices to address gaps in student learning, which limits measurable progress toward school-wide goals and hinders student achievement.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Coordinate existing systems to ensure that data-driven instruction and PD improve 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:**

The school leader is developing a plan for ensuring the integration of the IB and the CCLS. However, these plans are preliminary and incomplete. There is limited collaboration across the school. Teachers and students refer to formative and summative assessments, but the use of data related to assessments is inconsistent across grades and subjects. Unit and lesson plans do not clearly reflect the information gathered from assessments. Consequently, the alignment of assessments to instructional planning is inconsistent and hinders the rate of student progress.

**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.

**Overall Finding:**

There is a lack of coherent and consistent alignment between the IB unit plans and the CCLS modules across the school.

**Evidence/Information that Lead to this Finding:**

- The school is in the process of developing a written plan that focuses on addressing differentiated instruction and student groups. Clear actions are beginning to bring coherence across planning, but aligning the PYP and MYP to the CCLS, and incorporating differentiated learning approaches, are still in the early stages of implementation. Vertical and horizontal collaborative planning time among teachers is not effective in meeting the needs of all groups of students.
- Records show that the school’s instructional team meetings, which include school-based planning, data, leadership, department, grade level, and problem-solving teams, have been used to develop and review units of study and student-data outcomes. However, plans to align instruction to the CCLS and to incorporate cross-curricular content are lacking.
- School leaders are not rigorous enough in how they monitor the development and implementation of curriculum to meet the needs of the students and attain the vision of the school. Support mechanisms,

such as PD, are in place to enable teachers to gain a greater awareness of curriculum demands, but teachers are not using embedding the strategies learned from PD into their practice and this hinders student progress.

**Impact Statement:**

The lack of alignment between the CCLS and the IB's PYP and MYP hinders student college- and career-readiness.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop a strategic PD plan focused on the implementation of the IB's PYP and MYP curricula that aligns to the CCLS.

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.

**Overall Finding:**

Teachers are beginning to ensure that unit and lesson plans align with the CCLS, but they are not consistently scaffolding learning or using complex materials and higher-order questioning to accelerate student learning and achievement.

**Evidence/Information that Lead to this Finding:**

- Through a review of documents and classroom visits, the review team found limited evidence that teachers provide coherent, rigorous, and consistent instruction that aligns to the IB unit plans and the CCLS, in all content and grade level areas. While teachers collaborate, this is not consistent or rigorous enough to improve student outcomes by ensuring instruction is sequenced and scaffolded. In addition, there is insufficient use of data to develop unit and lesson plans that accurately meet the needs and abilities of students.
- Teachers are beginning to monitor student progress and identify interventions and support. Teachers keep an IB Unit Planner posted in every classroom, that they keep up to date and match it with their lesson plans and student learning objectives. However, there is little scaffolded instruction and teachers do not consistently adjust the curriculum planning to meet student needs.
- In most of the classrooms visited, the review team found that students are not benefiting from planning or instruction that incorporates higher-order thinking skills, or the use of complex and challenging text and materials, particularly in the upper grades.

**Impact Statement:**

Unit and lesson plans do not use data or scaffold learning in order to meet the needs of students, particularly in grades six, seven, and eight.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Implement a system that includes data-driven instruction using formative assessment data that leads to scaffolded instruction and sequenced assessments that meet the demands of IB and the CCLS across all classrooms.

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

**Overall Finding:**

While the IB program is based on the delivery of interdisciplinary curricula that incorporates the arts and technology, teachers do not consistently partner across grades and subjects to provide these opportunities to students.

**Evidence/Information that Lead to this Finding:**

- Teachers are working with coaches to develop CCLS aligned units and lesson plans that incorporate subject specific and cross-curricular content, as observed in a grade seven math class where the teacher and coach were working together to develop student assignments. However, such practice is not widespread. While there is time allocated during team meetings for teachers to review units and instructional plans related to interdisciplinary learning, interdisciplinary classroom practices are limited. Due to centralized master scheduling, the school leader stated that teachers have limited common planning time to meet and plan for interdisciplinary learning. However, the review team found that there are multiple opportunities available for teachers to meet and collaborate to plan for, and provide, interdisciplinary learning
- There are some interdisciplinary units of study used, such as the English language arts, social studies, and health education unit on conflict in grade eight, but this is inconsistent across the school. Similarly, while some teachers make effective use of technology to support and enhance student learning, this is not consistent across classrooms.

**Impact Statement:**

Inconsistent opportunities for students to engage in thoughtful cross-curricula activities hinder student academic success.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure teachers work together to create opportunities for students to engage in interdisciplinary learning across the school.

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.

**Overall Finding:**

Teachers are beginning to use a range of assessments to guide and inform their curriculum planning, but do not always reflect this in classroom practice. In addition, teachers are not ensuring that students take ownership of their learning and improvement.

**Evidence/Information that Lead to this Finding:**

- While staff discusses data at scheduled meetings, voluntary PD sessions, and during formal and informal conversations, the systems for using data across the school are not coordinated and comprehensive, as evidenced by the various expectations and approaches used across classrooms.
- Teachers reported that they share formative and summative assessments during grade-level, cluster, and department meetings to develop curriculum planning and their lessons. However, in 25 of 34 classrooms visited, teachers did not effectively use data to drive instruction. Additionally, the review team found that teachers do not consistently use data to adjust the curriculum, or plans, to meet the needs of students.
- Although the school's IB learner profile provides a basis on which to build rigorous formative assessment, the review team found that teachers were not consistently using this profile during classroom visits.
- A review of student work demonstrated that teachers do not provide students with consistent written feedback that helps them determine their next steps in improving their work. Additionally, teachers do not provide sufficient feedback to students based on available assessment data, which restricts the expectation that students will take some ownership and responsibility for their own learning.

**Impact Statement:**

The alignment between the curriculum and assessment does not consistently lead to improved student achievement.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school

should:

- Ensure that all teachers provide data-based feedback to students, with clear and concise guidance, to help students improve and to take a more active role in their learning process.
- Make sure all teachers use and analyze data to match and adjust the curriculum, and planning, to the needs of all students.

**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:**

Teachers are beginning to engage in practices and decision-making about improving student progress, but instruction is inconsistent. Lesson plans and instruction lacks the consistent use of student data and multiple points of access for different groups of learners. This leads to inconsistent levels of rigor, engagement, and achievement for all students.

**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.

**Overall Finding:**

School and teacher leaders are working to ensure that teacher instructional plans and practices are informed by data, but conversations are not leading to improved instruction that consistently meets the needs of students.

**Evidence/Information that Lead to this Finding:**

- Conversations between teachers about aligning plans to data, and the use of appropriate instructional practices drawn from that alignment, are beginning to be established. Coaches are engaging in the process, but too little attention is being paid systematically to the differentiated needs of students within classes when new plans are created. Instruction is not consistent across content areas and grade levels.
- Assessments in many classrooms visited did not align to lesson plans, and teachers did not use them to inform the next steps for instruction, though teachers record summative assessments diligently for reporting purposes.
- Classroom visits demonstrated teachers use a variety of ways to interest and engage students in learning, such as games and problem solving activities, but these do not specifically address the differentiated needs of groups of students. In 29 of the 34 classrooms visited, instruction was not

differentiated, rigorous, or at the right academic level for the different groups of students in the class.

- Goal setting procedures are not established across the school. Teachers do not use data effectively to set challenging goals for students based on their needs. This was evident in almost 90 percent of classrooms visited by the review team.

**Impact Statement:**

Instructional practices are not informed by data or contain goal-setting procedures that promote high levels of student achievement, engagement, and inquiry.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Raise the level of student engagement and inquiry by providing greater intervention, focused instructional coaching, and differentiated support, specifically for the MYP, that meets the needs of diverse groups of students.
- Coordinate the use of adaptive instructional plans, and data sharing, to inform instruction and the goal setting process.

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.

**Overall Finding:**

Teachers do not provide engaging CCLS-aligned lessons that incorporate higher-order questions, and contain high levels of text and content complexity.

**Evidence/Information that Lead to this Finding:**

- Instruction was challenging for most groups of students in only five of 34 classrooms visited. However, no teachers asked higher-order questions with demanding levels of text and content complexity across the school. While some questioning was persistent, it was low-level and did not probe student thinking. In these cases, students simply repeated the same answer using different words.
- Instructional materials in most class in grade six, seven, and eight classrooms was low-level as teachers had students use worksheets that contained little evidence of text or content complexity to challenge, or meet the needs of, different groups of students.
- The tools students use are frequently not fit for the tasks being attempted. For example, teachers asked students to draw free hand in a math lesson where ruled lines were required.

- Teachers ask students to spend little time editing their work, conducting research, and developing ideas.

**Impact Statement:**

Instructional practices are limited, and the frequent low-level questioning prevents students from reaching higher levels of achievement as required by the CCLS.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that all groups of students are appropriately challenged by CCLS aligned lessons that incorporate differentiation, higher-order skills, content complexity, challenging questioning, and IB design.

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.

**Overall Finding:**

The environment in the school, and most classrooms, is not consistently responsive to student needs.

**Evidence/Information that Lead to this Finding:**

- Students are encouraged to participate and share ideas, as teachers provide students with a safe and supportive environment. However, there are limited opportunities for students to practice skills and extend ideas after reflection.
- Teachers have a school-wide program for student expectations based on the IB learner profile. However, teachers use it inconsistently across the school.
- A few teachers use strategies that acknowledge the diverse groups of students in classes and their varying needs more than others, and student success is dependent on the interventions used by different teachers. This means that opportunities for students to express their views and values are limited, and further, opportunities to challenge and extend student thinking are inconsistent.

**Impact Statement:**

The learning environment is physically safe, but inconsistent instructional practices and opportunities that meet the needs of students limit student success.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school

should:

- Develop classroom environments that support risk-taking by incorporating extended opportunities for the development of student skills, ideas, values, perspectives, and opinions

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).

**Overall Finding:**

Teachers do not consistently use formative assessments to inform and adjust their instructional strategies or student groups. Feedback to students does not provide them with clear next steps to improve their achievement

**Evidence/Information that Lead to this Finding:**

- Teachers are beginning to use assessment data to inform their instructional strategies, but this is not embedded practice, and is inconsistent across classrooms. Teachers are beginning to use data to track students in determining their progress toward grade level standards in ELA and math. However, not enough teachers use data to group students, or adjust instructional strategies to meet the needs of students.
- Discussions with students in the upper grades demonstrated that teachers do not routinely provide students with feedback on assessments. The review team found limited evidence that students are aware of their current instructional levels or what they need to do to improve their work. Students stated that teachers do not ask them to reflect on, and assess, their own progress.

**Impact Statement:**

The use of assessment data to inform instruction is at an early stage and is not having an impact on the quality of feedback given to students.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Use data to adjust daily lesson plans and student groups, and share data with students in order to give them a clear insight into what they need to work on to improve their academic achievement.

<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:**

The school promotes a culture for learning that is safe and respectful using the school-wide positive behavior support program, the Wilson Way. The school has implemented a plan for Response to Intervention (RTI) through the problem-solving team. However, there is limited support to build stakeholder understanding of effective social and emotional developmental health for all students. Additionally, there is no comprehensive system for collecting and using data in the area of student social and emotional health. This creates a challenge in overcoming barriers to academic success.

**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.

**Overall Finding:**

The school leader is developing systems to support student social and emotional developmental health, but these systems are not used consistently across the school.

**Evidence/Information that Lead to this Finding:**

- Students are known by adults who support their social and emotional developmental health needs, but the system that currently exists is not consistent across the school, as referrals are made for widely varying reasons and degrees of student misbehavior.
- School leaders, the social worker, or the guidance counselor conduct bi-monthly workshops with staff dedicated to creating a culturally responsive school environment. They report that they do this by addressing skills and behaviors that will support and strengthen the adult-to-student relationship. School leaders analyze data, such as referral rates, to address student social emotional developmental health needs. The record of referrals shows that the reasons staff make referrals are not consistent.
- Support staff reported that they are not involved in academic progress, but that they provide social and emotional support to students. However, they recognize that they need to do more to support student learning.
- Staff and parents reported that the school support team, including the home-school assistant, works with staff, parents, and students to develop the social and emotional health of students. Parents shared that they feel the support from the school, for student social growth, is at a high level.

**Impact Statement:**

The school’s systems for student support are not coordinated systematically in order to promote student academic and social emotional growth.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Communicate a clear process to all stakeholders regarding practices for referral and support for all students that address social and emotional developmental health and academic success.
- Monitor and evaluate this process so continuous improvements can be made.

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.

**Overall Finding:**

While students learn in a safe environment, PD to improve staff skills in supporting the social and emotional needs of all students is not consistent or effective.

**Evidence/Information that Lead to this Finding:**

- The school leader shared that she has been developing a plan to address the role of stakeholders in support of student social and emotional developmental health based on the recommendations from the school's diagnostic self-assessment tool, and the district review debriefing session from May 2013. Curriculum and materials to support and promote the teaching of student social and emotional developmental health is mainly within parts of PYP and MYP, but separate materials are being developed. However, the coordination of PD to develop adult capacity to support students is limited. While the PYP and MYP makes references to student social and emotional developmental health, the review team found limited evidence of lessons connected to a curriculum for social growth.
- Teachers and school leaders do not use the IB learner profile consistently in lessons or in staff training.

**Impact Statement:**

Materials and PD to increase the impact of stakeholders in supporting students are limited, which hinders student success.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Address weaknesses in the way student social and emotional developmental health is supported by improving the use of PD, and using curriculum with necessary resources.
- Focus on a greater use of the IB learner profile, and build student independence by consistently implementing the Wilson Way across all grades and subjects.

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

**Overall Finding:**

Protocols and processes for stakeholders to discuss their role in providing appropriate student support are limited. Students, teachers, and parents do not consistently contribute toward the school's vision for student social and emotional developmental health, and little is done to monitor student progress.

**Evidence/Information that Lead to this Finding:**

- Staff and students report that the school-wide behavior management program and monthly learner profile celebrations are used to acknowledge publicly any healthy student choices and good behavior.
- The school is at an early stage of developing protocols to ensure that all stakeholders are fully aware of their roles in supporting and advocating for the social and emotional needs of students. There are limited expectations that all stakeholders play a proactive and consistent role in supporting the school's vision for student social emotional developmental health across the school.
- While staff demonstrates a commitment to meet the school's goal for improved student behavior, there is limited evidence that the school is planning a systematic approach to developing a better understanding among stakeholders of the referral and intervention process. Discussions with parents indicate that only a few parents are proactively engaged in the school's social and emotional developmental health program.

**Impact Statement:**

Stakeholders are not able to articulate clearly their roles in improving student social and emotional developmental health, which limits student success.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop a policy, and clear expectations, for student social emotional developmental health that is understood by all constituents and contributes to the long-term improvement of student success.
- Create a menu for tiered interventions to improve student behavior that meets student social and emotional developmental health needs.

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.

**Overall Finding:**

School leaders and staff do not consistently use data to meet the social emotional developmental health needs of students.

**Evidence/Information that Lead to this Finding:**

- A review of documents, and interviews with school leaders and staff, demonstrated that data is not used consistently to support the social and emotional needs of students. The school leader shared that she is developing a plan to address this need, but currently staff is reactive, and does not use data to be proactive in meeting student needs.
- The lack of a strategic plan means that there are limited established structures that analyze different sources of data to provide interventions and support for student social emotional developmental health.

**Impact Statement:**

The school does not consistently use data to meet the social and emotional developmental needs of students, which hinders student success.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Create a systematic school-wide approach to collecting, analyzing, and using data to address student social and emotional developmental health needs.

**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 has a welcoming environment and provides opportunities for parents to engage with staff regarding their children’s learning. The school communicates in various ways, but is limited in its reach to all groups of parents. The PTSA, the SBPT, and the home-school assistant help address issues. Not enough parents are involved in the partnership process. The school has some access to services and agencies to support students and their families. Not all families are sufficiently aware of these supports, and many are reluctant to use them. Data is underused. Opportunities for parents to help their children become college- and career-ready are limited.

**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

**Overall Finding:**

The school leader is working to ensure that students and families are aware of the expectations the school has for student success, but participation is limited.

**Evidence/Information that Lead to this Finding:**

- While the school leader stated that the school makes periodic adjustments to improve parent participation, such as conducting quarterly parent-teacher conferences, and sharing ideas about the IB program and learner profile to parents, there is limited participation by families. However, the review team found that school does not effectively monitor and evaluate its communication and relationships with parents in order to make necessary adjustments and improvements in its communication of the expectations for student achievement.
- School information is available on the school website, but it contains only limited information, not the school's academic or social expectations. Communication has occurred through collaborative efforts by the school's PTSA and SBPT, such as meetings for parents about the MYP and IB at the local high school, but opportunities to communicate academic expectations are limited.
- The review team found limited written evaluation regarding the school, but one parent shared that she was very satisfied with the IB program, "It was the first school where my daughter was challenged; prior to IB she sailed through with minimal effort. In this school she was challenged by her instructors, but also her peers forced her to push herself."

**Impact Statement:**

The relationship between families and the school does not consistently meet student needs and limits student college- and career-readiness.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Design and implement a comprehensive plan to increase communication between the school and families to foster high expectations for student academic 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.

**Overall Finding:**

The school does not consistently engage in reciprocal communication with family and community stakeholders to meet student needs.

**Evidence/Information that Lead to this Finding:**

- The school leader shared that she recognizes the need to strengthen channels of communication between home and school, and the review team found that she is at an early stage of developing a formal plan to address this need. Further, while there is limited need for communication in different languages, the school has not regularly monitored the success of its communication overall. This impacts the school's ability to determine what improvements it needs to make in order to increase reciprocal communication.
- While the home-school assistant communicates with families, there are few plans to develop existing tools to make the school more efficient in its outreach to all parent groups, although some parents shared that the school is beginning to help them determine how to support their children's needs

**Impact Statement:**

Limited reciprocal communication between the home and school limits student success.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop a plan to communicate and collaborate with families in order to support student academic achievement.

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.

**Overall Finding:**

The school has provided limited training to parents and staff on home-school partnerships so that both parties are able to work together to support student achievement.

**Evidence/Information that Lead to this Finding:**

- The school leaders, in collaboration with some community agency partners, most notably the local high school, have developed a plan to create and sustain family engagement and training opportunities. Some PD for staff on how to seek and sustain partnerships with families and community organizations, such as Wilson Saturday, are connected to the school's plan for engaging parents and community

agencies to support student success; however, the impact of these efforts is limited.

- Evidence from discussions with teachers, parents, and school leaders demonstrated that not all staff members are confident or proactive in developing and sustaining strong and effective relationships with parents to support the academic success of students. Parents stated that there is not enough support and training provided for parents to help them advocate for their child's learning and growth. The school leader shared that she is developing a plan to address this weakness. In addition, not enough is done to develop working partnerships with community agencies to support the training of parents to promote the academic success of students.

**Impact Statement:**

Limited community partnerships and training to support parents and staff in meeting the needs of students limits student growth.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop with all stakeholders a comprehensive awareness and training program that encourages all constituents to support 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.

**Overall Finding:**

The school has developed some initiatives between parents and staff to support student achievement, but a lack of effective dialogue around data related to student academic performance, restricts the ability of families to support their children.

**Evidence/Information that Lead to this Finding:**

- The school does not consistently share student performance data with parents to help them understand their children's specific needs. Additionally, information is not shared with stakeholders about family needs, which limits the effect of advocacy services. Efforts to use data to identify student and family needs, and target strategies to address them, are developing across the school community.
- Discussions with parents demonstrated that while they have access to some student data, such as report cards and the quarterly parent-teacher conferences, parent participation at the conferences is low, and parents stated that they do not always understand the data that is presented. Procedures are not established for the school to provide support for parents to enable them to better understand how

their children are progressing, and what they can do to support and enhance their children's learning.

**Impact Statement:**

The school does not empower families to advocate for their children's learning, which limits student achievement.

**Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Share data and promote dialogue across all constituent groups to raise awareness, skills, understanding, and advocacy in order to increase student achievement.