



The University of the State of New York

The State Education Department

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	141800010000
District	Lackawanna City School District
District Address	245 South Shore Blvd., Lackawanna, NY 14218
Superintendent	Anne G. Spadone
Date(s) of Review	January 8-10, 2014
Schools Discussed in this Report	Martin Road Elementary School

District Information Sheet											
District Grade Configuration		PreK-12	Total Student Enrollment	1770	Title 1 Population	SWP 88%	Attendance Rate			91%	
Free Lunch	75%	Reduced Lunch	13%	Student Sustainability	N/A%	Limited English Proficient	13%	Students with Disabilities	20.01%		
Racial/Ethnic Origin of District Student Population											
American Indian or Alaska Native	0%	Black or African American	17%	Hispanic or Latino	11%	Asian or Native Hawaiian /Other Pacific Islander	1%	White	70% Include a large Arabic ESL population	Multi-racial	0%
Personnel											
Number Years Superintendent Assigned/Appointed to District	1	Number of Deputy Superintendents	1	Average Years Dep. Superintendents in Role in the District	1	# of Directors of Programs	4				
% of Teachers with No Valid Teaching Certificate in District	0	% Teaching Out of Certification in District	0	% Teaching with Fewer Than 3 Yrs. of Exp. in District	3	Average Teacher Absences in District	8% per day				
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing	no	Focus District	yes	Number of Focus School Identified by District	2	Number of SIG Recipient Schools	2	Number of Schools in Status	2		
ELA Performance at levels 3 & 4	37.7%	Mathematics Performance at levels 3 & 4	45.8%	Science Performance at levels 3 & 4	74%	4 yr. Graduation Rate (for HS only)	63%	6 yr. Graduation Rate (for HS only)	70%		

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

Tenet 1 - District Leadership and Capacity: The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.

#	Statement of Practice	H	E	D	I
1.1	The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.		X		
1.2	The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.			X	
1.3	The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.			X	
1.4	The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.			X	
1.5	The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.				X
OVERALL RATING FOR TENET 1: DEVELOPING				D	

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

#	Statement of Practice	H	E	D	I
2.1	The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.		X		

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
3.1	The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.			X	

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

#	Statement of Practice	H	E	D	I
4.1	The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of			X	

	engagement.				
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
#	Statement of Practice	H	E	D	I
5.1	The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.			X	
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
6.1	: The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.			X	

District Review Narrative:

<p>Tenet 1.1: The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.</p>	<p>Tenet Rating</p>	<p>E</p>
<p><u>Debriefing Statement:</u> The district has developed partnerships and implemented recruitment and retention strategies to ensure schools access to adequate personnel. School leaders receive training in the selected system of professional performance review. Thus, the district has qualified personnel to address the needs of their community.</p> <p><u>Strengths:</u></p> <ul style="list-style-type: none"> • The district has structures in place to hire personnel to address school and district needs. This process begins with the posting of positions and outreach to external partnerships including the State University of New York (SUNY) at Fredonia, SUNY Buffalo and Canisius College who also place student teachers in the Lackawanna schools. Where applicable the city civil service process is followed and recruitment fairs for all levels of staffing needs are held. Applicant resumes are first screened through Erie 1 BOCES (Applicant Tracker online applications). The district attempts to find qualified applicants with dual certification to assure adequate personnel for schools and also as a strategy for teacher retention. Then district personnel review relevant resumes and interviews of applicants (five to twelve) deemed qualified are conducted by an interview committee composed of representatives from the Parent Teacher Associations (PTA), curriculum specialists, teachers and district representatives. Three to four applicants (based on point rankings related to the interview) are recommended to the superintendent who then may interview and rank the candidates. The top ranked candidate is then recommended to the school board that makes the final decisions. Additionally, the new district leadership also made decisions regarding administrative personnel. Some school leaders were reassigned to meet the needs of the individual schools. As a result, schools are provided with appropriate personnel to address their staffing needs. The new district leadership team created an administrative council and provided support for school leaders to better understand staff evaluation through professional development (PD). State requirements were examined and the District Comprehensive Improvement Plan (DCIP) and School Comprehensive Educational Plans were revised and finalized during an August summer retreat that was held for all district staff and school leaders. • All administrative staff has had two days of training on the Danielson Framework for Teaching that is used for formal observations. Joint walkthroughs in schools with school leaders, and through feedback from two outside educational experts (OEEs) help leaders reflect on practices. Although feedback is given during these and school leader walkthroughs, feedback is not always actionable, thus it does not uniformly result in the improvement of practices. Retention of personnel has been achieved through the hiring process, a high salary structure and movement of dual certified staff to meet needs as they arise in the different district schools. The district has been reducing staff recently due to decreases in enrollment. They look for individuals already on staff with required certifications and attempt to hire staff with dual certification as a way to retain appropriate staff. Consequently, the district provides schools with personnel that can address the needs of their community. 		

Tenet 1.2: The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.

Tenet Rating

D

Debriefing Statement: The new district leadership team is in the process of developing a comprehensive and explicit theory of action for the district and school leaders. Presently, the district's expectations for the alignment of professional practice to student outcomes have been communicated to school leaders only. Consequently, not all community constituents commit to a culture that communicates high expectations, so students achieve little academic progress.

Areas for Improvement:

- The new district leadership has not yet developed a comprehensive and explicit theory of action, but communicates high expectations for addressing the needs of all students. The district has provided limited PD and support connecting professional practices to student outcomes. The new district leader has created an administrative council and has held multiple PD sessions to address the Danielson Framework for Teacher Effectiveness, CCLS aligned instruction, and the CCLS shifts in an attempt to impart the knowledge necessary for school leaders to become instructional leaders. All staff received training during the opening school conferences on the Dignity for All Students Act (DASA). Erie 1 BOCES has assisted with training of staff to connect practice to student outcomes and they have provided training for the district administrators several times. The Erie 1 BOCES RBE-RN has provided training to all staff in Sheltered Instructional Observation Protocols (SIOP) and created a handbook, but few of these practices were evident in classrooms. The district has implemented monthly faculty conferences for school leaders to provide on-going teacher support. They have also implemented grade level meetings in all elementary schools and department meetings in secondary schools to look at student work, share best practices, and align curriculum. However, these meetings do not have protocols and thus professional practices do not consistently or uniformly align with student outcomes. Additionally, data is being collected, but is not currently disaggregated and adequately addressed. As a result, although the district has a vision of a standards-based and CCLS aligned curriculum, staff practices only sporadically address the needs of students.
- The district has taken steps to communicate changes in school culture with limited success. The district website has a translator mechanism so that families can translate information posted on the site into any desired language. Additionally the district distributes the school visions that are aligned with the district vision throughout the community by printing it on documents and other materials including notices, emails, and magnets. A parent education night was held to share the district's expectations, hold discussions, and build a culture of open communication. In parent and student interviews and surveys, the team noted that although high expectations are communicated, there was little understanding of how professional practices affect student outcomes. Staff interviews indicated that teachers were only partially conversant with CCLS aligned instruction and were told that they were "professionals" and to implement practices aligned to the Danielson rubric without the necessary in-depth PD. The lack of a clearly defined theory of action that connects instructional practices and student achievement has resulted in a school culture that espouses high expectations, but that has not comprehensively addressed implementation and has not impacted student achievement.

Tenet 1.3: The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.

Tenet Rating

D

Debriefing Statement: The district is in the process of developing structures for assessing, deploying, supporting, and adequately considering the needs of students, staff, and families. Until the district has structures in place for resource allocations based on data, student, and family needs, school improvement and success is slow.

Areas for Improvement:

- The district has only partially developed structures to adequately address the needs of school communities. The new district leaders met with school leaders to discuss the needs of the individual school communities. The administrative council was implemented with monthly meetings and all district administrators attended the summer administrative retreat to address state and federal mandates and to form a cohesive district-wide administrative team. A new fiscal officer was hired in March 2013 and has begun to look at student-to-teacher ratios so that future resource allocation will address the present problems in this area. For example, although most classes have eighteen to twenty-two students, the district has noted that in the high school there are some courses with very small numbers of students. The district acknowledges that this imbalance in the use of fiscal resources has led to the inability to address the need for additional reading teachers for the early childhood grades. Additionally, the district has identified academic performance of students and subgroups of students as another factor that must be integrated into an overall plan for resource allocation. Although the appropriate test is administered, there is no one individual designated to administer the language assessment that holds schools accountable to uniformly screen possible English language learners (ELL). Due to the current lack of an integrated system for allocation of resources and the lack of disaggregated data, the district is not yet addressing the needs of the school communities.
- The district has provided generic support that takes into account how schools are organized so that they will benefit from district allocation of resources. The new financial officer is working directly with school leaders to ascertain building needs. The district is reconfiguring schools to more accurately align resources. For the 2014-15 school year, students in grade six will be moved to the middle school and school leaders were reassigned to meet the needs of the students for the upper elementary school. OEEs were hired to work with the school leaders to improve the utilization of allocated resources in order to promote school improvement and success. The administrative council discusses issues such as extra-curricular activities, sports, etc., and the district staff brainstorms with school leaders to determine how school activities might be scheduled to maximize the use of existing staff members and available resources. The district has not been able to ensure that resources are adequately deployed throughout the district. The new district team has faced financial shortfalls and budgeting constraints that impact its ability to meet student, staff, and family needs. The school facilities have suffered from years of inadequate upkeep and questionable priorities (i.e. approximately eight years ago, a multi-million dollar athletic complex including track, tennis courts, etc. was built, and its use is not being maximized), and the district relates that resources to effectively address this area of need are inadequate. The district has taken steps to support school needs such as the hiring of two parent liaisons, including one who speaks Arabic (the

predominant second language), an additional English as a second language (ESL) teacher, a math content specialist, two OEEs, the purchasing of programs in an attempt to align curriculum in English language arts (ELA) and math with the CCLS, and the purchase of additional computers. Consequently, the district has only partially been able to align resources in the district and school achievement and success are severely hampered.

Tenet 1.4: The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.

Tenet Rating

D

Debriefing Statement: Although the district and BOCES PD calendars communicate available opportunities to all personnel, and the district provides a variety of follow-up support opportunities, PD provided is reactive to mandates for informing staff of the impact of CCLS on curricula, instruction, and teaching practices. Since the district has not completed the process of developing the PD and follow-up support plan to address concentrated areas of staff practice needs identified through data analysis, teacher effectiveness has not significantly increased.

Areas for Improvement:

- The district has a generic professional development plan (PDP) that is reactive to state and federal mandates, the district led review (Spring 2013), and the DCIP. The district has purchased programs from contractors as CCLS aligned curricula in ELA and math (Wonders Reading and Go Math) with on-going PD provided by the vendor on a six-week cycle to address the features and utilization of the purchased programs. The district acknowledges that much of the PD is provided to staff in the schools due to regulations (i.e. CCLS, DASA, etc.) and much of this PD is provided by outside agencies (i.e. University of Niagara, BOCES, etc.). As a result, most mandated training is reactive and does not focus on improvement of teacher effectiveness. The district utilizes the Lackawanna Teacher Center to provide more flexible PD choices for staff and offerings are communicated through an extensive on-line catalog and registration system. Teachers receive a stipend when they attend ninety hours of PD. Additional PD is provided by BOCES and Race to the Top funds are utilized to fund substitutes for teachers attending some PD sessions and for coaches in schools. The district has purchased Survey Monkey for assessing staff PD interests and needs and to respond to an assessment of instructional practice needs. However, assessing staff practices does not inform PD planning. Walkthroughs are not based on the Danielson Framework for Teaching which is used for the teacher and SL Annual Professional Performance Review (APPR) and do not regularly contain actionable feedback. Additionally, the school leader or district does not track feedback so that changes in practices do not inform PD offerings, and thus affect little change in the delivery of instruction. The district provides follow up to the PD with coaches, mentors for new staff, and teacher leaders, but has no protocols to affect change. The district has provided on-going RTI training with the Erie 1 BOCES RBE-RN, but this is not informed by data and analysis of teacher practices. Due to the reactive nature of the PD, the lack of data analysis, and a targeted and prioritized PD plan, there is limited evidence to measure teacher effectiveness.

Tenet 1.5: The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.

Tenet Rating

I

Debriefing Statement: The district administrators have begun to promote a data-driven school culture, communicate expectations about the use of data by grade level teams to inform instruction and goal setting, and provide electronic data collection systems for use by teachers and school leaders. However, the district has not provided PD for analysis of data, and have not implemented protocols for implementing the use of data in instructional planning, thus teachers are not held accountable for adjusting their practices to increase student achievement.

Areas for Improvement:

- District leadership is developing data teams in the schools and has established grade and department common planning time, but has not provided modeling, a clear system, protocols, PD, monitoring or evaluation for these team meetings. In team observations of grade level meetings, data was not uniformly presented and there was no vehicle for analyzing and using the data to inform best practices. The district has purchased data collection systems such as E-School (to gather ESL data) and IEP Direct (special education data), Aimsweb and Scholastic Reading Inventory (SRI), so that data can be utilized. Scanners and Remark software have been ordered that will allow easier input of item specific data by staff. The new district leadership acknowledges that they are “just scratching the surface” of data collection, disaggregation, analysis, and use to inform practices. As a result, data is only used to generally guide teacher practice. The district has implemented programs such as Aimsweb and SRI to assist with setting up guided reading groups in classes, however there is no indication that these groups are adjusted according to sub skill analysis. The district brought in A to Z training with concepts such as running records and is using leveled reading as a monitor of student progress with no targeted skills to inform instruction responsive to student needs. Additionally, the district provided SIOP PD and a customized SIOP handbook, but the lack of disaggregated data and understanding of concepts such as cultural dissonance results in ineffective implementation of related practices. Consequently, data is not used in planning most instruction, best practices are not effectively shared and staff is not held accountable for utilizing data and implementing practices to promote student achievement. Additionally, stakeholders across the district do not have a comprehensive understanding of how data can be used to inform instruction to meet individual and group needs.

This section provides a narrative that communicates how school communities perceive the support provided by the district.

Tenet 2.1 - School Leader Practices and Decisions: The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.

Tenet Rating

E

Strengths:

- The district has implemented an administrative council, a summer leadership retreat and monthly administrative meetings to foster a positive collaborative relationship with school leaders. School leaders have been included in the planning of the DCIP and their own SCEP and the district has worked with them to tie their vision statements to the developmental age of students in their buildings. For example, one school has as a vision of building a framework of learning that the district helps support through allocated resources. The new fiscal officer confers with the school leaders to assess school needs. Although the district makes curricula and instructional decisions they have provided school leaders with PD to support their roles as instructional leaders. Select support options have been offered to leaders such as parent liaisons, housed at Martin Road Elementary School, one of which also serves to address the large Arabic speaking community. The district also helps the school leaders communicate their visions and missions, and school information through the district website. As a result, the school community perceives that school leaders’ visions are supported in an effort to positively affect student achievement.

Tenet 3.1 - Curriculum Development and Support: The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.

Tenet Rating

D

Areas for Improvement:

- The district initiates all curriculum development and implementation. The district has contracted with vendors to provide materials and PD for ELA and math. The district also partners with public resources (i.e. Erie 1 BOCES) or contracts with vendors to provide most PD. District personnel, coaches or teacher leaders generally provide other PD. The district has provided initial fiscal and human resources for common planning periods and the development of a data team in each school. Utilization of grant money (i.e. Race to the Top), Title I and III money, and general funds has helped fund PD and Title I, and are used to support curriculum development and implementation. As a result, all schools are receiving PD based upon focus school and district priorities and to respond to teacher feedback. The district hires consultants to work with teachers to shift their instructional practices and increase CCLS aligned instruction, however in staff interviews teachers uniformly reported that they were not presently capable of implementing these practices. The district does not have a vehicle to monitor and evaluate the CCLS curricula and programs to assure appropriate implementation. Additionally, there is a lack of protocols to institute and monitor best practices. Consequently, although the district is attempting to align curriculum with the CCLS in ELA and math, teachers do not regularly implement instruction that challenges all students.

Tenet 4.1 - Teacher Practices and Decisions: The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.	Tenet Rating	D
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Areas for Improvement:

- The district works with the schools to provide PD and supports connected to the implementation of CCLS aligned curricula, however it is not data-driven and does not include adequate enrichment opportunities. Feedback on teacher needs is collected through Survey Monkey and emails, but PD is reactive and does not utilize specific, disaggregated school or student data into account. The district does provide learning opportunities for teachers to identify best practices and strategies through the Lackawanna Teacher Center and ongoing RTI training. Follow up support is also provided through walkthroughs, but the lack of actionable feedback, sharing and monitoring of practices to analyze effectiveness result in inconsistent improvement of instruction. Follow up is also provided through common planning time, coaches, and teacher leaders, but there is a lack of protocols and data to address instructional practices. Team observations of classrooms indicated that few enrichment opportunities are implemented in class instruction. As a result, staff does not provide students with rigorous learning opportunities.

Tenet 5.1 - Student Social and Emotional Developmental Health: The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.	Tenet Rating	D
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Areas for Improvement:

- The district does not have a defined policy of looking at the unique social and emotional health development needs of students. Support is inconsistent with some PD for staff such as Disciplining with Dignity, Culturally Responsive Education, and RTI. There is no formal system that provides PD to all stakeholders to build adult capacity to support student social and emotional developmental health and there is no formal system of process and protocols delineating roles of stakeholders in support for all groups of students. Data is not collected, disaggregated, and analyzed to link student success with social and emotional developmental health. The district has provided schools with social workers and psychologists to address social and emotional health needs of students. They have also created a family support center with two parent liaisons to help partner families with appropriate services through school or community resources. Team interviews with parents indicated that they were aware of services available through community organizations such as Baker Victory Dental and a developing relationship with Catholic Health Services. However, in the team interview with the IIT, staff members indicated that they had not had specific follow-up training for the last two years on a comprehensive system to address student social and emotional developmental health. As a result, social and emotional developmental health needs are not addressed in a uniform manner and students do not always receive adequate support.

Tenet 6.1 - Family and Community Engagement: The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.

Tenet Rating

D

Areas for Improvement:

- The district does not have a comprehensive family and community engagement plan; however the new district leadership has begun to implement systems and develop resources to create a welcoming environment for parents and reciprocal communication. The district has implemented communication strategies including a website that has a built in translator program, however, the district is unaware of the percentage of families with computer access. The district also supports appropriate communication through translated notices that are backpacked (Arabic and Spanish), multilingual signage in schools, and an Arabic speaking parent liaison. Many school notices are also translated into Arabic and Spanish, while others that are not translated bear a note for the family (Arabic and Spanish) to have the notice translated. The district employs a school messenger phone system (Global Connect) with all calls translated into Arabic (the prevalent second language). The new leadership has also included parents in the development of the SCIP, instituted Coffee with the Principal and Coffee with the Superintendent sessions for parents. However, current partnerships have not fully addressed the needs of all families and students. District partnerships have not been established in a collaborative manner so that the services provided address only limited areas of support for students and families. For example, the YMCA before and after school program has not been coordinated to support student academic achievement and Access of West New York that has an Arabic Center for Cultural History tutoring program has become more of a social program rather than targeted tutoring as intended. As a result, the district has not yet adequately engaged parents in their support of student achievement.

DISTRICT LEVEL RECOMMENDATIONS:

In order for the District's strategy and practices to align with the concepts in the Effective column of the Tenets the District should:

Tenet 1: District Leadership and Capacity

- 1.2: Collaboratively create a theory of action that supports high expectations for all students and connects professional practices to student outcomes. Ensure that this vision for high expectations is articulated, understood, and supported by all members of the school community.
- 1.3: Develop structures for accurately assessing the needs of the district, including all sub-groups, to ensure that resources are in place to address school and student needs.
- 1.4: Develop a comprehensive and prioritized PD plan for the district that focuses on improvement of teacher effectiveness and utilizes surveys and feedback from school leaders, staff and parents, and supports all sub-groups. Create a protocol and template for classroom walkthroughs based upon an evidence-based rubric to provide actionable feedback related to the improvement of teacher practices.
- 1.5: Develop district-wide systems and protocols for collecting, disaggregating, analyzing and sharing pertinent data with schools, staff, and the school community in order to create a data-driven culture. Develop and support protocols for schools to analyze and utilize data to develop and share best practices to increase student achievement.

Tenet 3: Curriculum Development and Support

- 3.1: Develop a plan to provide PD and follow-up support to ensure that SLs and staff can implement CCLS-aligned instruction and create a system to monitor and evaluate the CCLS curricula and programs to assure appropriate implementation. Develop protocols and systems to institute and monitor best practices.

Tenet 4: Teacher Practices and Decisions

- 4.1: Develop a plan to provide PD based upon district and school needs, utilizing disaggregated data and feedback in order to address teacher concerns regarding instructional practices. Develop instructional strategies that encourage teachers to set targeted goals and provide rigorous learning opportunities for all students.

Tenet 5: Student Social and Emotional Developmental Health

- 5.1: Develop and implement a PD plan that uniformly addresses topics to school staff regarding student social and emotional developmental health needs. Develop a theory of action that utilizes data to identify social and emotional developmental health and that provides appropriate follow-up to staff ensuring effective implementation of strategies.

Tenet 6: Family and Community Engagement

- 6.1: Create, articulate, and implement a plan to coordinate partnerships with community agencies to address the needs of all students and families. Utilize human resources to educate all staff regarding cultural dissonance and to create a stronger reciprocal relationship with the diverse community.