



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

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



<b>BEDS Code</b>	061700010010
<b>School Name</b>	Thomas Jefferson Middle School
<b>School Address</b>	195 Martin Road, Jamestown, NY 14701
<b>District Name</b>	Jamestown City School District
<b>School Leader</b>	Carmen Proctor
<b>Dates of Review</b>	April 22-23, 2014
<b>School Accountability Status</b>	Focus School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

**School Information Sheet**

Grade Configuration	5-8	Total Enrollment	519	SIG Recipient	<input type="checkbox"/>	Title 1 Population	20%	Attendance Rate	94.33%				
Free Lunch	100%	Reduced Lunch	%NP			Limited English Proficient	15%	Students with Disabilities	21%				
<b>Number of English Language Learner Classes</b>													
#Transitional Bilingual	NP		#Dual Language		NP								
<b>Number of Special Education Classes</b>													
#Self-Contained	22		#Consultant Teaching	NP		#Integrated Collaborative Teaching			NP				
#Resource Room	NP												
<b>Number of Special Classes</b>													
#Visual Arts	4	#Music	4	#Drama	NP		#Foreign Language	10	#Dance	NP		#CTE	8
<b>Racial/Ethnic Origin</b>													
American Indian or Alaska Native	3	Black or African American	18	Hispanic or Latino	124	Asian or Native Hawaiian/Other Pacific Islander	2	White	329	Multi-racial	43		
<b>Personnel</b>													
Years Principal Assigned to School	13		# of Assistant Principals	1		# of Deans	NP		# of Counselors / Social Workers		1.33		
Teachers with No Valid Teaching Certificate	%NP		Teaching Out of Certification	%NP		Teaching with Fewer Than 3 Yrs. of Exp.	10%		Average Teacher Absences		10%		
<b>Credit Accumulation (High School Only) and Performance Rates</b>													
% of 1 <sup>st</sup> yr. students who earned 10+ credits			% of 2 <sup>nd</sup> yr. students who earned 10+ credits			% of 3 <sup>rd</sup> yr. students who earned 10+ credits			4 Year Graduation Rate				
ELA Performance at levels 3 & 4	80		Mathematics Performance at levels 3 & 4	91		Science Performance at levels 3 & 4	93		6 Year Graduation Rate				

NP = Not Provided

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

1. Full implementation of Common Core Learning Standards (CCLS) curriculum using EngageNY Modules.
2. Increase classroom support for English language learners (ELLs) and students with disabilities by providing staff development to teachers (student engagement strategies/critical thinking skills/close reading).
3. Improve classroom instruction by providing staff development in the Charlotte Danielson model/rubric and Webb's Depth of Knowledge and Response to Intervention (RTI) strategies.
4. Re-vamp the Child Study Team to parallel Tier Two Level Positive Behavioral Interventions and Supports (PBIS).
5. Improve parent engagement by offering more opportunities to visit the school and learn more about instructional programming.

**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>	Statement of Practice	<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>	Statement of Practice	<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 leader has been working with the school community to implement the Common Core Learning Standards (CCLS), but has focused the school’s attention on ensuring the success of this initiative at the expense of emphasizing and promoting its over-arching mission and vision. The school leader has made strategic use of resources to effect school improvement and increase opportunities for student success. The school leaders and district administrators frequently observe instructional practices and provide feedback to teachers. This process is leading to some modifications to what is happening in the classroom, but there is still a need for more improvement in instructional practices in order to ensure higher student achievement. The school leader has established some systems, which provide information on what is happening in the school, but these are at different stages of development and effectiveness. Data is not always used to inform decisions about how to move the school forward. As a result of incomplete and inconsistently aligned systems, continuous and sustainable school improvement is impeded.

**Strengths:**

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

**Overall Finding:**

The school leader has made strategic use of resources to effect school improvement and increase opportunities for student success.

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

- When the review team interviewed the school leader and teachers and reviewed documents, the review team determined that the school leader has made strategic use of resources to bring about school improvement. Two examples include the creation of the shared decision-making committee to engage wider ownership of the decision-making process, and collaboration with outside agencies and the Regional Bilingual Educational Resource Network (RBE-RN) to provide professional development (PD) in sheltered instruction observation protocol in order to improve teachers’ instructional practices with English language learners (ELLs).
- The master schedule has also been adapted this year in order to offer Tier Two and Tier Three academic interventions without taking students out of general education classes. The new plan now schedules services for students with disabilities and ELLs on alternating days with physical education classes. A strategic academic support initiative this year is the "Zeroes Aren’t Permitted” program where students complete assignments under supervision before, during, or after school. This program was created to address students’ preference for accepting a grade of zero rather than doing

the work, which resulted in lowering their classmates' overall performance.

- Another strategic initiative this year was to restructure the child study team in order to increase its scope and effectiveness in supporting students' social and emotional developmental health needs.
- At the beginning of the year, the school leader appointed a new member of the staff to monitor absence and tardiness. The decision was made to appoint someone who is bilingual, which has had a positive impact on reducing chronic attendance problems and on parent engagement.

**Impact Statement:**

The numerous strategic decisions taken by the school leader have resulted in improvement in many areas across the school, including increased opportunities for student success.

**Areas for Improvement:**

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

**Overall Finding:** The school leader has been working with the school community to implement the CCLS, but has focused the school's attention on ensuring the success of this initiative at the expense of emphasizing and promoting its over-arching mission and vision.

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

- The school has not produced a SCEP this year to cover tenets two, four, five and six, but has partly addressed these tenets in its self-assessment document. This document has resulted in teachers developing goals related to instructional practices and to the introduction and alignment of CCLS, but there is no reference in it to the school's overall mission or vision.
- When interviewed by the review team, the school leader stated that the school had focused all its energy and commitment for the last two years on fully implementing the CCLS at the expense of its previously identified SMART goals and the school's long-term vision. She recognized the need to return to the school's long-term vision as a matter of priority. The school mission statement, "Pride and Respect" is posted around the school, but because it has not been regularly referred to parents, students, and teachers in interviews were unaware of it and not able to cite it. One student in the large student interview said that the school mission was the "common core."
- The school leader has made a concerted effort to involve the wider school community by forming the shared decision-making committee consisting of teacher leaders representing grade levels and content areas, professional learning community members, parents, and administrators. This committee is now the leadership team of the school. The shared decision-making committee meets monthly to discuss the curriculum, instructional issues, student achievement data, the implementation of CCLS and modules, and the execution of aspects of the previous year's SCEP.

**Impact Statement:**

The school community does not have a shared understanding of the school's mission, vision, or goals, which impedes the achievement of high standards for all students.

**Recommendation:**

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

- Have the shared decision-making committee work to produce an up-to-date SCEP that outlines the school's priorities and actions to develop a common understanding across the community of the school's SMART goals, mission, and long-term vision.

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 APPR to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

**Overall Finding:** The school leaders and district administrators frequently observe instructional practices and provide feedback to teachers. This process is leading to some modifications to what is happening in the classroom, but there is still a need for more improvement in instructional practices in order to ensure higher student achievement.

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

- Interviews with the school leader, teachers, and students, and an examination of Annual Professional Performance Review (APPR) documentation reveal that the school is fully implementing the district's policy.
- A majority of teachers in the vertical teacher interview reported that they found the feedback after observations to be useful. However, three different teachers shared the following observations, "The observers were not always consistent." "The process was like taking an art and boiling it to a science with all the checklists," and, "The process stifled creativity because teachers were reluctant to risk trying something new if they felt they were going to be evaluated." Feedback is given in the areas of strengths and areas of growth, and recommendations are made on how to improve planning and professional practice using the Danielson model in order to give the process structure and purpose.
- Teachers said that feedback from observations had led to some improvement in their professional practice in student grouping, questioning techniques, and the identification and formulation of learning objectives. Most teachers and the school leader said they felt the informal observations and follow-up discussions were more effective than formal observations at improving instructional practices. Teachers document their professional goals for growth on an annual basis.

**Impact Statement:**

Teachers' instructional practices have improved as a result of APPR but, when taking the overall evidence of

class visitations during the review into account, this improvement has the appearance of temporary compliance rather than sustained improvement.

**Recommendation:**

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

- Continue to provide frequent and targeted observational feedback that includes teacher reflection. Ensure job-embedded instructional coaching focus on areas in need of improvement to support teachers' efforts in improving their practice.

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

**Overall Finding:** The school leader has established some systems that provide information on what is happening in the school, but these are at different stages of development and effectiveness. Data is not always used to inform decisions about how to move the school forward.

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

- The professional learning communities are the main vehicles in the school for collecting and analyzing data, but these groups are at different stages of development. According to the school leader, "Some are at a basic stage, while others are more independent." The professional learning community minutes are forwarded to the school administrators on a regularly scheduled basis. The newly formed shared decision-making committee is now starting to consider and analyze data to inform its decision-making.
- The school collects a wide range of data relating to academic and social emotional developmental health aspects. This data includes a large amount of individualized student achievement data, which is sometimes used to target students for additional support, such as learning lab or Academic Intervention Services (AIS) when their performance is at the basic or below basic level on the Scholastic Reading Inventory. The school leader concluded, however, "We are using some data to put students into intervention groups and we are monitoring progress from one grade to another and we are starting to be effective in our use of data to assess attainment and progress in mathematics and English language arts (ELA). However, we are not making successful use of data. We need to develop a data plan."

**Impact Statement:**

The lack of systematic use of data to inform decision-making across all aspects of the school impedes the school's ability to monitor whether it is being successful and so impedes 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:

- Provide PD for key staff on how to use data to drive and monitor success.
- Create a comprehensive data plan.

**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:** Although the school leader has communicated the expectation that the CCLS be implemented across grades and subjects, and has a general plan to provide support for implementation, the implementation is varied and inconsistent with limited attempts to differentiate and adapt the curricula to meet the needs of all students. Most lesson and unit plans refer to CCLS/NYS Standards, but plans are inconsistently developed and do not reflect the use of data to differentiate or scaffold instruction to support all students to attain high levels of achievement. Teachers are beginning to develop collaborative partnerships within and across grades and subjects, with some effort made to incorporate literacy across content areas. However, a comprehensive plan for interdisciplinary alignment that enables students to engage successfully in cross-curricular opportunities does not yet exist. Teachers are beginning to develop or use common assessments to measure student achievement of learning outcomes, but give these assessments infrequently, and do not use data strategically for short or long-term instructional planning. This results in a lack of alignment between curriculum and assessment. The current curriculum does not yet provide instruction that is CCLS aligned and appropriately adapted to promote rigor for all students.

**Strengths:**

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

**Areas for Improvement:**

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 CCLS that is monitored and adapted to meet the needs of students.

**Overall Finding:** Although the school leader has communicated the expectation that the CCLS be implemented across grades and subjects, and has a general plan to provide support for implementation, the implementation is inconsistent, with limited attempts to differentiate and adapt the curricula to meet the needs of all students.

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

- ELA and mathematics classes observed by the IIT used the EngageNY Curriculum Modules as the primary instructional resource. However, most classes observed employed whole-group instruction

as the primary model, relying heavily on teacher-directed instruction. The reviewers observed limited small group work.

- During interviews with the school leader, teacher teams, students, and parents, interviewees consistently stated that the CCLS is a primary area of focus this year, including an effort to incorporate literacy across all subjects. Although several teachers indicated that they are making efforts to adapt the modules, review of lesson and unit plans revealed little evidence of specific adaptations to differentiate and meet the needs of all students.
- Teachers indicated that they spend a significant amount of their professional learning community meeting time to plan collaboratively to implement the CCLS, and articulated the need for more time and support to understand and implement the modules. Teachers also indicated that many students do not have the skills needed to be successful in the expectations and assumptions of the modules. The IIT found little evidence of a coherent plan for academic intervention based on student needs to support these students.
- Staff meeting agenda and in-service topics include references to close reading, text-based evidence, and writing from sources, but such items are inconsistently evident in lesson plans.

**Impact Statement:**

The curriculum is not sufficiently adapted to meet the needs of all students, thereby limiting their progress toward 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:

- Ensure that there is a school-wide consistent approach to differentiating and adapting the CCLS curricula to meet the needs of all students.

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

**Overall Finding:** Most lesson and unit plans refer to CCLS/NYS Standards, but plans are inconsistently developed and do not reflect the use of data to differentiate or scaffold instruction to support all students to attain high levels of achievement.

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

- Most lesson and unit plans make general references to CCLS/NYS Standards or objectives and learning, and targets are visible in nearly all classrooms. However, objectives are not consistently referred to during instruction nor is there evidence that all students understand them.
- Teachers regularly collaborate during weekly professional learning community meetings to plan for

instruction, with consideration devoted to pacing or adaptation of materials. However, plans and professional learning community meeting minutes generally do not include evidence that data has been used to differentiate or scaffold instruction according to students' specific learning needs.

- Although some lesson and unit plans are highly detailed, most plans consist of brief bulleted lists of learning activities or the module lesson with few or no annotations made to indicate how the lesson will be modified or differentiated to meet the needs of all learners.

**Impact Statement:**

Inconsistent and incomplete planning for instruction inhibits the academic growth of all students and prevents all students from attaining high levels of 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 lesson plans are consistently developed and reflect the use of data to differentiate or scaffold instruction to support all students to attain high levels of achievement.

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:**

Teachers are beginning to develop collaborative partnerships within and across grades and subjects, with some effort made to incorporate literacy across content areas. However, a comprehensive plan for interdisciplinary alignment that enables students to engage successfully in cross-curricular opportunities does not yet exist.

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

- Although the school leader has scheduled opportunities for teachers to meet in vertical grade and subject teams, and elective area teachers are included in these meeting opportunities, the review of meeting minutes and artifacts reveals limited evidence of the development of interdisciplinary learning opportunities.
- During the vertical teacher team-meeting interview and in lesson observations, several teachers described a conscious effort to integrate literacy into their content areas, including references to close reading, writing, journaling, and research. However, there is little evidence that a clear plan or protocol has been established for the development of interdisciplinary curricula incorporating the arts, technology and enrichment opportunities.

**Impact Statement:**

Students have few and inconsistent opportunities to engage in thoughtful activities that enables them to practice and apply learning across a number of subjects. This hinders their ability to maximize 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:

- Create a comprehensive plan for interdisciplinary alignment that enables students to engage successfully in cross-curricular opportunities.

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 develop or use common assessments to measure student achievement of learning outcomes, but these assessments are given too infrequently to inform planning practice. Data is not used strategically for short or long-term instructional planning resulting in a lack of alignment between curriculum and assessment.

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

- The school administers a number of screening measures for Response to Intervention (RtI), including Dynamic Indicators of Basic Early Literacy Skills, Scholastic Reading Inventory, and Northwest Evaluation Association Measures of Academic Progress assessments. Teachers refer to the use of data from these assessments, as well as New York State English as a Second Language Achievement Test scores, for instructional reading groups or for the selection of developmentally appropriate independent reading materials. Nevertheless, the IIT reviewers observed that students of all abilities and prior learning levels were assigned the same independent task in skills instruction in the general education classroom.
- The school leader indicated that there is limited use of data for Tier One intervention, and that the school needs to develop a data plan. She also indicated that professional learning community teams spend the majority of their meeting time on planning and need to spend more time developing and using common formative assessments.
- The review of school documents, including professional learning community minutes, included examples of common summative assessments, such as end-of-module assessments and unit tests. There is limited evidence; however, that data from these assessments is used to plan for instructional intervention that targets specific skills. Although many teachers were observed using exit tickets, very few references were made to the use of data from these assessments to provide feedback to students or to provide lesson adaptations.

**Impact Statement:**

The lack of strategic use of data for instructional decision-making does not 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 data is used strategically for short- and long-term instructional planning in order to ensure alignment between the curriculum and assessment.

**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:** There is a school-wide expectation of annual, unit, and lesson planning, which is promoted and facilitated by the school leader. However, teachers inconsistently inform their plans and instructional practices by data, so that they do not always address all students’ needs. Teachers do not consistently provide engaging, CCLS-aligned lessons that incorporate higher-order questions and contain high levels of text and content complexity. As a result, all students and pertinent subgroups do not experience consistently high levels of engagement, thinking, and achievement. The learning environment is physically and intellectually safe and is generally responsive to students’ experiences and needs. Teachers inconsistently use data and assessments to inform and adjust their instructional strategies and groupings, although in general they do use assessments to provide some feedback to help students increase achievement.

**Strengths:**

4.4 **The school has received a rating of *Effective* 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 learning environment is physically and intellectually safe and is generally responsive to students’ experiences and needs.

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

- The school self-assessment document states that teacher expectations are based on the school-wide Positive Behavior Interventions and Supports (PBIS) system that outlines the expected student behavior both in and out of the classroom. There are school-wide assemblies focusing on school expectations during the first week of school and in PBIS lessons at the beginning of the year with PBIS posters displayed prominently. For good behaviors, students earn PBIS tickets.
- Behavior observed in classes and around the school was consistently safe although some disruption was observed in one class. Students state that they feel confident in asking and answering questions in class and that they feel at ease in sharing their value perspectives and beliefs. Students, parents, and staff indicated that ELLs are welcomed and included in the school community.

**Impact Statement:**

The learning environment is generally intellectually and physically safe which protects learning opportunities for students and supports academic achievement.

### **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:** There is a school-wide approach to annual, unit, and lesson planning, which is promoted and facilitated by the school leader. However, teachers inconsistently inform their plans and instructional practices by data, so that they do not always address all students' needs.

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

- School and teacher leaders ensure that teachers have regularly scheduled opportunities to meet in professional learning communities to plan and organize instructional practices and strategies around annual and unit plans in order to address all student goals and needs. From the observation of classes during the review, it was evident that in only a quarter of lessons, there was scaffolding or differentiated support for individuals or subgroups, which results in underachievement by some students.
- Reviewers observed only some occurrences of differentiated instruction. Effective examples included bilingual paraprofessional support with reading for ELLs, Spanish versions of assignments, use of multiplication charts in mathematics, and abridged versions of text or supplemental videos used for ELLs.
- In nearly three quarters of lessons observed, the instruction was primarily for the whole class, relying heavily on teacher-directed instruction with limited small group work. Some of the limited collaborative group work did provide opportunities for all students to achieve appropriately. Some effective support was provided to students who receive additional targeted instruction during Learning Labs. Although teachers work with students in setting long and short-term goals, these goals are not always specific enough and in addition, the quality of instruction impedes the achievement of these goals.

### **Impact Statement:**

The inconsistent use of data-driven differentiated instruction results in the underachievement of some individual students and subgroups, and in the failure to meet their identified goals.

### **Recommendation:**

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

- Provide PD opportunities with follow-up support in implementing explicit instruction and data-driven differentiated instruction in order to ensure sustained school improvement in student achievement and ensure that goals set for students are specific.

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 consistently 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:**

- Higher-order questioning and inquiry was evident in only a third of classes observed. Examples of good practice in these lessons included prompts for students to extend their responses and to reveal their thought processes and requirements for them to use academic vocabulary related to the topic in their responses. Other examples of good practice included summarizing, skimming texts to identify key words and asking how and why questions. In the majority of lessons, however, teachers generally focused their questioning on basic comprehension and factual recall. There were also a few lessons observed in which no intentional effort was made to include ELLs in questions or discussion.
- In only two-fifths of classes during the review, did teachers use explicit instructional practices aligned to the CCLS instructional shifts. There were opportunities for reading and analyzing challenging texts in only a quarter of lessons. Effective tasks included the analysis of themes, imagery, and language content while examples of effective practices included sectioning comprehension tasks into before-reading and during-reading analysis and post-reading summary.

**Impact Statement:**

Not all students are assured of multiple access points that provide rigor and require students to respond to higher-order questions and work with high levels of texts and content complexity. As a result, all students and pertinent subgroups do not experience consistently high levels of engagement, thinking, and achievement.

**Recommendation:**

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

- Provide teachers with high-quality support, monitoring, and feedback to ensure engaging, CCLS-aligned lessons across all content areas and grades to promote high levels of engagement and achievement and college and career readiness.

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 inconsistently use data and assessments to inform and adjust their instructional strategies and groupings. In general, they do use assessments to provide some feedback to help students increase achievement.

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

- Assessment was observed in about a quarter of all classes seen. Teachers used checklists to chart the completion and accuracy of homework, shared common mistakes across a whole class, students worked on do now or bell ringer warm-up activities, used response boards to show their work and completed exit tickets. Teachers provided oral feedback to students during classes and there was occasionally evidence of some formative written feedback, which indicated the next steps required to make progress. There was little observational evidence, however, of teachers informing and adjusting their instructional strategies as a result of this assessment.
- The school and teachers collect some data, but it is not always used to effect change. Outcomes from mid-unit assessments and end of unit assessments in the mathematics and ELA modules and rubrics are used in teacher/student conferences to give students some information about their performance. Students' use their knowledge of Lexile scores to determine individual reading materials.

**Impact Statement:**

The failure to use the analysis of assessment data to inform instructional practices and planning hinders targeted differentiation that addresses the needs of all students and prevents the reduction of gaps in 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 analyze data to inform instructional practices including increasing the amount of scaffolded and differentiated activities to support effective feedback and to enable all students to make appropriate progress.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school leader has a partial system to effectively identify and support the social and emotional developmental health needs of all students. The school does not have an articulated and systematic approach to the use of curricula, programs, or materials to address the social and emotional developmental health needs of all students. The school has applied some strategy to the coordination of work among school stakeholders, although there is no consistent assurance that the needs of all students are met. The school leader has no established plan or structure for the use of data to respond to student social and emotional developmental health needs. The learning environment is generally intellectually and physically safe and protects learning opportunities for students and supports academic achievement, but the lack of a comprehensive system to ensure that needs are met for all students decreases opportunities to become academically and socially successful.

**Strengths:**

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

**Areas for Improvement:**

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

**Overall Finding:** The school leader has a partial system to effectively identify and support the social and emotional developmental health needs of all students.

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

- During the interview with student support staff, the participants indicated that there is a lack of an effective and systematically applied procedure to allow all students at every grade level to be well known by a designated adult. This prevented them from checking in with students on a daily basis in order to establish and maintain a trusting relationship and address social and emotional developmental health needs. While the teachers interviewed did not perceive this to be an area of need, observations made by, and conversations held with students by the review team members revealed that the social and emotional developmental health needs of all students are not widely known and addressed by school staff.
- During the same interview, the participants espoused that all students' needs are met, because they work together closely in order to ensure effective delivery of services. There exists, however, a rhetoric-reality gap. While it was clear that the focus group participants believed what they were espousing to be accurate, they were unable to articulate a protocol or process by which it is ensured that no students are overlooked with respect to social and emotional developmental health needs. They did explain the protocol for incoming grade five classes each September, when each new student is introduced to the student support staff and told that they can speak to any one of them if they are having a problem. It was further explained that students are very comfortable seeking out help, and it is common for a student to bring another student to a support staff team member as a referral.
- While it is commendable that the emotional climate and culture of the school supports this type of relational trust between students with each other and with staff, there are students whose social and emotional developmental health needs are unlikely to be identified and addressed by the reliance on the perceptive abilities and empathetic qualities that may or may not be present with their peers.

**Impact Statement:**

The ability to improve the achievement of all students, as it relates to the social and emotional developmental health needs, is compromised by the lack of a coherent approach to the identification of individual student's

needs, and hampered by the absence of a synergistic process to address identified needs. As a result, some barriers to social and emotional developmental health and academic success still exist.

**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 the needs of all students are identified and addressed through a procedure that allows all students at every grade level to be well known by a designated adult who can check in with a select number of students on a daily basis in order to establish and maintain a trusting relationship and address needs. The delineation of this procedure should include specific criteria in order to inform an in-school referral process to specific staff, such as counselor, school psychologist, Hispanic outreach coordinator, or school nurse.

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:** The school does not have an articulated and systematic approach to the use of curricula, programs, or materials to address the social and emotional developmental health needs of all students.

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

- While there are anti-bullying signs posted around the school, classroom visits and discussions with staff did not reveal curriculum, lesson plans, or other materials related to a safe and healthy school environment that is implemented with fidelity across all grade levels.
- During the interviews with large and small student groups, more than one student referred to the subject of being bullied both physically and emotionally. .
- When interviewed, the student support staff indicated that PBIS is not consistently implemented, although the school has adopted PBIS to respond to student behaviors and to address this aspect of RtI.
- When interviewed, student support staff spoke positively about the support received from the school leader. They stated that while the school does not directly source or provide access to PD related to social and emotional developmental health concerns, the school leader supports staff members who wish to attend outside PD opportunities in order to enhance the effective delivery of social and emotional developmental health supports.

**Impact Statement:**

Improvement in student achievement is hindered because not all staff receives PD related to the social and emotional developmental health needs of all students and PD is not provided to staff on a continual basis. As a result, implementation of PBIS is inconsistent.

**Recommendation:**

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

- The school leaders should ensure the consistent implementation of PBIS, beginning with an analysis of staff commitment, in order to determine the next-steps to improve the systematic and effective application of the PBIS principles, and ensure that PD is provided on an on-going basis to build staff capacity to meet the needs of students.

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

**Overall Finding:** The school has applied some strategy to the coordination of work among school stakeholders, although there are few monitoring systems, and so there is no consistent assurance that the social emotional developmental health needs of all students are met.

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

- There are numerous school, district, and community resources available to the school, which include partnerships with East Side Young Mens' Christian Association and Kiwanis Club, which ensure multiple approaches to addressing students' needs. During the interview with the student support staff the staff indicated that Chautauqua County Family Services provides therapeutic mental health services to select students who have a relationship with the agency outside of school. However, there is a lack of shared information and a coherent plan regarding the exact nature and scope of all available resources among all shareholders.
- During the interview with the student support staff, the staff articulated the synergistic, albeit highly informal, internal cooperation between staff members in order to meet students' needs, but could not articulate the exact nature of available services. In addition, discussion with other stakeholders noted that they are not able to articulate the exact role each is expected to play in ensuring that the school's vision of creating a safe and secure learning environment is consistently achieved.

**Impact Statement:**

The lack of shared information and a coherent plan regarding the exact nature and scope of all available school, district, and community resources among all shareholders results in an impeded ability to improve student achievement as it relates to students' needs.

**Recommendation:**

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

- Ensure the development of a coherent plan to ensure that all stakeholders are aware of the available resources to support students' social and emotional developmental health needs and monitor closely

the use of these resources.

- Ensure that all stakeholders are aware of the role they are expected to play in fulfilling the school's vision as it relates to the social and emotional well-being of all students.

**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:** While informal arrangements exist, there is no school-wide established plan or structure for the use of data to respond to student social and emotional developmental health needs.

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

- There is evidence that the school collects a range of data relating to students' needs, but not within the context of an established structure that results in all available data being collected, analyzed, and used to identify and address the academic and social needs of all students. Staff collects, analyzes, and uses data relating to student attendance on a daily basis. This results in coherent, specific, and documented actions on the part of school staff and district staff to identify and meet just one aspect of the social emotional development health needs of all students.
- Data available from the NYS Department of Health and from research-validated sources have resulted in parent communication via the Jefferson Jaguars Journal. Specific topics have included a focus on the importance of good attendance, eating a good breakfast and coming to school in a "good mood." Additionally, data is made available in English and Spanish relating to immunization and Internet safety so all parents can understand the importance of this information. However, there is not a strategic plan to ensure that school leaders, teachers, and support staff work in unison with the data to plan supports and interventions and track progress so that chances for student success are increased.

**Impact Statement:**

The lack of a school-wide established plan for how to use data to respond to student social and emotional developmental health needs means that the school staff cannot be clear whether the needs for all students are being met.

**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 coordinated approach to sharing and using the data relating to students' social and emotional developmental health needs and therefore ensure that the school is confident that every student's needs are being met.

**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:** Although the school leader communicates expectations for student success to staff, students, and families, there is not an established plan in place to equip all parents to help students reach those expectations. While members of the school community are aware of the school leader's high expectations, there are still students with unmet needs who may not become college and career ready. The school staff uses tools to communicate with families, including technological means and some bilingual translations, however this has not been sufficient to engage all parents. The school leader has provided limited training opportunities for parents and staff to ensure an effective partnership that supports students' academic achievement. The data collected, is not within an integrated system that takes into consideration both academic and social emotional developmental health concerns.

**Strengths:**

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

**Areas for Improvement:**

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

**Overall Finding:** The school leader communicates expectations for student success to staff, students, and families; however, there is not an established plan in place to equip all parents to help students reach those expectations.

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

- From a review of documents, it is clear that the school leader has an expectation that staff establishes and maintains good contact with parents and families to ensure students' success. The school leader also wrote a letter distributed in both English and Spanish at the opening of school year communicating her expectations to parents, along with crucial information about the school, including the availability of contact with the school leader and staff.
- The school leader serves on the district's parent engagement committee. Evidence to demonstrate the success and impact of this initiative on increasing parent involvement and engagement is not yet available.
- During the large student focus group interview, students expressed awareness of the school leader's commitment and her efforts in support of student academic success.
- It is not evident, however that all the school's communications reach their intended audience. Discussions with parents indicated that despite the school's efforts, parents were not able to

articulate the school's commitment to academic achievement, or how the school is striving to build relationships with them to support the push for academic improvement. The gap in communications with parents is compounded by the fact that the school does not have a system in place to provide feedback regarding the effectiveness of its strategies for developing robust working partnerships with parents and families.

**Impact Statement:**

While many members of the school community are aware of the school leader's high expectations, it is not clear that all families are being reached and so it is not ensured that all students' needs are being met.

**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 strategy to ensure that its communications have their intended impact in promoting families' and students' understanding of the academic success required to be college and career ready, and evaluate the effectiveness of relationship building strategies with parents, and make improvements where needed.

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 uses tools to communicate with families, including technological means and some bilingual translations, however this has not been sufficient to engage all parents.

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

- When interviewed, parents expressed that they are welcomed in the school and feel free to communicate with the school leader and staff on all matters pertaining to academic, health, and/or social welfare of their children.
- The school maintains an online web portal for constant communication between school and families. A newsletter is published monthly to inform families of events and services available to address the needs of students. Most of the communications are in home languages. However, in spite of numerous initiatives, parental engagement with the school remains at a low level and the school has not sought to assess the quality and impact of the strategies it uses for communicating with parents, to listen to the views of parents, or to make adjustments and modifications based on parental comments or concerns.

**Impact Statement:**

The lack of extensive involvement and engagement of a significant proportion of parents impedes their ability to support their child's education and to support high achievement of all students.

**Recommendation:**

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

- Evaluate and improve its communication with family and community stakeholders to improve the identification of student strengths and needs and the support they can give to increase learning.

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

**Overall Finding:** The school has provided little training to parents and staff to ensure an effective partnership to support students' academic achievement.

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

- A review of school documents indicate that there has been only one PD session during the current school year, which provided training in CCLS for parents and teachers of grade five students on how to work collaboratively to provide academic support to those students. Furthermore, the school leader reported that teachers are not secure in their own understanding of the CCLS, which results in teachers providing limited support for parents to support their children's academic success.
- While the school leader supports staff who request relevant PD, there is no established plan for ensuring staff receive the training they need to develop effective partnerships with parents. The school leader and staff have not provided parent education workshops to provide parents with an understanding of ways to support their child's social and emotional developmental health.

**Impact Statement:** The lack of training for school staff and support for parents hinders the development of the home and school in partnership, and therefore, is impeding chances of academic success for students.

**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 strategy for engaging a greater proportion of the parent body and include training for parents on how to support student learning. Provide training for staff in how to build positive and effective partnerships with parents and families.

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:** Data is being collected and used. However, it is not within an integrated system that takes into consideration both academic and social concerns.

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

- Staff uses some data to make contact with families and to offer support. For example, when interviewed, the Health and Attendance Officer indicated that the school use attendance data to develop an intervention plan and contact families to address and resolve chronic attendance problems.
- During interviews with the school leader, she stated that the Cafeteria Manager collected family income information to identify a high needs population. The data enabled the manager to pursue the demanding task of securing a United States Department of Agriculture grant to provide a universal breakfast program for all students. The same program has also allowed the school to provide healthy snacks during an after-school program.
- The school staff maintains a parent portal website in order to share data pertaining to grades and attendance and that is intended to generate corrective interventions by teachers and parents. This data collection is, however, ad hoc and not within an integrated system and therefore does not consistently provide parents with accurate and up-to-date information on their child's academic progress. In addition, when interviewed, parents expressed that they would welcome more guidance on how to interpret and understand this academic data.

**Impact Statement:**

The current use of data does not ensure that families are empowered to take effective action to seek support for their child's learning.

**Recommendation:**

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

- Develop an integrated system that allows parents to have regular access to accurate social and academic data and provide guidance for parents in better understanding of the data so that they can advocate for their child's success.