



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	07-06-00-01-0018
School	Ernie Davis Middle School
School Address	951 Hoffman Street, Elmira NY 14905
District	Elmira City School District
School Leader	Mr. John Kohena
Dates of Review	March 12-14, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	7-8	Total Enrollment	460	% Title 1 Population	460	% Attendance Rate	92.9%				
% Free Lunch	57%	% Reduced Lunch	5%	% Student Sustainability	77%	% Limited English Proficient	.4%	% Students with Disabilities	12%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	1	# Dual Language	0	# Self-Contained English as a Second Language				0			
Types and Number of Special Education Classes											
# Special Classes	2	# Consultant Teaching	0	# Integrated Collaborative Teaching				17			
# Resource Room	0										
Types and Number Special Classes											
# Visual Arts	2	# Music	7	# Drama	0	# Foreign Language	2	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	.7%	% Black or African American	25%	% Hispanic or Latino	3%	% Asian or Native Hawaiian /Other Pacific Islander	.9%	% White	68%	% Multi-racial	3%
Personnel											
Years Principal Assigned to School	1	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers		2			
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification	0%	% Teaching with Fewer Than 3 Yrs. of Exp.		0%	Average Teacher Absences	8.6			
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District	X	Focus School Identified by a Focus District	X	SIG Recipient (a) (g)	X		
ELA Performance at levels 3 & 4	42%	Mathematics Performance at levels 3 & 4	54%	Science Performance at levels 3 & 4	59%	4 Year Graduation Rate (HS Only)		N/A			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	N/A	% of 2 nd yr. students who earned 10+ credits	N/A	% of 3 rd yr. students who earned 10+ credits	N/A	6 Year Graduation Rate		N/A			

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DCIP, etc.):

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Beginning in September 2012 through June 2013, 100 percent of ELA and special education teachers will design, develop, and implement daily ELA instruction drawn from the Elmira City School District / CCLS aligned curriculum. In addition, 100 percent of social studies, science, and ENCORE staff will implement literacy instruction drawn from the CCLS literacy standards.
2. Beginning in November 2012, 100 percent of ELA and special education teachers will administer, assess, and analyze ELA benchmarks. The results will be shared with staff to support instruction.
3. By June 2013, 100 percent of teachers will plan and deliver reading, writing, and vocabulary instruction aligned with the NYS Common Core Learning Standards.
4. Beginning in September 2012 through June 2013, 100 percent of math teachers and special education teachers will plan and deliver math instruction aligned with the NYS Common Core Learning Standards.
5. Beginning in September 2012 through June 2013, 100 percent of teachers will continue to implement the PBIS building-wide plan.

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

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

#	Statement of Practice	H	E	D	I
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).				X
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.				X
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.			X	
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.				X
OVERALL RATING FOR TENET 2:					I

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

#	Statement of Practice	H	E	D	I
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.			X	
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.			X	
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.			X	
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student			X	

	achievement outcomes.				
	OVERALL RATING FOR TENET 3:			D	
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.					
#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.			X	
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			X	
	OVERALL RATING FOR TENET 4:			D	
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.			X	
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.			X	
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.			X	
	OVERALL RATING FOR TENET 5:			D	

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

#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strengths and needs are identified and used to augment learning.			X	
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.			X	
OVERALL RATING FOR TENET 6:				D	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	I
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Debriefing Statement: Members of the school community have created an education plan that supports and focuses on the academic needs of students. However, not all stakeholders know and can communicate the comprehensive plan, vision, and goals. The district has an approved Annual Professional Performance Review (APPR); however, many formal and informal evaluations need to be completed. As a result, teachers do not receive timely feedback to improve planning and instruction.

Strengths:

All ratings for this tenet are *Developing and Ineffective* and, therefore, comments are listed under *Area for Improvement*.

Areas for Improvement:

2.2 The school has received a rating of *Ineffective* for this Statement of Practice: Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).

- The school leader is an experienced leader in his first year at this school, but the school community does not have a shared vision, and goals are neither well defined nor prioritized, nor are they communicated throughout the school community. The School Comprehensive Education Plan (SCEP) reviewed by the Integrated Intervention Team (IIT) includes targets to increase student achievement; however, during group interviews, the review team found that school leaders, teachers, students, and parents were not aware of goals or the vision to support student learning. The lack of a shared vision, articulated and understood by all stakeholders, limits the school’s ability to work collaboratively toward establishing and achieving school-wide goals to improve student achievement.

2.3 The school has received a rating of *Ineffective* for this Statement of Practice: Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.

- The school leader stated that there are some systems in place to examine and improve individual and school-wide practices. However, these systems are not interconnected and lack focused oversight. The school leader noted the district assigned him here on the first day of school in September 2012 and told him the building would be closing in two years, with students consolidated into other schools.

The school leader said he expects staff to use best practices; however, because of the district directive to close the school, he has not established protocols for implementing and monitoring these practices. The lack of systems that are evidence-based, connected to school goals, and monitored regularly impedes progress toward improving school-wide practices. As a result, the school is not achieving mission critical goals.

2.4. The school has received a rating of *Developing* for this Statement of Practice: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

- The school leader reported he has little control over staff and budget decisions. In discussions with the IIT, school staff indicated that over the last three years, the district has decreased personnel and programs due to budget cuts. The school leader reiterated in discussions with the IIT that the district plans to close this school and move all seventh and eighth graders to another middle school in September 2014. He stated sixth graders were already transferred to an elementary school for the 2012-2013 school year. The school leader stated that he does not have control over the budget, but that he has tried to use available resources to maintain current staffing levels and to ensure that supplies are available to support the school's academic program and physical space. While the school leader is new to the school, the majority of the informal and formal teacher observations had yet to be completed by the time the IIT visited in March. The school has used literacy and Special Education School Improvement Services consultants to support the Common Core Learning Standards (CCLS), and the school also recently hired a behavioral specialist to provide training to staff on how to analyze data to develop behavioral plans for students. While the extra supports are able to address some of the current needs of the school, the school is unable to fully develop a long-term vision to promote academic success given that the district plans to close the school and that the school leader is new to the position. As a result, the school is unable to direct resources toward long-range goals and maximize opportunities for student success.

2.5 The school has received a rating of *Ineffective* for this Statement of Practice: The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

- The school leadership has a plan to conduct teacher observations, provide feedback, and complete end-of-year evaluations. However, at the time of the SED visit in March, the majority of the formal and informal observations were not yet completed and there were no teacher improvement plans in place. Teachers interviewed by the IIT informed reviewers that they are not receiving formal and informal observations, and as a result, they do not receive feedback to help improve their instruction. The school leader reported he did not conduct periodic check-ins of other administrators. Teachers did report to the IIT that they have developed Student Learning Objectives (SLOs) this year. However, the school leader does not have a fully functional system in place to complete evaluations and to hold staff accountable for continuous improvement. Without a focused effort to review instructional practices throughout the school year, the school leader is limited in his ability to identify areas of need and

provide instructional supports necessary to improve achievement.

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

Tenet Rating

D

Debriefing Statement: The school is beginning to use curricula that support Common Core Learning Standards (CCLS); however, staff has no implemented curricula to support the CCLS in all content areas. Lessons observed by the review team lacked rigor and instructional differentiation that meet the needs of all students. The school has access to information from data sources; however, without a system to analyze data, instructional planning does not result in improved student outcomes.

Strengths:

All ratings for this tenet are *Developing* 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 and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.

- The district provides CCLS-aligned unit development support to teachers. The school leader reported that all staff received CCLS training in ELA and Math, which included providing teachers with examples of modules and templates that teachers could use to create classroom lessons. However, not all staff has developed and implemented lessons that reflect the CCLS. The school leader reported to the IIT that the Instructional Support Teacher and the Greater Southern Tier (GST) BOCES Special Education School Improvement Specialist (SEIS) provided professional development on CCLS instructional shifts and explicit instructional strategies. However, during discussion with the IIT, teachers commented they are having difficulty unpacking the curriculum and building daily lessons that include rigor and stimulate higher-level thinking in students. Not all lessons observed by IIT reflect CCLS. Teachers informed the IIT, that they need additional training in creating lessons that are rigorous and engaging to students. Teachers also stated that they need additional training in areas of differentiated instruction and data use to inform instruction. While the district provides support for CCLS, teachers are still in the beginning stages of enacting lessons that reflect the CCLS, which limits students' access to curricula that prepares them to be college and career ready.

3.3 The school has received a rating of *Developing* for this Statement of Practice: Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.

- School leaders have allotted time for teachers to have common planning time. However, teachers

reported to the IIT they do not have meeting protocols in place for the expectations of grade-level meetings, nor have they consistently engaged in horizontal and vertical alignment of CCLS curriculum. Document reviews by the IIT, indicate that teachers do not use pacing calendars and they sporadically use unit plans that support CCLS. The lessons plans reviewed by the IIT did not show attention to planning higher-level questions, differentiation or varying levels of task complexity. The Integrated Intervention team observed some lessons that reflect CCLS practices. For example, in a few classes teachers reviewed lesson goals with students and in others, teachers used exit tickets to check for students' understanding. In many of the classroom visited by the IIT, teachers did display key vocabulary and content information throughout the room. However, reviewers found that in the majority of classes visited teacher's lessons and activities did not consistently reflect the CCLS. Most teachers delivered whole group instruction to students and did not differentiate their instruction. In addition, teachers did not ask higher-order questions or engage students in complex tasks. The result is that students have limited access to curricula that promotes higher-level thinking and deep conceptual understanding around specific content.

3.4. The school has received a rating of *Developing* for this Statement of Practice: The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.

- Teachers reported they have common planning time to work collaboratively across grades and subjects vertically and horizontally. However, the meetings do not always focus on specific components of CCLS or interdisciplinary curricula planning. Teachers interviewed by the IIT informed reviewers that team teachers in ELA, math, social studies and science meet at least two times a week, but the structure of these meetings vary and staff has limited opportunities to engage in or plan inter-disciplinary instruction. The lesson plans reviewed by the IIT did not provide evidence of teachers incorporating art and technology into their plans. According to the school leader, budget cuts have limited school staff's ability to offer enrichment activities. While teachers used technology, such as SMART Boards, to present lessons, students did not have opportunities to use the technology during class instruction in the classrooms visited by the IIT. Staff's current practices limit student's access to a robust curriculum, reinforced with technology and other enrichment opportunities.

3.5 The school has received a rating of *Developing* for this Statement of Practice: The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.

- Although the school staff has made progress in the use of data, teachers do not modify instruction based on student assessment data. The school leader informed the IIT that because this is the first year of implementation of the curriculum, the staff members and school leaders are in the process of determining how to best use student achievement data to inform instruction. During discussions with the IIT teachers shared that they developed English Language Arts (ELA) and Mathematics benchmarks and administered assessments three times per year. The lesson plans reviewed by the IIT did not include evidence of teachers' use of data to inform their plans. Teachers stated they have received training in the use of formative assessments. However, during classroom visits, the review team

observed that teachers did not consistently use formative assessment to group students or adapt instruction. The inconsistent use of data to inform and modify instruction limits teachers' ability to adapt lessons to meet the needs of all students to increase academic outcomes.

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 sub-groups experience consistent high levels of engagement, thinking and achievement.

Tenet Rating

D

Debriefing Statement: Teachers have planned instructional lessons to meet student goals; however, teachers do not implement these plans in ways that address all student needs. Lessons were primarily teacher directed and lacked academic rigor and differentiation and showed little evidence of student engagement. As a result, students had limited opportunities to engage in lessons that stimulate high levels of thinking, which does not promote increased academic achievement.

Strengths:

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

Areas for Improvement:

4.2 The school has received a rating of *Developing* for this Statement of Practice: Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

- The school leaders provide support for teachers to create and implement plans to meet student need. However, teachers reported to the IIT that they do not regularly use data to inform instruction or to create modifications to address individual and subgroup needs. The school leader informed the IIT that the Quality Improvement Plan (QIP) literacy and SESIS consultants provide support to teachers in designing plans to reflect the CCLS shifts. In addition, each team of teachers has a special education co-teacher who consults with the team to provide support to students. Teachers stated they use a variety of instructional strategies to meet student needs. However, during classroom visits the review team found that teachers primarily delivered lessons in a whole-group format. In addition, the IIT observed that teachers did not differentiate instruction, and lesson plans reviewed by the IIT did not include planning for individual student goals. Students interviewed by the IIT confirmed that they are not involved in setting long- and short-term goals related to their own classroom learning. The result is not all students are receiving instruction that consistently promote high levels of student engagement and inquiry.

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

- Teachers do not consistently provide instruction that supports CCLS. In the classrooms visited by the review team, teachers primarily provided instruction that was whole groups and not differentiated for subgroups of students. While teachers posted the lesson goal on the board for student reference, IIT members observed that the majority of student objectives did not align to CCLS. During classroom visits, the review team found that lessons lacked rigor and did not include complex reading text or require students to write from sources. In addition, teachers did not provide multiple points of access to students. Because instruction does not engage students in a variety of ways, students have gaps in their learning, which affect their ability to acquire the necessary skills to become college-and career-ready.

4.4 The school has received a rating of *Developing* for this Statement of Practice: Teachers create a safe environment that is responsive to diverse learners, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.

- The school has created a plan for acceptable behaviors that staff and students understand. The school's culture promotes respect for all. The students interviewed by the IIT and the student surveys reviewed by the IIT indicate that students feel respected by the teachers in the building. During classroom visits, reviewers observed that teachers treated students in respectful ways and students were generally compliant. However, the teachers' use of whole-group instruction did not accommodate students' diverse learning needs. The complexity of texts and text-level practice for students is insufficient to meet the rigorous level of CCLS. During classroom visits, the IIT found little evidence of students reading complex texts that led to deep levels of thinking and questioning about the instructional materials. The IIT also observed a lack of instruction for diverse learners and low levels of student engagement and inquiry. Teachers promote safe learning environment; however, their current instructional strategies do not address the diverse learning needs of students, which limits students' academic outcomes

4.5 The school has received a rating of *Developing* for this Statement of Practice: Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.

- The school's Instructional Support Team (IST) provides teachers with spreadsheets of student assessment scores as well as other data such as sub group status, state test scores, Northwest Education Association (NWEA) scores; however, there was limited evidence of teachers using this data to adjust instruction to meet the learning needs of all students. The school leader informed reviewers that the school staff administers benchmark assessments three times per year and that teachers administer classroom ELA and Mathematics benchmark assessments and NWEA Measures of Academic Progress (MAPS) assessments. During discussions with teachers, the IIT learned that reading teachers provide individual lessons based on diagnostic assessments and use DIBELS/DAZE progress monitoring data and Read Naturally data to help students identify their own progress/improvement. In addition, the special education teachers complete monthly progress monitoring data reports to share with team teachers to analyze student progress. Students interviewed by the IIT said that they have received

feedback on quizzes, local and state tests, and report cards. The IIT found limited evidence of specific corrective feedback provided to students on the administered tests that would allow for increased student understanding. Lesson plans reviewed and classrooms visited by the IIT indicate that teachers do not plan for or implement instruction based on formative assessments. As a result, students do not consistently receive timely and relevant feedback to guide them to take next steps. This limits students' opportunities to fully participate in their own learning.

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 community is developing systems to support the social and emotional growth of students. Student behavioral issues remain a challenge for school staff. The lack of protocols for staff to make student referrals limits opportunities for staff to support students' social emotional development help and promote safe and respectful learning environment.

Strengths:

All ratings for this Tenet are **Developing** 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 cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

- The school has some systems in place to address students' social and emotional developmental health. However, the school staff has not fully implemented protocols for staff referral of students to external services. The school leader reported to the IIT that the school has a full-time school psychologist, full-time caseworker and two full-time school counselors. During discussions with the student support staff, the IIT learned that the school leader hired a behavioral specialist in December 2012 to reestablish the Positive Behavioral Interventions and Supports (PBIS) system. The school leader indicated that the specialist is responsible for providing support to teachers in classrooms, explaining PBIS to students and supporting teacher implementation of PBIS. The school staff has displayed large posters throughout the school to reinforce positive behavioral expectations. Teachers indicated that most students exhibit acceptable behavior during lessons. However, during interviews with the IIT, teachers expressed concern about students who exhibit inappropriate behaviors and the lack of referral options and supports to address these particular student behaviors. School leaders, teachers, and students are developing a better understanding of how to use the PBIS; however, because the program is in the early stages staff has not developed systems to make appropriate referrals for students. This limits the school staff's ability to fully support students' social and emotional

developmental health.

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 connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

- A document review of the school self-assessment by the IIT indicates that the school staff uses the PBIS program to articulate and promote the school's vision for social and emotional health. During discussions with the IIT, the school leader said that the PBIS program encourages students to show PRIDE in all aspects of their learning. Teachers reinforce the principles of PBIS by incorporating PBIS topics into their lessons, displaying PRIDE posters in the classrooms, and awarding Positive Attitude, Respect, Integrity, Dependability and Efforts (PRIDE) points to students for positive behavior. Students interviewed by the IIT informed reviewers that students receive PRIDE points toward graduation that they can redeem for school supplies, tickets for sport events and/or lunch with a family member. The school leader expects that every teacher to contact parents each month. Parents interviewed described school events that promote building a safer and healthier environment for families, teachers, and students. However, during interviews with the IIT, teachers indicated that classroom lessons are sometimes disrupted because of student behavior. School staff has received the Dignity for All Student Act (DASA) training and have access to anti-bullying resources and information. Teachers reported using behavior sheets to track student behaviors. While the school environment is generally safe, school staff indicates that the school continues to have a high number of discipline referrals, which negatively affects the learning environment for all students.

5.4 The school has received a rating of *Developing* for this Statement of Practice: All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

- The school leader, teachers, students, and parents report they feel safe in the building; however, some staff members and students report that some students create unsafe situations for other students. The school resource officer, nurse, media specialist, and behavioral specialist provide staff with information on safety and health issues, and school counselors are available to provide support to students. Reviewers observed evidence of behavioral expectations displayed throughout the school. Reviewers learned via interviews with stakeholder that there exists a perception that a small group of students causes disruptions throughout the school. Teachers expressed to the IIT that they believe students who exhibit repeated inappropriate behaviors should be referred to external agencies for additional services. However, teachers reported to the IIT that there is a lack of available resources in the school community to address and refer these behavioral issues. As a result, the learning environment is negatively impacted, which limits student outcomes.

5.5 The school has received a rating of *Developing* for this Statement of Practice: The school leader and student support staff work together to develop teachers' ability to use data to respond to students' development across all areas (academic and social and emotional developmental health) to support student

success.

- Staff is at the beginning stages of understanding how to use data to support the social and emotional developmental needs of students, thereby supporting student success in the areas of academic and social emotional health. The school leader and teachers reported they receive ongoing PD on data collection and analysis. The school leader reported there are regularly scheduled meetings to discuss and assess academic strategies for student achievement based on data. The school has created data forms to monitor the progress of special education students. Staff uses these forms during meetings to review and track students' academic and behavioral data. The school also recently hired a behavioral specialist to review PBIS data. According to the school leader and teachers interviews, the specialist will also provide training to staff on how to analyze and use data to develop behavioral plans to meet the social and emotional developmental health needs of students. While processes are in place to assist the staff in reviewing and analyzing data, the training of staff to implement the process is not yet complete. This limits staff ability to effectively use this data to respond to the current social and emotional health needs of students.

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

Tenet Rating

D

Debriefing Statement: The school staff is in the process of developing partnerships to build relationships with families and increase parent involvement in the school community. The school communicates with families in different ways. However, not all parents are aware of what is happening at the school and how families can support the school's efforts. In addition, the parent organization is not actively operating to increase parent participation so parents that can share responsibility for student academic success.

Strengths:

All ratings for this Tenet are ***Developing*** 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 atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.

- The school reaches out to parents to encourage their involvement in their child's education. However, not all parents engage with the school. School leaders reported to the IIT, that they have an open door policy for parents. Parents interviewed by the ITT, said that the school is welcoming and teachers contact them to make them aware of their students' progress. One parent told reviewers that the school does not have an active parent organization or parent liaison. In discussions with the IIT, the school leader indicated that the school has plans to hire a parent partner to focus on home school

relations; however, at the time of the school visit a specific timeline for this hire had not been established. During the student support meeting, staff reported their concern for the lack of parental involvement. Teachers stated that they initiate communication with parents; however, this has not resulted in increased parent participation. The school leader reported that parents are involved on the Building Planning Team (BPT). Some parents interviewed by the IIT, reported that a few of them are involved on the Building Planning Team (BPT). However, some parents informed the IIT, that they were not aware of the BPT or the information shared during BPT meetings. The lack of parental involvement leads to a majority of parents not engaging with the school, which limits parents' ability to support students to increase academic achievement.

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 students' strengths and needs are identified and used to augment learning.

- The school engages in communication with parents by email and phone calls. However, not all parents receive information from the school, which limits parents' ability to fully support student learning. The school self-assessment reviewed by the IIT indicate that school staff engage in ongoing communication with parents using newsletters and websites to provide updates and academic information. Teachers interviewed by the IIT, told reviewers that they maintain logs regarding parent communications. The school's self-assessment indicated that staff members held 116 parent conferences at various times. School leaders indicate that teachers have regularly scheduled a parent/teacher conference that includes times to meet with both working and non-working parents. Parents interviewed by the IIT, shared that they do not receive communication about school events, such as the BPT meetings. School leaders and teachers told the IIT that the school provides a full time-interpreter for deaf students. However, the school leader also shared with the IIT that because the English Language Learner population is less than four percent, there is not a high need for translation services. Therefore, those parents do not receive communications in their native language. One parent indicated that she would like to see more parents involved with the school and receive information regarding strategies to support student achievement. Many of the parents in the focus group agreed with this parent's statement. While there is some communication with parents, not all parents receive information about the schools programs and services. This limits parents' ability to effectively support their children's education.

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

- The school has partnerships with community agencies to help promote academic and social emotional developmental health of students. However, the school does not provide training to staff on how to create and sustain partnerships with families to maximize support offered to students. During discussion with the IIT, school staff reported that the school staff partners with the YMCA and Base Camp programs to promote academic and social development for students. The YMCA sponsors workshops for students on suicide prevention, teen pregnancy, and building relationships with peers

and parents. Base Camp is a three hour after school program located in the school that devotes an hour each day to provide for tutoring, recreational programs, and classes such as cooking, self-defense, math games, and science for the 40 registered students in the program. In addition, The Economic Opportunity Center and Ernie Davis Community Center offers tutoring and academic support to student after school and on weekends. Parents interviewed by the IIT reported that they received information on the various programs that are offered to students. Student support staff reported that several agencies work with teachers and students to provide preventive services, such as suicide prevention and mental health counseling. However, the review team did not find evidence that the school leadership provides targeted training for teachers on how to collaborate with and support parents to seek and sustain healthy partnerships that will foster student success. This limits the school staff's ability to engage parents in promoting students' social and developmental health.

6.5 The school has received a rating of *Developing* for this Statement of Practice: The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on learning and success.

- The school shares data with families; however, the school does not provide training and learning opportunities for parents to understand and use available data. School leaders reported that they inform parents of student assessment and behavioral data via phone calls and mailings. The school mails five-week progress reports to parents. According to the school leader, the school leadership and teachers are working together get the Parent Portal operational, so parents can have online access to student information. During discussions with teachers, reviewers learned that quarterly reports of students' progress in AIS skill development are mailed to parents for them to review. In addition, teachers offer parents the opportunity shadow their child during the school day. During discussion with parents, reviewers found that few parents could articulate their understanding of various data that the school provides. During interviews, parents reported to the IIT that the school has not met with parents to provide information to help increase their understanding of how they can use data to support their students at home. As a result, parents and families lack effective strategies to support students in achieving their academic goals.

Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: Involve multiple constituents in the creation and communication of a shared school vision. Create school-wide, specific, measurable, ambitious, result-oriented, and timely (SMART) goals that align to the vision. . Develop action plans that include a role for all groups in attaining identified goals.
- 2.3: Create a school inquiry team with clear direction in the use of data to inform school goals and practices. Monitor the team's work to ensure the implementation of strategies that address student achievement, curricular adaptations, and consistent instruction practices. Establish meeting schedules and expected protocols for teachers to use during grade-level and subject area meetings. Adhere to the meeting schedule and structures to discuss data and review schoolwork.
- 2.4: Advocate with the district for appropriate resources to meet the current academic and social need of students and school. Conduct a needs assessment to identify areas of greatest need across the school, and direct resources to address those needs. Conduct informal and formal teacher observations to identify the instructional needs of the staff.
- 2.5: Provide relevant feedback through informal and formal observations throughout the school year. Monitor practices across the school to identify areas where more support is needed. Develop teacher improvement plans as necessary to improve instruction.

Tenet 3: Curriculum Development and Support

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

- 3.2: Develop a year-long PD schedule with targeted and differentiated support for implementation of the CCLS. Identify clear expectations and identify the components expected in teacher-created units that follow the district frameworks and pacing charts.
- 3.3: Ensure teachers to create and implement lesson and unit plans that include high levels of thinking, differentiation, and appropriate use of instructional practices aligned with the CCLS and the CCLS instructional shifts. Provide additional PD on developing lessons that offer varying degrees of complexity.
- 3.4: Create a structure that affords the opportunity for collaboration that is inclusive of all staff, both in core and non-core subject areas. Ensure collaboration provides equitable opportunities for developing interdisciplinary units that expand the use of technology, the arts, and other enrichment areas.
- 3.5: Implement the data-driven inquiry process to inform instruction and to establish individual learning targets. Establish protocols for individual teacher data binders that include charts and graphs of student performance to inform instruction. Designate specific formative and summative assessments that are to be included during the unit to chart student progress in meeting and mastering skills and content.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Ensure that teachers establish learning targets and then learning trajectories for all of their students, based on formative and summative assessment data. Monitor teacher practices to ensure they implement appropriate strategies to achieve goals and that lead to greater involvement of students in their own learning.
- 4.3: Provide PD to assist teachers in incorporating CCLS-based instruction that is differentiated and leads to multiple points of access for all students to achieve targeted goals.
- 4.4: Provide PD and monitoring of implementation for the development of higher-order thinking questions and assignments that create greater engagement and student inquiry. Create a culture of high expectations for all students that teachers reinforce in classroom instructional practices that provides access and encourages student voices.
- 4.5: Provide PD in formative and summative assessment construction, creating rubrics, and using assessments to inform and differentiate instruction. Make sure teachers share timely and explicit feedback to students. Instruct students in the use of benchmarking folders and rubrics to chart their own progress and to self-assess their own learning.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: Continue to articulate the vision and implement curriculum and programs that support and measure social emotional developmental health. Staff should monitor and evaluate systems and partnerships that provide social and emotional developmental health services to determine their impact on students.
- 5.3: Regularly review and monitor trends for suspension and discipline referrals and develops measurable targets and strategies to reduce such incidents.
- 5.4: Provide workshops for parents to explain how the school vision is connected to student safety and learning. Identify additional partnerships to provide court-related and mental health services to students.
- 5.5: Develop a strategic plan to use a variety of data (e.g., academic and social) to evaluate, respond to, and modify behavioral interventions to support student academic and social needs.

Tenet 6: Family and Community Engagement

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

- 6.2: Develop and implement a parent involvement plan to articulate how parents can become involved in the school. Implement plan to hire a parent partner to survey parent needs and serve as liaison between school and

families. Continue outreach efforts to families. Use feedback from surveys to develop and implement programs to better meet the needs of all students and families.

- 6.3: Ensure that all parents are aware of and have access to the variety of ways to communicate (e-mail, mailings, newsletters, parent portal) with the school. This should include information on student achievement, student support services, school events, testing, and other pertinent events.
- 6.4: Provide PD for all staff that focuses on strengthening partnerships with community agencies and families.
- 6.5: Develop and implement workshops and other information forums for parents that focus on how to, understand and use student data to increase their ability to support student learning at home.