



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



Name of principal:	Dr. Angela Draper
Name/number of school:	Bellevue Elementary School
School address:	530 Stolp Avenue, Syracuse NY 13207
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Principal's direct phone number:	(315) 435-4898
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School Information Sheet

School Configuration (2014-15 data)					
Grade	PK - 5	Total Enrollment	519	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual		# Dual Language		# Self-Contained English as a Second	
Types and Number of Special Education Classes (2014-15)					
# Special Classes	2	# SETSS		# Integrated Collaborative Teaching	7
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	1	# Drama	0
# Foreign Language	0	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population	78	% Attendance Rate	87.7		
% Free Lunch	77	% Reduced Lunch	1		
% Limited English Proficient	4	% Students with Disabilities	13		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	1	% Black or African American	60		
% Hispanic or Latino	15	% Asian or Native Hawaiian/Pacific Islander	2		
% White	13	% Multi-Racial	9		
Personnel (most recent data)					
Years Principal Assigned to School	2	# of Assistant Principals	1		
# of Deans	0	# of Counselors/Social Workers	1		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0		
% Teaching with Fewer Than 3 Years of Experience	9	Average Teacher Absences	3.5		
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	3.8	Mathematics Performance at levels 3 & 4	11.3		
Science Performance at levels 3 & 4 (4th Grade)	68.4	Science Performance at levels 3 & 4 (8th Grade)	-		
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4	-	Mathematics Performance at levels 3 & 4	-		
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	-	% of 2nd year students who earned 10+ credits	-		
% of 3rd year students who earned 10+ credits	-	4 Year Graduation Rate	-		
6 Year Graduation Rate	-				
Overall NYSED Accountability Status (2013-14)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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	*		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
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	*		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
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	✓		
Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):			

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	
OVERALL RATING FOR TENET 2:				X	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.		X		
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.				X
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
OVERALL RATING FOR TENET 3:				X	

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

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized			X	

	around annual, unit, and daily lesson plans that address all student goals and needs.				
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	
OVERALL RATING FOR TENET 4:				X	

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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.				X
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.			X	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.			X	
OVERALL RATING FOR TENET 5:				X	

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

#	Statement of Practice	H	E	D	I
6.2	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			X	

	for their children.				
	OVERALL RATING FOR TENET 6:			X	

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

Developing

The school has received a rating of **Developing** for Tenet 2 – School Leader Practices and Decisions.

- The school’s SMART goals, mission and vision were created with input from some stakeholders, and steps to achieve the SMART goals are in the process of being implemented and monitored. The school leader said that the preexisting vision was too long and wordy and, therefore, decided to revise it. Staff members were given an opportunity to provide their feedback on the vision and then the School Leadership Team (SLT) worked to update the statement. She expressed that this process was important so that the school vision accurately captured how the staff felt about the school and the work that they are engaged in. However, she noted that there is a desire to more closely align the vision and mission statements with the district’s Code of Conduct. The school leader stated that though the vision statement is posted in every classroom, stakeholders have no consistent interaction with it. Neither parents nor teachers were able to articulate the vision and goals of the school beyond a broad focus on student achievement and growth, nor their role in achieving it. The school leader was able to identify and talk through qualitative progress towards the school’s SMART goals; there was no specific goal around student achievement noted. The goals of the school revolve around increasing parent involvement and decreasing student discipline issues, as well as an informal goal of student-led achievement tracking. The school leader stated that attendance was not included as a goal as it is not an area of concern. In terms of progress towards achieving these goals, she indicated that parent involvement was increasing through the efforts of a strong PTO president and the inclusion of a Parent Room in the school; the student data binders were revised by teachers to align to both the CCLS and the curriculum’s pacing guides, however there is inconsistent use of the data binders; and there was no evidence of progress towards decreasing discipline issues. While a vision, mission, and SMART goals do exist at Bellevue Elementary it is mainly held by the school leader and critical stakeholders have a limited understanding of what these are and their role in achieving them, greatly limiting the school community’s ability to work together to achieve necessary progress.
- The school leader uses systems for programming for students and teachers as well as hired and sustained personnel that allow staff to focus on meeting the needs of students. Teachers indicated that the extended day schedule has allowed for consistent grade-level collaboration and planning and also cited an example of when the school leader purchased supplies with available money, however their input was not solicited prior to the purchase. When the school leader learned about the MSP grant that other schools were working with, she contacted the district to determine what she needed to do to have Bellevue included in the program and worked with district personnel for Bellevue’s participation to become official. The school has partnered with Nature in the City and Red House in the absence of in school interdisciplinary programs; ARISE and the Promise Zone partnerships to address students’ SEDH needs. The use of Achievement Network assessments and data cycle assist in the school meeting its academic goals. The school leader, who is currently on leave, worked with district personnel to ensure that the interim principal was assigned and able to be at Bellevue prior to the start of her leave so that adequate communication and transition was able to occur. As a result, the allocation of fiscal, human, and programmatic resources ensures that the immediate needs of the school community are met during the current school year.

- Using the Teaching and Learning Rubric aligned to the district’s APPR, the school leader and administrative team have created a system to conduct weekly walkthroughs of classrooms, track progress of teacher practices and provide feedback through TeachScape. The school leader provided schedules for informal and formal observations for her and the vice principal on alternating weeks, ensuring that one administrator is available to respond to the needs of the rest of the school. The interim school leader has been assigned eight formal observations, making sure that the administrative team stays on track with the schedule. The school leader shared that all staff participated in a professional development session that deconstructed the Teaching and Learning Rubric, breaking down each component and outlining what it would look like and sound like in practice. She expressed that this process had teachers speaking more positively about the process and not becoming defensive when receiving feedback and ratings. Interviewed teachers reported that the implementation of the observation cycle has prompted the entire school to focus on using data to inform instruction; further demonstrated that timely feedback and a conversation around actionable next steps is instrumental to their development; and led to the evaluation process being viewed as more positive than in years past. Through the structure of observations and debriefs, as well as professional development offered as a result of observed trends, the administrators and staff are being held to participation in the district’s Annual Professional Performance Review process and are accountable for continuous improvement.
- The school leader is beginning to think through systems to track and monitor individual and school-wide practices related to improvements in key areas such as student achievement, behavior, and instruction; however, these systems are not yet in place. She noted how teachers are expected to use Achievement Network data to monitor, analyze and respond to student achievement and that the school intervention team is expected to use data to determine the effectiveness of interventions. In regard to the school’s goal of increased parent involvement, the school leader stated that she uses sign-in sheets to gauge attendance and that an increase has been seen, though no quantitative data was provided. Additionally, she noted that there are no goals set for Achievement Network assessments, so progress cannot be measured. Thus, measurable progress toward school-wide goals is only partially achieved.

Recommendations:

- The school leader needs to track and monitor school-wide practices in order to determine their effectiveness, and use this data to make any necessary changes.

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

Developing

The school has received a rating of **Developing** for Tenet 3 – Curriculum Development and Support.

- Bellevue Elementary is employing several structures to support the implementation of rigorous, CCLS aligned curricula and a plan that addresses goals and the needs of all students and subgroups. The school leader and teachers noted that time has been built into the master schedule for teachers to collaborate around planning. They also noted that the organization of staff to focus on one discipline has allowed teachers to dig more deeply into their content. Teachers and the provided schedule

indicate that there is daily intervention time to target sub-groups of students and the provided assessments and data analysis highlight how intervention groups are created. A professional development calendar for the entire school year was provided, including assessment dates, data meetings, and district and school-based opportunities for professional development. The school leader noted that the calendar is adjusted, if necessary, and a monthly version is distributed to teachers. She shared that she uses walk-through data to determine if any changes need to be made to the professional development calendar and that she seeks out district support to provide pedagogical professional development opportunities whenever possible. The school is using EnVision Math and the district's ELA curriculum, which are aligned to CCLS. The school leader, in collaboration with Multi Classroom Leaders (MCLs), made the decision to switch from the Reading Street ELA program to the district's curriculum out of concern about CCLS alignment and the inability to scaffold instruction with a scripted program. All interviewed ELA teachers agreed with the statement that the district curriculum allows for more flexibility and differentiation. The structures in place for use of the curricula are supporting teachers in meeting the needs of all students.

- With the support of the school's MCLs, teachers develop unit and lesson plans to meet the demands of CCLS and data-driven instruction; however, lesson plans inconsistently use complex materials to scaffold and sequence the development of such skills. The school's data binders lay out the academic goals for each subject area and grade level. While no unit plans were observed, the CCLS was noted in twenty-four out of the twenty-six lesson plans seen during classroom observations, as well as all of the provided lesson plans. Sixteen out of the twenty-six lesson plans seen during classroom observations included notes on differentiation for sub-groups of students, either by specific students or levels of rigor; however, there was inconsistent evidence of how skills would be sequenced to meet that end. Few lesson plans indicated pre-planned questions for students to respond to; and of those lessons that did include pre-planned questions, most were low-level who, what, and when questions. In addition, lesson plans did not include ongoing checks for understanding, to gauge student understanding and make adjustments accordingly throughout the lesson. Although the school has developed some systems to gather and utilize data for instructional planning, there is not a clear and continuous process in place to follow this system regularly. For example, the school leader and teachers indicated that they use the results of Achievement Network testing (given every ten weeks) to determine what standards they will reteach. Likewise, teachers mentioned using AIMS web and running record data; however there is no on-going practice for formative assessment to be reviewed and used to modify or adjust planning. Instructional plans do not yet consistently demonstrate data-informed instruction designed to meet the demands of CCLS instructional shifts, and teachers are missing key opportunities to plan for the needs of all students.
- Interdisciplinary planning is absent across all grades and subject areas. The school leader and interviewed teachers discussed how last year's schedule included specific time for collaboration across disciplines, but that it is not a part of this year's schedule. Teachers noted that if interdisciplinary planning does occur, it is the result of individual teachers seeking it out. In the absence of an in-house plan, the school has established partnerships with Nature in the City and Red House to provide students with interdisciplinary enrichment opportunities. Students have limited opportunities to engage in meaningful, cross-curricula activities that increase their ability to be academically successful.
- Teachers analyze data from summative assessments to gather information on student progress and make curricular decisions; feedback based on achievement is not consistently provided to students. In teacher and principal interviews, it was noted that staff use summative and standardized data from

AIMS web, Achievement Network assessments, SRI testing and running records to make overarching decisions about instruction and adjust groupings (specific to running record data). Data analysis and reteach plans from Achievement Network assessments were provided. However, the use of data from formative and teacher-created assessments was not observed across grade levels and subject areas. Each grade level has data binders to provide feedback to students; the school leader, as well as interviewed students, noted that the use of these data binders varies from teacher to teacher and there is no consistent expectation for how often to provide students with feedback. Observed written feedback on student work ranged from “great” to including “grows and glows” for the student. Students stated that the feedback they receive from teachers is primarily numerical. Although summative assessments are used, the lack of formative assessments and quality feedback given to students is hindering the impact that strongly aligned curriculum and assessments would have to improve student achievement and build student ownership of learning.

Recommendation:

- Set the expectation that lesson plans should include scripted/pre-planned questions that target various levels of learning and (mis) understandings.

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

Developing

The school has received a rating of **Developing** for Tenet 4 – Teacher Practices and Decisions.

- School and teacher leaders are starting to engage teachers in a conversation about aligning instructional plans and strategies to data. Interviewed MCLs and teachers reported that they engage in data analysis and planning with teachers around summative and standardized assessment data. Data analysis worksheets and reteach plans were provided, as were reflection sheets that teachers had completed about the reteach process. Interviewed teachers and the school leader noted that there has not yet been a focus on using data to determine which instructional practices would be the most strategic for both whole-group teaching and interventions. Additionally, teachers and MCLs noted that they have received professional development on how to analyze data, group students, and create effective small groups to increase student achievement. The data binders, created and revised by Bellevue staff, include short-and long-term goals for each content area based on grade-level benchmarks. As they currently stand, the school’s instructional practices have a minimal impact on promoting high levels of student engagement and inquiry and, as a result, student achievement.
- Lesson plans are appropriately aligned to CCLS; however, focus on the CCLS shifts and instructional practices to promote these are inconsistent, as well as the use of higher-order thinking questions. During observations, reviewers noted that most students were participating in the lesson, but that the learning activities were neither complex nor rigorous. The questions observed were primarily recall or procedural, seldom requiring higher-level thinking from students or for students to justify their answers. With the absence of instructional strategies and materials aligned to the rigor in the CCLS shifts, there is a minimal impact on high levels of student engagement and achievement.
- Teachers use the school’s PBIS program to promote a common understanding of expectations for the

school and classroom environment. The school's Hive 5 was visible in every observed classroom and aligned behaviors are referenced on the morning announcements. Reviewers witnessed positive narration in all kindergarten through fourth grade classrooms and respectful talk between students and teachers was observed consistently throughout the building. In classroom observations, two students answered a question incorrectly and there was no negative response from peers. In one classroom, a student was seen encouraging another to work a problem out on the board; after the student agreed to participate, the teacher positively reinforced risk taking and supporting classmates to try their best. Interviewed students reported that they feel comfortable making mistakes in front of others and asking for help. All interviewed parents stated that their students speak positively about the classroom environment and interactions with teachers and other students. Parents spoke of a strategy used that allows an identified student to spend time in another classroom as a positive reinforcement for their own success. It was noted that students understand that some struggle with certain behaviors and that those students should be encouraged to meet the Hive 5 expectations. In classroom observations, students seemed comfortable completing the work asked of them however the tasks were lower level and did not require students to think deeply. The school leader, teachers, and parents all noted that students leaving classrooms is a concern. Teachers are discussing and using strategies in attempts to reduce the number of students leaving the room, however there is not yet an effective plan in place and it is unclear how those students are made to feel comfortable with learning. Reviewers observed students in the hallways without being addressed by a staff member or taken back to class/the behavior intervention room, allowing for potential unsafe situations. While there are structures in place to promote a positive and safe learning environment for many students, an intellectually and physically safe space in which all students are held accountable for learning does not yet exist throughout the school.

- Teachers use summative assessment data to periodically adjust student groupings and plans, though there is minimal feedback provided to students and no indication that instructional strategies are adjusted in response to data. Interviewed teachers and MCLs noted that they use data to adjust reading and intervention groupings and most data sources cited were district-required assessments. Students shared that they are able to track their individual progress in their data binders, as facilitated by the teacher. Reviewers observed surface-level checks for understanding (for example: thumbs up/thumbs down) being administered throughout a lesson and few teachers were able to speak on how they use formative assessment data to inform daily and weekly planning or reteaching. Parents reported that students bring home graded work, as well as their data binder at the end of the quarter, but that they do not have an understanding of how their student is doing relative to grade-level benchmarks and that comments on graded work are general in nature. When teachers were observed giving feedback to students in the classroom, it was general in nature and more often tied to behavioral expectations rather than academic performance. Thus, the current use of assessment data to inform instructional decisions as well as the limited amount of timely and meaningful feedback of those results is not adequately driving data-driven instruction to promote greater student achievement.

Recommendation:

- Use formative assessment data to reflect on, advise and adjust instruction.

<ul style="list-style-type: none"> 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	Developing
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The school has received a rating of **Developing** for Tenet 5 – Student Social and Emotional Developmental Health.

- The school is beginning to implement structures and systems to address students’ social and emotional developmental health needs. In an interview, the school leader stated that class Dojo, morning meetings and closing circles are used to build classroom communities. She noted that there is a school-wide referral system for staff to document concerns and that the School Intervention Team meets weekly, using data from Educators Handbook to determine and monitor progress of interventions. The school leader shared that, this year, first and second grade classrooms have struggled the most in creating a safe learning environment and that changes in staffing and classroom compositions have been made to better support those grade levels. She noted building a stronger team (of teachers) as a priority for the rest of the current school year and into the next. Interviewed students shared that they don’t know which adult to go to if they need help with something that is not academic—related. Parents stated that students that are the loudest and/or most visible receive SEDH supports. The school leader provided examples of PBIS incentives that have been used throughout the school year, and that teachers have owned creating systems to address specific behaviors. Though data is used by some staff members to identify and address student needs, there are no systems consistently used throughout the school and the leader has not prioritized the development of a system that allows each student to be known by an adult; therefore, the current systems are not yet effectively addressing social and emotional developmental health barriers for students.
- Though Bellevue has a PBIS program in place, it does not support the social and emotional developmental health needs of students and no formal plan exists to develop staff’s capacity to address these needs. The school leader and Student Support Team indicated that there is not a specific program or curriculum used to address students’ social emotional and developmental health needs. The Student Support Team noted that while they have not provided any school-wide or formal professional development to the school staff, they do meet with teachers as needed to provide SEDH techniques for the classroom; they also meet regarding specific students’ needs. The Student Support Team and teachers said that there is a large sub-group of students who have needs that are beyond the scope of their work or the limits of the school day; this was attributed to the severe nature of some needs or services being voluntary for families to agree to. In an interview, the school leader described the *Keep Your Heart in the Classroom* campaign as a program designed by teachers to reduce the number of students who are walking out of class. Interviewed teachers stated that the goal of the program was to positively reinforce students who stay in the classroom and that there was no focus on addressing the students or reasons that students leave the classroom. A member of the PBIS team explained that there are quarterly celebrations that students may earn based on the number of DOJO points received throughout a designated period of time and that the team meets two times a month to look at Educator’s Handbook data to gauge any areas of concern. While one grade level does conference with students to discuss their progress towards earning the incentive, this is not a school-

wide practice nor expectation. It was noted that the percentage of students earning the quarterly incentive has been consistent throughout the school year. Interviewed students shared that they don't know which adult to go to if they need help with something that is not academic—related. Parents stated that students that are the loudest and/or most visible receive SEDH supports and while they know that the school partners with other organizations the information about those services is not accessible to parents. Current efforts to address students' social emotional and developmental health needs are focused on reinforcing compliant behaviors and, as a result, not consistently providing a safe and healthy learning environment for all students.

- Protocols and processes for stakeholders to understand their individual role and contribute towards providing students' social and emotional developmental health are beginning to be implemented. The school social worker recently joined Bellevue's staff and she has just started to run regular student support meetings. The Student Support Team stated that there is a referral process for identifying students of concern, there are meetings to determine appropriate interventions, and that there is progress monitoring of interventions on a regular basis. Interviewed teachers noted that the Student Support Team is in frequent communication with classroom teachers about implementing and tracking interventions. Both the Student Support Team and teachers mentioned feeling overwhelmed by a large sub-group of students that have needs beyond their current capacity or skill set. The Student Support Team said that they reach out to parents to let them know that their student is being discussed at a meeting, however communication does not extend beyond that unless initiated by the family. The PTO president noted that the Parent Room does include information on community resources that would support a student's social and emotional developmental health, but that the information is only accessible to parents who are looking for it. Not all school stakeholders are able to articulate how the school meets the social and emotional development health needs of students and, as a result, cannot fully contribute towards achieving this vision.
- The school has started to implement a plan to collect, analyze, and use data to identify the social and emotional developmental health needs of students. In an interview, the school leader noted that the social worker had just recently joined Bellevue's staff and is working towards establishing systems and processes to address these needs. She mentioned that the Student Support Team meets on a weekly basis to discuss teacher referrals and progress monitor interventions, using data from Educator's Handbook. The Student Support Team stated that progress monitoring occurs every four to six weeks, but that teachers should be monitoring and assessing the effectiveness of interventions on a more frequent basis. Reviewers observed that teachers display data correlated to the *Keep Your Heart in the Classroom* campaign, in the form of a weekly bar graph, however observed data did not show a decrease in the number of students leaving the classroom over time. While one grade level does conference with students to discuss their progress towards earning the quarterly PBIS incentive, as measured through DOJO points, this is not a school-wide practice nor expectation. Given that the school is in the initial phase of using data to support students' social and emotional developmental health, there are missed opportunities for students to become academically and socially successful.

Recommendation:

- Adjust PBIS plans to target the students who are currently not earning incentives.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to

Tenet Rating

Developing

The school has received a rating of **Developing** for Tenet 6 – Family and Community Engagement.

- The school communicates with parents about student behavior, and is beginning efforts on informing them about academic expectations for students. The school leader shared the school-wide expectation that teachers make one positive phone call per student each month and keep a communication log. She stated that she collects these logs and responds to teacher actions when necessary, either following up if the phone calls have not been made or inquiring about classroom culture if the log shows a higher volume of phone calls than expected. Teachers stated that they keep these logs, though contact information for a family is not always up to date. Interviewed parents confirmed that they do receive positive phone calls from teachers, yet also mentioned that their children typically do not have behavioral concerns in school. They spoke of conversations with other parents who feel as if they only receive phone calls about their student's misbehavior. The school leader said that she makes robo-calls to parents on a weekly basis, providing them with pertinent information and updates. Both the school leader and teachers mentioned that this is an effective mode of communication only if phone numbers are updated. Interviewed teachers and parents also spoke of the DOJO points system and how it allows families to receive information on their student's day. Similar to the phone calls, it was noted that the DOJO system is effective for parents who have regular access to monitoring it. Teachers and parents noted that student data binders are sent home at the end of the quarter, however at this point, it is unknown how parents are engaging with the data. Parents mentioned that they see teachers communicating with parents at dismissal on a daily basis, however they are unsure of what communication with parents of students who ride the bus home. At present, communication is mainly focused on behavior and, as a result, the relationship with families does not contribute to students' academic success required to become college and career ready.
- The school communicates with families about school and student issues using the most prevalent language and is just starting to reflect on the effectiveness of its communication strategies. Parents stated that they receive monthly newsletters and calendars, weekly robo-calls, and that teachers and other school staff are accessible via phone, text or in person when the parent initiates the conversation. Teachers, parents, and the school leader noted that there is a small sub-group of parents that are engaged in reciprocal communication with the school. The school leader shared the school-wide expectation that teachers make one positive phone call per student each month and keep a communication log. She stated that she collects these logs and responds to teacher actions when necessary, either following up if the phone calls have not been made or inquiring about classroom culture if the log shows a higher volume of phone calls than expected. Teachers stated that they keep these logs, though contact information for a family is not always up to date. The logs do not record communication that is initiated by the family. Though Bellevue has a small population of English Language Learners the school is communicating with these families in English. The school leader noted that there is a part-time ESL teacher and it is unclear to the review team whether she has the capacity to translate school documents or conversations. With the current practices, families are not being leveraged to maximize their support of their child's academic achievement and social emotional growth.
- The school is in the beginning phases of developing and implementing a plan that fosters a strong

relationship between home and school. Interviewed parents stated that teachers provide materials for students to work on at home (with or without parent guidance); examples of this included conversations initiated by either the parent or the teacher. Parents noted that teachers are accessible via text, phone call or in person to discuss student behavior and academics. Parents mentioned that they encourage other families to engage more with the school, stating that the staff is very open and accessible if and when they are approached to partner and/or problem solve. The school leader and parents mentioned the Parent Room as a strong resource for building a home-school connection, though both noted that it only benefits those that know about and have been to it. The Student Support Team said that they reach out to parents to let them know that their student is being discussed at a meeting, however communication does not extend beyond that unless initiated by the family. The provided professional development calendar included topics on home-school communication. Interviewed teachers noted that they feel supported by administration when talking to parents, and that the school leader is open to facilitating a conversation between a parent and teacher if that is the most productive option. While the school is in the process of creating more strategic partnerships with families most strategies only reach a small sub-group of parents and, as a result, are not building a strong home-school connection for students.

- The school shares some data with parents in a way that they can access. The school leader and parents reported that data binders are sent home at the end of every quarter, however there is a mutual desire to have it go home more frequently. Teachers and parents noted the use of DOJO points as a communication method, but recognize that it only highlights behavioral expectations. The quality of feedback that students and parents mentioned, in regards to student academic work, ranges from very general (“good job”) to highlighting specific areas of growth; and this varies by teacher. Parents mentioned that they see teachers communicating with parents at dismissal on a daily basis, however they are unsure of what communication happens with parents of students who ride the bus home or if parents are not checking students’ backpacks. Communication with academic data is currently one-directional, not always specific, and only reaches a small sub-group of parents; therefore, the school community is not empowering families to support student achievement.

Recommendation:

- In collaboration with the School Turnaround Team, the school leader should develop a family engagement plan that includes consistent communication around students’ academic progress, SEDH supports and initiatives, and progress towards the school’s academic goals.

Remarks on How to Prioritize the Recommendations:

Though there is no single way to approach school improvement, in order to achieve optimal results efficiently, here is how the Outside Educational Experts would have thought about prioritizing the provided recommendations (note: you will have to put some thought into which of these recommendations can be implemented concurrently, and which may only be able to be addressed partially for the time being given your available time and capacity):

- Work with the PBIS and Student Support Teams to revise the PBIS plan to target students who are currently not earning the quarterly incentives. Use past data to pinpoint the specific students, identify strategies that teachers can use in and outside of the classroom, and establish protocols to assess their progress. This

added focus to the PBIS plan ensures an increase the number of students meeting class and school-wide expectations and, in turn, provide all students with an opportunity to earn an incentive.

- Set the expectation that lesson plans should include scripted/pre-planned questions that target various levels of learning and (mis) understandings. The instructional leadership team should provide professional development and practice to all teachers (including special areas) on developing questions that truly assess a students' level of understanding. While going through this process, ensure scaffolding is used so that content meets the access point of all learners and include complex materials and activities that require higher-order thinking in order to engage students at the level of rigor noted in the CCLS.
- Use formative assessment data to reflect on, advise and adjust instruction. Provide professional development and support to teachers on how to increase the frequency and quality of formative assessment practices in order to assess mastery, provide meaningful academic feedback to students and build student ownership of learning. Teachers need to develop effective mechanisms to regularly collect data and ensure that it provides concrete evidence of whether or not students are able to complete the skill aligned with the stated objective. Frequent opportunities for students to practice and demonstrate their learning are necessary in each class period, and will provide teachers with a clear picture of where students are on the continuum of learning. Formative assessments should be written throughout and/or included with the daily lesson plans so that it is evident that these areas have been intentionally thought through and planned for in every class period. Teachers, perhaps by grade level, should establish processes and systems for communicating this data with students on a regular basis and in a way that will invest them in their own learning. Once teachers have concrete student achievement data, provide professional development and support on how to use the data to make short-range adjustments to the curriculum, and inform differentiated instructional practices and student groupings. Modifications to the content should be made for students who have demonstrated mastery of certain skills in order to further their learning, as well as for students who are struggling but have no formal modification or accommodation plan. Using data to adjust instructional practices and content will ensure that students have multiple access points to the learning and are able to take the appropriate steps to make progress.
- In collaboration with the School Turnaround Team, the school leader should develop a family engagement plan that includes consistent communication around students' academic progress, SEDH supports and initiatives, and progress towards the school's academic goals. While developing this plan, the team should evaluate the effectiveness of communication methods currently used by certain teachers/grade levels and, if necessary, tweak a method to reach a larger group of families.
- The school leader needs to track and monitor school-wide practices in order to determine their effectiveness, and use this data to make any necessary changes. A mechanism and consistent time and space for monitoring the progress towards each of the school's SMART goals should be established, posted in a visible space for staff, and communicated to all stakeholders.