



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



Name of principal:	Kara Shore
Name/number of school:	Delaware Elementary
School address:	900 S Geddes Street Syracuse, NY 13204
School telephone number:	315-435-4540
Principal's direct phone number:	315-435-6209
Principal's e-mail:	kshore@scsd.us

School Information Sheet

School Configuration (2014-15 data)					
Grade Configuration	PK, 1-5	Total Enrollment	461	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	22	# Dual Language	0	# Self-Contained English as a Second Language	23
Types and Number of Special Education Classes (2014-15)					
# Special Classes	3	# SETSS		# Integrated Collaborative Teaching	22
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		75	% Attendance Rate		88.7
% Free Lunch		74	% Reduced Lunch		1
% Limited English Proficient		22	% Students with Disabilities		27
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		0	% Black or African American		37
% Hispanic or Latino		43	% Asian or Native Hawaiian/Pacific Islander		1
% White		10	% Multi-Racial		8
Personnel (most recent data)					
Years Principal Assigned to School		1	# 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		0	Average Teacher Absences		
Student Performance for Elementary and Middle Schools (2013-14)					
% ELA Performance at levels 3 & 4		1.9	% Mathematics Performance at levels 3 & 4		3.6
% Science Performance at levels 3 & 4 (4th Grade)		33.3	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2013-14)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		✓	Focus School Identified by a Focus District		
Priority School		✓			

Accountability Status

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	–	Black or African American	X
Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander	–
White	X	Multi-Racial	–
Students with Disabilities	X	Limited English Proficient	X
Economically Disadvantaged	X		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	–	Black or African American	✓
Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander	–
White	X	Multi-Racial	–
Students with Disabilities	X	Limited English Proficient	X
Economically Disadvantaged	X		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	–	Black or African American	–
Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander	–
White	–	Multi-Racial	–
Students with Disabilities	–	Limited English Proficient	–
Economically Disadvantaged	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.

#	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:				D	

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:				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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.		X		
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	
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 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:				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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.		X		
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.			X	
OVERALL RATING FOR TENET 6:				D	

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

Tenet Rating

D

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 stakeholder input and steps to achieve the SMART goals are in the process of being implemented and monitored. The school leader articulated a clear vision for the school that focuses on students being safe and engaged in a positive learning environment. This vision is observed on the walls around the building, in the classrooms, and on all formal communications from the school. Teachers, parents and students all speak to a general vision of higher performance for students. Although the school’s SMART Goals are included in the SCEP Plan, the school leader indicated that they are being adjusted to make sure they address the goals set with Pearson and those set for the ELL/SPED populations. The school has clear goals for the end of the year, but the benchmark targets to measure progress along the way have not been clearly defined. The school leader noted that they are increasing the use of data to monitor and show progress in ELA instruction. The school leader noted that there is a goal for attendance and it is monitored weekly and monthly. The school leader also reported that there is a goal related to student behavior and, much like attendance, this data is being monitored frequently to determine whether the school is on track to reaching the year-end goal. Thus, while a vision, mission, and SMART goals do exist at Delaware ES, monitoring progress toward those goals without clearly articulated benchmark metrics and targets limits the school’s ability to ensure that they are tracking toward the desired outcomes.

The school leader makes strategic decisions to organize programmatic, fiscal and human resources to address the school’s needs. The school leader noted the school-based clinic and the school-based counseling center as two resources that are utilized to meet student needs. In addition, the school leader reported that the school intervention team has been established and reviews behavior data to determine how to address student needs. The school leader and support staff also listed the staff from Huntington Services (one Spanish speaking and one person for English speaking families) as an important resource for their students and families in providing complete wrap around services. The school leader reported that the Speech and ESL teachers maintain schedules that allow them to spend part of the day providing push-in support to students. To prepare for the state test in the spring, the school leader indicated that they use specials teachers to provide additional academic support to students. The school leader further explained that the after school program is being used as an extended day program in that almost every teacher signed up to work with their own students after school and the program is run by a teacher as opposed to an outside organization. Therefore, while the school believes more resources are needed, the available resources are being strategically utilized to meet the needs of the school community and aligned to the school’s SMART goals.

The school has a plan for observing and providing feedback to teachers aligned to APPR criteria and is taking steps to provide ongoing feedback and related professional development to support teachers. The school leader reported that pre-conferences are held with every teacher, for which they fill out a questionnaire (from Pearson) about their lesson and the standards. During these conferences, the school leader indicated that she has candid conversations with teachers about what the rubric is calling for. The school leader indicated that in the post-conference she reviews every component of the rubric and probes the teachers to provide evidence

of their performance. During this process, the school leader noted that they identify a goal for each teacher and look for evidence of growth during the unannounced observations. The school leader explained that she evaluates all teachers in the testing grades and PK, while the assistant principal evaluates all of the teachers in the primary grades. While the formal evaluation process is being followed as directed by the district, the school leader indicated that they do walkthroughs as time allows, typically focusing on one grade level at a time, and that the walkthroughs are used to reinforce the coaching and continuous growth. The school leader reported that she created a Reading and Math ALT, and that the coaches are asked to attend these meetings in order to get feedback directly from the teachers on what they need. She also reported that she meets with the coaches every week to review the tasks that were accomplished and the trends they've observed. The school leader indicated that the coaches survey the teachers to determine their needs regarding ELA and Math instruction. In addition, the school leader and teachers indicated that the Pearson coaches visit once a month to provide feedback on instruction. The school leader noted that she has started to collect and review the coaches' schedules to discuss the time that they spend observing instruction and the feedback being provided to teachers. Given the efforts to provide increasing and regular feedback to teachers in addition to the formal evaluation system, the school is still developing an observation and feedback system that holds both administrators and staff accountable towards growth and continuous improvement.

The school leader is developing systems to track and monitor individual and school-wide practices related to improvements in key areas such as student achievement, behavior, and instruction. Systems to track and monitor student behavior are the furthest developed as the leadership and support staff use the Educator's Handbook to analyze the data and meet regularly to discuss student needs. The support staff and school leader indicated that professional development continues to be provided to teachers and programs are being implemented to address student behavior. The school leader indicated that the office referral data is showing improvements in student behavior since the start of the year. Although the data regarding classroom instruction is largely based on the formal evaluation data, the occasional walkthroughs, reports from coaches and self-reported survey data from teachers, the school leaders and coaches indicated that they have a system in place to discuss areas in need of support and actions are taken to provide that support to teachers. Likewise, according to the school leader, data from summative assessments, running records and other less frequently administered formative assessment strategies are utilized to determine and monitor student achievement. Teachers and support staff indicated that during data meetings, team planning and support team meetings student SEDH needs are discussed and interventions are identified to support them. Although there are systems in place to gather and monitor progress against the goals, the additional data points and clear benchmark targets are needed to ensure that measurable progress toward critical school-wide goals is achieved.

Recommendations:

- Clarify and promote your benchmarks targets to help monitor progress toward critical school-wide goals.
- Ensure that observations/walkthroughs are conducted frequently, and that actionable feedback is provided to teachers to support their continuous improvement.

<p>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.</p>	<p>Tenet Rating</p>	<p>D</p>
<p>The school has received a rating of Developing for Tenet 3 – Curriculum Development and Support.</p> <p>The school leader is working towards ensuring that professional development for staff, the students’ class schedule, collaborative planning time and access to pedagogical support for teachers are supporting the implementation of CCLS-aligned curricula. The school leader and teachers noted that time has been built into the master schedule for teachers to meet and plan collaboratively, and the master schedule also includes a block of time for small group instruction. The school’s SCEP plan includes professional development plans and meeting schedules to implement Common Core learning shifts, running records and other instructional strategies. The school leader indicated that Pearson, Wilson and school based Math/ELA coaches provide support to the teachers, and encourage teachers to utilize such curricular resources as sample lessons from Engage NY. The school leader and teachers reported that the coaches meet with teachers every other week to support planning and instruction. The school leader reported that the coaches surveyed the teachers to determine their support needs. Teachers reported that the school leader has provided them with the “main bones” that are to be included in their lesson plans, such as objectives, introduction, active engagement strategies, closure and assessment, and then leaves it up to each teacher to develop them. Classroom observations showed inconsistency in these components being included in daily lesson plans. The school leader indicated that general education teachers are not expected to indicate accommodations or modifications to the lesson activities to address individual student needs, but that the Special Education teachers would include such information in their plans. Although there are strategies in place to support teachers in developing plans that reflect the Common Core, those strategies do not focus on the Common Core shifts and how they should be implemented in classroom instruction. Consequently, teachers do not consistently demonstrate a full understanding of those shifts and students do not benefit from instruction across all subjects that is appropriately and consistently preparing them for college and careers.</p> <p>Teachers are beginning to develop unit and lessons plans that incorporate the CCLS instructional shifts and data-driven instruction into English Language Arts (ELA), math, social studies and science curricula. The school leader reported that teachers discuss and plan for instruction during their grade level team meetings, and that the standards are referenced in daily lesson plans, which was observed by the review team. While the observed lesson plans referenced the CCLS, the plans often referenced the block of time in the schedule for small groups in which, as one teacher explained, “SPED and ELL students are working with teacher guidance and scaffolds to answer and access text questions.” Although the school leader indicated that accommodations for SPED/ELL students are included in specialized teachers’ plans, one specialized teacher reported, “I don’t specifically put IEP information into the lesson plan,” and another specialized teacher simply referred to the general education lesson plan for strategies to be used for all students. One “specials” teacher indicated that they don’t plan specifically for ELL students, although ELL teachers are not always on hand to support instruction in those classes. Objectives were observed consistently posted in classrooms, often in the form of “I can...” statements. The school leader and teachers reported that they use running records to help determine accurate differentiated groups for ELA, and one teacher noted that student groups are “more fluid than they ever have been before.” During a grade level team meeting observation, teachers used their pre-assessment data and a CCLS writing rubric to identify targeted areas of concern in order to plan units and make</p>		

decisions about strategy choices during instruction. However, based on a review of lesson plans, there was infrequent indication of planning to meet students' different learning needs or indication of how instruction was informed by student data. Although the school has developed some systems to gather and utilize data for instructional planning, there is not a clear process in place to ensure that those systems are utilized consistently. As a result, 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.

The school provides limited opportunity for teachers to collaborate and plan together to provide interdisciplinary learning opportunities to students across all grades and subjects. The school leader indicated that she is working with the teachers to ensure that science and social studies content is infused into the ELA and math lessons. The school's master schedule indicates that there is daily common planning time for grade level teams; however, specials teachers are not included in those meetings. The school leader reported that the "specials teachers create units and they tie in with all of the core subjects/grade levels." She further explained that the specials teachers "get the minutes from the grade level team meetings to make the connections." The school leader reported that specials teachers are expected to make these cross-curricular connections on a rotating basis, one grade level at a time. Teachers reported that due to the shortened day and the discontinuance of expeditionary learning, there is no time to plan for interdisciplinary instruction. Thus, students have limited opportunities to engage in meaningful, cross-curricula activities that increase their abilities to be academically successful.

Teachers use some assessments to gather information on student progress and inform curriculum planning, although the assessments provide mostly summative data. Teachers indicated that summative data, which was mostly observed in the binders and displayed on classroom walls, is being used to inform instruction. During a grade level team meeting, teachers discussed the data from their pre-assessments for writing and used that data to develop action plans. The school leader noted, "the way that we engage the students in pair-share and reporting out...tells us where we need to be tomorrow." She further explained that the school uses "a lot of manipulatives to determine where the students are and what tools they need to grow academically." The school leader also noted that the summative assessments directly correlate to how they put students into small groups. A review of lesson plans showed limited use of formative assessment strategies to inform further instruction. Evidence of impact displays were observed on the classroom walls with data of student progress in areas like daily attendance, knowing their math fluency facts and knowing high frequency words. Posted student work samples throughout the school and classrooms rarely include academic feedback to support the grade/score. As a result, the alignment between the curriculum and assessment practices does not fully support student achievement, and feedback to students does not consistently provide them with opportunities to increase their performance.

Recommendations:

- Ensure that lesson planning for all instruction and in all classes addresses potential barriers to instruction and misconceptions.

- Ensure that formative assessment strategies are included in lesson plans and that there is consideration made for ways to adapt instruction depending on the data collected.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.	Tenet Rating	D
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The school has received a rating of **Developing** for Tenet 4 – Teacher Practices and Decisions.

Delaware’s school leaders and instructional coaches are engaging teachers in conversations about aligning plans to data and providing basic structures to support these conversations. The school leader reported that the instructional coaches lead bi-weekly data meetings with the teachers. The school leader also indicated that the instructional coaches attend the Reading and Math ALT meetings to get feedback from the teachers directly regarding their needs. Students cited their individual goals with varying levels of specificity (such as passing the 5th grade and moving from level L to level N in reading), demonstrating somewhat different experiences with goal setting and/or monitoring. According to the school’s master schedule, there is time built into the day for teams to meet, during which they can conduct data analysis and discuss re-teaching needs. The master schedule also includes a daily block of time for small group instruction, which is when the school leader and teachers indicated that more differentiation happens. During whole group instruction, there were few instances of differentiation observed. While the school provides supports to teachers in delivering high quality instruction, the school’s instructional practices do not consistently promote high levels of student engagement or inquiry leading to increased student achievement.

Some teachers at Delaware use instructional practices that reflect the CCLS shifts and higher-order thinking questions and learning activities. Rubrics were observed posted on the walls and discussed during grade team meetings. While some teachers were observed holding students accountable for explaining their thinking or providing evidence of their claim, this practice was inconsistently used across all classrooms. One teacher stated, “XXXX just made a text to text connection.” Another teacher asked students to identify the author’s purpose. Academic vocabulary often observed in use by teachers, though inconsistently used by students and teachers were not observed actively or consistently challenging students to use that vocabulary. Half of the interviewed students reported that they are not being challenged academically, but that they are being encouraged to do their best and to prepare to go on to college. As a result, though some classrooms reflect the CCLS shifts and rigorous instruction, the inconsistency of such practices limit the opportunities for deep engagement and achievement for all students.

The school has several structures in place to communicate and support student expectations, and to ensure that students experience a learning environment that is responsive to their needs. The school leader indicated that the school has adopted the FISH Code (focused, independent, safe and happy), which is used to support behavior and academic achievement. Classrooms were consistently observed with the FISH Code posted and often referenced by teachers. One observed classroom had a “constitution” that was signed by all students.

Interviewed students overwhelmingly reported that they feel intellectually safe and that their teachers take steps to create a positive classroom culture. Teachers were frequently observed referencing the FISH Code and encouraging students to do their very best. Teachers reported that they plan some opportunities for students to have voice/choice but this was not observed consistently during instruction. Students reported that they have some opportunities for choice. Most students were observed engaged in classroom activities, demonstrating positive behaviors or being effectively redirected by the adults. Because there are clearly articulated messages and consistently implemented structures in place to promote a positive and safe learning environment, students experience an intellectually and physically safe space in which to learn.

Teachers consistently use strategies to gather data through summative assessments and running records to inform instructional practices and student groupings. During whole group instruction, there were occasional efforts to check for student understanding (such as, thumbs up/down); however, teachers were inconsistently observed using that data to adjust the instruction going forward. One teacher reported, “that’s the one objective that we’re all having problems with and we’ll continue working on it.” Teachers consistently referenced student data to explain the learning targets. One teacher, while working with a student on sight words, discussed his goal and what he needed to do to meet the goal. Teachers reported that summative data is used to develop learning targets and essential questions and they are aligned to the classroom instruction. These learning targets and essential questions were observed in all classrooms. The school leader noted that some classes are really data driven, but others are still working to get there. Sample student work (including student work posted in the hallways) often included scores but little or no academic feedback from the teachers. Interviewed students indicated that they do receive verbal feedback from the teacher to help them improve. As a result, instruction is typically informed by summative data and less often by data collected more frequently through formative assessments, which limits the teacher’s ability to address student misconceptions. This, along with inconsistent use of timely and purposeful feedback limit students’ opportunities to achieve at high levels.

Recommendation:

- Plan and consistently utilize formative assessments to address misconceptions and barriers in accessing learning.
- Ensure that students receive timely and purposeful feedback to help them improve their work.

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

The school has received a rating of **Developing** for Tenet 5 – Student Social and Emotional Developmental Health.

The school leader has created overarching systems and supports to ensure that the school addresses students’ social and emotional behavioral health needs. The school leader promotes a commitment to building and

sustaining a positive school culture, stating, “There’s nothing more important. If this isn’t in place, the kids won’t be ready to learn, they won’t attend, they won’t take risks, etc.” This focus on a positive and safe school culture was observed each morning during announcements as the FISH Code was recited and celebrated. The school leader noted that attendance has improved over the past three years and that children are less transient, allowing for more instructional time. Additionally, the school leader reported that fewer children are being referred to school interventions this year. Though the review team did not observe this, the school leader identified students running out of the classroom as a concern and one for which they’ve created systems of rewards for everybody being in class and they discuss this during community meetings. The school leader also noted that issues such as bullying and other negative behaviors are proactively addressed during CREW – the school’s version of morning meeting. Every classroom was observed to have a fish and the school leader and teachers explained that they are used to provide students with an opportunity to deescalate and reflect after an infraction. Thus, the current system effectively addresses SEDH barriers for all students at Delaware.

The school utilizes structures to address social-emotional developmental health needs of students and implements a plan to develop the school staff’s capacity to address those needs. The school leader and students referred to the FISH Code (Focused, Independent Learner, Safe and Happy) as a constant reminder of the school’s vision for the culture and climate. They explained that it is used to promote positive behaviors and academic achievement. The school leader also noted that they use community meetings and CREW (morning meeting) to teach and reinforce expectations for positive behavior. Teachers and support staff members reported that staff meetings include ongoing professional development addressing the new Code of Conduct and how to implement it effectively. The school leader and teachers indicated that there is a Check In/Check Out system in place to support students in making positive choices and feeling connected to a caring adult. The teachers also reported that they use a reset system that allows students to go to another classroom, deescalate and prepare to reenter their classroom ready to learn. The school leader and support staff reported that parents are asked to sign the Student-Parent Handbook to indicate that they’ve reviewed the expectations regarding student behavior. Therefore, the school community ensures that staff are prepared and supported in providing a safe and healthy learning environment for all students.

Protocols and processes for identifying students’ SEDH needs and engaging stakeholders in those procedures are beginning to be implemented. The school leader and support staff reported that the school has partnerships with Huntington and Promise Zone, and they utilize the school social worker, a School Climate coach and the SIT to support the school climate. Teachers reported that the school leader seeks out external partners to provide bullying prevention presentations to students and staff. The teachers reported that the school leader requires them to include information in the parent newsletter to address student behavior needs. The teachers stressed that they all support one another with behavior concerns. This was echoed by the parents, who indicated, “it doesn’t have to be my child’s teacher who corrects them.” Some students reported that they feel safe physically and intellectually. Some parents also noted that the students come home and report these positive feelings. Parents indicated that the communications from the school help them to understand what the students were doing and what parents needed to do to help the students. Teachers noted that although many of the students’ SEDH needs are being addressed with the current resources, even more is needed. The school leader, teachers and parents all indicated that there are an

“overwhelming number of students who need additional support.” The school leader and teachers noted that increased parent engagement in supporting and maintaining a positive school climate is needed. As a result, although the school has several structures and resources in place, not all constituents are able to articulate their role in helping to meet the SEDH needs of students.

The school has begun to implement a plan to collect, analyze, and use data to identify and meet student social and emotional developmental health needs. The school has analyzed student attendance data from the past three years and they report a slight increase from 2013 to 2014. The school leader reported that they have implemented the district’s new Educator’s Handbook system for capturing behavior data. The school leader reported that referral data is collected and analyzed through Educator’s Handbook primarily by the SST. However, the support staff indicated that they do not consistently gather and communicate data regarding students’ SEDH needs. The school leader and support staff indicated that overall staff involvement with the SIT has decreased over time. As a result, the school is not capitalizing on opportunities to better understand student academic and social emotional needs, to support them as needed, and to monitor the effectiveness of the school’s support efforts.

Recommendation:

- Collect and share comprehensive data to ensure that the SEDH needs are appropriately addressed.

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

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

The school leader ensures that regular communications with parents and families foster high expectations for student achievement. The school leader was heard communicating high expectations during the morning announcements. All of the interviewed students talked about going to college. There were messages about the students’ college graduation posted on doors. Teachers indicated that they focus on students being safe and ready to learn. Teachers’ alma maters are posted in the classrooms, along with a copy of their degrees. The school leader reported that she sends out 1 to 2 robo-calls per week regarding expectations and reminders, and that teachers are required to send weekly newsletters home with instructional information and activities included. The school leader also reported that they present attendance certificates and make other presentations during the community meetings to reinforce the school’s expectations regarding daily attendance. As a result, students experience a variety of messages that convey high expectations for their academic achievement and positive behavior.

The school communicates with families about school and student issues and is reflecting upon ways of more effectively fostering communication. The school leader indicated that PTO meetings are utilized to share information about the school’s instructional program and goals. The school leader also reported that a

monthly newsletter is sent home to families, she sends out 1 to 2 robo-calls per week regarding expectations and reminders, and teachers are required to send weekly newsletters home with instructional information and activities included. Parents indicated that communications from the school have been much more frequent since the new principal started this year. The school leader noted that school-wide communications (notices, monthly newsletters, robo-calls) are all translated for Spanish-speaking families. Although the school ensures that the school-wide communications are translated, the school has not been able to translate all of the more frequent communications from teachers regarding academic expectations. Teachers and the school leader indicated that they also utilize planners to communicate with parents about student progress and instruction. As a result of these efforts, families have several opportunities to support their child's academic achievement and social emotional needs.

The school is developing strategies and professional development opportunities to create and sustain family/community engagement to enable parents to support students' academic success. The school leader noted that parents are informed of the district's Parent University program. Teachers indicated that the school has developed a partnership with the Foster Grandparents, but that training was not received to support the partnership. Support staff indicated that there has been professional development around mental health service provision, but that there remains a challenge of parents not connecting with them for this service. The school leader and teachers indicated that information is shared and support provided to parents during the PTO meetings, but that parent attendance remains very low. As a result, because most communication strategies are one-directional and few parents attend in-person meetings with school staff, there is little opportunity for parents to share their thoughts and to deepen the partnership between school and home.

School staff share some data to communicate about student progress. The school leader and teachers indicated that they are very accessible to parents by phone, written notes and conferences to discuss student progress. One teacher indicated that they use an APP (Class Dojo) to communicate with parents about their students' progress. Some parents indicated that they know where their students are and how they can support them because of the comments from the students and because of the reports sent home by teachers. The school leader indicated that they share grade level trend data with parents at monthly PTO meetings. Data is displayed on classroom walls and teachers reported that parents are encouraged to look for this information. The school leader reported that some teachers maintain data binders that the students take home, which will lead to student led conferences later in the spring. The school leader indicated that parents are able to write back to them on the newsletter or on the planner. Weekly communications are sent home to parents, however they are not translated for non-English speaking families. As a result of the type of student data shared and the manner in which it is shared, families may not be fully informed or able to support student learning in ways to maximize achievement.

Recommendations:

- Ensure that student data and evidence of their learning is distributed to families more frequently than the quarterly reports required by the district, and that those reports are accessible to all parents in their home languages.

Remarks on How to Prioritize the Recommendations:

Though there is no single way to approach school improvement, in order to achieve optimal results efficiently, below are remarks from the Outside Educational Experts about prioritizing the provided recommendations (Note: You will have to consider which of these recommendations can be implemented concurrently, and which ones may only be addressed partially given your available time and capacity.):

1. Prioritize setting clear benchmarks that will help guide your efforts toward reaching your year-end goals. You and your staff are working very hard and will likely see some gains. However, you're more likely to reach your goals with clear "mile posts" that help you to know along the way that you're making the steady progress that is needed. Also, those benchmarks could help you to make mid-course corrections as needed.
2. Next, establish your systems for conducting observations/walkthroughs and providing timely and actionable feedback to teachers. This is the only way that you will ensure consistency of effective practices throughout your building. There are some wonderful pockets of effectiveness, and several others who are doing good work but could be that much stronger with some clear feedback on their practice. This is where you will see the biggest bang for your time, so you've got to force more of this work into your schedule and into your AP and coaches' schedules. Consider setting a minimum number of observations and written feedback that you want to provide to your teachers, and then differentiate for those who might require additional feedback and support.
3. Next, and closely connected to the observation/feedback work, consider focusing some of your professional development time on lesson planning. This should go beyond the components of lesson planning that you require to anticipating and addressing possible misconceptions, as well as planning more consistently and deliberately the formative assessments that will happen in the lessons. This data collection must happen consistently and it cannot be left to chance, not if you're going to see the academic gains that you want to see at the end of the year.
4. As you plan for and implement more consistent formative assessments, your teachers will have more data that they can share with the students and their families. Then you'll have to discuss with the team how to share that data in a way that student and parents can access it.
5. Increased feedback to students on their progress (beyond the score) is another way to really bolster student achievement. They have to have clearer messages regarding their progress and how they can improve. What are your expectations for posted student work regarding teacher feedback? What is the expectation for the frequency of written academic feedback being provided to students? As time consuming as this can be, it is very important to student growth so there should be school-wide agreements/expectations around this. Perhaps you start off with a minimum number of written pieces of feedback provided to students per week, assess that work and determine how you increase the amount of feedback provided to each student.
6. Although the school is doing really good work around meeting the students' SEDH needs, there seems to be agreement that students have even greater needs. As you continue to learn the Educator's Handbook system, and to determine what data you want to gather and analyze, you are likely to see greater efficiencies in your work in this area. Work with the student support team to consider ways of tightening the data gathering and analysis efforts so that your limited resources are utilized most effectively and you are able to address more of the students' and families' needs. Are there data points that you feel are missing from your current analysis? Are there ways to tighten the analysis process itself?