



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

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



Name of principal:	Matthew Carpenter
Name/number of school:	Frazer K-8 School
School address:	741 Park Ave, Syracuse, NY 13204
School telephone number:	315-435-4555
Principal's direct phone number:	315-435-4556
Principal's e-mail:	mcarpenter@scsd.us

## School Information Sheet

School Configuration (2014-15 data)					
Grade Configuration	Prek-8	Total Enrollment	961	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	12
Types and Number of Special Education Classes (2014-15)					
# Special Classes	4	# SETSS		# Integrated Collaborative Teaching	9
Types and Number of Special Classes (2014-15)					
# Visual Arts	2	# Music	2	# Drama	0
# Foreign Language	2	# Dance	0	# CTE	1
School Composition (most recent data)					
% Title I Population	76%	% Attendance Rate		95%	
% Free Lunch	76%	% Reduced Lunch		0%	
% Limited English Proficient	30%	% Students with Disabilities		19.5%	
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	1.14%	% Black or African American		35.5%	
% Hispanic or Latino	19.25%	% Asian or Native Hawaiian/Pacific Islander		16.5%	
% White	27.61%	% Multi-Racial		0%	
Personnel (most recent data)					
Years Principal Assigned to School	1.5	# of Assistant Principals		3	
# of Deans	0	# of Counselors/Social Workers		3	
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification		0%	
% Teaching with Fewer Than 3 Years of Experience	46%	Average Teacher Absences		5	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	5%	Mathematics Performance at levels 3 & 4		7%	
Science Performance at levels 3 & 4 (4th Grade)		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		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		
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.):				
<ol style="list-style-type: none"> <li>1. ELA Performance – 5% of students scored 3 or 4 on the 2014 NYS exam. This number is at an unacceptably low level.</li> <li>2. Math Performance – 7% of students scored 3 or 4 on the 2014 NYS exam. While a slight improvement over 2013, the rate of proficiency of Frazer students is far too low.</li> <li>3. School wide Discipline – School year 2013-2014 saw 520 out of school suspensions</li> </ol>				

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

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).			X	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.			X	
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.			X	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).			X	
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

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

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

**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	
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</b>	

**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	
<b>OVERALL RATING FOR TENET 5:</b>				<b>D</b>	

**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	
<b>OVERALL RATING FOR TENET 6:</b>					<b>I</b>

**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 mission, vision and SMART goals have been created with limited stakeholder input, are in the process of being communicated with the school community and are informally monitoring progress towards these outcomes. The school leader said that the school’s mission, vision and SMART goals were developed collaboratively with staff over the past year. Additionally, the vision and mission were posted in all observed classrooms, throughout hallways, and shared on the morning announcements. The student, parent and staff focus groups each paraphrased the school’s mission when asked. The school leader and teachers reported that the grade-level team leaders are utilized to maintain a focus on the school’s goals during team meetings. The school leader indicated that he feels the school is on track to meet its goals; however, there are no clear benchmarks to ensure that they are progressing at the necessary rate. Furthermore, school administrators are currently monitoring the progress towards their SMART goals through informal walkthroughs and meetings with instructional coaches. As a result, the school’s mission and vision are starting to be seen, heard and understood while progress towards accomplishing them are undetermined.
- The school leader is beginning to make strategic decisions to organize school resources through the use of systems and by communicating the school’s needs. The principal listed Huntington, Hillside and Contact as community resources that are made available to support students’ social, emotional, and behavioral health needs. Teachers indicated that the enrichment program and social and emotional supports have impacted the master schedule and provide for consistent grade-level collaboration. Teachers also shared concerns about the lack of human resources available to transition students to the Behavior Intervention Center, though the school leader noted that middle schools were not provided with funding for this position. Therefore, available resources meet some but not all immediate needs of the school community.
- The school leader and other administrators use an informal “focus walk” schedule for providing feedback on teaching practices aligned to APPR criteria while also providing weekly professional development according to observation data. The school leader noted that there is no clear expectation for the frequency or focus of coaches’ observations and feedback, and this procedure happens intermittently given other student and building needs that arise. Teachers also indicated that they do receive some feedback from these observations, though reviewers noted that feedback was mostly in a checklist-format and seldom actionable. As a result, the school’s system is only partially effective at holding 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. The school leader indicated that the primary means to accomplish this is through the informal “focus walk” structure conducted by the school leader and other administrators. As part of this strategy, the school leader has started to collect, analyze, and use data to drive the professional development that teachers receive. The school leader also encourages instructional coaches to support grade level teams in the analysis of data during team collaboration, as evidenced in a third grade team meeting. Thus,

measurable progress toward critical school-wide goals is only partially achieved.

**Recommendation:**

- Establish bi-monthly or monthly benchmark targets that break down the year-end SMART goals to track the school’s progress toward them throughout the year. Benchmarks should take into account who owns the metric, the degree to which progress should be met by when (factoring in the effort and time to implement changes opposed to simply evenly dividing percentage growth over time), and how to invest and inform stakeholders about results.

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

**Tenet Rating**

**D**

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

- 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 in place to support the implementation of CCLS-aligned curricula. The school leader noted that the leadership team (comprised of the school leader, three vice principals, and math and ELA coaches) has recently implemented a focus walk system wherein designated leaders visit classrooms and take note of the instructional and non-instructional techniques being used in the classroom. The school leader noted that the leadership team meets to identify and discuss trends that were seen during the most recent round of focus walks, and those trends are then addressed in professional development offered to staff. Examples of focus walk feedback to teachers were evident in the document binder; however, few of the observation indicators were instructional in nature (most were procedural or classroom behavior-based. Moreover, while lesson plan binders with current plans were observed consistently in the classrooms, most lesson plans indicated only whole group or general instruction provided to all students. The school leader noted that lesson plans are collected quarterly and given written feedback; however, observed feedback to teachers was inconsistently focused on instruction/techniques aligned to the CCLS and the shifts. Additionally, both the school leader and teachers indicated that daily collaborative planning time and a newly added enrichment block where professional development is offered are built into the master schedule. As a result, the curricula is beginning to meet the needs of some but not all students.
- 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, and science curricula. Lesson and unit plans list teaching points, the content to be covered, and include a common planning structure which indicate a level of collaboration; however, instruction is not consistently adapted to meet the different learning needs of students or in response to student data. Also, in most general education classroom observations, there was limited evidence of modified instruction based on data to meet student needs. Additionally, while many lesson plans were direct copies of teacher edition texts (Envision and Reading Street), some plans included teacher-generated objectives and essential questions, though most were low-level and/or misaligned to the NYS/CCLS standards. In addition, most lesson plans gave general modifications for ESL students. Lesson plans also inconsistently included teachers’ reflection on the lesson and seldom referenced performance data and/or the action

steps to result from reflection were mostly general in nature (i.e. “Need to reteach”). Although the school is developing systems to gather and utilize data for instructional planning, those systems have not been fully implemented. For example, teachers in a third grade team meeting used three sets of data (Reading Street benchmark, SRI, and AIMSweb) to determine the next week’s instructional reteach focus; however, few other indicators of the use of data to drive instructional decisions were evident throughout classroom observations. As a result, instructional plans do not yet consistently demonstrate data-informed instruction designed to meet the demands of CCLS instructional shifts and the needs of all students.

- Interdisciplinary planning occurs in some grade levels at the school, but a comprehensive plan for teachers to partner within and across all grades and subjects is absent. Discussions with teachers indicated that they are beginning to plan interdisciplinary CCLS units that include the arts, technology, and enrichment to increase student engagement and promote student success, yet observed lesson plans and classroom instruction inconsistently included these opportunities. Document review revealed that no planned time has been set aside for intentional interdisciplinary planning, and the school leader noted this is an area where a specific plan is still needed. Additionally, teachers indicated that the enrichment block provides an opportunity for more interdisciplinary learning, though classroom observations revealed that one main lesson was being delivered to all students regardless of grade level. The school implements Project Lead the Way to support STEM integration across the school. Furthermore, middle school teachers indicated that they worked together to create one interdisciplinary unit and subsequent daylong learning experience for eighth grade students early in the year and hope to plan additional opportunities in the future. Thus, students have limited opportunities to engage in meaningful, cross-curricula activities that increase their abilities to be academically successful.
- Teachers use some assessments, those of which provide mostly summative data such as Regents exams and benchmark assessments, to gather information on student progress and inform curriculum planning. Although interviewed students indicated that their graded assignments include numerical scores, they reported that they did not receive specific feedback from teachers beyond those scores. Also, though some examples of student feedback from teachers to students were available in the document binder; however, when asked, none of the students produced a rubric that was used to assess their work, nor were rubrics referenced in lesson plans or regularly observed in classrooms. Observed rubrics were not always specific to the learning standard or lesson objectives, and therefore, they were unable to provide high-quality, actionable feedback to students. For example, a middle school science rubric showed that the highest percentage of credit would be given for the “attractiveness of the work and the use of class time”. Additionally, lesson plans seldom indicated how or when students would be provided feedback on their performance. Furthermore, during classroom observations, assessments of any type were not consistently observed and those that were did not fully align with the stated objectives for the lesson. As a result, the alignment between the curriculum and assessment is weak and does not adequately lead to increased student achievement.

**Recommendation:**

- Re-examine and shift the focus of informal walkthroughs to more deeply and intentionally target the CCLS/instructional shifts; provide specific, actionable feedback targeted at making improvements at reaching the CCLS/instructional shifts; ensure that specified professional development time is spent having teachers engage with and building a deeper understanding of how to plan instruction aligned to the CCLS and the instructional shifts.

- Provide professional development and ongoing support on how to design multiple types of assessments to gather concrete data on student achievement aligned to the daily objective, how to track that data towards short and long-term goals, and then communicate progress to students for their own reflection and understanding of their learning.

**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**

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

- The school leader and teacher leaders are beginning to engage teachers in conversations about aligning plans to data and support them in this process to provide instructional interventions for students to meet targeted goals. There is time built into the schedule for school-wide data analysis as well as time set aside for re-teaching based upon this analysis. Additionally, the ELA coach was observed working with third grade teachers to analyze data and identify instructional strategies to meet students’ needs. Although classroom visits demonstrated alignment between lesson planning and instructional delivery, most instruction was delivered to the class whole group with few instances of differentiation, though some early elementary classrooms had clearly grouped students by SRI/AIMSweb levels. Further, classroom visits demonstrated that teachers do not consistently challenge students with higher-order questioning and more complex tasks. Finally, teachers noted that they work with students to set goals aligned to benchmarks, though the goals that were observed were general and/or not specific enough to drive true student growth (i.e. “Pass class”, “Score higher”, and “Make 100% gains”). Thus, the school’s instructional practices minimally promote high levels of student engagement and inquiry leading to increased student achievement.
- Teachers are beginning to develop instruction that reflects the CCLS shifts and higher-order thinking questions and learning activities. During observations, reviewers noted that most grade and subject level classes were engaged in learning activities that were not complex or rigorous (i.e. completing a worksheet independently, watching a teacher interact with a Eno Board without having to co-produce any evidence of learning, and many instances of lecture-style instruction). Likewise, while many questions were posed to students, they seldom required higher-level thinking from students and in many cases, teachers answered their own questions before giving students a chance to answer or to grapple with questions with extended thinking time. Additionally, vocabulary integration into instruction was seen inconsistently across grades and subjects; K-1 classes were observed to include vocabulary integrated into content instruction, though most other classes observed separated vocabulary from general instruction. As a result, instructional practices inconsistently lead to high levels of student engagement and achievement.
- Frazer expectations, voice level expectations, hand signals, and class rules were observed in all classrooms. While positive student redirection using a common language was observed in most Pre K-third grade classes, some student behaviors observed in middle school classrooms (students yelling out in class, trying to walk out of the classroom, repeatedly using profane language and pushing/shoving in

the hallways) warranted redirection from adults but went unaddressed. While the school leader reported that there has been a decrease in the number of office referrals since the beginning of the school year and some incentives are being provided to students to acknowledge positive behaviors, the support staff indicated that they need to focus more on restorative conferences and building teacher capacity around addressing student needs. While staff and parents generally agreed that the school environment has improved in creating a positive and safe learning environment, students indicated that bullying is an ongoing issue and that students' misbehaviors take away a great deal of instructional time. Therefore, the learning environment inconsistently provides an intellectually and physically safe space for all students.

- Teachers are developing strategies to gather data through summative and formative assessments to inform instructional practices and student groupings and are inconsistently providing feedback to students on their achievement. Most data sources referred to by the school leader, teachers, and students were district-required assessments, including Regents, Reading Street/Envision benchmark assessments, AIMSweb, SRI, and ANet. Meanwhile, few examples of formative assessments were observed in lesson plans or in practice. As mentioned in Tenet 3, a third grade team meeting revealed an ELA coach reviewing benchmark, AIMSweb, and SRI scores with teachers to help them determine focus skills for re-teaching the following week. Outside of this observation, however, few teachers were able to speak specifically to how they use data to drive weekly or daily instructional planning adjustments. Moreover, some students stated that they have set achievement goals for the year, and many K-3 classrooms had students working in groups based upon their achievement levels. Additionally, teachers and reviewers noted that student groupings in K-3 classrooms were fluid within ELA and math and changed on a weekly basis based upon performance. In addition, both students and parents indicated that they do not receive consistent feedback regarding students' progress and that grade reports are the primary communication about student growth. Moreover, interviewed students indicated that their graded assignments mainly include numerical scores and much observed feedback on assignments was general (i.e. "Good job", "High-five for you", and "You're a good role model"). As a result, data-based instruction is only being minimally implemented and has yet to result in higher levels of student achievement for all students.

**Recommendation:**

- Assess the level of understanding and ability of staff members (namely at the MS level) to use strategies to establish and maintain a positive learning environment (specifically expectations, routines, procedures for in-class instruction as well as common space expectations and procedures). Identify specific needs and supports for various groups of teachers and provide additional, aligned professional development accordingly as well as continual monitoring for consistent implementation of agreed-upon expectations, routines, and procedures.
- Support teachers in gathering more frequent, relevant student achievement data so that student groupings and targeted learning activities can be designed to meet various levels of need. Furthermore, design a plan or process in which student data will be shared with both students and families on a regular basis so that progress can be more accurately understood and tracked.

<ul style="list-style-type: none"> <li>• <b>Tenet 5 - Student Social and Emotional Developmental Health:</b> The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.</li> </ul>	<b>Tenet Rating</b>	<b>D</b>
---	---------------------	----------

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

- The school is developing structures and systems to identify and address the students’ social and emotional behavioral health needs. The school leader reported that he and the vice principals meet with each of the six supporting outside agencies each week to review data and to address student SEDH needs; they pull student referral data from E-School, assign qualifying students to a caseload (qualifications based upon the guidelines of each different agency), and match students with a building behavior coach to serve as an informal mentor if they do not qualify to receive services. The school leader also noted that there are currently no formal systems in place for measuring students’ progress once they have been assigned to an agency; however, the agencies talk informally about students’ progress as needed. Likewise, the SST team works to address students’ needs as they arise, though it was unclear what specific, routine data sets are used to determine students’ needs and/or what formal screening/referral process is in place. Additionally, while two new staff members have been added to the school’s support team this year, both SST members and teachers stated that they are understaffed and struggle to meet the needs of all students. The SST team also reported that they do not feel they receive the right type of professional development support to perform their work to the needed level of effectiveness. The school implemented the district-wide Educators Handbook system to track and monitor SEDH issues and the Behavior Intervention Center to address student needs; teachers and parents noted, however, that due to the changes in the code of conduct that their hands are tied when it comes to addressing certain behaviors and as a result, students’ negative behaviors are increasing. When asked about negative behaviors, interviewed students noted an increasing number of disruptive and/or dangerous behaviors but did note that all had an adult in the building they trusted for help when needed. Thus, the current systems are only effectively addressing barriers to SEDH for some students at Frazer.
- The school has school-wide expectations for students’ behavior as they relate to SEDH; however, the practices to promote and implement those expectations through the use of a formal curriculum are seen inconsistently throughout the school. The school leader indicated that they have not adopted a specific curriculum or program to address students’ social emotional and developmental health needs, though the sixth grade team is developing and using their own character education curriculum and several teachers use Class Dojo to monitor, track, and reward students’ behavior in class. The SST also noted that they have provided professional development to teachers in the past, though no formal schedule or calendar was available; however, proactive efforts to address student SEDH needs were rarely observed in classrooms. Therefore, the school community is not consistently providing a safe and healthy learning environment.
- Protocols and processes for identifying students’ SEDH needs and engaging stakeholders in those procedures are beginning to be implemented. The school leader mainly noted the process by which he

and the vice principals work with the six outside agencies to provide support to students, which involved looking at referral data on a weekly basis. When asked about a process for referral to the SST team, teachers explained that there is not a specific vision at the school around students' SEDH needs nor a formal process for screening students; rather, they noted that they could send a referral to the SST team and that the team works hard to address all those referrals. Both teachers and the SST teams said they need additional professional development and support (i.e. a BIC support specialist) in order to more effectively address students' SEDH needs. As a result, all school stakeholders are not able to articulate how the school community promotes and meets the SEDH needs of students.

- The school is still developing a plan to collect, analyze, and use data to identify and meet student social and emotional developmental health needs. The school leader reported that attendance and referral data is collected, though interviewed teachers and the SST team noted that they mostly collect and analyze students' data on their own and then reach out for support as needed. The school leader also reported that they have three committees to help monitor behavior data: Climate Team, School Intervention Team and Academic Leadership Team. Therefore, students have limited opportunities for be academically and socially successful.

**Recommendation:**

- Create a specific school-wide vision and measurable goals for SEDH at your school and then identify and implement a whole-school and/or grade-level plan/program to support this vision and goals.
- Develop a detailed, specific written plan that includes roles for all stakeholders, processes and procedures for data collection (noting specific data), student referrals to services, progress monitoring of growth and strategic plan for professional development that addresses the unique SEDH needs of the Frazer community.

**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**

**I**

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

- The school is developing their efforts and plans to engage parents more effectively and inform them about the expectations for student achievement. Teachers stated that expectations were set with families at the beginning of the year through Open House, though attendance was low. Parents in the focus group shared that they could use the website to get information, but their primary information source was newsletters sent home. The school leader stated that conversations about academic expectations take place through written letters, robo-calls, award ceremonies, and parent-teacher conferences. Teachers also said that they communicate primarily via robo-calls, texts and emails; however, there have been limited in-person engagements with parents and in the community. In an attempt to encourage increased communication with families, the school leader and teachers noted that teachers are required to make five positive phone calls home each week (academic or non-academic related) and keep a log of those calls. Moreover, parents were able to speak of expectations for increased performance and improved behaviors but with little specificity. As a result, the relationship between families and the school has been established but could be strengthened to

ensure that all student needs are being met.

- The school communicates with families about school and student issues without consistently considering translation needs and with minimal structure for reflection. The school leader noted that the school communicates with families about school and student issues primarily in English, and the written communications to parents that were observed by the team were presented in English only, although there are many families with other home languages. Teachers noted that it is increasingly difficult to connect with parents and that the SST team puts in substantial effort trying to support those connections being made. Moreover, several teachers also noted that when the primary attempts at communication are not effective, that they have tried home visits in the past as well. The school leader commented several times that this is an area where they are examining new approaches to better communicating with Frazer families. Therefore, all families are not able to support the child's academic achievement and social emotional needs.
- The school is at the beginning stages of implementing strategies to enable parents to support their child's academic success. Document review indicated that parents have opportunities the district's Parent University which offers free classes and workshops on pertinent topics to support their students, yet parents indicated that they are not provided support in understanding the data presented on E-school. And, while there is a school-wide initiative to have students set personal academic goals, these goals have not yet been shared with families in all grade levels. Interviewed parents also expressed that they would like to have more information on how to help their children with their homework and the new strategies associated with the CCLS. 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 is beginning to share data to communicate about student progress that families can access and understand. The school leader indicated that the primary data sent home is report cards and benchmark data when available, and that teachers may spend time explaining the data with parents during parent teacher conferences. Parents in the focus group indicated that they are not always clear what the data on E-school means, and some of the parents accessing the online portal indicated that student data is not consistently updated. Additionally, parents stated that they do not feel they are receiving enough or consistent information about the school's programs and their students' progress to fully support them. As a result, all families may not be able to fully support student learning in ways to maximize achievement.

**Recommendation:**

- Provide specific professional development to staff on how to foster meaningful relationships with families, taking into consideration the diverse population and cultural differences, and provide for opportunities for parents to engage in conversations with staff around how to support their students at home. Use both of these avenues to reinforce academic and behavioral expectations and provide student-specific academic progress data.

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):

- Recommendations for Tenet 2 focus on setting regular benchmark targets for year-end goals and creating a structure to monitor them along with how to engage stakeholders in communicating the progress. It is recommended to prioritize these actions to be acted upon first in order to see the greatest results across all tenets. When all groups clearly know the collective goals, their role in reaching them and the current progress, they will be able to better understand how to focus their efforts in order to help meet them. An ambitious year-end goal can seem overwhelming or unattainable at times, but smaller benchmarks along the way will help students, staff, and families focus on the prioritized next steps in the short-term. Once these benchmark metrics have been established in all areas, they can be tracked regularly and emphasized in all communication with each group as well as integrated into recognition structures for positive reinforcement across the school community. Also, ensure that the benchmarks you create are specific, measurable and individuals or groups can be held accountable for reaching them and that they know what key actions to take in order to achieve them.
- Moving into Tenet 5, there should be SMART benchmark targets for the social and emotional developmental health of students. You may need to take a step back in this area to develop and/or clarify your vision for the school community to promote not only a safe environment that addresses students' social and emotional developmental health needs but one in which all stakeholders own their role, thrive on achievement and celebrate successes. Along the similar mindset stated above, if the school community does not clearly understand the ideal state that you are working to achieve, then the collective efforts to have that realized will likely be inconsistent and/or incongruent with the overall vision and strategy that should be in place. This is an opportunity to focus on investment and recognition to encourage positive reinforcement centered on growth and progress towards a universally understood and appreciated learning environment. Next, in order to fully execute a plan for achieving the vision around students' SEDH, there must be a detailed, specific, written plan that includes roles for all stakeholders, processes and procedures for data collection (noting specific data), student referrals to services, progress monitoring of growth and a strategic plan for professional development that addresses the unique SEDH needs of the Frazer community. This written plan should also include the mechanisms for collaborative communication between all outside agencies present at the school and the school's student support team (again, a concrete plan for communication (who communicates, when/frequency and specific dates or date intervals, where meetings take place, meeting goals and desired outcomes, who takes ownership of next steps, etc.). Every stakeholder involved in addressing students' SEDH needs should know or have easy access to a comprehensive list of all services the school offers and the qualifications of each services. This information needs to be strategically shared with teachers and parents as well. As with other processes and procedures, a mechanism for monitoring these processes and procedures should be implemented.
- The next suggested prioritized recommendation would fall into Tenet 3 and 4. Once benchmark targets have been set in all areas, it is recommended to next complete a deep analysis of how each teacher understands implementing data-driven, CCLS-aligned instruction as well as the degree to which they use strategies to establish and maintain a positive learning environment. This step will help the leadership team identify specific needs and supports for various groups of teachers and provide additional, aligned professional development accordingly. Then, professional development and supports can be planned for differentiated groups to intentionally move staff along appropriate paths in each area, especially in how to design assessments, gather data and share academic feedback with students.

- Instruction: Designing multiple types of assessments and gathering frequent student achievement data is the next area to prioritize in implementation. Once teachers understand the utility of data, they need to also develop the mechanisms that will allow for its regular collection and ensure that it will provide concrete evidence of whether or not students are able to complete the skill aligned with the stated objective and standard. Students must be given ample opportunities to practice and demonstrate their learning in each class period, and teachers should have a clear understanding of where students sit on the continuum of learning in order to know what interventions and lesson activities need to be developed for students at each level. In addition, establish processes for this data to be communicated with students in a manner in which will invest them in their own learning as well as their families in ways that are effective for various sub-groups. While the practice of student goal-setting is a starting point in this area, it's critical that teachers know how to teach and monitor students' creation of goals to make sure that they address the relevant components of a SMART goal and move beyond general language of improvement.
  - Focus Walks: Ensure that the core purpose of Focus Walks is to observe and provide actionable feedback around instruction. Revise the focus walk observation documents to encourage a more refined focus on the CCLS instructional shifts. As a leadership team, commit to reviewing feedback given to teachers at set intervals to norm on and ensure high-quality feedback is being given.
- Learning Environment: It is critically important to spend time examining the current expectations and in-class procedures being utilized at the MS level. At the most basic level, teachers need to be committed to focused, on-task learning time, which should be an expectation set by the leadership team, modeled (in terms of what intentional and high-impact strategies or instructional delivery methods constitute appropriate on-task learning time), communicated to all students, and then these expectations monitored frequently (these specific expectations can become a sub-component of the focus walk observations and feedback). Standard in-class procedures should either be set by the leadership team and/or in cooperation with grade level teams so that they are consistent among all classrooms that MS students will travel to throughout the day; monitoring the implementation of these standard expectations can be done in a number of ways, including adding observation/feedback around them during the focus walk (sub-component only), surveying students to assess how in-class procedures are being implemented class by class, taping and reviewing procedures taking place in multiple classes and then reviewing this as a grade level team to point out consistencies/inconsistencies and strategies for improvement. Likewise, existing expectations around common space behavior need to be reinforced both for students and adults; this may require the school leader, vice principals, and all available supporting staff to have an even greater presence in the school environment during transitions, lunch time, etc.
- Finally, addressing Tenet 6, re-examine the structures and processes in place to communicate with families, specifically around students' individual academic progress. While teachers are now required to make positive phone calls home each week, consider including calls each week to specifically communicate around academic progress (aligned to formative assessments or recent benchmark performance). Ensure that information about students' academic progress is the prioritized content of communication; provide support/training to teachers to model how academic progress conversations should sound, what information to provide to parents, how to communicate this information in an easy-to-understand and "growth-centered" manner, as well as how to have difficult conversations, that can arise when discussing a student who is struggling academically. Consider family incentives for coming to school for data nights or

conferences. If E-School is the primary means of communicating students' progress, then ensure that teachers are inputting information regularly (create a school-wide expectations) and set a plan for monitoring this.