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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)

BEDS Code	491700010002
School Name	School 2
School Address	470 Tenth Street
District Name	Troy City School District
School Leader	Jason Goldner
Dates of Review	February 6 - 7, 2014
School Accountability Status	☐ Priority School ☒ Focus School
Type of Review	☐ SED Integrated Intervention Team (IIT) ☒ District-Led - Check the Tenets that are being reviewed - ☒ Tenet 2 ☒ Tenet 3 ☒ Tenet 4 ☒ Tenet 5 ☒ Tenet 6

District Led Review Team	Name	Affiliation/Title
Outside Educational Expert (OEE) Co-Lead	Jerome D. Steele	CASDA
District Representative	Donna Watson	Troy School District
Special Education School Improvement Specialist (SESIS) Representative		
Regional Bilingual Education Resource Network (RBE-RN) Representative		
Additional Team Members (Add rows as necessary)	Naté Turner	Troy School District
	Juli Currey	Troy School District

School Information Sheet

Grade Configuration	K-5	Total Enrollment	328	SIG Recipient	X	Title 1 Population		%	Attendance Rate		93 %

Free Lunch	90 %	Reduced Lunch	5 %			Limited English Proficient	4 %	Students with Disabilities		25 %

Number of English Language Learner Classes

#Transitional Bilingual		#Dual Language			

Number of Special Education Classes

#Self-Contained		#Consultant Teaching		#Integrated Collaborative Teaching		
#Resource Room						

Number Special Classes

#Visual Arts		#Music		#Drama		#Foreign Language		#Dance		#CTE	

Racial/Ethnic Origin

American Indian or Alaska Native	1 %	Black or African American	50 %	Hispanic or Latino	16 %	Asian or Native Hawaiian/Other Pacific Islander	2 %	White	28%	Multi-racial	4%

Personnel

Years Principal Assigned to School		1	# of Assistant Principals	0	# of Deans		0	# of Counselors / Social Workers		1
Teachers with No Valid Teaching Certificate		0%	Teaching Out of Certification	0%	Teaching with Fewer Than 3 Yrs. of Exp.		%	Average Teacher Absences		%

Credit Accumulation (*High School Only*) and Performance Rates

% of 1st yr. students who earned 10+ credits		% of 2nd yr. students who earned 10+ credits		% of 3rd yr. students who earned 10+ credits		4 Year Graduation Rate	
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4		Science Performance at levels 3 & 4		6 Year Graduation Rate	

Did Not Meet Adequate Yearly Progress (AYP) in ELA

	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students

Did Not Meet Adequate Yearly Progress (AYP) in Math

	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students

Did Not Meet Adequate Yearly Progress (AYP) in Science

	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective

	Limited English Proficiency

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1.

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).	☐	☐	☐	☒
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	☐	☐	☒	☐
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.	☐	☐	☒	☐
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).	☐	☐	☐	☒
	OVERALL RATING FOR TENET 2:				I

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

#	Statement of Practice	H	E	D	I
3.2	The school leader 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.	☐	☐	☒	☐
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.	☐	☐	☒	☐
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.	☐	☐	☒	☐

#	Statement of Practice	H	E	D	I
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.	☐	☐	☒	☐
	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.	☐	☒	☐	☐
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.	☐	☐	☒	☐
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.	☐	☐	☒	☐
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).	☐	☒	☐	☐
	OVERALL RATING FOR TENET 4:		**E**		

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.	☐	☐	☐	☒
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.	☐	☐	☒	☐
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	☐	☐	☐	☒

#	Statement of Practice	H	E	D	I
	health supports tied to the school's vision.				
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.	☐	☐	☐	☒
	OVERALL RATING FOR TENET 5:				I

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.	☐	☐	☒	☐
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.	☐	☐	☐	☒
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.	☐	☐	☐	☒
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.	☐	☐	☒	☐
	OVERALL RATING FOR TENET 6:				I

School Review Narrative:

School 2 has been and continues to be a focus school in the Troy City School District. For the past several years, School 2 has been the lowest performing elementary school within the district. At the end of the 2012-2013 academic year, the school principal was removed as part of a School Transformation Grant received by the Troy City School District and new principal was hired beginning July 2013.

In conducting this review, it became apparent that teachers are beginning to use structures and processes that are beneficial for student success. However, a clearly articulated vision that is embraced by all stakeholders is not present, but is absolutely necessary. This will only be achieved through the engagement of all stakeholders in a process that values their input. Given the urban setting of this school and the profile of the student body, it is incumbent upon the administration, faculty and staff to understand the cultural diversity of their students and families as well as the impact of the socio-economic status of the community on student success and achievement.

To achieve this task it is not the task of this school alone. It is also incumbent upon the Troy City School District to use the available resources to insure that an effective plan is implemented, executed and made sustainable to insure the success of all the students at School 2. The following Findings, Evidence and Impact based upon Tenets 2 through 6 of the Diagnostic Tool for School and District Effectiveness provide a current snapshot of the progress of School 2.

Tenet 2 – Findings

The School Leader needs to implement a process to create a vision that includes all stakeholders and is shared with faculty, staff, students and parents to improve and sustain the quality of education that students receive at School 2. The vision/mission/goals must be clearly articulated and embraced by all stakeholders.

At this point, School 2 does not have a clear vision that is embraced by all stakeholders. Although there seems to be evidence that a vision is being formed, it has not been shared or embraced by faculty and staff, parents and students. A more inclusive process needs to be implemented. Once the vision is established, clear systems and procedures for all aspects of school functions must be implemented and aligned with the vision. This must also be communicated to all stakeholders through a variety of modalities.

Tenet 2 – Evidence

Statement of Practice 2.2
- ➢ The vision has been modified throughout the year

- ➢ Goals were established by the principal solely; they are based on the district goals and building needs

- ➢ The SIG (building plan) was not included in any of the document binders

- ➢ Teachers, parents and students could not speak to the vision and goals

- ➢ The principal made mention that he is working on a vision but parents, teachers and students could not speak of any mission or vision of the school. There was no vision, mission or goals presented to the team or posted anywhere throughout the school.

- ➢ Principal made mention that he knew he needed to align the school vision with the district and other schools. He state that it is midpoint of the school year and the vision is being defined "by me." Other stakeholders are not included in creating the vision.

- ➢ Principal stated that vision is there, but ownership is not.

- ➢ As a first year principal the school leader did not feel he was a stakeholder in the decision making process. Many decisions were made before he arrived in the position.

Statement of Practice 2.3

- ➢ Purchased carpets for classrooms

- ➢ Basic supplies

- ➢ Schedule- Specials and Reading Intervention

- ➢ Interviewing and selecting candidates

- ➢ Just beginning to operate a Problem Solving Team and Building Management Team

- ➢ Just beginning to roll out a version of PBIS

- ➢ Principal stated that he did play a role in the hiring of 9 new teachers

Statement of Practice 2.4

- ➢ Principal completes formal evaluations

- ➢ Principal provides explicit feedback

- ➢ Principal conducts walk-throughs and feedback to teachers is not consistent

- ➢ Following district guidelines for teacher observation

- ➢ Teachers receive feedback from formal observations

- ➢ Due to teacher contract, Principal has difficulty with not being able to write his comments during classroom walk throughs

- ➢ Teacher commented that some of the feedback is forced

Statement of Practice 2.5

- ➢ Uses Teachscape to house and compare evaluations

- ➢ Focuses on assessment and instruction

- ➢ Encouraging teachers to have students complete self-assessments

- ➢ Uses district ELA/RtI data sheets to inform and evaluate building goals

> ➤ No evidence to support the building principal

Tenet 2 – Impact

School leadership is an important aspect of pulling together all stakeholders to work collaboratively to create a school vision and school goals that address the needs of all students within the school community. The students are the ones most impacted by the lack of a clear vision and goals. If faculty, staff and parents are not aware or have not embraced the vision and goals of the school building, then they will not be able to share or explain them to students. Also, there is no way of completely understanding how anyone is accountable. The school leader must develop strong professional relationship that engage faculty and staff in a process that has an impact on the tone and tenor of the school building. This must also be extended to the greater school community. Only then will the work of improving student achievement begin.

Tenet 3 – Findings

The school is in the process of implementing curriculum aligned to the common core. Consensus Maps have been updated and are aligned to the CCLS. Some additional work still needs to be done to address the integration of cross curricular instruction as well as the learning outcomes for all subgroups.

Some professional development is taking place to help with the implementation of the CCLS. This includes continued work with Questar III BOCES for support with Data Driven Instruction. Also, every grade level has an instructional coach that assists with the implementation of curriculum. Planning time and grade level meetings contribute to the process of implementing coherent and constructive curricula that will enhance student achievement.

Tenet 3 – Evidence

Statement of Practice 3.2
> ➤ Grade-level conferences
>
> ➤ District PD and grade-level meetings
>
> ➤ Horizontal planning
>
> ➤ Grade level coaches-principal will bring decisions to coaches and they work with grade level teams
>
> ➤ Reading teachers do not have team time with grade levels
>
> ➤ Reading teachers are not included, nor are they receiving communications

Statement of Practice 3.3
> ➤ Work w/ Questar III
>
> ➤ Grade-level team meetings

- ➢ Support from the instructional coaches

- ➢ Quarterly Core Instruction Meetings (RtI)

- ➢ Team time during prep to plan and discuss data on individual students

- ➢ Friday collaboration time has been limited

Statement of Practice 3.4
- ➢ Disconnect between Special area and classroom teachers

- ➢ Reading, SPED, & Classroom teachers collaborate

- ➢ Science and Social Studies are built into Math and ELA

- ➢ Writing occurs across all content areas

- ➢ Grade level coaches facilitate team time and team meetings as well as working across grade levels

- ➢ Principal does not participate in team meetings.

Statement of Practice 3.5
- ➢ Teachers effectively use district data analysis procedures (summative ELA data)

- ➢ Teachers struggle with providing students with meaningful feedback and opportunities for students to practice skills cross content areas

- ➢ Grade level coaches work closely with classroom and special education teacher looking at data through team time planning at least twice a week

Tenet 3 – Impact

Consistent planning and collaboration across all grade levels will insure the effective implantation of the CCLS. When teachers consistently use data, good instructional practices, provide effective feedback to students, and are supported with professional development that will enhance all of these practices; it will have an impact on raising students achievement. Some of these pieces are in place, but not fully implemented. Continued work in all these areas is necessary.

Tenet 4 – Findings

Teachers are focused on using data to inform teaching and learning, and as such, data-informed strategies have emerged within the classroom to support higher levels of student achievement. Additionally, teachers employ a variety of scaffolds to insure that all students have access to rigorous grade level curricula. Teacher teams are discussing student needs to insure that they are addressed in a variety of methodologies.

Through classroom and team meeting observations, it is evident that teachers are using instructional strategies that are having an impact upon students. The use of DDI and implementation of the CCLS were evidenced

throughout the review process. Instructional Coaches were assisting teachers with DDI as well as other areas of instruction. Through team meetings teachers were establishing trust among each other as they discussed the needs of their students. Teachers at various grade levels were creating thematic units to more fully engage their students. Also, it was observed that teachers were posting classroom objectives and encouraging students to use "I can" statements.

Tenet 4 - Evidence

Statement of Practice 4.2
- ➢ Teachers expressed that they are always adapting to meet students needs while maintaining the integrity the CCLS

- ➢ Instructional coaches support teachers with data driven instructional practices

- ➢ Sticks to the pacing guide

- ➢ Team time to openly discuss students and curriculum. Teachers felt this was very strong as a whole. They felt they could build a sense of trust, reflect on practices and expect their students to reflect on their work.

Statement of Practice 4.3
- ➢ Differentiated centers

- ➢ Shared groupings (Intervention support)

- ➢ Thematic units

- ➢ Developing instructional protocols

- ➢ Integrates character development

- ➢ Teachers had "I Can" statements on their boards as well as some classrooms had objectives posted.

- ➢ Lessons aligned to CCLS

- ➢ Collaboration among grade level teachers and coaches

Statement of Practice 4.4
- ➢ Culturally responsive PD

- ➢ Teachers expressed that they are always adapting to meet students needs

- ➢ There is some teacher-student conferencing

- ➢ RtI Blocks- Sharing students

- ➢ Grade level teams to meet needs of students. Discussion of data

- ➢ Differentiated instruction within classrooms

> ➤ Student grouped by level

Statement of Practice 4.5

> ➤ Some grade-levels review benchmark data often
>
> ➤ They review formative data often
>
> ➤ Provides feedback to students using post-it notes
>
> ➤ Students establish learning goals
>
> ➤ Students self-assess
>
> ➤ Teachers keep data binders
>
> ➤ Data discussed at least once a week as a grade level with the grade level coach

Tenet 4 – Impact

Teacher practices have a tremendous impact upon student achievement. With the new grouping of teachers and instructional coaches along with the work being conducted at each grade level and through team and PST meetings, there is a greater sense of attention to the needs of all students. As teachers continue to work with their instructional coaches and perfect the practice of using data driven instruction, as well as collaborative team practices that focus on student outcomes, student achievement will improve.

Tenet 5 – Findings

Student social and emotional developmental health needs to become a priority at School 2. A more definitive plan must be put in place to address a variety of issues including behavior and the development of healthy relationships to insure a safe environment. As such, more work needs to be done to connect with outside agencies to insure that students' needs are being met.

At this point in time, a well articulated plan to address the social and emotional development of the students of School 2 is not in place. The PST team meets on a regular basis. There is a Mental Health Counselor. There are beginnings of a character education program and Positive Behavior Intervention and Supports (PBIS). However, this effort is not coordinated or embraced by all stakeholders. Parents and the community must be involved in the development of these structures and supports.

Tenet 5 – Evidence

Statement of Practice 5.2

> ➤ Mental Health Counselor
>
> ➤ Mentor Program
>
> ➤ Character Ed. P.R.O.M.I.S.E

- ➤ No social and emotional curriculum or plan in place

- ➤ Disjointed group of community agencies – YMCA, Unified Services, RPI Community Services, but no coordination

Statement of Practice 5.3
- ➤ Mental Health Counselor

- ➤ Mentor Program

- ➤ Character Ed. P.R.O.M.I.S.E

- ➤ Project P.R.O.M.I.S.E created and is beginning to be implemented. Not fully supported by building leader

- ➤ Principal stated that his vision is to provide opportunity, support and personal needs. No evidence to support that this has been implemented

- ➤ Parent commented that "children do not want to be here"

Statement of Practice 5.4
- ➤ PST allows for some school collaboration

- ➤ PBIS just beginning to be put in place

- ➤ Inconsistent or no plan in place for behavior

- ➤ Teachers commented that sometime majority of their time is spent dealing with discipline and is unclear of the procedures in place

Statement of Practice 5.5
- ➤ Discipline referrals

- ➤ PST requests

- ➤ Counseling

- ➤ No social and emotional plan or curriculum in place.

Tenet 5 – Impact

Without a strong social and emotional development and health plan, the school will simply fail to achieve its vision and goals. All stakeholders must be involved in the development of this plan to insure that all students are benefitting. Thoughtful and careful consideration must be given regarding the type and number of community agencies that need to be involved in School 2. This needs to be a coordinated effort on the part of the school leader and the school team.

Given the academic history of School 2, the implementation of the many facets of this tenet is mandatory if students are to realize their true potential. One only needs to consider "Maslow's Hierarchy of Needs" to understand this concept.

Tenet 6 – Findings

School 2 needs to create a culture that is responsive and engages parents and the community as partners. Reciprocal communication and shared ownership for academics and social-emotional well being is still an area that must be expanded upon to include all staff, students, families and community members.

Family and community engagement is the underpinning of all the work that schools conduct with their students. At School 2, teachers communicate with parents through report cards, Parent-Teacher conferences, and through letters and flyers. School 2 also has engaged in Saturday workshops, but attendance has been low. The principal will meet with parents upon request.

However, reciprocal communication is practically non-existent.

Tenet 6 – Evidence

Statement of Practice 6.2

➢ Parent-Teacher conferences

➢ Parent meetings upon parent or principal request

➢ Letters, flyers, etc. sent home

➢ Principal commented that this happens mainly through parent teacher conferences or speak with teachers over the phone. Principal commented that he meets with parents upon request.

➢ Barb Paulsen (District Data Coordinator – provides student attendance data letters)

➢ Principal not aware of attendance data for students and teachers

➢ Parent commented that principal "doesn't know how to talk to people."

Statement of Practice 6.3

➢ Parent focus group meetings

➢ Saturday workshops

➢ Teachers want parents to attend Parent-teacher conferences

➢ One teacher stated that it is "not an excuse for parents not attending."

➢ Events planned and flyers and letters go home

➢ No evidence of reciprocal communication

Statement of Practice 6.4

➢ Saturday sessions are the primary venue for parent workshops, but not well received or parents not coming

➢ No evidence besides Saturday workshops which have low parent attendance.

➢ No evidence of community agencies partnering with the school

Statement of Practice 6.5

➢ Parent-teacher conferences

➢ Activities planned at night and on Saturdays focused on engaging parents and families. Very low attendance

Tenet 6 – Impact

Without Family and Community Engagement students will not succeed. A vicious cycle can be created when the school does not effectively reach out to parents. We might ask, "Did the parents go to this school? What was their experience? Was it positive or negative?" The old model of parental engagement where parents come to the school to participate in their children's program may be outdated in this circumstance. The school needs to reach out to parents in a variety of ways and not just expect them to come to the school. Also, there is high poverty among these students, which is reflective of the family situation. How many single parent families are present in this school? Are parents working two or more jobs? If the answers to the questions are indicative of the situation, then the leadership team at School 2 needs to think differently about the approach to Family and Community Engagement.

More community outreach with a variety of organizations is necessary. It is well understood that this is not an easy task, but if all stakeholders participate in a process to address this tenet, great work could come from it. The school leader and school team must make this a priority for the success of all their students.

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

Debriefing Statement:

The School Leader needs to implement a process to create a vision that includes all stakeholders and is shared with faculty, staff, students and parents to improve and sustain the quality of education that students receive at School 2. The vision/mission/goals must be clearly articulated and embraced by all stakeholders. Once the vision is established, clear systems and procedures for all aspects of school functions must be implemented and aligned with the vision.

Strengths:

➢ The school leader understands the APPR process
➢ The school leader understands the importance of human and fiscal resources

Areas for Improvement:

➢ Create a process to work with all stakeholders to create a school vision and building SMART

goals consistent with the district

- ➤ Provide opportunities for faculty and staff to assume responsibility for the improvement of school processes and structures; i.e. PBIS, Character Education, Community Outreach
- ➤ Be able to use the recommendations as set forth in the SCEP as a foundation for guiding school improvement

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

- •

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

- •

2.4   **The school has received a rating of *D* for this Statement of Practice:** 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.

- •

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

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

Debriefing Statement:

The school is in the process of implementing curriculum aligned to the common core. Consensus Maps have been updated and are aligned to the CCLS. Some additional work still needs to be done to address the integration of cross curricular instruction as well as the learning outcomes for all subgroups.

Strengths:
- ➢ Teachers collaborative through team meetings
- ➢ Teachers utilize PST time to discuss student needs
- ➢ Ongoing professional development in the area of the CCLS
- ➢ Support from Instruction Coaches
- ➢ Writing occurs across all grade levels
- ➢ Use of DDI in structuring instruction

Areas for Improvement:
- ➢ Involve Reading Teachers in grade level meetings
- ➢ Provide ways to improve teacher feedback to students
- ➢ Provide for ongoing professional development and collaboration to build consensus curriculum maps across all discipline areas.
- ➢ School leader needs to be involved in the process of building and implementing curriculum and instruction based on the CCLS

3.2   **The school has received a rating of *D* for this Statement of Practice:** The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

- •

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

- •

3.4   **The school has received a rating of *D* for this Statement of Practice:** The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

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3.5   **The school has received a rating of _D_ for this Statement of Practice:** Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

-

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	E

Debriefing Statement:

Teachers are focused on using data to inform teaching and learning, and as such, data-informed strategies have emerged within the classroom to support higher levels of student achievement. Additionally, teachers employ a variety of scaffolds to insure that all students have access to rigorous grade level curricula. Teacher teams are discussing student needs to insure that they are addressed in a variety of modalities.

Strengths:
- ➤ Teachers are using data to inform their instructional decisions for student success
- ➤ Lessons are aligned to the CCLS
- ➤ Differentiated instruction with the classrooms
- ➤ Teachers have developed thematic units
- ➤ Collaboration among grade level teachers and coaches
- ➤ Students are establishing learning goals
- ➤ Teachers keep data binders
- ➤ The school leader provided positive instructional feedback to teachers through the APPR process

Areas for Improvement:
- ➤ Continue having teachers collaborate around student data to effect improvement in learning outcomes
- ➤ Continue to design, refine, build and scaffold the curriculum across all subject areas to engage students in the learning process that is and results in high achievement for all students and subgroups
- ➤ Continue to build curricula that exposes students to enable them to become college and career ready
- ➤ Provide opportunities for students to engage in activities that are cross curricular in nature which will stimulate and engage their critical thinking skills

4.2   **The school has received a rating of _E_ for this Statement of Practice:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

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

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4.4   **The school has received a rating of _D_ for this Statement of Practice:** Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

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4.5   **The school has received a rating of _E_ for this Statement of Practice:** Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

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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**	I

Debriefing Statement:
Student social and emotional developmental health needs to become a priority at School 2. A more definitive plan must be put in place to address a variety of issues including behavior and the development of healthy relationships to insure a safe environment. As such, more work needs to be done to connect with outside agencies to insure that students' needs are being met.

Strengths:

> School 2 has partnered with a number of outside agencies such as SAGE, YMCA, Unified Services, RPI Community Services

> Mental Health Counselor working at the school

> Character Education and Project Promise beginning to develop

> PBIS just beginning

Areas for Improvement:

> Better coordination of outside agencies working in School 2

> Develop and implement a plan and curriculum that addresses the needs of students in the area of social and emotional development and physical health

> Fully implement the Character Education, P.R.O.M.I.S.E. and PBIS programs

> Develop discipline procedures that are clear, concise and consistent with district policy and are embraced by all stakeholders

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

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5.3 **The school has received a rating of *D* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

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

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5.5 **The school has received a rating of *I* for this Statement of Practice:** The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

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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

Debriefing Statement:

School 2 needs to create a culture that is responsive and engages parents and the community as partners. Reciprocal communication and shared ownership for academics and social-emotional well being is still an area that must be expanded upon to include all staff, students, families and communities members.

Strengths:
- ➤ Parent-Teacher conferences are held
- ➤ Saturday workshops
- ➤ Letters, flyers are sent home

Areas for Improvement:
- ➤ Create multiple access points for parent and family engagement
- ➤ Create different ways to conduct Parent-Teacher conference that are not restricted by time and place
- ➤ Expand upon Saturday workshops to involve outside agencies
- ➤ Insure that all documents sent home are available in the native language of the family
- ➤ Create multiple ways for reciprocal communication

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

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6.3 **The school has received a rating of *I* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

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

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6.5 **The school has received a rating of _D_ for this Statement of Practice:** The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

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Recommendations:

Tenet 2: School Leader Practices and Decisions

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

- 2.2: The school leader needs to develop a process that involves all stakeholders in the creation of a vision and SMART Goals that address the needs of all students and subgroups.

- 2.3: The school leader needs to work closely with all stakeholders to insure that all available resources are being utilized to create a positive school culture, climate and learning environment for all students and subgroups.

- 2.4: The school leader needs to continue to work with faculty to insure that the spirit as well as the intent of the APPR is used effectively to provide constructive feedback enabling all to grow in their capacity as effective teachers.

- 2.5: The school leader must build relationships that stimulate collaboration with faculty, staff, parents and the community in order to continue to improve all aspects of the learning environment at School 2 with the intention of increasing student achievement.

Tenet 3: Curriculum Development and Support

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

- 3.2: The school leader along with faculty and staff needs to develop and implement a plan that addresses the needs of all students and subgroups. This plan should include ongoing professional development in the area of curriculum development based upon the CCLS.

- 3.3: Continue to develop curriculum maps across all subject areas and grade levels which then translate into daily lesson plans. These maps should also take into account the use of DDI to evaluate student progress and then adjust accordingly.

- 3.4: Teachers need to provide multiple access point for all students and subgroups in cross curricular lessons and projects to increase student skills in a variety of areas, such as critically thinking, writing, speaking, the arts, theater and music.

- 3.5: Continue to embed a culture of using data to evaluate student progress. The school leader, faculty and staff should continue to participate in ongoing professional development on how to effectively use DDI until it becomes embedded in the learning environment and is embraced by all stakeholders.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: The school leader should continue to collaborate with all stakeholders to create a learning environment that all students and subgroups have the ability and the support to achieve at a high level.

- 4.3: Continue to implement all strategies that focus on instructional practices that engage students in a variety of modalities focusing on the CCLS.

- 4.4: Continue to fully implement programs such as Character Education, Project P.R.O.M.I.S.E. and PBIS to insure that School 2 is a safe learning environment and that all students and subgroups have an equal opportunity to achieve at a high level of success.

- 4.5: Faculty and staff must continue to insure that constructive feedback is provided to all students in a timely manner. As teachers increase their capacity to use data effectively, it will have a positive impact upon instruction and how they may need to adjust that instruction to meet the needs of their students. Continued professional development for all faculty and staff is important in this regard.

Tenet 5: Student Social and Emotional Developmental Health

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

- 5.2: The school leader in collaboration with all stakeholders must develop and implement a plan and curriculum based upon relevant data that will address the social and emotional development and health of all students and subgroups.

- 5.3: The school leader in collaboration with all stakeholders must develop and embrace a vision conducive to the social and emotional development and health of all students and subgroups. This will help to create a learning environment that provides more opportunities for students to achieve at a high level.

- 5.4: The school leader must create opportunities for the active involvement of all stakeholders in creating a safe learning environment for all students.

- 5.5: The school leader must continue to work with school support staff to develop effective protocols based upon data to support the needs of all students.

Tenet 6: Family and Community Engagement

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

- 6.2: The school leader needs to be the main conduit for information between the school and home. The school leader needs to reach out to all stakeholders and develop a partnership that places student needs front and center. This can only be accomplished through active family and community involvement and engagement. This must be done in a variety of ways, such as, public forums, meetings at school, meetings at local community centers, meetings at churches or other places where families gather.

- 6.3: The school leader in collaboration with all stakeholders should develop a variety of means of communicating with the school community. This must be done in the native language of families.

- 6.4: The school leader in collaboration with all stakeholders must reach out and engage community agencies that will assist in addressing the needs of students, parents and the school community. In addition, professional development must be provided to insure that faculty and staff knows how to develop effective relationships with these community agencies to address the needs of their students.

- 6.5: The school leader in collaboration with all stakeholders must develop a plan that allows for dialogue with parents, students and the school community to address the needs of all students. In so doing, this will empower parents and families to become advocates for their children.