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

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



| BEDS Code | 491700010021 |
|---|---|
| **School Name** | Troy Middle School |
| **School Address** | 1976 Burdett Avenue |
| **District Name** | Troy City School District |
| **School Leader** | Brian Dunn |
| **Dates of Review** | January 15, 16, and 17, 2014 |
| **School Accountability Status** | ☐ Priority School<br>☒ Focus School |
| **Type of Review** | ☐ SED Integrated Intervention Team (IIT)<br>☒ District-Led - Check the Tenets that are being reviewed -<br>　　☒ Tenet 2<br>　　☒ Tenet 3<br>　　☒ Tenet 4<br>　　☒ Tenet 5<br>　　☒ 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 | 6-8 | Total Enrollment | 845 | SIG Recipient | ☐ | Title 1 Population | | 100% | Attendance Rate | | 92.4 % |
|---|---|---|---|---|---|---|---|---|---|---|---|

| Free Lunch | 52% | Reduced Lunch | 5 % | | | Limited English Proficient | | 2.4% | Students with Disabilities | | 13.8% |
|---|---|---|---|---|---|---|---|---|---|---|---|

### 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 | 0% | Black or African American | 34% | Hispanic or Latino | 15% | Asian or Native Hawaiian/Other Pacific Islander | 2% | White | 46% | Multi-racial | 3% |
|---|---|---|---|---|---|---|---|---|---|---|---|

### Personnel

| Years Principal Assigned to School | | # of Assistant Principals | | # of Deans | | # of Counselors / Social Workers | |
|---|---|---|---|---|---|---|---|
| Teachers with No Valid Teaching Certificate | % | Teaching Out of Certification | % | 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 | 15% | Mathematics Performance at levels 3 & 4 | 15% | Science Performance at levels 3 & 4 | 52% | 6 Year Graduation Rate | |

### Did Not Meet Adequate Yearly Progress (AYP) in ELA

| 100% | American Indian or Alaska Native | 92% | Black or African American |
|---|---|---|---|
| 94% | Hispanic or Latino | 100% | Asian or Native Hawaiian/Other Pacific Islander |
| 77% | White | 82% | Multi-racial |
| 96% | Students with Disabilities | 100% | Limited English Proficient |
| 93% | Economically Disadvantaged | 85% | All Students |

### Did Not Meet Adequate Yearly Progress (AYP) in Math

| 100% | American Indian or Alaska Native | 94% | Black or African American |
|---|---|---|---|
| 93% | Hispanic or Latino | 93% | Asian or Native Hawaiian/Other Pacific Islander |
| 77% | White | 73% | Multi-racial |
| 95% | Students with Disabilities | 94% | Limited English Proficient |
| 92% | Economically Disadvantaged | 85% | All Students |

### Did Not Meet Adequate Yearly Progress (AYP) in Science

| 0% | American Indian or Alaska Native | 69% | Black or African American |
|---|---|---|---|
| 67% | Hispanic or Latino | 86% | Asian or Native Hawaiian/Other Pacific Islander |
| 31% | White | 25% | Multi-racial |
| 91% | Students with Disabilities | 100% | Limited English Proficient |
| 59% | Economically Disadvantaged | 48% | 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:** | | **E** | | |

## 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:** | | | **D** | |

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

| # | Statement of Practice | H | E | D | I |
|---|---|---|---|---|---|
| 6.2 | The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement. | ☐ | ☐ | ☒ | ☐ |
| 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:** | | | **D** | |

# School Review Narrative:

Prior to the 2013-2014 school year, the Troy Middle School (formerly known as Doyle Middle School) was housed in School 12 for two years as the Middle school was being renovated. In September of 2013 Troy Middle School returned to the renovated building and was opened to a new configuration of grades 6, 7 and 8. The previous configuration of Doyle Middle School was grades 7 and 8. As such, this new building and grade configuration has brought a renewed sense of optimism to the building staff, students, parents and administration as they work collaboratively to improve their status as a focus school.

This was a district led review which considered tenets 2 through 6. In April of 2013, the New York State Education Department conducted a review of Troy Middle School; however a report of this review has yet to be received by the Troy City School District. In order to provide the Troy City School District the best possible data to understand the current status of Troy Middles School, tenets 2 through 6 were reviewed and assessed using the Diagnostic Tool for School and District Effectiveness.

## Tenet 2 – Findings

The school leader at Troy Middle School has created and implemented a vision that is shared by the faculty, staff, students and parents to improve and sustain the quality of education that students receive at Troy Middle School. With the new building, there is a sense of renewed purpose by all. As indicated below, the school leader has received an Effective rating for each of the statements of practice.

## Tenet 2 – Evidence

### Statement of Practice 2.2

- ➤ 12 Teachers drafted the mission statement

- ➤ All building plans (2013 DTSDE Debriefing, JIT, SCEP, etc.) are spoken to during all whole faculty and team meetings (PI)

- ➤ Data Liaison's support building principals with executing the mission and building goals

- ➤ Parents stated that the principal wants TMS to be a model school (PFG)

- ➤ Parents made mention that principal is very focused "wants to scale to the top" (PFG)

- ➤ Parents commented that principal wants to build tomorrow leaders (PFG)

- ➤ Parents commented that there has been a big push to improve the environment of the school. Change the culture and make it a 21$^{st}$ century program. (PFG)

- ➤ Goals posted in classrooms

- ➤ During the grade/subject teacher meeting teachers commented that the vision and mission is clearly conveyed.

- ➤ Principal has arranged for teams to meet regularly to monitor goals

- ➤ Principal involves a team of teachers to review building and district goals
- ➤ The TMS Vision Statement is embraced by teachers and staff (PI)

## *Statement of Practice 2.3*

- ➤ Allocates resources to support field trips, student celebrations, supplies, and PD
- ➤ Created 6th period assignments
- ➤ Building assignments of monitors
- ➤ Custodial assignments
- ➤ Master schedule-changes were made to better meet students needs
- ➤ Schedule allows for team meetings
- ➤ Working with faculty to improve PBIS
- ➤ Data Liaisons –principal ensures these positions are in place through the use of grant money
- ➤ Survey was developed by the student government and sent to students and parents in October 2013

## *Statement of Practice 2.4*

- ➤ Regularly scheduled walk-throughs and formal evaluations
- ➤ Meets with teachers beyond the formal/informal evaluative process
- ➤ Observes and looks for "active levels of student engagement and rigorous instruction"
- ➤ Principal follows district APPR plan
- ➤ Administrative staff does regular walk-throughs to increase accountability and have conversations
- ➤ Teacher commented that over the past few years there has been a very collaborative effort in the building.

## *Statement of Practice 2.5*

- ➤ Teacher pass/fail rate (students achievement)
- ➤ Anyone with 15 or more failing students must meet with the principal
- ➤ Analyzes Honor Roll data (subgroup, gender)
- ➤ Even distribution of students (according to academic needs 1,2's)
- ➤ Questar III
- ➤ Assessment Calendar

- ➢ System in place for monitoring students and failures

- ➢ Work closely with Questar III using power indicators

- ➢ Weekly team meetings

## Tenet 2 – Impact

The school leader in collaboration with faculty, staff, parents and community has made great strides in improving practices within Troy Middle School. A clear vision for Troy Middle School has been articulated and embraced by all. This alone will help to improve the culture within the building. In addition, systems and structures have been put in place to benefit the needs of students and their academic achievement. Data is consistently being used by faculty and staff to understand student needs. Data analysis is also being used to understand patterns of student failures, distribution of scores on state assessments. This work is having an impact on student achievement.

## 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 of all subgroups.

Troy Middle School is currently implementing the Common Core Learning Standards. The school leader has provided time for faculty to work on this process, but through self admission needs a better understanding of the CCLS. Nevertheless, teachers are knowledgeable about the CCLS and are working to build consensus curriculum maps across all curriculum areas, but these are not fully implemented at this time.

School leaders and faculty are having conversations regarding the use of data, targeting subgroups, with curriculum leaders, cultural responsiveness, formative and summative assessments. Each of these areas are in different stages of development and implementation, but is moving forward. The use of technology and its integration into the curriculum is also evident.

The continuation of this level of commitment to curriculum and instruction is certainly leading Troy Middle School in the right direction. Additionally, continued collaboration on the part of the school leader and faculty will not only enhance the curriculum, but this will lead to an increase in student achievement.

## Tenet 3 – Evidence

### *Statement of Practice 3.2*

- ➢ Early stages of CCLS – Teachers are fairly well versed but struggle with implementation

- ➢ Pockets of teachers implementing the CCLS

- ➢ Principal needs (by his own admission) to have a better understanding/knowledge of the CCLS

- ➢ Data Liaisons for each grade who participate in team time and professional development

- ➢ Occasionally building leaders stop in team meetings but they are not monitoring the meetings. The data liaisons are in charge of keeping them on track.

- ➢ No time to include reading staff in team meetings.

- ➢ Principal commented that there are pockets of strong understanding of the CCLS. He felt the CCLS are emerging and he believes in it.

- ➢ Conversations are Common Core based. TIPs include at least 5 CCLS videos from Engage NY

- ➢ Targeting subgroups through cultural responsiveness

## *Statement of Practice 3.3*

- ➢ Using team time

- ➢ Working with Curriculum Leaders

- ➢ Conversations around subgroups-Cultural Responsiveness

- ➢ Academic Intervention Services and 21st Century

- ➢ Working closely with Questar III on the DDI project as well as looking at vertical and horizontal alignment. Building capacity

- ➢ Teams talk about shifts and if they are spending enough time on the shifts.

- ➢ Teaching in depth

- ➢ In need of leveled materials for academic skills

## *Statement of Practice 3.4*

- ➢ 6th grade pairs (teachers)

- ➢ Team time

- ➢ AIS and 21st Century

- ➢ Technology was being used in every classroom observed

- ➢ Team time allows for collaboration and planning

- ➢

## *Statement of Practice 3.5*

- ➢ Pearson ELA assessments as well as Fountas & Pinnell (F&P)

- ➢ Math benchmarks

- ➢ Social Studies (1 common assessment)

- ➢ Wide range of assessments Pearson, unit tests, math 7 and 8 provide rigorous created assessments

- ➢ F&P for students in AIS

- ➢ Some students could speak to how they were doing in classes based on their assessments and how to get extra help

## Tenet 3 – Impact

The work that is currently being done in the area of curriculum and instruction is providing a foundation for future efforts that will consistently meet the needs of students. The development of curriculum maps, ongoing team meetings, use of data, use of technology in the classroom, ongoing professional development regarding the Common Core are all contributing to the necessary work that needs to be sustained over time for student achievement to be improved. Although this tenet is rated as ***developing,*** much work is evident that Troy Middle School is moving forward and that this will have an impact upon student achievement.

## Tenet 4 – Findings

Teachers are focused on using data to inform teaching and learning, and as such, data-informed strategies are emerging within the classroom to support higher levels of student achievement. Teacher teams are discussing student needs to insure that they are addressed in a variety of modalities.

Teachers at Troy Middle School are tuned in to the processes that need to be in place for effective instructional practices. The faculty is aware of the district and building level goals to increase student achievement by 20%. In order to make this happen, the concepts of the common core are being utilized and implemented in lessons. Teachers are collaborating on a daily basis and are supportive of each other.

## Tenet 4 - Evidence

Statement of Practice 4.2

- ➢ Ten Standards were posted in most classrooms

- ➢ Bell Ringer's and Exit Tickets were observed

- ➢ Teachers meet daily

- ➢ Teachers are constantly collaborating with other teachers through conversation and team time

- ➢ Teachers commented that the environment is safe between staff and that faculty is very supportive of each other

- ➢ Aware of the school goal to increase student achievement by 20%

### Statement of Practice 4.3

➤ Observed some small group and learning centers

➤ Extended ELA Blocks (RtI)

➤ Classroom lessons were Common Core based.

➤ Students engaged and participating in the lesson in most classrooms

### Statement of Practice 4.4

➤ Students expressed there are inconsistencies with consequences (good kids & bad)

➤ Most students that get into trouble are black males

➤ Students felt that a lot of adults in the building don't listen to their "voice"

➤ Student Council

➤ Students don't see themselves a lot in what they are learning (representation)

➤ Mixed parent feedback- some felt the needs of their child were being met.  Felt that students may fall short if there is no parental support.

➤ Parents felt IEP and 504 process was not smooth and the school did not advocate for their child

➤ Guidance staff spoke to the steps they have in place.  However in speaking with parents and other teachers this seemed that the plan is not shared among all stakeholders.

### Statement of Practice 4.5

➤ Discus report card and progress report data with students (one-to-one)

➤ Pearson ELA assessments & F&P

➤ Math benchmarks

➤ Social Studies (1 common assessment)

➤ During classroom visits students were engaged and participating.  Some classes students were self-assessing their work

➤ Team meetings facilitated by data liaisons

➤ Objectives listed on the board in each classroom

➤ Report cards are discussed with students

➤ Some provide grade sheets to students every two weeks to use in goal setting

## Tenet 4 – Impact

Troy Middle School has been a focus school for several years. With the renewed sense of purpose that the renovated building has provided along with the school leadership and sense of commitment on the part of faculty, it is evident that purposeful and intentional teacher practices are becoming embedded within the culture. Better instruction, student engagement, and student learning will be the end result. The school leadership and faculty along with students, parents, and the community need to embrace this effort for it to be sustainable.

## Tenet 5 – Findings

Student social and emotional developmental health is obviously an important aspect of the work being done within Troy Middle School. The school has a guidance plan and is connected to a number of outside agencies that support many of the activities within this domain. More effort is needed to articulate the guidance plan to the greater school community. This plan, although working within the school, needs to be communicated more broadly to students, parents and the community. In speaking with parents, they were not aware of the plan.

Students also had concerns about fighting and bullying. The principal is aware of these concerns and mentioned that this is occurring. Students also indicated that their "voice" is not always heard. He is trying to stay on top of this by working with his faculty and staff. On the other hand, professional development is being conducted to address diversity issues such as LGBT.

In the evidence indicated below, there are connections with community agencies such as Unified Services, Probation, Mobile Crisis, and Child Protective Services. More needs to be done to insure that these services are coordinated through the school leadership team.

## Tenet 5 – Evidence

### *Statement of Practice 5.2*

➢ In depth Guidance Plan

➢ Unified Services Clinic

➢ Work with Probation on site to get students back in school

➢ Will use Mobile Crisis Unit and Child Protective Services when necessary

➢ Guidance Counselors meet w/ Teams at least once a week to discuss students social emotional needs

➢ Principal noted the biggest concern was low self esteem

➢ Principal noted that fights are occurring in the building and that he is attuned to the problem

➢ Principal noted that the biggest issue was the social-emotional development of the student.

### *Statement of Practice 5.3*

➤ Not all stakeholders are aware of the Guidance Plan (students and families)

➤ Students expressed that there is a great deal of bullying

➤ Some students are isolated and/or feel alone

➤ Students spoke to the same few teachers being responsive to students needs

➤ Parents had concerns with behavior on buses

➤ Principal noted that TMS is dedicated to educating the whole child through the guidance plan that is in place, whether a child is at risk or high performing.

➤ Principal noted they are "growing the whole child"

### *Statement of Practice 5.4*

➤ All stakeholders have not been included in this process (i.e., parents and students)

➤ Students spoke to the same few teachers being responsive to students needs

➤ Guidance department plan

➤ Professional Development for staff regarding LGBT

### *Statement of Practice 5.5*

➤ Rate students according to their social emotional needs (1,2,3)

➤ Refer to Unified Services and other outside agencies

➤ Team meetings

➤ Guidance staff works with teachers and they have developed a plan

### Tenet 5 – Impact

The social emotional developmental health and academic success must be a priority for any school building. Troy Middle School has many pieces in place, such as their guidance plan and connections with outside agencies. As Troy Middle School continues to move forward, it is necessary to communicate their efforts to faculty, staff, students, parents and the community. The school leader has addressed this issue during the review indicating that social emotional development was the biggest issue. He was concerned about low self esteem and finding ways to insure the education of the "whole child," whether the child is at risk or high performing.

Again, the continuation of these efforts will move Troy Middle School forward in tenet 5 from developing to effective.

## Tenet 6 – Findings

Troy Middle School is beginning to create a culture that engages parents and the community as partners. Reciprocal communication and shared ownership for academics and social-emotional well being is still an area of concern and needs to be expanded upon to include all families and communities members.

Troy Middle School is in the process of building a stronger culture to engage parents and community stakeholders to insure student success. The school's communication structure is primarily one way. Information is the form of report cards, state assessment data, progress report are either mailed or made available through the parent portal. Additionally, some teachers email information to parents and this has been appreciated. Although translations have been made in Spanish, these translations had not been distributed at the time of this review. A positive step is indicated on the Troy Middle School website which presents an announcement in both English and Spanish of a Math Common Core Event on March 26th.

The PTO is active in the school however the number of parent members is limited. Attempts have been made by faculty and PTO members to host events to discuss a variety of issues, but with limited success. Nevertheless, parents indicated that "communication with teachers is awesome."

## Tenet 6 – Evidence

### *Statement of Practice 6.2*

- ➤ Report Cards & Progress Reports

- ➤ Mailing of NYS Assessment Data

- ➤ Parent Portal (eschool)

- ➤ State results are mailed to parents at the start of the year

- ➤ AIS teachers provide quarterly reports

- ➤ Some teachers provide nightly emails

- ➤ Parents were positive about open communication

- ➤ Parent portal

- ➤ Principal attends PTO meetings

- ➤ Principal interacts with parents especially on Parents' Night

### *Statement of Practice 6.3*

- ➤ Parent communication is one way

- ➤ No parent representation on building committees

- ➤ Translation (Spanish) has been completed but has not been distributed

- ➢ Parents did not speak to any specific strategies or plans (except IEP's) that have been discussed with them to improve their child's academic or behavioral needs

- ➢ Parent comment "Communication with teachers is awesome"

- ➢ Parent portal

- ➢ Progress reports

- ➢ Emails

- ➢ Principal – Staff communicates data that is not judgmental and offers suggestions

## *Statement of Practice 6.4*

- ➢ Parent communication is one way

- ➢ No parent representation on building committees

- ➢ No training to date has been done in partnership with parents or any community agencies

- ➢ CCLS workshop through PTO

- ➢ Math CC night at TMS

## *Statement of Practice 6.5*

- ➢ Parent-Teacher Conferences

- ➢ Team meetings (parents are invited to attend)

- ➢ Progress reports home

- ➢ Emails and conversations with parents

- ➢ Parent portal

## Tenet 6 – Impact

Parent and community engagement must involve reciprocal communication. This engagement must also be purposeful and intentional. Also, in order to insure that all stakeholders are on the same page, Troy Middle School must expand parental and community involvement in the all aspects of school life and contributes to the academic success of all 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 | E |
| --- | --- | --- |

**Debriefing Statement:**

*The School Leader has created and implemented a vision that is shared by faculty, staff, students and parents to improve and sustain the quality of education that students receive at Troy Middle School.*

**Strengths:**
- ➤ Commitment on the part of the school leader and building administrators to make Troy Middle School an exemplar
- ➤ Commitment by everyone to achieve the vision that has been developed and shared with faculty, staff, students and parents
- ➤ Commitment by faculty and staff to make sure that the systems and structures that have been put in place will benefit all students.

**Areas for Improvement:**

- ➤ Continue to engage faculty and staff in conversation regarding areas that require improvement
- ➤ Continue to reach out to parents and the community to insure that the vision that has been created for the new Troy Middle School is sustained and embedded within the culture of the school.
- ➤ Continue to evaluate where Troy Middle School is regarding building goals in relationship to district goals.

2.2    **The school has received a rating of Effective 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 Effective 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 Effective 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 Effective 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 of all subgroups.*

**Strengths:**

- ➢ Professional development has been conducted to implement the CCLS
- ➢ Faculty are in the process of updating curriculum maps to align with the CCLS
- ➢ Closely working with Questar III on the DDI project looking at vertical and horizontal alignment
- ➢ Data liaisons participate in team meetings
- ➢ Team meetings to discuss areas of student improvement
- ➢ Teachers meet daily

**Areas for Improvement:**

- ➢ Insure that curriculum maps provide for formative and summative assessments
- ➢ Insure that curriculum maps are being developed at all grade levels
- ➢ Insuring that all faculty are aware of and are able to implement to CCLS shifts
- ➢ Although work has been done in the area of DDI, more work needs to be done to insure that use of data is embedded within the culture of Troy Middle School

**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.

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**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 _E_ 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.

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|---|---|---|
| **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 are emerging within the classroom to support higher levels of student achievement. Teacher teams are discussing student needs to insure that they are addressed in a variety of modalities._

**Strengths:**
- ➢ Teachers meet daily

> - Teacher collaboration
> - Teacher commitment to a safe learning environment
> - Teacher awareness of building and district goals
> - Standards are articulated and posted in classrooms
> -

**Areas for Improvement:**
> - Continue to Insure that all students are engaged in and take ownership of their learning
> - Continue to monitor and assess student diversity and the needs of all sub groups to insure that

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 $E$ 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 | D |
|---|---|---|

**Debriefing Statement:**

*Student social and emotional developmental health is obviously an important aspect of the work being done within Troy Middle School. The school has a guidance plan and is connected to a number of outside agencies that support many of the activities within this domain. More effort is needed to articulate the guidance plan to the greater school community.*

**Strengths:**
- Well articulated guidance plan
- Collaboration between guidance department and faculty
- Use of community agencies

**Areas for Improvement:**
- Need to communicate the guidance plan to all parents and community stakeholders
- Continue to fully implement PBIS or similar programs to address student concerns about bullying and fighting at TMS
- Need to bring all stakeholders together for the purpose of creating and sustain a safe learning environment for faculty, staff, and especially students

5.2 **The school has received a rating of _E_ 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 _D_ 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    <u>**The school has received a rating of *E* for this Statement of Practice:**</u>  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 | D |
|---|---|---|

**Debriefing Statement:**
*Troy Middle School is beginning to create a culture that engages parents and the community as partners. Reciprocal communication and shared ownership for academics and social-emotional well being is still an area of concern and needs to be expanded upon to include all families and communities members.*

**Strengths:**
- Involvement of the PTO
- Willingness to host events that target parent involvement in the academic process
- Faculty involvement in PTO
- Providing an electronic portal for parents to access data regarding their children's progress
- School leader involvement with parents through PTO and other school based activities

**Areas for Improvement:**
- Implement more reciprocal communication with parents and community through newsletters, website, forums, surveys, etc.
- Involve parents and community members on school based committees that that use aggregated data to address student achievement
- Involve parents and community members on committees involved in short and long term planning
- Continue to reach out and engage community agencies in the culture of Troy Middle School

6.2    <u>**The school has received a rating of *D* for this Statement of Practice:**</u>  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    <u>**The school has received a rating of *D* for this Statement of Practice:**</u>  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:  Continue to evaluate building SMART Goals and involve all community stakeholders in the process

- 2.3:  Continue to embed a culture of collaboration among faculty to enhance the student achievement

- 2.4:  Continue the ongoing evaluation process according to the APPR instituted at Troy to insure that this becomes a process for improving teacher instructional practices

- 2.5:  Continue to use the SCEP as a protocol for improving all areas within the building


### 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:  Continue to provide professional development and time to develop and adapt curricula based on the CCLS so that it is embedded in all teacher instructional practices

- 3.3: Expand upon the work that already has been put in place through the use of Data Driven Instruction so that all teachers are comfortable with using data to inform their individual instructional practices based upon student needs

- 3.4: Provide more opportunities for cross curricular collaboration which would provide students with multiple points of access to demonstrate their academic capacity

- 3.5: Continue the work already in progress with teachers collaborating on the development of formative and summative assessments to guide the adaptation of curriculum to meet the needs of all students

## 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 must continue to insure that teachers are using appropriate measures to meet the needs of all students including subgroups.

- 4.3: Teachers should continue to use data from formative and summative assessments, adapting curricula to the CCLS and the CCLS shifts, as well as providing ongoing support to students who are not meeting the proficiency level.

- 4.4: Continue to work to be inclusive of all diverse student groups to insure that they are safe and successful

- 4.5: Teachers need to continue to provide constructive feedback to students based on relevant data to insure that their learning is successful

## 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 needs to implement structures and processes to insure academic success through social and emotional development and health. These need to be embraced by and communicated to all stakeholders

- 5.3: Implement a more systematic professional development model for faculty and staff regarding social and emotional development and health. This should include training in cultural and ethnic diversity as well with the issue of poverty

- 5.4: Involve all stakeholders in ongoing discussions through forums, shared decision making committees, and other venues to insure that a safe learning environment exists at TMS. With the implementation of PBIS or similar programs, TMS must involve parents and outside agencies to insure its success.

- 5.5: Continue to collaborate with faculty, staff, students, parents and the community using data to support all student needs. With the current guidance plan in place, this could be done in collaboration with the guidance department, support staff, PTO, and student council. Programs such as Rachel's Challenge in conjunction with PBIS are examples that could be implemented.

## 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: In many ways, communication is one way. The school leader should implement a reciprocal communication plan that engages all stakeholders regarding the expectations for student success and academic achievement. As part of this communication plan, the school leader along with faculty and staff should assess the effectiveness of their efforts to engage parents.

- 6.3: Implement a variety of ways to effectively communicate with families and community members. This could be done through newsletters, website, public forums, PTO, Family events, community outreach, and by engaging community agencies locally and regionally. It is important to insure that all communication is done in the native language of your families. At the time of the review, some information had been translated into Spanish. Information is now in both English and Spanish on the TMS webpage. Efforts should be made to ascertain if other native languages are representative of the student population at TMS, and if so, information from the school should be made available in these native languages.

- 6.4: Professional development and training should be implemented for faculty, staff, parents and community members in order to insure that all stakeholders are aware of and understand how to support student success and achievement. This could be implement through programs offered by community agencies, TMS faculty, PTO, Student Council, Troy Teachers Association and other venues that will engage parents and community to insure the success of all students.

- 6.5: Share student data in a format that is understandable for all students and parents. With the complexity of our current assessments, if parents are to be true advocates for their children then they need to have a better understanding of how to interpret them. A plan should be implemented and communicated to provide workshops, training, and/or public forums for parents to better understand the data they are receiving. It may be possible to train parent volunteers to do this work under the supervision of faculty and staff.