University of Delaware

College of Education & Human Development

DELAWARE ACADEMY FOR SCHOOL LEADERSHIP

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June 17, 2014

Dear Reverend Curry:

Enclosed you will find the Comprehensive School Review (CSR) for the New Moyer Charter School. Our DASL team appreciated the opportunity to visit Moyer, observe the school during working hours, and to meet teachers, students, parents, and K-12 administration. The CSR process is a highly effective method of self-analysis for participating schools to better realize its mission, purpose, and to address challenges.

In order to complete the CSR visit, the protocol used was modified to align and address a charter school.

During the March 6th school visit, our team conducted classroom observations and interviewed members of the faculty, school leaders, and parents. We also reviewed available documents, visited all areas of the school, and met with several leadership team members. You should know that the faculty and staff were friendly, accommodating, and helpful during our full-day review. The CSR team comprised of twelve members from the Delaware Academy for School Leadership (DASL), University of Delaware and the Department of Education, met a second day to tabulate collected data and prepare a draft report, which is edited by lead DASL associates prior to submission to DOE.

The information below serves as a brief executive summary of our findings, which were reported as strengths, challenges, and recommendations. The final report also incorporates a rubric with criteria to gauge level of performance. This is especially useful when addressing recommendations and measuring progress over time.

Summary

I. **Leadership, Mission, and Vision**
   Challenges (C) and Recommendations (R):
   - The school lacks a clear mission and vision that focus on instruction and to provide a unifying purpose (C).
   - There is an organizational structure disconnect among board, school leadership, staff, and K12 management (C).
   - Develop a culture of collaboration and communication among all stakeholders (R).
   - Create a succinct mission/vision statements and communicate/clarify the school's focus (R).
   - Determine who the decision-makers are and which individuals are responsible for developing, implementing, monitoring, and communicating the school's success plan (R).

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- Ensure that the DPAS II Teacher evaluation process is fully implemented (R).
- Establish common goals that focus on curriculum, instruction, and assessment (R).
- The allocation of instructional time (master) does not maximize opportunities for student success (C).
- Determine best use of recess time in 6th grade to maximize instructional time and eliminate recess at other grade levels (R).

II. Budget and Resources

- Reallocate resources and rework schedule to maximize learning opportunities (R).
- Examine board policies and practices to ensure alignment with a high performing governance team and remove board from day- to day supervisory and other operations (R).
- There is no evidence of alignment of the identified student sub-groups, strategies identified to support those sub-groups, and the funding to strategies (C).
- Revise the master schedule to better utilize all teachers and staff and to increase instructional time (R).

III. Teacher and Student Class Assignments

- A significant number of teachers are not certified, highly qualified, and/or highly effective (C).
- Implement best practices in recruiting and retaining highly effective teachers and ensure that all teachers gain highly qualified status (R).
- Lack of implementation of RTI requirements to meet student needs (C).
- Formalize the RTI process so that all students have access to core curriculum and to extra help support, as needed (R).

IV. Curriculum and Instruction

- Research-based instructional techniques were observed at low levels (C).
- Due to the high turnover, all staff does not know or understand the expected research-based strategies that need to be implemented (C).
- Choose 2-3 instructional strategies as a school- wide strategies focus to impact academic achievement: train all staff in these strategies and monitor for implementation with fidelity (R).
- Revisit RTI regulations to ensure that students with learning needs are given extra time and support to meet their needs and improve skills (R).

- Observed resources and technology were not used to enhance instruction (C).
- Increase the use of available resources and technology to maximize student learning (R).

V. Assessment and Accountability

- Little evidence of unit and lesson planning using assessment data (C).
- Develop, communicate and enact a plan for implementing curriculum aligned to State Standards and CCSS (R).
- Provide professional development on how to provide accommodations for identified special education students (R).
- Employ certified, highly qualified and highly –effective special education teachers (R).

VI. Professional Development

- Interviews reported that there is no professional development plan (C).
- Using teacher input and analyses of school data, create, implement, and monitor a professional development plan aligned to student and teacher needs (R).
- Professional learning Communities (PLCs) have not met consistently throughout the school year (C).
- Use PLC time effectively to provide ongoing, embedded professional development (R).
- Develop an induction and mentoring program for new teachers; include opportunities to gain the knowledge instructional strategies, to practice these strategies, and be monitored for transfer to the classroom (R).

VII. School Environment

- Classroom observations did not demonstrate rigorous instruction or alignment with CCSS (C).
- Create a school-wide tone of decency that fosters respect and a culture of high expectations (R).
- Start a Positive Behavior Support (PBS) program to address student behavior problems and to enhance the existing ways of recognizing positive student behavior and academic success (R).
- Create opportunities to celebrate student success and improvement in short-term increment (R).
- Implement and monitor a school safety plan (R).
- Review policies and procedures to support student nutrition and physical activity (R).

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- Eliminate or reduce recess time and explore ways to include structured physical activity in other areas (R).
- Revisit master schedule to maximize instructional time and to meet student needs (R).
- Create strategies to recruit and involve parents and community members in the school success planning process (R).

Our CSR team looks forward to our scheduled CSR debrief on June 17 and discussing the full report with you and the Board in more detail. Thank you for the opportunity to conduct a CSR at the New Moyer Charter School.

Sincerely,

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Steven H. Godowsky, Ed D.

DASL Associate

Comprehensive Success Review

School: The New Moyer Academy   **Review Date:** April 29, 2014

I.	Leadership						
Criteria							
1. Mission and Vision	• All stakeholders *(school leadership, faculty, parents and students)* of the school know, understand and communicate the mission and vision of the school.	AND	• The school leadership *and faculty* know, understand *and communicate* the mission and vision of the school.	AND	• The school leadership *knows and understands* the mission and vision of the school.		• There is little or no evidence of a clear and consistent understanding of the mission and vision by school leadership.
Comments:	Strengths: • Mission/vision were discussed during summer PD and it was reported that school leadership is in the process of revision Challenges: • The school lacks a clear mission and vision that focus on instruction and give the school a unifying purpose • The mission and vision statements were developed by the board without input from all stakeholders • Interviews indicate that there is not a clear understanding of the mission and vision • The organizational/hierarchical structure indicates a disconnect between the board, school leadership, staff and K12 Recommendations: • An effort is underway to revisit the mission and vision with input from stakeholders; follow through on that plan and communicate the revised mission/vision to all stakeholders • Through the revision process, create a succinct mission and vision and communicate/clarify the school focus • Live the revised mission/vision by aligning all school policies and practices with them • Develop a culture of collaboration and communication among all stakeholders (the board, school leadership, staff and K12)						

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2. Leadership for school success	• Leadership team includes parents and community representation. • The leadership team ensures that the School Success Plan is *data-driven and provides sustained support.*	**AND**	• Leadership team *represents a cross-section of the school.* • Success Plan is *focused on improving student achievement.* • *Time and resources are made available for the leadership team to work on the Success Plan.* • *The leadership team monitors progress in achieving goals.*	**AND**	• A designated school leadership team *assists in the development and actively participates in the implementation of the School Success Plan.*	• There is no clearly designated school leadership team involvement in the developing or implementing of the School Success Plan.
Comments:	Strengths: • Challenges: • The decision making process is not inclusive of all stakeholders • Interviews indicate that the makeup and intent of the leadership team is not clear to all stakeholders • The school success plan was developed by individuals who are no longer involved in the school • The school success plan has not been revised to reflect the current makeup of staff and students Recommendations: • Use a transparent, inclusive process to decide/determine who the decision makers are and which individuals are responsible for developing, implementing, monitoring and communicating the school success plan • After completing the revisions of the mission and vision, use those statements to create a workable, data-based-school success plan • Ensure that the school's strategies, programs and activities are focused on improving student achievement, are aligned to the success plan and, are monitored for effective implementation • The school success plan needs to reflect the change in demographics of the school, particularly the increase in the number of special education students					

| 3. Instructional Leadership | • The school leadership *demonstrates knowledge and expertise* implementing the DPAS II process *with fidelity.*
• The school leadership *consistently* facilitates and/or participates in PLC's, walkthroughs and other activities focused on improving instruction and increasing student achievement. | AND | • The school leadership *implements the DPASII process.*
• The school leadership *participates in some PLC's, walkthroughs and other activities that support instruction.* | AND | • The school leadership provides instructional support and *focuses on improving* student achievement. | • The school leadership provides no instructional support. |

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Comments:	Strengths:
	• Time is designated for PLCs to take place on a regularly scheduled basis
	Challenges:
	• Interviews indicate that PLCs do not occur regularly
	• CSR observations indicate that PLC content and processes do not conform to established research-based practices
	• DPAS II processes are not being implemented with fidelity (schedules were not adhered to, observations were not documented, teachers have not had the required number and types of observations and/or conferences)
	• Interviews indicate that Component 5 goal setting conferences that are part of DPAS did not take place in the fall and some teachers were not aware of Component 5 requirements
	• CSR team observed little evidence that walkthroughs are taking place
	• Some teachers report that they do not receive feedback from walkthroughs
	Recommendations:
	• Ensure that the principal and any other administrators who are charged with doing formal teacher evaluations are properly credentialed in the use of DPAS-IIr
	• Ensure that the DPAS II process is fully implemented and that all novice and experienced teachers receive the required number and types of observations and conferences
	• Seek assistance/PD for all staff from DOE to ensure that Component 5 requirements are in place for the beginning of the 2014-2015 school year
	• Use the "CSR PLC observation structure" to format your PLC groups
	• Establish common goals that focus on curriculum, instruction and assessment
	• Utilize designated common planning time to translate decisions made in PLCs into action steps to be taken to impact student achievement and behavior
	• Use one of the several available data gathering templates to structure walkthroughs
	• Develop a schedule for walkthroughs based on areas of instructional focus, and provide timely and relevant feedback to teachers to improve instruction
	• Use the Moyer Message to provide information to the faculty about best instructional practices and school trends observed in walkthroughs.

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| 4. Policies, procedures and structures | • School leadership ensures that *Professional Learning Community (PLC) time within the school day is used to focus on curriculum, instruction and assessment.* | **AND** | • School leadership directs *all school* activities be focused on improving student achievement.
• School leadership ensures that school *operations and resources are implemented in alignment* with district/school policies and procedures. | **AND** | • School leadership ensures that school policies and procedures are focused on improving student achievement.
• School leadership ensures that school structures are aligned with district/school policies and procedures. | • School leadership does not ensure that school policies are focused on improving student achievement.
• School leadership does not ensure that school structures are aligned with district/school policies. |

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Comments	Strengths:
	•
	Challenges:
	• CSR team noted constant interruptions throughout the school day that detracted from available learning time (i.e. announcements, direct calls to classrooms, adults visiting classrooms to remove students, student behavioral issues)
	• Conflicts exist between written policies and policies in practice (i.e. homework policy, school attendance policy, class attendance policy, dress code)
	• Recess for middle school students is held daily for 50 minutes
	• Student focus groups indicate that policies are inconsistently applied and favoritism is shown with respect to consequences for infractions (i.e., different students receive different consequences for the same infractions)
	• CSR team observed inconsistent understanding and implementation of policies (i.e. policies related to outerwear, food and drinks, electronics, attendance, uniforms, use of profanity); it was reported that some students were put in ISS for violations and the same violations were ignored for other students
	• CSR team did not observe RTI process being implemented
	• The allocation of instructional time (master schedule) does not maximize opportunities for student success (use of high school advisory time, use of Achieve 3000, use of time within each class, PLCs, transitions)
	Recommendations:
	• Determine the best use of the recess time in 6th grade so that instructional time is maximized, especially for students who are achieving below grade level
	• Eliminate recess at grade levels other than 6th; to address students' physical health needs, investigate best practices in the literature on ways to incorporate movement into instruction
	• Establish monitoring procedures to ensure the policies are implemented with fidelity and equity (lateness, attendance, hallway sweeps)
	• Revisit RTI regulations to ensure that students with learning needs are given extra time and assistance to improve their skills
	• Reallocate resources and rework schedules to maximize opportunities for student learning

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5. School leadership decisions	• The school building leader's decisions are *collaborative.* • The school leader *employs a systematic process* for decision making.	AND	• The school building leader's decisions are *data-informed, using data from a variety of sources.*	AND	• The school building leader's decisions are focused on improving student achievement.	• <mark>The school building leader's decisions are not focused on student achievement.</mark>
Comments:	Strengths: • Challenges: • The organizational/hierarchical structure presents a disconnect between the board and the K12 school leadership team, which affects staff and how decisions are implemented and monitored • Instructional decisions and discipline decisions are made by different administrative entities • The Board has assumed responsibilities outside of school governance, and this is having a negative impact on the decision-making at the school level • Interviews revealed that teachers had expressed concerns to some members of the board around how decisions are made and who to report to Recommendations: • Examine the board policies and practices to ensure that they are in alignment with the governance role of a board • Remove the board from the day-to-day operations and from school level decision making such as teacher supervision and direct hiring and student behavior • School board should receive training in the roles and responsibilities of board members of a charter school					

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6. Monitoring processes	• The School Success Plan monitoring process is *ongoing and systematic.* • *The school leadership makes adjustments to plans as appropriate.*	AND	• *The school leadership monitors the timely implementation of school success strategies* as outlined in the School Success Plan.	AND	• The process of evaluating the effectiveness of the School Success Plan is *conducted a minimum of two times per year*.	• The school leadership has not implemented a school monitoring process to evaluate the effectiveness of the School Success Plan on improving student achievement.
Comments:	Strengths: • Challenges: • It is unclear if the School Success Plan and Focus School Plan are being implemented and monitored • The only documented monitoring of the School Success Plan and Focus Plan has occurred as a result of repeated efforts by the Department of Education and the School Turnaround Unit • Administrative turnover has resulted in no awareness of or ownership of the School Success Plan and Focus Plan • Documentation of meetings to discuss/adjust School Plans is lacking • There is no evidence of alignment of the identified student subgroups, strategies identified to support those subgroups and the funding to support those strategies Recommendations: • Utilize the process already in place with the Turnaround Unit to conduct regular meetings to monitor and adjust the Focus Plan • The Plans need to be communicated to all stakeholders as living documents • Ensure that agendas and minutes are kept for all meetings and are shared with all school stakeholders • Ensure alignment between subgroup targets, strategies, and funding, using the DOE provided instrument (Focus School Maintenance)					

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II. Budget and Resources							
Criteria							
1. School funding and fiscal management is targeted toward program success with emphasis on identified subgroups and grade levels and aligned with the School Success Plan	- The school funds are *matched to the priorities* set in the *school's* Success Plan. - Budget development includes input from the community and students (if age and situation appropriate). - The fiscal plan is amended using a systematic process, based on data analysis, as needed. *The school makes timely expenditure of all federal, State and local funds.*	**AND**	- The school *uses relevant data/information, including student academic achievement to prioritize and align its use of funds to school needs, district Success Plan and district/State/grant requirements and mandates.* - Staff *and parents* are included in the development of the school budget. *The school funds are allocated and expended on human resources, materials and activities related to school's Success Plan.*	**AND**	- The school targets funds towards *identified subgroups and grade levels based on student performance.* *Staff is included in the development of the school budget.*	==After fixed costs are considered, school funds are allocated based on minimal consideration of school and student needs and school/district priorities.==

Comprehensive Success Review

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Comments:	Strengths:
	•
	Challenges:
	• Parents in the focus group and teachers in interviews said that they are not privy to the finances of the school
	• When creating a budget, teacher input is not solicited to determine what materials are needed; teachers were asked what they needed at the beginning of the year *after* supplies had already been purchased
	• There is no evidence of alignment of the identified student subgroups, strategies identified to support those subgroups, and the funding to support those strategies
	• It was reported that the board president has assumed the responsibility of financial officer
	Recommendations:
	• Develop a plan of financial transparency that:
	o Is inclusive of all stakeholders,
	o Shows how budgets are created, and
	o Shows how funds are allocated and expended on materials, activities and human resources related to school's Success Plan
	• Recruit parents to serve on the State required Citizens' Financial Oversight Committee. Ensure that those parents are properly trained and that they serve as active members of the committee

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2. Time Management	• Common planning time is provided in ways that support *teacher collaboration on increasing student academic achievement.* • *School Leadership demonstrates support for collaboration among teachers across classrooms and grade levels.*	AND	• Time resources allocated are *on-going, sustained and provide for mentoring.* • Time resources allocated are *on-going, sustained and provide for Professional Learning Communities.*	AND	• The school provides time resources for *collaborative success planning and professional development.*	• The school allows success planning and professional development to occur only during teacher planning time or after school hours. • <mark>Professional development is not systematic or collaborative.</mark>
Comments:	Strengths: • 52 minutes of common planning time is provided for in the daily school schedule Challenges: • Professional Learning Communities (PLC) have not met consistently throughout the school year • PLC observations indicate that these meetings are not conforming with accepted research-based practices around curriculum, instruction and assessment. • Examination of the daily schedule revealed that some teachers in the middle school only provide instruction for half of the school day • Interviews and walkthrough evidence indicate that common planning time is not used effectively for consistent collaboration and planning based on school priorities and student needs • The school has excellent opportunities (because of the small number of students) to discuss academic and behavioral needs of students, but these opportunities are not being utilized Recommendations: • Revise master schedule to utilize all teachers fully and to increase instructional time • Use the "CSR PLC observation structure" to format your PLC groups and to make them accountable for vertical and horizontal articulation of the curriculum • In order to provide targeted assistance to students, designate a portion of the PLC time for teachers to discuss individual student and group achievement and behavioral data					

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III. Teacher and Student Class Assignment						
Criteria						
1. Assignment of teachers to classes	• The process of assigning teachers is *understood by all stakeholders.*	AND	• Decisions on teacher assignments *include evidence of teacher effectiveness based on student achievement.*	AND	• The process for assigning teachers to classes is based on *teacher certification and experience.*	• The process for assigning teachers to classes is based only on schedules and teacher preference.
Comments:	Strengths: • Challenges: • A significant number of teachers are not certified, highly qualified, and/or highly effective • Because of high teacher turnover and turnover that occurs after the school year has started, new teachers are placed in positions without considering certification and experience Recommendations: • Examine and implement best practices in recruiting and retaining highly effective teachers and ensure that all teachers gain highly qualified status					

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2. Assignment of students to classes based on teachers' qualifications and student needs	• The assignment process is *school-wide* and includes *consultation between* teachers, parents, pupil resource providers, and the student (if age applicable).	**AND**	• *Teacher quality, experience and equitable access* is considered in matching teachers to student class assignments and intervention needs. • Student assignment process is *systematic and understood by all stakeholders.*	**AND**	• *In order to help students meet academic achievement standards,* class and intervention assignments *consider teacher qualifications, staff availability and student needs as well as schedules and class-size policies.* • The process *includes* input from teachers, parents, pupil resource providers, and the student (if age applicable).	• The process for assigning students to classes and interventions is based on schedules, available staff and class-size policies. • The process does not include input from teachers, parents, pupil resource provider, or the student (if applicable).
Comments:	Strengths: • Parents in the focus group voiced that they were given information on scheduling based on graduation requirements Challenges: • Students with IEPs were scheduled in a way that resulted in imbalanced classrooms • CSR team observed classrooms in which multiple subjects were being taught by one teacher simultaneously (i.e. students in algebra and geometry in one room, biology and chemistry in another room) • Students reported that they lack instructional support in online learning situations • Online learning opportunities are being used to meet graduation requirements, not necessarily to meet student needs • Lack of implementation of RTI requirements to meet student needs Recommendations: • Use online learning opportunities to diversify and differentiate instruction to meet student needs • Formalize the RTI process so that all students have access to core curriculum and to extra support as needed					

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IV. Curriculum and Instruction							
Criteria							
1. Curriculum alignment with Common Core State Standards (e.g. grade level expectations, performance standards, benchmarks, etc.)	• The curriculum is implemented *with fidelity.* • The school faculty and staff have *developed Curriculum, Instruction and Assessment (CIA) exemplars.* • The principal ensures that professional development focused on standards is *ongoing.*	**AND**	• The curriculum is aligned to standards both *vertically and horizontally in an ongoing editing process.* • *The school faculty has access to copies of shared instructional units, lessons and classroom assessments.* • *The principal ensures all school personnel, including the principal and new school personnel, have participated in professional development on the standards and aligned curriculum.*	**AND**	• The school *has* implemented a curriculum aligned to State and Common Core State Standards and *all faculty have received copies of it.*		• <mark>The school has not implemented a written curriculum related to State and Common Core State Standards.</mark>

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Comments:	Strengths: • Teachers participated in professional development on unit and lesson planning at the beginning of the year • Teachers report that lesson plans must be submitted weekly to the curriculum coordinator Challenges: • Teacher interviews indicated lack of exposure to and understanding of Common Core State Standards (CCSS); the PLCs on 4/29/14 were the first exposure to CCSS • It was reported that the school's ELA and math curricula are not aligned to CCSS • Classroom observations did not demonstrate rigorous instruction or alignment with CCSS (providing rigorous content at or above grade level based on CCSS observed in only 1% of walkthroughs; activities and assessments reflected the rigor of the learning outcomes/standards in only 1% of walkthroughs) • New staff have not received the training on unit and lesson planning that other teachers received during the summer • Lesson plan policy (submitting lesson plans to administration) has been inconsistently implemented and little feedback has been provided Recommendations: • Develop, communicate, and enact a plan for implementation of curriculum aligned to state standards and CCSS • Use common planning time and PLCs for embedded PD in lesson planning, teaching strategies, and implementation of CCSS. • Utilize the lesson plan feedback form on a consistent basis so that teachers receive regular, valuable feedback • Administrative leadership team should focus walkthroughs and the monitoring of walkthroughs on the quality of instruction being taught, especially as it relates to research based instructional best practices, level of questioning and the use of specific strategies that support rigorous instruction

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2. Access to highly effective standards-based instruction, grade level appropriate	• Students receive instruction *strategically* designed to help them reach *advanced levels* of achievement. • *All* school faculty members deliver high levels of instruction. • Instruction is *differentiated by content, product and/or process.*	**AND**	• The school faculty and staff *ensure all students receive high levels of* instruction utilizing multiple strategies designed to *help them achieve proficiency.*	**AND**	• The school faculty and staff provide access to grade level *instruction aligned* to State and Common Core State Standards. • *The cognitive demand of instruction is low.*	• The school faculty and staff provide access to grade level instruction.
Comments:	Strengths: • Challenges: • Classroom observations did not demonstrate rigorous instruction or alignment with CCSS (providing rigorous content at or above grade level based on CCSS observed in only 1% of walkthroughs; activities and assessments reflected the rigor of the learning outcomes/standards in only 1% of walkthroughs) • Differentiation only observed in 4% of classroom walkthroughs • Examination of the daily schedule revealed that some teachers in the middle school only provide instruction for half of the school day. Interviews and walkthrough evidence indicate that common planning time is not used effectively for consistent collaboration and planning based on school priorities and student needs • The school has excellent opportunities (because of the small number of students) to discuss academic and behavioral needs of students, but these opportunities are not being utilized Recommendations: • Revise the master schedule to increase instructional time • Use the "CSR PLC observation structure" to format your PLC groups and to make them accountable for vertical and horizontal articulation • Designate a portion of the PLC time for teachers to discuss individual student and group achievement and behavioral data in order to implement strategies • Provide professional development on tiered instruction to meet students' academic needs (i.e. bridge the gap between current performance levels and grade level expectations)					

3. Scientifically research-based strategies	• Professional development is *on-going and sustained.* • *Scientifically research-based instructional strategies are consistently implemented across grade levels and content areas.*	AND	• *The school ensures all educators receive professional development in scientifically research-based instructional strategies.*	AND	• Curriculum content and school implemented instructional strategies *are* supported by scientifically-based research.	• Curriculum content and school implemented instructional strategies are not supported by research.
Comments:	Strengths: • Challenges: • Research-based instructional techniques were observed at low levels (asking open-ended questions requiring critical and evaluative thinking observed in just 9% of walkthroughs; research-based reading strategies observed in just 5% of walkthroughs; research-based writing strategies not observed) • Participating in project/problem-based work/hands-on activities observed in just 5% of classroom walkthroughs. • Participating in bell-ringer activities (Do Now) observed in just 40% of observations taking place at the beginning of the class period (i.e. 11/27 classrooms) • Due to the high turnover, all staff do not know the expected research-based strategies that need to be implemented • Some observed instructional strategies are not supported by research (i.e. round robin reading, using textbook as curriculum, worksheet packets, looking up words in the dictionary, coloring) • Teachers lack the instructional techniques to meet the needs of identified students • Due to staff shortages, the instructional coach is being used to fill a full-time teaching vacancy • Teachers received copies of *Teach Like a Champion* and *The Skillful Teacher,* but observations did not reveal evidence of transfer to classroom practice Recommendations: • Choose 2-3 instructional strategies as a school-wide focus to impact academic achievement: train all staff in these strategies and monitor for implementation with fidelity • Ensure that expected scientifically research-based strategies are implemented and that new staff are trained when they come on board, regardless of what time of year they start • Provide a certified, experienced, highly-effective instructional coach to support staff in implementation of scientifically research-based strategies					

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4. Strategies for students who are at risk or do not master standards	• The school implements response to intervention collaboration *in a frequent, ongoing cyclical process.*	AND	• The school *creates time for all personnel to collaborate and analyze data in order to develop or modify strategies so all students master the standards.*	AND	• The school *is* in compliance *and implements* the response to intervention State regulations. • *All personnel responsible for implementing response to intervention have received training and understand State response to intervention regulations.*	• <mark>Little or no evidence of compliance with the State response to intervention regulation exists.</mark>
Comments	Strengths: • Challenges: • CSR team did not observe the RTI process being implemented • CSR team observed Tier III special needs students segregated in self-contained classrooms with low-level instruction • Interviews revealed a lack of understanding about RTI Recommendations: • Revisit RTI regulations to ensure that students with learning needs are given extra time and support to meet their needs and improve their skills					

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5. Access to instructional materials (e.g. textbooks, software, manipulatives)	• All instructional materials are *scientifically research-based,* "up-to-date" (usually less than 5 years for technology) and are aligned with Common Core State Standards.	**AND**	• All instructional materials *are aligned with grade level standards.*	**AND**	• *All* students are provided with instructional materials.	• <mark>Not all students are provided with instructional materials.</mark>
Comments:	Strengths: • CSR team observed resources and technology that included national science coalition kits, computers, smart boards etc. Challenges: • School-provided materials were observed in use in just 8% of walkthroughs • In 32% of walkthroughs, students were completing worksheets • Observed resources and technology were not used (using technology to enhance instruction: 15.5%; using technology to provide greater access to curriculum: 29.9%; using technology for a variety of purposes: 13.4%) • CSR team observed math classes in which the lesson required calculators, but students did not have them Recommendations: • Increase the effective use of available resources and technology to maximize student learning • Provide a maintenance plan to keep technology resources functioning and available for student use • Set an expectation that available resources and technology are to be used					

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V. Assessment and Accountability						
Criteria						
1. Quality assessments aligned to State and Common Core State Standards	• *State, district and classroom assessment results are used in a systematic combination to guide instruction in a manner appropriate to their purpose.*	AND	• *Classroom assessments are aligned to the district curriculum and State and Common Core State Standards.*	AND	• State *and district* required assessment are administered in the school.	• State required assessments are the only assessments administered in the school.
Comments:	Strengths: • Challenges: • CSR team did not observe evidence of any common assessments • Interviews revealed a lack of understanding around formative and summative assessments • The only assessment consistently administered is DCAS • Interviews report that the principal and curriculum director analyze assessment data, establish priorities around data, and tell teachers what they need to do to address those priorities Recommendations: • Lesson plans and assessments need to be monitored by the administrative leadership team for alignment to state and CCSS • Provide professional development in developing quality formative and summative assessments, then monitor for application of that professional development • Train and empower teachers to analyze and use assessment data					

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2. Unit/lesson planning based on student results	• *Individual student assessment results are analyzed and the data used to inform differentiated activities identified in unit/lesson plans.*	**AND**	• Assessment results data is *disaggregated* to inform unit/lesson planning.	**AND**	• Unit/lesson plans *are* aligned to the State and Common Core State Standards and *address student needs based on assessment results.*	• Unit/lesson plans are not aligned to the State and Common Core State Standards or address student needs based on assessment results.
Comments:	Strengths: • Teachers participated in professional development on unit and lesson planning at the beginning of the year Challenges: • New staff have not received the training on unit and lesson planning that other teachers received during the summer • Little to no evidence of unit and lesson planning using individual student assessment data Recommendations: • Develop, communicate and enact a plan for implementation of curriculum aligned to state standards and CCSS • Use common planning time and PLCs for PD in lesson planning, teaching strategies and implementation of CCSS • Utilize the lesson plan feedback form on a consistent basis so that teachers receive regular constructive feedback					

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3. Standards-based grading procedures	• *All teachers in all content areas utilize standards-based grading procedures that support student achievement of standards.*	AND	• Standards-based grading procedures *are implemented, but inconsistently used across classrooms.*	AND	• There *is* evidence of standards-based grading procedures *in classrooms.*	• There is no evidence of standards-based grading procedures.
Comments:	Strengths: • Challenges: • Students are allowed to complete all work, with no penalty, until the last day of the marking period • Grading scale is traditional (90-100%=A, etc.) • Student focus group reported that they do not receive feedback on their academic progress until they receive their end of marking period grades. Sometimes the grades are the only feedback that students receive • CSR team observed teacher baskets of ungraded student work • Grades do not reflect acquisition of knowledge according to standards Recommendations: • Align the grading system with the content and rigor of the standards • Create a scope and sequence at every grade level that reflects the content and rigor of the standards and align the grades to it					
4. Accommodations Lack of evidence	• *Personnel trained in the proper use of assessment accommodations administer the accommodations in a manner consistent with State policies and procedures.*	AND	• *Each student receives the assessment accommodations as specified in his/her IEP.*	AND	• Assessment accommodations are provided on State assessments consistent with State policy. • *Assessment accommodations are provided in the student's classroom instruction and assessment.*	• Assessment accommodations are provided on State assessments consistent with State policy.

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Comments:	Strengths: • Challenges: • It is reported that there are no teachers with special education certification in the school • Interviews yielded inconsistent understanding of accommodation implementation and monitoring process • No evidence of teacher training on accommodations • CSR team reviewed a DDOE report regarding IEP documentation concerns Recommendations: • Provide professional development on how to provide accommodations for identified students • Employ certified, highly-qualified and highly-effective special education teachers					
5. Alternate assessments <mark>Lack of evidence</mark>	• *Alternate assessments do not exceed the district cap for participation.*	**AND**	• *Personnel trained in the proper procedures administer the alternate assessment.*	**AND**	• Alternate assessments are provided to students *with significant cognitive impairments as specified by each student's IEP.*	• Alternate assessments are provided to students based on teacher recommendation. • The school exceeds the district cap for participation in alternate assessments without documentation of mitigating circumstances (e.g., special center program).
Comments:	Strengths: • Challenges: • Recommendations: •					

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6. Assessment reporting	• All assessment results are reported *in multiple formats and languages as appropriate.* • *School reporting makes the connection between assessment results and instructional priorities transparent.*	**AND**	• District and school assessment results are reported to *parents and the community.* • *School reporting is timely for making data-driven decisions.* • *All assessment results are clearly linked to achievement standards.*	**AND**	• Individual student assessment results are reported to educators and parents. • *District and school assessment results are reported to educators.*	• <mark>Individual student assessment results are reported to the educators.</mark>
Comments:	Strengths: • Parents receive interim progress reports • Parents have access to Home Access Center (HAC) to track their child's progress in meeting standards Challenges: • Parents reported having to ask for DCAS scores and only getting information by attending board meetings • Parents report that there is inconsistent online reporting among teachers (i.e., a significant percent of teachers are not posting grades to the Home Access Center consistently and in a timely manner) Recommendations: • Report assessment results in multiple formats to students and parents • Use the parent liaison to increase information available to parents • Establish the expectation that teachers will post grades to the Home Access Center consistently and in a timely manner					

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VI. Professional Development					
Criteria					
1. Professional development plan based on identified needs	• The school professional development plan is *developed with input from all stakeholder groups and administered by the school leadership.* • The school professional development plan includes goals identified for individual teacher, *paraprofessional and school administrator* professional development needs *based on evaluations, DPAS recommendations and trends in student achievement.*	**AND**	• The school professional development *plan is identified through data analysis of trends in student achievement and other indicators relevant to student learning, school success goals, State and Common Core State Standards and district/school curriculum, instruction and assessment initiatives.* • All *paraprofessionals and school administrators* participate in school wide professional development *as outlined in the school plan.*	**AND**	• The school professional development plan is focused on student achievement results. • *All teachers participate in school wide professional development.* • The school professional development plan *addresses school wide professional development needs.*	• The school professional development is unrelated to student achievement results. • Not all teachers participate in school wide professional development. • No evidence of a school professional development plan.

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Comments:	Strengths: • Teachers received professional development on Cornell notes, *Teach Like a Champion*, DE science kits, conflict resolution, students in poverty Challenges: • Interview reported that there is not a school professional development plan • Teachers do not have input into professional development offerings • Teachers report that they need professional development.to better serve their students • CSR team did not observe evidence of professional development implementation • Due to staff turnover it is difficult to sustain professional development efforts Recommendations: • Monitor implementation of professional development that staff already has received and provide staff with feedback and support until practices are consistent and pervasive throughout the school • Using teacher input and analyses of school data, create, implement and monitor a professional development plan aligned to student and teacher needs

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2. Scientifically research-based instructional strategies.	• *School leadership ensures that all school personnel receive high quality professional development.*	AND	• The school professional development *addresses adult learning styles.* • *Professional development is approved based on criteria which include a research basis, identified need, student achievement results and links to standards.*	AND	• The school professional development is *based on* scientifically research-based classroom instructional strategies.	• The school professional development is unrelated to scientifically research-based classroom instructional strategies.
Comments:	Strengths: • Teachers report that instructional strategies were modeled and charted during a professional development day Challenges: • Research-based instructional strategies were not observed, or were observed at very low levels, in classroom observations. Strategies that the CSR team was told it could expect to see included asking open-ended questions requiring critical and evaluative thinking (observed in only 9% of walkthroughs); research-based reading strategies (observed in only 5% of walkthroughs), and research-based writing strategies (not observed in any walkthroughs) Recommendations: • Choose 2-3 research-based instructional strategies (i.e. distributed summarizing) to be used in every classroom on a consistent basis, and then collect data related to implementation and hold ~~people~~ teachers and staff accountable for implementation • Monitor implementation of professional development and provide feedback and support until practices are consistent and pervasive throughout the school					

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3. School provides professional development through Professional Learning Communities	• The school *evaluates the effectiveness and implementation* of Professional Learning Communities.	AND	• PLCs *establish common goals related to Curriculum, Instruction and Assessment and work together to achieve those goals.*	AND	• PLCs *focus on* Curriculum, Instruction or Assessment.	• PLC's are unrelated to Curriculum, Instruction or Assessment.
Comments:	Strengths: • Time is allotted in the schedule for regular PLC meetings Challenges: • Professional Learning Communities have not met consistently throughout the school year • No evidence of agendas or minutes for PLCs • CSR observations indicate that PLC content and processes do not conform to established research-based practices Recommendations: • Use the "CSR PLC observation structure" to format your PLC groups • Use PLC time effectively to provide ongoing, embedded professional development					

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4. School provides professional development through coaching and mentoring	• The school *evaluates the effectiveness and implementation of coaching and mentoring.*	AND	• The school provides *administrative, budget and resource support* for ongoing professional development *through coaching and mentoring.*	AND	• The school *provides planned* follow-up support for professional development.	• The school does not provide follow-up support for professional development.
Comments:	Strengths: • New teachers report need and desire for instructional support Challenges: • Teachers report that the school has a plan for a mentoring program, but that the program was not brought to fruition • Instructional coach unavailable because of need to fill teacher vacancy Recommendations: • Develop an induction and mentoring program for new teachers; include opportunities to gain the knowledge of instructional strategies, to practice these strategies, and be monitored for transfer to the classroom • This mentoring program must be flexible so as to accommodate new hires regardless of the time of year • Provide ongoing, high-quality mentoring and support on instruction for all staff • Utilize the position of curriculum director to improve curriculum, assessment, and instruction and to coach teachers					

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5. Data analysis of the State, school and classroom assessment Lack of evidence	• The school *evaluates the effectiveness and implementation of professional development on analyzing assessment data.*	AND	• The school provides professional development that increases *knowledge and use of data analysis over time to inform instruction and improve student achievement.*	AND	• The school shares required *State, school and classroom assessment results* with teachers and *provides professional development to increase understanding through data analysis.*	• The school shares required assessment results with teachers.
Comments:	Strengths: No data or evidence were available or collected in this area. • Challenges: • Recommendations: •					

6. Use of assessment data to evaluate the impact of professional development	• The school *implements a systematic process* to analyze *and adjust the school professional development plan.*	AND	• The school *analyzes* the impact of professional development *in relation to State, school, classroom assessment and observation data.*	AND	• The school uses *some assessment data to evaluate* the impact of professional development.	• The school does not use assessment data to evaluate the impact of professional development.
Comments:	Strengths: • Challenges: • Interviews reported that the effectiveness of professional development is not analyzed. Recommendations: • See previous recommendations regarding professional development.					

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VII. School Environment							
Criteria							
1. High expectations for student mastery of State and Common Core State Standards	• Awareness and expectations *communicated to the community.* • The school *communicates* high expectations and provides additional academic and non-academic *support* as needed.	AND	• Awareness and expectations *communicated to parents.* • *The school has high expectations and meets the needs of all students.*	AND	• The school *communicates* awareness and expectations *among teachers and students* for meeting State and Common Core State Standards.		• There is no evidence that the school communicates awareness of or expectations for meeting State and Common Core State Standards.

Comprehensive Success Review

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Comments:	Strengths:
	• The school provides a late bus so that students can receive voluntary extra support
	Challenges:
	• Classroom observations did not demonstrate rigorous instruction or alignment with CCSS (providing rigorous content at or above grade level based on CCSS observed in just 1% of walkthroughs; activities and assessments reflected the rigor of the learning outcomes/standards in just 1% of walkthroughs)
	• Parents and students report that they don't think the school is aware of or communicates high expectations
	• Parents report that there is no accountability for online classes; parents felt that they had to monitor their children's progress in online courses
	• CSR observers heard multiple versions of the following statement from teachers: "For those of you who do want to learn…"
	• CSR team observed:
	   o A general acceptance of students being in class and doing nothing,
	   o Students being disrespectful, and
	   o A lack of student engagement during instructional time.
	• Students report that they are not doing career cruising or state-mandated student success plans
	Recommendations:
	• Develop a taskforce to create a school-wide tone of decency that fosters respect and a culture of high expectations. (i.e. "can do" statements; Daggett's Rigor, Relevance and Relationships)
	• Identify and implement a clear set of practices for demonstrating academic and behavioral high expectations for all, and communicate to all stakeholders
	• Develop a systematic process for live (on site and in person, not online) feedback and supports for students in all classes including online instruction
	• Provide student training on self-regulating behavior
	• Engage students in identifying challenges and solutions to improve school culture
	• Implement the state required student success plan beginning in 6th grade

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2. High expectations for teacher and principal performance	• The school *consistently communicates to all stakeholders'* high expectations for teacher, *staff* and principal performance.	AND	• The school *implements professional growth plans for all teachers and administrators that address growth needed to become highly effective.*	AND	• The school *has* high expectations for teacher and principal performance.	• The school does not demonstrate high expectations for teacher and principal performance.
Comments:	Strengths: • Teachers reported that administrators use the daily morning meeting and memo to communicate with staff Challenges: • Completing DPAS II and walkthroughs, the lack of a PD plan, lack of DPAS II Component 5 goal setting and Component 4 Professional Responsibilities • Lack of structure/hierarchy Recommendations: • Focus the daily morning meeting and memo around school wide high expectations for academics and behavior • Revisit school success plan					

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3. Celebration of success	• The school values, acknowledges and publicly celebrates *parent and community success.*	AND	• The school *publicly* celebrates student academic and non-academic success. • The school *publicly* celebrates teacher, staff and principal success.	AND	• *The school acknowledges and values student academic and non-academic success.* • *The school acknowledges and values teacher, staff and principal success.*	• The school does not recognize or celebrate success.
Comments:	Strengths: • Parents report that students are recognized for behavior and academics; for example, students have been featured on TV, have pizza parties for DCAS 3s and 4s, and the school selects a student of the month Challenges: • CSR team observed small quantities of student work posted; however, student work that was posted appeared to be outdated and lacked rigor Recommendations: • Start a PBS program to address student behavior problems and to enhance the existing ways of recognizing positive student behavior and academic success • Create opportunities to celebrate student success and improvement in short-term increments (weekly or monthly rather than just at the end of the marking period or school year). Recognize academic success on assessments/tasks including but not limited to DCAS					

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| 4. Safe and healthy learning environments | • *The school safety plan is implemented and monitored by school leadership.* | **AND** | • The school safety plan *is created through collaborative efforts with all stakeholders, including community, parents, principals, teachers, paraprofessionals, counselors, nurses, cafeteria supervisors, custodians, school bus drivers and students.* | **AND** | • The school *implements and enforces* policies and procedures that *create a safe, healthy and orderly school environment, including classroom and bus safety.*
 • *Discipline policies and procedures are implemented to ensure a safe school environment including classroom and bus safety.*
 • *School environment policies and procedures conducive to learning are shared with teachers, staff and students.*
 • *The school has a written safety plan.* | • <mark>There are no policies or procedures in place or enforced to provide a safe environment.</mark> |

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Comments:	Strengths:
	• There is a wellness center
	Challenges:
	• Students report that they do not feel safe in school (there are fights; the front door is routinely unlocked so anyone can get into the halls and classrooms; when doors are locked and someone "buzzes" to request entry, staff frequently allow entry without checking to see who is at the door)
	• Lack of evidence of a school safety plan
	• Teachers reported that disgruntled parents and relatives enter the school at the end of the day
	• CSR team observed acceptance of language and behavior that is inappropriate for an educational setting
	Recommendations:
	• Implement and monitor a school safety plan. Starting immediately, lock outside doors and restrict entry to the school buildings
	• Implement a program such as the Rigor-Relevance Framework or Tone of Decency
	• Examine human resources to find ways to better serve student needs
	• Implement a proactive, pro-social philosophy to help students learn to take responsibility for their actions

5. Promoting positive behavior, preventing problem behaviors and supporting students with behavior concerns	• *Systemic* policies and procedures *for intervention, prevention and intervention of inappropriate behaviors are implemented.* • Professional development addresses *tiered* supports and interventions.	AND	• The school policies and procedures provide for *tiered student assistance, counseling and referral.* • Professional development activities focused on behavior *are based on identified strengths and needs.* • *Staff uses multiple data sources to evaluate and inform practices to promote pro-social behavior and prevent problem behaviors.*	AND	• The school policies and procedures *provide for referral* of students with inappropriate behaviors in school, classrooms and on school buses. • *Staff participates in professional development activities focused on school-wide supports and interventions.* • *The school actively and routinely teaches and reinforces self-discipline and responsibility in the school, classrooms and on school buses.*	• There is no evidence of school policies and procedures regarding disciplinary actions for students with inappropriate behaviors.
Comments:	Strengths: • Staff have received training on conflict resolution Challenges: • Classroom management conducive to learning was observed in only 28% of walkthroughs • CSR team observed inappropriate behavior (i.e. profanity, ignoring teacher directions) in many classrooms • Behavior concerns were addressed by sending students to In-School Suspension, therefore reducing their learning time • Students report inconsistent behavioral standards and enforcement • The CSR team saw no evidence that the school is complying with state anti-bullying mandates (written anti-bullying policy, annual training in "the identification and reporting of criminal youth gang activity") Recommendations: • Implement a proactive, pro-social philosophy to help students learn to take responsibility for their actions • Create educational opportunities to engage students • Ensure that the school complies with all state anti-bullying requirements					

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6. Support for students' social, emotional/mental health needs	• *The school implements systemic policies and procedures for identification, prevention and intervention of social-emotional needs.* • The school *reinforces* self-identification and coping for social-emotional needs.	**AND**	• The school policies and procedures provide for *tiered student assistance, counseling and referral.* • *Staff is trained in triggers, interventions and response to students' social-emotional needs.* • *The school has policies and procedures to assist students and families needing resources.*	**AND**	• The school policies and procedures *provide for referral* of students with social-emotional needs. • *The school actively and consistently teaches self-identification and coping for social-emotional needs.*	• There is no evidence that the school is identifying students with social-emotional needs.
Comments:	Strengths: • Parents report that the principal, nurse, and guidance counselors provide support in times of family crisis • Staff have received training on working with homeless and with low-income populations • School has a parent liaison position and two guidance counselors Challenges: • Allocation of "human capital" resources • Not addressing the needs of an urban school Recommendations: • Implement a program such as the Rigor-Relevance Framework • Explore and implement best practices that are specific to urban education					

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7. Support for students' physical health, nutrition and physical activity needs	• *Systemic policies and procedures are implemented for identification, prevention and intervention related* to students' physical health, nutrition and physical activity needs. • The school has policies and procedures to support physical health, nutrition and physical activity needs *outside of school hours.*	AND	• *Student assistance* is tiered in response to individual health, nutrition and physical activity needs. • *The school has policies and procedures to assist students and families needing resources.* • The school *routinely reinforces* positive physical health, nutritional practices and the benefits of physical activity.	AND	• The school policies and procedures *provide for referral of* students with physical health concerns and supporting student nutritional and physical activity practices. • *The school teaches positive physical health and nutritional practices and the benefits of physical activity.*	• There is no evidence of school policies and procedures regarding students with physical health concerns or positive nutritional or physical activity practices.
Comments:	Strengths: • There are some opportunities for interscholastic sports Challenges: • Lunch is scheduled very late in the day • An unstructured, lengthy recess is provided for middle consequently reducing valuable learning time. • Students report that the cafeteria sometimes runs out of food • Despite signs reminding students that food/drink were not permitted in classrooms, students were observed partaking of such during the day • Many CSR team members observed students walking through the halls and entering or exiting classrooms, sometimes passing next to staff members, without being challenged by any of the adults in the area • According to the master schedule, high school students do not participate in Health classes Recommendations: • Review policies and procedures to support student nutrition and physical activity • Eliminate or reduce recess time and explore ways to include structured physical activity in other areas • Revisit master schedule to maximize instructional time and meet student needs. Consider surveying other Delaware high schools and middle schools to discover the average amount of instructional time their students receive					

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VIII. Parents and Community						
Criteria						
1. Parent and community involvement in school success process	• Parent and community members are involved in *assessing student and budget priorities, monitoring of School Success Plan implementation, and the implementation of the State and Common Core State Standards.*	AND	• *Parent and community members are involved in aspects of the school success process.* • *The school ensures representation or input from parent and community members who represent or are knowledgeable of the various student subgroup characteristics and school community demographics.*	AND	• The school *has active* parent and community involvement in the school success process.	• <mark>There is little or no evidence that the school has parent and community involvement in the school success process.</mark>
Comments:	Strengths: • A parent, who also staffs the ISS room, signed the school success plan Challenges: • Parents and teachers report low level of parent engagement Recommendations: • Create strategies to recruit and involve parents and community members in the school success planning process					

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2. Parent communication and involvement	• The school provides *on-going training for parents and uses a variety of means to actively engage parents* in supporting student learning. • *The school reports progress and results of school plans and programs to parents and seeks feedback.*	**AND**	• The school *encourages meaningful two-way communication with all parents in a language they most easily understand.* • *The school notifies and recruits all parents and supports parent volunteerism in activities that support student learning.*	**AND**	• The school has *policies and procedures* that encourage parent involvement in the school and *provide access to information and involvement opportunities relevant to student learning.* • The school *communicates with all* parents *using various methods.*	• There is little or no evidence that the school encourages parent involvement or communicates with parents.
Comments:	Strengths: • There is a school website and Facebook page, and the school uses Home Access Center and Alert Now • CSR team observed evidence of some teachers sending home course descriptions, newsletters, instructional goals, expectations, grading policies and parent teacher conference information Challenges: • Parents report that the only avenue to receive information regarding school progress and plans is to attend board meetings. • Parents report that the school is not proactive in giving parents information • Staff turnover affects efforts to have consistent communication with parents • There is low attendance at PTO meetings Recommendations: • Develop a meaningful two-way communication process to improve parent understanding and involvement					

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3. Community communication and involvement	• The school provides *on-going* training for community members and *uses a variety of means to actively engage community members in supporting student learning.* • *The school reports progress and results of school plan and programs to the community and seeks feedback.*	AND	• The school *provides access to information and involvement opportunities relevant to student learning.* • The school *encourages meaningful two-way communication with the community in a language they most easily understand.* • *The school notifies and recruits community members.*	AND	• The school *has policies and procedures* that encourage community involvement in the school. • The school *communicates* with the community using various methods. • *The school encourages community volunteerism in activities that support student learning.*	• There is little or no evidence that the school encourages community involvement or communication.
Comments:	Strengths: • Parents report that Mr. Jacobs has community events (e.g., coat drive, basketball tournament) • The art teacher hosts gallery walkthroughs twice a year that are open to the community Challenges: • Lack of partnerships with the community Recommendations: • Develop a meaningful two-way communication process to involve the community					