

# The School Support Team Report

The School Support Team report is an evidence-based report that is written around nine standards or key areas of school functions:

## Academic Performance

1. Curriculum
2. Assessment / Evaluation
3. Instruction

## Learning Environment

4. School culture
5. Student, family, and community support
6. Professional development and evaluation

## Organizational Effectiveness

7. Leadership
8. Organizational structure and resources
9. Comprehensive and effective planning

Each Support Team uses an extensive rubric that identifies indicators for each standard and describes four performance levels. The information gathered from the school review (documents and artifacts, interviews, and observations) is used to complete the report according to the SST rubric.

There are three sections to the School Support Team report.

Section 1 of the SST report is the Executive Summary. This section includes logistical information about the school review, a listing of the nine standards around which the report is written, commendations / areas of note, themes and recommendations, and questions to consider as the school decides how it will follow up on the report.

Section 2, the Detailed Report, describes the team's findings on the indicators for each standard, the sources of evidence used to substantiate the findings, and comments written by the team to clarify their findings. The numbers listed in the performance level column rate the school's overall performance on each indicator of each standard in the rubric.

Section 3 of the report, the Landscape section, provides a "summary at a glance" of the rating results for each indicator. The Performance Level numbers in the Detailed Report are color coded on the Landscape report and indicate the following:

Level 1: Little or no development and implementation (Red on the Landscape section)

Level 2: Limited development or partial implementation (Black on the Landscape section)

Level 3: Fully functioning and operational level of development and implementation (Blue on the Landscape section)

Level 4: Exemplary level of development and implementation (Green on the Landscape section)

# **CDE SCHOOL SUPPORT TEAM REPORT**

## **P.S. 1 CHARTER SCHOOL**

### **SECTION 1 - EXECUTIVE SUMMARY**

**OCTOBER 25-29, 2009**

#### **INTRODUCTION:**

The school support team conducted a scholastic review of **P.S. 1 Charter School** during the period of **October 25, 2009** to **October 29, 2009**.

The school support team activities included a review of the documents collected for the school portfolio and profile, classroom observations (26), Walkthroughs (53) informal interviews and informal discussions with teachers (28), students (50), parents (7), student teachers (1), classified members (7), Board members (5), school counselor ( 3), special education staff (2), meetings (1) and the administrators (13 visits). (\*Number may represent the number of observations or interviews, not the number of teachers in the school, for example.)

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from surveys, written documents, and other artifacts. All of these results were considered in the development of this report.

The school support's review report was based upon examination of the documents provided in the school portfolio, team experiences, and observations. The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment and Organizational Effectiveness. Each of the nine standards for success is addressed in the following pages.

## STANDARDS FOR THE SCHOOL SUPPORT TEAM REPORT

### Academic Performance:

The following Academic Performance Standards address curriculum, classroom evaluation/assessment, and instruction.

- Standard 1:** The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- Standard 2:** The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- Standard 3:** The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

### Learning Environment:

The following Learning Environment Standards address school culture, student family, community support, professional growth, development, and evaluation.

- Standard 4:** The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- Standard 5:** The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.
- Standard 6:** The school/district provides research-based professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

### Organizational Effectiveness:

The following Organizational Effectiveness Standards address leadership, school structure, resources and comprehensive and effective planning.

- Standard 7:** School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.
- Standard 8:** The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performance.
- Standard 9:** The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, provides direction, and an action plan focused on teaching and learning.

**AREAS OF RECOGNITION:** The School Support team would like to recognize and commend the following:

- A student centered culture where kids are valued, welcomed, and believed in and they are taught to believe in themselves
- Staff are hardworking, energetic, intelligent, resourceful, caring, flexible, and clearly enjoy and appreciate each other
- Expanded day schedule results in many options for students to obtain credits
- A focus on building relationships with students, such as the assignment of the same advisor over time
- A willingness of the staff to accept “lost “ students
- Staff’s work with the school’s mission and vision statements
- The school-wide inclusionary approach
- Performance based approach that prepares students for the “real world”
- Professional Learning Communities that provide a scheduled time for staff to engage in vertical and horizontal collaboration
- A plethora of data that is available and the talk about data driving instruction
- Separation of “Habits of Learning” from the academic portion of the student progress report
- Students receiving credit for standards reached

## RECOMMENDED STRATEGIC ACTIONS – MAJOR THEMES

These are significant focus areas that have emerged from the observations and interviews of the school support team. They are intended to guide the school's improvement efforts both for the purpose of the grant and in subsequent years. Please note that themes may include aspects of several rubric standards.

### PREFACE

The mission of P.S. 1 states:

“P.S. 1 is a small inclusive learning community where a diverse student body successfully prepares for post secondary education, skilled employment and positive contributions to the world. As P.S. 1 students build strong relationships, engage in relevant learning experiences and reach academic excellence”

This is a commendable touchstone. And although much work has been done over the past few years (the evidence being the charts in the principal's office) there is a disconnect between the mission statement, the work done, and what the School Support Team observed. The academic growth of students is not what it should be. The school needs to embrace high expectations for student learning on a consistent basis that align with their mission statement.

In her book, How it's being Done, Urgent Lessons from Unexpected Schools, Karin Chenoweth says that being considered at risk doesn't mean that you expect less of students -- “just that the adults in the school know they need to intensify their efforts to engage and teach the students.”

Students at P.S. 1 Charter School come from a variety of situations, they may not arrive at school *prepared* to learn, but they all arrive at school with a *need* to learn. It is the right of the students to expect high quality instruction together with high expectations and it is the obligation of the staff to provide both. These students are a generation of bright, young adults who, if given the right education, can and will make a difference in the world. The inverse is as true, if given an education that does not require high academic performance, their talents may be lost and the future, theirs and others, will not be all it could be.

In observing classroom instruction at P.S. 1 Charter School, the team sees a need for higher, more consistent student engagement in learning. Teachers need to energize and engage students in instruction. The care the staff has for the students should translate more consistently into dynamic teaching that students willingly participate in.

Reaching this goal is not impossible as demonstrated by Chenoweth's case study of Roxbury Preparatory Charter School (sixth-eighth grade) in Boston.

All of Roxbury Preps students are African American or Latino, 70% qualify for the free and reduced program, most come from single-parent families, and about 12% are diagnosed with a learning disability, they come from 60 schools across Boston, from extremely low socio-economic conditions, one-third of their students score two or more grades below grade level, and there is a high mobility rate. . . .

Yet after one year of sixth grade at Roxbury Prep, students are holding their own with the rest of the students in the state; by eighth grade, higher percentages of students . . . are meeting and exceeding state standards than at most middle schools in Massachusetts. In fact, higher percentages of African American and Latino students at Roxbury Prep meet and exceed both English language arts and mathematics standards in eighth grade than do white students in Massachusetts. The school is particularly strong in math, with 78% of African American eighth-graders and 100 percent of the Latino students scoring advanced or proficient on the state's exam, compared with 56% of white students in the state. In English language arts, 90% of Roxbury Prep's African American eighth-graders and 88% of the school's Latino students scored advanced or proficient in 2008 in contrast to 81% for the white students in the state. The track record for Roxbury Prep shows that nearly every student (95%) graduate from high school and more than 75% are currently enrolled in college. To achieve the results they do, teachers have to work very deliberately to ramp up students' achievement.

This case study verifies that achieving high academic performance can be reached at charter schools with the same demographics as P.S. 1 Charter School. High expectations for achievement, attendance, and behavior will make a huge difference. Combining a philosophy of high expectations with an intense focus on the essential skills proves a powerful combination. All decisions, all instruction, every day should be based on the question, and “What is best for the students?” This focus will provide the structure for high academic performance.

When addressing these issues, P. S. 1 Charter School needs to know that it is not alone. There are case studies to reference as well as other charter schools in the state that are willing to share best practices. The Colorado Department of Education’s Schools of Choice Unit provides many resources. Templates of school planning documents, policies, procedures, mission statements, vision statements and other documents are available at [www.cde.state.co.us/cdechart/guidebook/index.htm](http://www.cde.state.co.us/cdechart/guidebook/index.htm). Additionally, there is a Resource Handbook available that provides a step-by-step guide to addressing each standard at [www.cde.state.co.us/cdechart/download/CSSIHandbookFinal07-08.pdf](http://www.cde.state.co.us/cdechart/download/CSSIHandbookFinal07-08.pdf).

The School Support Team has identified one major theme of **high academic performance** to guide your journey. Under the overarching theme of **high academic performance**, the School Support Team has provided a plan of how each strand of the standards, e.g. Academic Performance (Develop a laser-like focus on high academic performance), Learning Environment (Focusing the Learning Environment on High Academic Performance), and Organizational Effectiveness (Focusing Organizational Effectiveness on High Academic Performance) should support this goal. This theme contains recommendations that lead to necessary changes. Every staff member should examine his or her skills and beliefs in order to provide high quality instruction that guarantees academic success for every young adult who comes to P.S. 1.

**MAJOR THEME:**

This is the significant area that has emerged from the School Support Team’s visit to P.S. 1 Charter School. It is intended to guide the school’s improvement efforts. Please note that this theme crosses all three strands of the CDE standards, e.g. Academic Performance, the Learning Environment, and Organizational Effectiveness.

**Major Theme: Develop a laser-like focus on high academic performance**

## Focus Academic Performance on High Achievement

### ACADEMIC PERFORMANCE

This section of the School Support Team (SST) report addresses Curriculum, Assessment, and Instruction.

The care and concern for students at P. S. 1 Charter School is demonstrated in many ways: students are valued, welcomed and believed in and they are taught to believe in themselves; students have flexible schedule options; and the experiential approach prepares students for the “real world”. Yet, despite these efforts, the students are not academically successful. Curriculum, timelines, and assessments are in place, progress monitoring is beginning, some interventions are provided, but there is a lack of **high academic performance**. We respectfully suggest that change needs to occur to reap the outcomes so clearly desired by the staff, students and families of P.S. 1 Charter School. Brian Pete and Robin Fogarty point out in Closing the Achievement Gap,

“Poverty creates a mindset about the innate abilities, the background experiences, and the apparent willingness of children to learn. This mindset is so firmly in place, it is next to impossible to change it. In fact, the hardest hurdle to overcome in educating the children of poverty is this unshakable belief that they are not as capable as children born to more advantageous circumstances.”

Requiring high academic performance is the key that can lead to educational equity for P.S. 1 students. Teachers and students alike must hold themselves and each other accountable for striving to reach proficiency and beyond in every endeavor, every day.

Researchers report that the ability to instill in students a belief that they can learn is critical to the success of low-socioeconomic status, effective schools. However, the underlying components of this include a **sharp, school-wide emphasis on high achievement, a laser-like focus on what students need to learn, emphasis on all students mastering basic skills, data driven instruction, and personal relationships**. (Marzano, 2000) (Chenoweth, 2009). P.S. 1 Charter School does a great job of developing personal relationships with their students and encouraging them to believe in themselves. However, some of the other **critical** components listed above are missing.

With this end in mind, we submit the following recommendations and questions to consider, in hopes that they may focus your efforts.

#### RECOMMENDATIONS:

- Develop a sharp, school-wide emphasis on high achievement, a laser-like focus on what students need to learn, an emphasis on all students mastering basic skills and high expectations for student behavior.
- Examine personal and collective beliefs about P.S. 1 Charter School’s students’ abilities, staff expectations, and what constitutes proficient student work. Commit to instilling in **ALL** students and their families the belief that they can and will learn and achieve at high levels. In order to align your practices with this belief, hold high expectations, step up the level and quality of work students are required to produce in your classrooms.
- Establish a common understanding of standards-based instruction and its correlation to the teaching/learning cycle. Use data to systemically align curriculum, assessment, and instructional strategies across all academic programs.
- Deepen your understanding of assessment for learning – how to use all the data you have to drive instruction in ways that will increase student achievement. Begin to closely analyze the results of classroom, building, district and state-level assessments for the purpose of making adjustments in instruction that will accelerate student achievement.

- Increase the specific feedback given to students as they work toward proficiency in each content area and through each assignment, lesson, or unit of study. Provide descriptive feedback designed to help students reflect on and evaluate their own work, understand and build upon their strengths, and set specific goals for “next step” improvement.
- Develop a richer practice of collaboration to capitalize on each others’ strengths to provide the best instruction for each other and every student.
- Access Colorado Department of Education resources available on-line, such as the Growth Model, CDE assessment frameworks, CDE depth of knowledge descriptors, CDE rubrics, CSAP item maps, etc. to support the staff’s development in standards-based instruction.
- Access the Colorado Department of Education’s Schools of Choice Unit which provides many resources at [www.cdestate.co.us/cdechart/guidebook/index.htm](http://www.cdestate.co.us/cdechart/guidebook/index.htm). There is also a Resource Handbook available that provides a step-by-step guide to addressing each standard at [www.cde.state.co.us/cdechart/download/CSSIHAndbookFinal07-08.pdf](http://www.cde.state.co.us/cdechart/download/CSSIHAndbookFinal07-08.pdf)
- Access the Colorado Department of Education’s website, [www.cde.state.co.us](http://www.cde.state.co.us) for the drafts of the new standards.

*Questions to consider:*

- What needs to happen so that all teachers have the skills, the support, and the time to meet the specific needs of the students in each class every day and elicit quality work that will lead to high academic performance and proficiency in life.
- How can we ensure all staff members share a common understanding of what standards-based, data driven education means in Colorado and looks like in the classroom?
- What research-based instructional strategies that are student-centered, age appropriate and culturally responsive to the needs of the students in this school should all teachers employ?
- How can the school implement those instructional practices that will have the highest impact on student learning? What does active student engagement look like?
- How can teachers use formative assessment data and the analysis of student work to inform their planning, teaching or re-teaching?
- What constitutes rigorous instruction?
- How do we ensure students receive the most effective and targeted intervention at the earliest possible time? How is the effectiveness of intervention strategies or programs monitored?
- How can we maximize the opportunities to collaborate in planning and/or co-teaching that a middle school schedule affords?
- How do we assure teachers have the skills to understand and administer quality assessments?

## Focusing the Learning Environment on High Academic Performance

### Learning Environment

This section of the School Support Team (SST) report addresses School Culture, Parent and Community Involvement, and Professional Development and Evaluation.

#### School Culture

The school's culture and learning environment has a huge impact on whether there is **high academic performance**.

The student centered, nurturing learning environment established at P.S. 1 Charter School serves as an excellent foundation for a focus on **high academic performance**. All students, and especially low achieving students, show their best progress when they are connected with an adult at school. The relationships between the adults and the students at P.S. 1 Charter School are exemplary. A positive, can-do attitude permeates the culture. Such a learning environment takes time to grow, and this school is fortunate that this asset is in place. With a nurturing and orderly climate in place in the building, examination of all facets of the academic press for **high academic performance** becomes the highest ongoing priority. An environment that fosters mutual cooperation, emotional support and personal growth is one which is created by educators as they work together to accomplish what they cannot accomplish alone (Rick DuFour, 1998).

In order to bring about a cultural shift that embraces a sense of urgency, focus and high academic achievement through full systems engagement, the school staff must plan strategically to shift the culture to one of high performing professionals, fully engaged in standards-based instructional practice that have high expectations of their students in achievement, attendance, and behavior. It is urgent that school leaders plan thoughtfully and strategically to coalesce staff around high impact practices that are not in place at the school at this time:

- A laser-like focus on what students need to learn
- Standards-based, data-driven instruction
- Formative assessments
- Defined levels of proficiency based on standards
- Research-based, proven high-impact instructional methods that are supported through on-going professional development, are implemented deeply and with fidelity and selected for the specific needs of the P.S. 1 Charter School students.

#### Student, Family and Community Support

Family and Community Support can be powerful elements in the process of building a learning environment which results in **high academic performance** for students. The creation of a culture of expectations for the highest quality of instruction and corresponding levels of student performance is basic to genuine partnerships between the school, the families, and the community. Communication of school progress, challenges, and initiatives should be continuous and routine, as well as requests for needed support and involvement. Continue to work on bridging the language and cultural gap between teachers and parents.

#### Professional Growth and Evaluation

Professional growth of instructional staff members is essential to the process of prioritizing instructional practices and discarding ineffective practices, and replacing them with proven, high-impact, research-based practices. Professional development that is job-embedded and relevant to the use of data to drive instruction is essential. To fully support the school's initiatives for improvement, the teacher supervision and evaluation plan and practices should connect to the school improvement goals for student learning.

Currently there is a learning environment of low expectations of students at P.S. 1 Charter School. The use of excuses as to why students cannot achieve must be eliminated. It is imperative that staff move beyond a focus on family circumstances, poverty, lack of skills and knowledge from previous school experiences. The reality is that every child that walks in the door has strong native intelligences and natural abilities. The P.S. 1 Charter School learning environment must be one of high expectations of students in academic performance, attendance, and behavior. P.S. 1 Charter School may be the last hope for some of their students to have a chance at success in life. If a learning environment of high expectations is not present, some students will only continue down a very tragic life path that does not include making "a positive contribution to the world".

The following recommendations are submitted for your consideration.

#### **RECOMMENDATIONS:**

- A high priority has to be addressing the truancy rate. A truancy rate of 79% presents a gigantic roadblock to high academic achievement. If students are not in attendance, they cannot learn.
- In order to build a culture of high expectations there must be an examination of the behavioral expectations in classrooms. In some classes, students were observed holding conversations during direct instruction, sleeping, and showing a lack of respect toward the teacher. In reality, this is counterintuitive to obtaining high levels of learning. A starting point for this would be to examine if there is a connection between behavioral issues and a lack of effective instructional methods that engage students.
- To build and sustain a culture of high expectations requires that the administration and staff build collaborative structures. Working in high poverty schools is difficult and challenging work. No one person has the answer, but collectively much can be accomplished.
- Examine how staff members guide students to internalize their own high expectations. Research and implement strategies to address this issue.
- High levels of academic achievement can only be accomplished focusing on a few high impact strategies. At this time a lot of good work has been done by the staff in identifying factors and solutions, but at this point it is only on paper and is too broad in scope. The school must decide on one or two high impact strategies, provide comprehensive, on-going, embedded professional development that ensures deep implementation and accountability of progress.
- Embedded and ongoing focused staff development that everyone practices and that becomes a focal point of all instruction in the school is important. To make the connections a strong, focused, and ongoing staff development plan is important. To make a strong plan for the current school year and beyond, an assessment of a base of knowledge and an understanding of the purpose of the initiative is the logical starting point. Staff development needs to be embedded and ongoing throughout the school year and extended over multiple years update skills and train new staff members. It is also critical that all staff development contain an evaluation structure to ensure that what is expected to be learned, is learned, and that implementation includes coaching, feedback and collaboration.

## Questions to consider:

- What do high expectations of students look like for us?
- What is our vision of where student achievement will be in five years?
- What do we believe about all students' abilities to learn at high levels?
- What actions or behaviors will we exhibit that demonstrate the belief that all students can achieve at high levels despite the challenge of poverty?
- How can we instill an internal pride and belief in our students that they can achieve?
- What do effective, successful schools with similar demographics do to achieve high levels of success?
- What well-defined professional development is essential for our staff to embed highly-effective instruction in every classroom?
- What professional development can we build and sustain over multiple years?
- How can we differentiate training to meet the varying needs of staff members?
- What can we do to make learning and success more visible in our school?
- How can we maximize the use of instructional time?
- How can we implement our behavior expectations to ensure consistent implementation?
- How do we align support programs with the needs of the students?
- How can we further actively involve parents, community members and business partners in meaningful activities that support student learning?
- How can we expand our communication with parents and the community to guarantee all stakeholders receive necessary information to raise student achievement?
- How do we evaluate our connections with parents and the community?
- How do we stay focused on the goals in the School Improvement Plan and not bring in unrelated professional development?
- How does our professional development effort provide us with focus, depth and sustained growth?
- How do we hold ourselves and each other accountable for implementing what has been learned?

## Focusing Organizational Effectiveness on High Academic Performance

### Organizational Effectiveness

This section of the School Support Team (SST) report addresses leadership, organizational structure and resources, and comprehensive and effective planning.

Organizational Effectiveness supports **high academic performance** through a laser-like focus on improvement planning with a few high-impact strategies, expanding school leadership in the school to guide the selected high-impact strategies and by the allocation and use of resources to support high performance. The organizational work of leadership needs to ensure that the school has clear direction, goals and action plans to improve student learning. Both administrative and teacher leadership are responsible to guide the work of the school (i.e. the teaching and learning processes) by providing direction, high performance expectations, creation of a learning culture and the development of the leadership capacity of staff. Additionally, school leadership is responsible to ensure the school maximizes the use of all resources to support high student and staff performance.

Leadership involves creating organizational structures and engaging in planning to carry out the mission and vision of a school district. Five leadership principles guide the work of school districts toward attaining greater achievements.

- *Communicate.* Transform the vision of the system from rhetorical flourish to daily reality.
- *Conquer.* Identify and remove the obstacles—including traditions, policies, prejudices and personalities—that stand in the way of the mission. Conquering need not involve alienation and unpleasantness, but it definitely requires a continuous mental audit of all the demands from inside and outside the organization to determine whether those demands are consistent with the mission.
- *Concentrate.* Focus energy, time, and resources on the most important initiatives, people, and ideas.
- *Coach.* Encourage the discouraged, challenge the complacent, and energize each individual in the organization toward a common mission.
- *Coordinate.* Marshal the resources of the central office staff so that each department, division, office, and individual contributes to the mission.

--Douglas B. Reeves, 2002

Plans alone are seldom effective in raising student achievement. To make them viable, leadership must be vigilant in monitoring implementation, marshalling resources, making corrective adjustments based on data, and evaluating the effectiveness of the plan

Given the challenges the school is facing, it is going to be increasingly important that there is a clear, focused and strategic organizational plan and direction, i.e. a focus on a few strategic goals and actions that are supported and implemented by all staff. This means that leadership will need to create school-wide coherence of purpose and goals, a cohesive staff culture of high performance and consistent staff implantation of priority actions at all levels.

Move from the approach where individuals, grade-levels and departments operate independent from each other to one where all staff and functions within the school are focused on a common purpose. Operating with a shared mission, use the tools of systems thinking to establish planning processes, communication and feedback conventions, and monitoring and evaluation strategies.

The work of meeting the achievement needs of all students in the challenging environment of high stakes testing and public scrutiny is demanding. With many competing challenges, the hardest task is often deciding what must be done in what order. “Focus on principles and practices that (1) are simple and supported by research, (2) are relatively few in number, and (3) have huge but underused potential.” (Schmoker, 1999)

A belief is only as good as your actions. P.S. 1 Charter School needs to become relentless in its focus. Leadership needs to guide the school in becoming more focused in essential practices and activities that have the most impact on learning and achievement. It will be important for leadership to guide the staff to focus on core, best practices that have the greatest potential to improve achievement.

We submit the following recommendations and questions for you to consider.

**RECOMMENDATIONS:**

- It will be critical for the school to consolidate its improvement plan and actions into a few, specific goals and research-based actions in order to effectively impact student achievement. Goals need to be expanded in a format that communicates what must be done, who will do it, and what success looks like (e.g. SMART goal format).
- Leadership should clarify the desired outcomes of the professional development plan and calendar and ensure it is seamlessly aligned with the schools priority goals and actions.
- It will be important for administrative leadership to provide the staff with focus, clarity and organization along with monitoring and accountability for a few, high-impact improvement efforts.
- The leadership team should develop personnel and resource allocation guidelines to support the strategic deployment of staff and material resources, based on student needs and improvement goals.
- Ensure that all instructional programs are monitored through a well-defined system that includes data team meetings, frequent principal walk-throughs with targeted feedback.
- Develop and implement a system that assures budget allocations are aligned with the School Improvement Plan.
- Establish a system to examine how time is used. Include an analysis of time on task.
- Schedule time to review and analyze student data and use it to drive instruction.
- Create a building professional development system that allows for differentiation and that is based upon the needs of staff.

### Questions to consider:

- How do we prioritize those activities that directly raise student achievement and abandon those that do not?
- What would change if all teachers collaborated, shared instructional information, created units together, assessed data on the units, and made high academic performance a priority? How would higher expectations and greater accountability change instructional strategies?
- How do we know our meetings, professional development, etc. are achieving their designed purpose and have significant effect on student achievement?
- How are we certain that the data we collect gives us the information we need?
- How are we effectively using the data we have?
- How are we building leadership capacity throughout the school and community to reach our goals? How is leadership, at both the teacher and the administrator level, modeled, supported and expended?
- How are our goals reflected in the way we use our time, talent and resources?
- What would P.S. 1 Charter School look like if EVERY staff member, parent, student truly believed that all students could be successful?
- How do we demonstrate our belief that our students are as capable as any student in Colorado?

### IN CONCLUSION:

The School Support Team sincerely hopes that this report assists the P.S. 1 Charter School community in the goal of attaining high academic performance for all students. We have strived to help the school community focus its time, energy and resources in the areas and ways that research says will get the best results in student academic achievement. **True equity demands no less.**

**More resources about the nine standards used in this report are available at the CDE Professional Development and School Support website.**

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