



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

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



<b>BEDS Code</b>	05010001002
<b>School</b>	Casey Park Elementary School
<b>School Address</b>	101 Pulaski Street, Auburn, New York 13021
<b>District</b>	Auburn Enlarged City School District
<b>School Leader</b>	Ron Gorney
<b>Dates of Review</b>	March 12-14, 2013
<b>School Accountability</b>	Focus
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	K-6	Total Enrollment	511	% Title 1 Population	71%	% Attendance Rate	94%				
% Free Lunch	65%	% Reduced Lunch	7%	% Student Sustainability	91%	% Limited English Proficient	0%	% Students with Disabilities	12%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language			N/A				
Types and Number of Special Education Classes											
# Special Classes	N/A	# Consultant Teaching	N/A	# Integrated Collaborative Teaching			N/A				
# Resource Room	4										
Types and Number Special Classes											
# Visual Arts	N/A	# Music	1	# Drama	N/A	# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
Racial/Ethnic Origin											
% American Indian or Alaska Native	0%	% Black or African American	8%	% Hispanic or Latino	6%	% Asian or Native Hawaiian /Other Pacific Islander	0%	% White	74%	% Multi-racial	12%
Personnel											
Years Principal Assigned to School	1	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers		.5			
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification	0%	% Teaching with Fewer Than 3 Yrs. of Exp.		0%	Average Teacher Absences	0			
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing	Yes	Priority School	N/A	Focus District	X	Focus School Identified by a Focus District	X	SIG Recipient (a)	(g)		X
ELA Performance at levels 3 & 4	43%	Mathematics Performance at levels 3 & 4	51%	Science Performance at levels 3 & 4	88%	4 Year Graduation Rate (HS Only)		N/A			
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	N/A	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	N/A	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	N/A	6 Year Graduation Rate		N/A			

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b> <b>(Mark an "X" in the field(s) where school is identified for not meeting AYP.)</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	Limited English Proficiency		

**Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DCIP, etc.):**

**SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**

1. Put systems in place to identify students in need of mental health services. Aggressively pursue services that support and sustain social emotional health for students with disabilities, and economically disadvantaged students.
2. Early intervention- all students are assessed when arriving utilizing numeracy and literacy instruments. Resources are targeted to support students in the primary grades in order to address academic deficiencies in the primary grades.
3. Enhanced communication with home with a high level of parent engagement and involvement. Workshops, conferences, written as well as oral forms of communication between the home and school are commonplace. Barriers to communication need to be identified especially in the case of economically disadvantaged families.
4. Maximum utilization of personnel, physical, and curricular resources for students with disabilities.
5. Enhanced collaboration for staff. Opportunities for collaboration will be provided in order for staff to effectively plan and deliver instruction for students with disabilities and economically disadvantaged students.

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

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

#	Statement of Practice	H	E	D	I
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).			X	
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.			X	
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.		X		
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.		X		
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.			X	
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.			X	
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.			X	
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student			X	

	achievement outcomes.				
	<b>OVERALL RATING FOR TENET 3:</b>			<b>D</b>	
<b>Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.			X	
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.		X		
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			X	
	<b>OVERALL RATING FOR TENET 4:</b>			<b>D</b>	
<b>Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.		X		
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.		X		
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.		X		
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.		X		
	<b>OVERALL RATING FOR TENET 5:</b>		<b>E</b>		

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

#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.			X	
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.			X	
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

School Review Narrative:

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** Members of the school community express reciprocal respect and support for the school leader for creating a positive school climate. However, the school leader has not articulated a clear vision aligned to goals for improving student achievement, which impedes sustainable, continuous and measurable school improvement.

**Strengths:**

2.4 **The school has received a rating of *Effective* for this Statement of Practice:** Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

- The school leader makes strategic decisions regarding resources. The school leader reported to the Integrated Intervention Team (IIT or “review team”) that the district decided the most effective way to support students with disabilities in the elementary schools is to include these students in general education environments as much as possible. As a result, the school leader decided to allocate Title IIA Funds to reassign staff and reduce class sizes. The school leader reported that support staff monitors data to identify at-risk students for support services, such as Response to Intervention (RtI). The school leader said he invested resources in the early grades to provide appropriate program support including a free, comprehensive afterschool program for economically disadvantaged students. The school psychologist noted that he has spent much less time this year with discipline issues due to the school leader support. Staff reported that the school leader addresses discipline issues promptly, which decreases the amount of time students are out of the classroom. Consequently, the school leader’s strategic use of human, programmatic, and fiscal resources supports school improvement efforts.

2.5 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

- The school leader uses a system to observe and provide feedback to staff. The school leader stated he is completing the requirements of the Annual Professional Performance Review (APPR) system and providing staff feedback. A review of the K-12 Insight survey data indicated that teachers felt supported by the school leader, a sentiment that was reiterated by the teachers interviewed by the IIT. Teachers interviewed did acknowledge that the feedback provided often focuses on classroom management and behavioral concerns, and that this has helped improve their practice. The teachers also indicated that they are looking for more guidance with their instruction in future feedback, now that classroom management has improved across the school. The school leader reported he uses

informal observations to provide staff with timely feedback regarding behavioral issues; staff confirmed this in interviews with the IIT. Documents reviewed by the team indicate that the school leader and staff supervising sub-groups of students have met to discuss strategies to address achievement lags of students with disabilities. Staff reported that the school leaders use student data and observations to plan Professional Development (PD) and coaching to provide support to staff in their instructional practices. The school leader and other staff indicated that they use data produced from the district created Curriculum, Instruction and Assessment (CIA) plan, which consists of Running Records, Numeracy Screener, and Spelling Inventories, to assess how effectively teachers are implementing instruction. The school leader participates in meetings with other staff to collaborate on the analysis of student data, review current efforts, and plan next steps. As a result, systems in place are supporting a culture of continuous improvement.

**Areas for Improvement:**

**2.2 The school has received a rating of *Developing* for this Statement of Practice:** Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).

- The school leader is developing a structure for creating a shared vision with a sense of urgency based on the SCEP. The school leader reported that his personal vision includes parent involvement and that he planned to begin development of a school-wide vision in the upcoming 2013-14 academic year. He provided an agenda for the April faculty meeting that included time to introduce next year's plans to include stakeholders in the development of a new mission statement. A parent indicated knowledge about the SL's plans to hold a meeting of school community members to develop a school vision statement in the next academic year. He plans to use student achievement data as a basis of the vision. While students reported the goals of the school are to get an education so they can have a career, staff said the vision of the school is to build a positive school climate, get student behaviors under control, and build a safe community. Parents, teachers, and students did note an improvement in climate and safety since September, when the school leader assumed his position. With the new leadership, the school community has begun to consider an articulated vision aligned to school-wide goals, but the effort is not complete, which limits the school's focus to short-term goals.

**2.3 The school has received a rating of *Developing* for this Statement of Practice:** Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.

- There are systems in place for the staff to collect student academic data, student behavioral data, and another system to monitor teacher instructional practice, but these systems are not interconnected. The school leaders and staff all reported that they utilize the district's instructional system, the CIA plan, to monitor student achievement. The school leader demonstrated for members of the review

team his use of the district-wide discipline database to monitor behavioral interventions. The school has a teacher evaluation system in place, and while the school leader has prioritized providing feedback on classroom management, this feedback often does not connect to instructional practices. Staff reported in interviews with the IIT that the observation feedback to help them improve their instructional practices is limited. The lack of interconnected school achievement, discipline, and instructional systems results in a lack of coordinated practices, which limits progress toward critical goals.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The staff is implementing the NYSED English Language Arts modules and is beginning to phase-in the Mathematics modules from EngageNY. The inconsistent use of differentiated instruction and of data to target instruction limits the academic success for all students

**Strengths:**

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Areas for Improvement**.

**Areas for Improvement:**

3.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.

- The school is beginning to implement instructional units that support CCLS. Documents reviewed and interviews conducted by the IIT indicate grades three to five are implementing the English Language Arts (ELA) modules and using *Crosswalk Coach for the Common Core State Standards* books. Documents reviewed by the IIT also indicate that grades three to five are implementing the Springboard Curriculum and Leveled Literacy Intervention to support foundational reading skills. The school uses *Coach* books in grades three to five for mathematics to support CCLS. The school was in the process of developing CCLS-aligned curricula for other grades and connecting the CCLS instructional shifts to all content areas. With only partial implementation of the CCLS, curricula is not at the level of rigor required for the students to be college and career ready, which limits student achievement and school improvement efforts.

3.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.

- While staff uses unit and lesson plans that support the CCLS, not all plans promote the higher-order thinking skills students need to develop to analyze complex materials. Interviews with the school leader and staff by the IIT, along with classroom visits, indicate that teachers are working to create and use unit and lesson plans that reflect CCLS. The school leadership and staff reported that teachers participate in monthly data inquiry team meetings with the literacy coach to unpack the CCLS and discuss plans for implementation. While collaboration is monthly, the lack of formal weekly collaboration time programmed for staff results in infrequent opportunities to review student work and plan lessons together, which limits the ability to develop lessons that address student needs and stimulate higher-order thinking.

**3.4 The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

- Formal teacher collaboration time within and across grade levels and subjects does not exist. The school leader reported that some grade levels met informally and voluntarily. He also reported providing opportunities for teacher collaboration was an “area we need to work on.” In staff interviews, reviewers learned that there were no opportunities for collaboration with staff in special areas, such as arts and technology. Collaboration did occur informally. For example, documents indicated art and music teachers collaborated on cross-curricular lessons, and reviewers learned through interviews of informal collaborations between the arts and core subject area teachers. The lack of formal structures that support collaboration limits the staff’s ability to coordinate curricula that incorporate the arts, technology, and other enrichment opportunities.

**3.5 The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.

- The school leader and staff are developing a process for the collection and analysis of data. Both the school leader and the documents reviewed by the IIT indicate the use of various tools, such as literacy profiles, Numeracy Screener, Running Records, progress monitoring, and DIBELS NEXT to determine groupings. This basic level of data collection and analysis leads to some data-driven instructional planning; however, the IIT did not observe evidence of strategic action planning and instructional lesson plans resulting from data analysis. The school leader reported that the district plans to purchase, install, and use Schooltool, a data-based student information management system. However, the current approach to data-driven instruction is inconsistent, which limits the potential for greater student achievement outcomes.

**Tenet 4 - Teacher Practices and Decisions:** Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent sub-groups experience consistent high levels of engagement, thinking and achievement.

**Tenet Rating**

**D**

**Debriefing Statement:** Teachers are in the beginning stages of using strategic practices to achieve targeted learning goals; however, not all subgroups are receiving instruction and services that provide them with opportunities to access the general education curriculum or stimulate higher order thinking. This limits opportunities for some students to learn at high levels and to be involved in their own learning.

**Strengths:**

4.4 **The school has received a rating of *Effective* for this Statement of Practice:** Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.

- Parents and staff reported that within the short time the school leader began his service as principal, he introduced systems that support staff to provide a safe and supportive learning environment. Staff reported the psychologist and a teacher co-taught Second Step, a program that teaches socialization skills, in all Kindergarten classes. Students reported and the IIT observed teachers using language to cue expected behaviors. Classroom rules were clear and consistent. The IIT observed compliant behaviors throughout the building. In addition, some staff used strategies that provide all students access to curricula that support independent learning. Students reported they participate in the "Daily 5," a management system that provides students with the opportunity to "read to someone, read to self, work on listening, word work, and writing." The K-12 Insight survey indicated that 85 percent of students reported that teachers "will see if everyone understands before moving on" and 60 percent of students surveyed reported that they feel they "are treated fairly regardless of what they look like, believe, or can do." The survey also indicated that students report teachers are available for extra help at different times. The IIT observed teachers consistently asking text-based questions, and some teachers asked higher order thinking questions as well. These practices result in student learning environments that are safe and support opportunities for student engagement and inquiry.

**Areas for Improvement:**

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

- Instructional practice that leads to high levels of inquiry and engagement is inconsistent. Reviewers observed that some staff use instructional strategies to engage students such as close reading of text, science experiments, and group problem solving in mathematics. However, other staff employed practices that do not engage students, such as conducting round robin reading, using worksheets, and asking literal questions about the text. Reviewers observed during a grade level meeting staff analyzing students' work and adjusting instruction to include specific strategies, interventions and support to target students' specific skills and areas of need. However, instruction that was observed did not reflect high levels of student engagement and inquiry consistently, and, therefore it is not clear this practice occurs across all grade level teams. Because not all teachers are planning with student

goals in mind, there is inconsistent access to high levels or engagement.

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

- Staff members do not consistently use differentiated instructional practices. IIT reviewers observed in classroom visits that staff did not consistently provide modifications and accommodations for students with disabilities. Staff members use materials that support CCLS instructional practices and staff members reported that the Modules have been very helpful for grades three to five. One student reported, “Sometimes my teacher changes the lesson if we don’t understand it.” In addition, some teachers provide after school help for students needing assistance. However, lesson plans reviewed did not indicate differentiated learning or evidence of targeted learning goals for groups of students. In classrooms visited, all students received the same worksheets and the same homework assignments. These practices limit the ways students can access learning, which negatively affect their ability to achieve goals and make progress towards increased academic achievement.

**4.5 The school has received a rating of *Developing* for this Statement of Practice:** Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.

- Many teachers are using a variety of data sources to inform instructional groupings for ELA. Staff reported that they use fall, winter and spring Running Records and Literacy Screeners as their primary data sources. Teachers provide feedback; however, they do not provide it frequently, nor is it consistently relevant. Staff reported that students set goals for themselves. The self-assessment indicated that students are aware of their current reading level, mathematics knowledge, and grade-level targets. However, the K-12 Insight survey indicates that only 34 percent of students reported “My teacher talks to me about how I am doing in school.” The lack of consistent opportunities for teachers and students to work together to set goals limits the participation of all students in their own learning process.

**Tenet 5 - Student Social and Emotional Developmental Health:** The school community identifies, promotes and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

**Tenet Rating**

**E**

**Debriefing Statement:** Multiple stakeholders perceive the school as a safe respectful environment. A system is in place for referral and support for students that addresses social and emotional needs. Partnerships with community agencies exist within the school that lead to positive academic and social supports for all students.

**Strengths:**

**5.2 The school has received a rating of *Effective* for this Statement of Practice:** The school cultivates the

development of overarching systems and partnerships that support and sustain social and emotional developmental health.

- Students receive support services before, during, and after school. Staff reported the school has a referral system to connect students and families to outside agencies, such as Cayuga Counseling Services and MOST Counseling Services, and partner programs like the Partnership for Learning After-School Program, that provide academic, social, and emotional support services. In interviews, the school leader and support staff indicated that they collected and reviewed data to identify students in need of supports. The school psychologist co-teaches the Second Step Program to kindergarten students, during which he establishes relationships that carry through their tenure at the school. These relationships, along with the services available at the school and with community partners, allow students and families to have the support they need to address social and emotional developmental health.

5.3 **The school has received a rating of *Effective* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

- The school promotes a culture that connects student academic learning to social and emotional developmental health. While the school leader reported that there is no formal social-emotional developmental health program or curriculum, classrooms visits and interviews indicated that the school has a common understanding of the practices that support social and emotional health needs. The school leader reported some staff receives PD in conducting Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP). Staff also informed the IIT that the Second Step teachers develop relationships with all students beginning in Kindergarten. Staff reported that the new leadership makes expected behavior clear to students. Staff attended PD focused on positive behavior supports and alternatives to suspension. Parent, staff, and student groups reported a positive school climate conducive to learning. The school articulates and promotes the expected skills and behaviors that support student success.

5.4 **The school has received a rating of *Effective* for this Statement of Practice:** All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

- All school constituents articulated that the new school leader has put systems into place to help make the school community a safe place. Staff commented that the school leader handles discipline matters promptly and that student behavior has improved. Reviewers observed rules and expected behaviors displayed throughout the school. Reviewers noted that classroom behavior systems include using language cues, cards, and charts. Students reported that teachers hold daily morning meetings where students begin the day by exchanging compliments with each other. Parents reported that the school works to get behaviors under control to create a climate conducive to learning. During interviews parents, students, and teachers said the school was a safe, welcoming environment conducive to learning. According to parents, the school leader is very visible. One parent remarked, "He is mobbed

at dismissal; kids want to hug him. He comes into each lunch period, the kids are thrilled.” The positive school climate fosters a sense of ownership that leads to students achieving greater outcomes.

**5.5 The school has received a rating of *Effective* for this Statement of Practice:** The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

- The school leader and student support staff worked with teachers to develop an understanding of how to use data effectively to address students’ needs. The school leader and student support staff reported that staff review and analyze attendance, behavioral and academic data monthly. The support team uses this data analysis to inform the RtI process and the development BIPs. Staff and the school leader noted the school has plans to use a new program next year called School Tools to facilitate data collection and management. Currently, the school leader and support staff collect and analyze data in a manner that supports students’ social and academic achievements.

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

<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** Members of the school community report that the school creates a variety of opportunities to inform and involve parents. The school community identified inconsistent family and parent participation in students’ learning as an urgent area of need requiring action.

**Strengths:**

**6.2 The school has received a rating of *Effective* for this Statement of Practice:** The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.

- The school was welcoming and fostered a feeling of trust, which encouraged families to access the school leader and staff. Parents report that the school leader stands at the front of the school and greets students in the morning. Reviewers saw a form that teachers send home to recognize positive student behavior. Parents also receive a weekly newsletters. Students reported that their parents come to school for Read to Your Parents Day and Open House. In interviews with the IIT, parents shared that there are multiple opportunities and activities offered to families to engage them in their child’s learning process, including Book and Breakfast, Reading Rally, Guest Readers, Open House, and parent nights. Parents said that they can volunteer for specific events. Parents noted there was a parent representative in the interview group who works with the SCEP plan development team. This results in a welcoming environment that encourages parent participation in activities to support student success.

### **Areas for Improvement:**

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

- Opportunities exist for reciprocal communication between families and the school regarding some issues and concerns. Parents have limited opportunities to increase their understanding of data from multiple tools. Reciprocal communication did occur, for example, during parent-teacher conferences. Teachers maintain contact logs, which document their phone calls and emails exchanged with parents. Parents reported that the school sends letters about tests with tips to help prepare students. During a grade level meeting, IIT reviewers observed staff discussing plans for an upcoming open house. One idea the teachers discussed was displaying reading materials at various reading levels so that parents might better understand at what level their children are reading. Some parents interviewed expressed concern that there was "so much emphasis on working with lower students, there is no opportunity for enrichment." Despite some efforts, communication with families concerning students' strengths and needs, especially students not receiving special services, does not include understanding data, which limits parents' ability to support their child's learning.

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

- The school made some connections with families and community agencies to support student success. Reviewers noted that the school has many partnerships that link families with community resources. These partnerships include Partnership for Results for programming before and after school, and most counseling services. Community resources are located on school premises, which facilitate access to supportive services. Parents of students with disabilities reported that the needs of their children are being addressed. However, there is no evidence of PD focused on how to sustain healthy partnerships with families. This lack of PD on how to work closely with parents limits the likelihood that the staff will form the relationships with parents that can be critical in improving student achievement.

6.5 **The school has received a rating of *Developing* for this Statement of Practice:** The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on learning and success.

- The school shares data with families, but does not do so in a way that empowers families. The school leader reported that the Curriculum Night and the Open House, which are both opportunities for families to receive data, are well attended. Parents noted the school shares data with families during parent-teacher conferences and in letters informing them of test results. A parent said, "The school sends home test information, and teachers will explain if you ask." However, the IIT did not see evidence that the school provides families opportunities to understand and use the data, which

diminishes parents and families' abilities to support students achieving their academic goals.

## **Recommendations:**

### **Tenet 2: School Leader Practices and Decisions**

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

- 2.2: Develop a vision statement with a representative group of stakeholders (school leaders, teachers, and parents) that sets high expectations, a sense of urgency and includes timely, measurable goals. Widely distribute the vision throughout the school community.
- 2.3: Develop interconnected systems that lead to the collection of and analysis of outcomes. Create and implement feedback loops that provide staff with best instructional practices connected to student achievement.

### **Tenet 3: Curriculum Development and Support**

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

- 3.2: Develop and institute procedures that provide support for teachers to develop and implement CCLS-aligned curriculum and unit plans.
- 3.3: Expand grade-level meetings to provide time for staff to complete curricula maps and design differentiated lesson plans that are meet the needs of all student groups. Examine these documents to ensure they include complex materials that will stimulate higher-order thinking and engagement. Ensure staff can collaborate to analyze student work and share strategies.
- 3.4: Create a schedule that provides opportunities for teachers of all subjects and across grades to collaborate on developing and implementing curriculum that incorporates the arts, technology and enrichment opportunities to enhance learning of all students. Facilitate the inclusion of specialty area teachers (art, music, and technology) in planning meeting, regularly.
- 3.5: Identify a district or school representative to help the school to coordinate the selection, collection, and analysis of data by staff. Ensure that data is made readily available to staff and can assist them in assessing patterns of student learning and adapting instruction, and for parents to support their child's learning.

### **Tenet 4: Teacher Practices and Decisions**

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

- 4.2: Use instructional practices and plans that are informed by data and include necessary instructional interventions. Provide PD in models of co-teaching along with coaching and follow-up to support implementation. Provide PD in specially designed instruction for all general education staff and in CCLS for

special education teachers. Provide common planning time for reflection. Create short and long-term goals that involve students in their own learning.

- 4.3: Provide PD that will assist staff in identifying strategies that will allow students to actively participate in achieving their targeted goals.
- 4.5: Provide greater opportunities for students to receive data-based feedback from teachers. Ensure that RtI implementation and delivery of special education services includes identifying deficits and delivery of targeted instruction while providing access to the curriculum.

### **Tenet 5: Student Social and Emotional Developmental Health**

All ratings for this Tenet are either **Highly Effective** or **Effective** and therefore, comments are listed under **Strengths**.

### **Tenet 6: Family and Community Engagement**

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

- 6.3: Develop systems that foster reciprocal communication with families and improve their understanding of data and ways they can support their child to become college- and career-ready.
- 6.4: Provide PD for staff to support the development and maintenance of positive relationships with parents and community organizations that support students' needs.
- 6.5 Develop methods to engage all parents and community members in the school. Provide workshops and information sessions to parents on how to understand and use data to support their child's academic and behavioral needs and to refer parents to free resources, such as the parent information provided through the New York State Education Department's EngageNY.