



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

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



<b>BEDS Code/DBN</b>	190301040001
<b>School</b>	Cairo Elementary School
<b>School Address</b>	424 Main Street Cairo, NY 12413
<b>District</b>	Cairo-Durham Central School District
<b>Dates of Review</b>	June 10 -12, 2013
<b>School Accountability</b>	Focus
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	K - 5		Total Enrollment	421	% Title 1 Population	NP	% Attendance Rate	92%				
% Free Lunch	51.07 %	% Reduced Lunch	15.60 %	% Student Sustainability	55%	% Limited English Proficient	)%	% Students with Disabilities	13%			
Types and Number of English Language Learner Classes												
# Transitional Bilingual	0		# Dual Language	0		# Self-Contained English as a Second Language			0			
Types and Number of Special Education Classes												
# Special Classes	0		# Consultant Teaching	4		# Integrated Collaborative Teaching			0			
# Resource Room	0											
Types and Number Special Classes												
# Visual Arts	1	# Music	1	# Drama	0		# Foreign Language	0	# Dance	0	# CTE	0
Racial/Ethnic Origin												
% American Indian or Alaska Native	0	% Black or African American	1%	% Hispanic or Latino	2%	% Asian or Native Hawaiian /Other Pacific Islander	0%	% White	83%	% Multi-racial	4%	
Personnel												
Years Principal Assigned to School	9		# of Assistant Principals	0		# of Deans	0		# of Counselors / Social Workers		.8	
% 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	92.56		
Overall State Accountability Status (Mark applicable box with an X)												
School in Good Standing		Priority School		Focus District		Focus School Identified by a Focus District	X	SIG Recipient (a)		SIG Recipient (g)		
ELA Performance at levels 3 & 4	51%	Mathematics Performance at levels 3 & 4	54%	Science Performance at levels 3 & 4		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					

NP = Not Provided

<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
	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.):**

1. Incorporate the common core standards into every lesson.
2. Design lessons to increase the achievement of students living in poverty.
3. Design lessons to increase the achievement of our special education and at-risk students.
4. Make school-wide goals a part of our "every-day."
5. Integrate Science, Technology and Engineering with Math in daily lessons.

**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>X</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 achievement outcomes.			X	
<b>OVERALL RATING FOR TENET 3:</b>				<b>X</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.**

#	Statement of Practice	H	E	D	I
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>X</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.**

#	Statement of Practice	H	E	D	I
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>X</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		X		

	the school, leading to increased student success.				
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>X</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:** The school leader has created a vision that references positive school climate and culture. The vision focuses on student and family support and does not specifically address student academic expectations and improved outcomes. As a result, this limited vision impedes the creation of specific measurable goals aligned to school improvement.

**Strengths:**

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

**Areas for Improvement:**

**2.2: The school received a rating of INEFFECTIVE 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 Educational Plan (SCEP).

- The school leader created a school vision independently, for a specific purpose related to student behavior. Teachers reported that they are aware of the vision, but stated they believe the vision was not well known by other stakeholders in the school community. Students are not able to articulate the school vision, but they could articulate knowledge of the “Be” program. This program is a behavior incentive program used in conjunction with the Positive Behavior Intervention System (PBIS). Teachers stated there were no specific goals related to the school leader’s vision. Additionally, document reviews revealed that the school’s SCEP is not aligned to the school vision. The lack of a shared articulated vision aligned to measureable school-wide goals limits continuous school improvement efforts.

**2.3: The school 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 & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.

- The school leader supports the use of tracking data from Fountas and Pinnell (F & P) assessments and uses running records and benchmark assessments from the Journeys reading curriculum. The school leader stated 80 percent of teachers use eDoctrina, a web-based software designed to help educators: (1) prioritize standards, (2) create curriculum maps and standards-based lesson/unit plans, (3) build standards-based paper and online assessments, (4) print answer sheets, (5) scan

assessment results (6) quickly pin-point students who are at risk and tracks their performance on specific standards and skills. (7) manage school/district SMART goals, (8) track student-centers goals (RTI and IEP) and (9) manage teacher observations (eDoctrina.org). The school leader stated that he did not define how teachers use eDoctrina, and added that he did not check and monitor the teachers' work in eDoctrina. The school leader also stated that there is a need for additional professional development (PD) for teachers regarding the use of eDoctrina. Additionally it was reported that a portion of the faculty meetings are devoted to examining curriculum modules from Engage NY and there is also common planning time provided for teachers at all grade levels. During the visit, the school leader stated that discussions through Danielson observation training was provided to him to gain insight and support to conduct teacher observations and write appropriate feedback using TeachScape, which is a professional learning suite that the district purchased to track APPR. Teachers reported that goals had been set in the previous school year but none had been set for the school year of the DTSDE school visit. The lack of monitoring of evidence based systems limit continuous progress of school wide practice toward mission-critical goals.

**2.4: The school received a rating of DEVELOPING 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 has made decisions to organize human, programmatic, and fiscal resources. The school leader stated that he did not hire new staff because of budget cuts that limited his ability to fill staffing needs. In addition, the school leader and teachers use F & P data to organize small student groups for literacy instruction. These students meet with teachers after school to receive additional tutoring and support. The program is supported by ten teachers who volunteer to help these students. However, the principal did not inform the reviewers about the extent to which the program was monitored and the kinds of fiscal resources that supported this program to a sustainable level. Furthermore, the school leader did not report a plan of action to measure any gains in achievement outcomes related to the afterschool program. It was not clear to the reviewers the kind of curriculum and assessment used to address the specific standards and skills, or whether there was articulation between the tutors and the recitation teachers. The school leader pointed out that Catskill Community Center (CCC) operates a volunteer program as an extension of the school day for about 45 students. This program offers students 210 minutes of English language arts (ELA) instruction and 70 minutes of math instruction each day. The school leader did not indicate the number of students who attend regularly, or produce any evidence of a record of student attendance to the program, or describe structures in place to monitor the progress of students who attended CCC. Reviewers found that the school leader is locked in operational issues and does not make fiscal decisions that support the academic needs of all students or sustain student programs. The absence of a clearly defined a system for planning, implementing and monitoring human, programmatic and fiscal capital, school-wide goals focused on improving instruction, increasing academic achievement of at risk students, and integrating Science, Technology, Engineering and Math (S.T.E.M.) are not achieved.

**2.5: The school received a rating of DEVELOPING 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 and district staff have an Annual Professional Performance Review (APPR) plan in place, utilizing TeachScape to record and share observation evidence. Teachers can access evaluation information in TeachScape as well. Some teachers stated that evaluation evidence in TeachScape is lengthy, with frequent repeated passages connected to multiple competencies, and it is disjointed and difficult to understand. The school leader reported that there have not been any Teacher Improvement Plans (TIPs) done in TeachScape, since the current school year was the first year of implementation. The school leaders have not put in place robust monitoring systems of teacher observation to inform teacher effectiveness and its impact upon classroom instruction to improve the academic outcomes of students. Teachers stated that the school leader disseminates F & P information through Google Docs. However, the school leaders are not monitoring through classroom observations how the F & P assessment data to direct instruction and improve student learning. The lack of systemic approach to supporting frequent cycles of teacher observation and continuous monitoring of teacher use of data to plan instruction contributes to low levels of student achievement, limiting continuous school improvement.

**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 school has started the process of aligning the curriculum to Common Core Learning Standards (CCLS) in ELA and math. Significant work is required to complete the CCLS transition including collaboration across the district in order to ensure that the curriculum is vertically aligned. Professional development facilitating teacher modification of instruction and the design of rigorous and CCLS aligned curriculum maps and lesson plans is lacking. As a result, students are not receiving rigorous instruction that is fully aligned with CCLS.

**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 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.

- During the visit, the school leader stated that Common Core math and reading programs are in use and that the school uses the Journeys reading curriculum and Singapore math, which are both

aligned to Common Core, according to the school leader. Teachers reported that there is minimal external PD support aligned to the CCLS. In addition, teachers shared that they are researching and working on CCLS unit and lesson planning independent of district PD. Classroom visits revealed varied evidence of Common Core aligned lessons. According to teachers, curriculum modules on Engage NY are their curriculum maps. Other than these, teachers stated there are no additional curriculum maps for grades K-2 at the school. The Integrated Intervention Team (ITT) Team found that the school is inconsistent in the development of CCLS aligned curricula and the connecting the CCLS instructional shifts across the content areas and across grade levels. As a result, the inconsistent implementation of the CCLS and shifts limit continuous school improvement and academic rigor to ensure college and career readiness.

**3.3: The school 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.

- During document reviews CCLS lesson and unit plans as well as pacing calendars were not available. According to the school leader, portions of faculty meetings are devoted to reviewing curriculum modules from Engage NY. Teachers indicated that they anticipated schedule modifications in the coming school year in order to create extra planning time for teacher teams. Teachers stated there was no vertical planning time and sessions during the current school year. The lack of formal collaboration time programmed for staff in vertical meetings results in limited opportunities to review student work and plan together, which limits the ability to develop coherent CCLS aligned curriculum that address student needs and stimulate higher order thinking skills.

**3.4: The school 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.

- Document reviews revealed that staff meeting agendas are set by faculty with no participation of the school leader. Teachers reported that they have grade level planning time and that common planning time is expected to increase for grades K-2 next school year. Although curriculum documents that were reviewed did not reveal lessons or units that incorporated art, technology or other enrichment areas, classroom visits showed student work products that incorporated the arts. Additionally, the review of grade four student work showed that some lessons integrated technology in PowerPoint presentations, and students stated that teachers are insistent on students learning and using technology. The reviewers did not see actual evidence of instruction where teachers fully or partially integrated arts or technology, as a resource, in the classrooms. The review team did not observe teachers strategically and collaboratively planning to integrate art/technology across subjects and grade levels through an integrated curriculum. The review team noted that collaboration across grades and subject are not formalized to allow access to an art/technology embedded curriculum within the school. The lack of an instructional vision to systemically embed the arts and, technology and other enrichment opportunities, within and across curricula, limits the

ability of teachers to plan for interdisciplinary instruction that enhances student motivation, engagement, learning and academic achievement.

**3.5: The school 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 stated that assessment scores were shared with teachers at the beginning of the year. Additionally, the school leader tracks Fountas and Pinnell data and shares it with the instructional staff. Teachers reported that they review and analyze data, identifying specific skills and deficits for each student, to help identify interventions and instructional supports for students and to develop plans for student improvement, and for transitional placement from grade five to grade six. However, the documents reviewed by the IIT and the assessment data did not reflect gains in student achievement. The poor student engagement observed by reviewers indicate that teachers do not use data to inform classroom strategies and techniques. The absence of a strategic plan to help teachers use assessment data to address student needs increases the potential for low performance and perpetuates a culture of poor academic achievement.

**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:** Classrooms visited reflected lessons that are starting to address CCLS and increased student engagement, differentiation, and academic rigor. Teachers use a variety of data sources and data is used to inform reading and literacy instruction. Lack of professional development on using CCLS aligned data and lack of progress monitoring in order to meet individual student needs hinders student’s access to learning at increased levels of proficiency.

**Strengths:**

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

**Areas for Improvement:**

**4.2: The school 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.

- Document reviews did not reveal formal plans for goal setting. Short and long-term goals for groups of students were based on grade-level benchmarks and led to student involvement in their own learning. Specific goals were evidenced in some classroom visits. Teachers use Fountas & Pinnell

data to plan interventions and target instruction; however, teachers did not articulate specific literacy goals for students. Classroom visits showed lessons that offered inconsistent student engagement and inquiry. Some teachers provided highly engaging instruction that included hands-on activities, peer conversation, and active involvement. In addition, various classes provided physical activity and interaction as part of instruction. Additionally, some teachers grouped heterogeneously and provided differentiated strategies. Classroom visits showed accommodations for students with disabilities, where teachers provided active teaching and all students were able to participate in lessons. In settings where students with disabilities received instruction, classrooms had the objective of the lesson available. In other classrooms, teachers provided the purpose of the content, strategies and skills being taught including “what, why and when.” The instructional practices in the classrooms, as observed by the IIT, did not reflect consistently high levels of student engagement, and inquiry. Because not all teachers are planning with the learning goals of each student in mind, and how to meet the individual needs of all students, there is inconsistent access to high levels of inquiry and engagement.

**4.3: The school 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.

- Teachers reported a lack of curriculum maps. Teachers also shared that they conducted self-directed research for the implementation of the CCLS. Classroom visits showed a variety of ways in which students were engaged in learning. The IIT observed in some classrooms, some evidence of differentiated instruction, but little evidence of varied student responses and interaction around responses. Most classroom visits demonstrated teacher dominated instruction. The reviewers observed that teachers did not use data on prior performance to differentiate teaching and learning of the content, for example, by extending lessons for those who completed tasks and providing support for those who experienced difficulty and make vigorous attempts to meet students where they are in the learning process. The lack of implementation of differentiated instruction based on student needs and interests hinders the students’ ability to access learning at multiple entry points and decreases the rate at which students achieve their learning goals and experience high levels of academic achievement.

**4.4: The school received a rating of DEVELOPING 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.

- During the visit, the IIT observed that appropriate behaviors were explicitly taught. The “Be” program is in place to teach positive behaviors. Students were able to state the three “Be’s” – Be kind, Be safe, Be respectful. Classroom visits showed classroom expectations posted and revealed evidence of classroom procedures. The IIT reviewed the handbook for parents, which was useful for understanding the Positive Behavior Intervention System (PBIS). Parents stated color-coded behavior system in K-1 are understood by children and are taught consistently year-to-year. The reviewers observed that instruction did not consistently reflect high levels of student engagement

and inquiry despite the efforts to maintain safe and respectful classroom environments. The team observed that students were the quiet recipients of knowledge in teacher-centered classrooms' and high levels of engagement and motivation were not evident across classrooms. In the absence of an environment to support a balance between expectations for student learning and behavior, limits the school's ability for increasing student achievement.

**4.5: The school 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.

- The school leader provides state assessment data for teachers to use to inform instruction. Teachers stated that they receive "IEP's at a glance" to help inform instruction for students with disabilities. The school reports 13 percent students with disabilities but teachers' attention to student IEP data is extremely limited. The and comprehension skills of understanding of student IEPs and knowing how to use the information to modify instruction was not evident in the responses of the teachers who were interviewed. Teachers also used Fountas & Pinnell data to inform instructional decision-making. The school leader reported that teachers use running records to track student performance. However, the principal did not report how teachers were supported in developing data interpretation skills to help them make meaning of the data. The school leader did not report how he interpreted school data to make decisions about students and teachers based on test performance. During the visit, the reviewers say grade level meetings focused on instructional planning using data for students transitioning to the middle school. In some classroom visited by the reviewers a few lesson plans showed that teachers planned instructional strategies based on targeted data. Students stated teachers helped them learn in different ways and they could name teachers who provided useful feedback. The insufficient use of data systems that are readily available for teachers to understand and interpret data for all subgroups limit the school's ability to plan instruction to meet the learning needs of students.

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

**Tenet Rating**

**D**

**Debriefing Statement:** Teachers and staff provide support for the social and emotional development of students. Teachers have created safe and supportive environments for student learning. The school provides ad hoc support but does not provide a system or resources that allow for comprehensive and consistent support. An increased demand for support services has outpaced the resources available to provide sufficient support.

**Strengths:**

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

## **Areas for Improvement:**

**5.2: The school received a rating of Developing for this statement of practice:** The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

- The support staff stated there has been no long-term overall planning for the social emotional health of students. According to teachers, there is an informal system in place where some students have a designated adult as a mentor. Document reviews revealed no plans or evidence of a formal mentoring program. Support staff members stated that budget cuts have lessened their ability to meet student social and emotional needs. Support staff reported that cuts to the assistant principal position and special education staffing have led to more behavior problems. Teachers also stated there is no formal tracking of behavioral referrals. The lack of systematic school wide plan to address student behavioral needs does not support student social emotional developmental health.

**5.3: The school received a rating of DEVELOPING 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.

- At the time of the visit, teachers articulated the concept of the three Be's program. Students were able to state the three "Be's", Be Kind, Be Safe, Be Respectful. Some parents were able to state the three Be's. Document reviews showed the school's PBIS plan. Teachers stated that specific behaviors are explicitly taught. Classroom visits revealed specific behaviors being taught and reviewed. The IIT found that there was inconsistent staffing to support students with disabilities and gifted/advanced learners needs. Teachers stated that PD is based on what is "in" at the moment, as opposed to specific school needs. Document reviews showed Therapeutic Crisis Intervention (TCI) training was provided, but according to the school leaders, the district coordinates TCI training for student support staff and this limits school-wide approach to intervention that is sustainable. The absence of a clearly articulated vision and agenda that systematically support the social, emotional and developmental health needs of all students, delays the rate of student academic achievement and their ability to become productive and responsive learners.

**5.4: The school received a rating of DEVELOPING 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.

- Students reported that they feel safe in school. Some students shared that teachers helped them to be fearless despite the highly publicized events of violence, which occurred in other states. Students stated they felt safe asking questions. The IIT noticed the presence of adults at unlocked doors during student arrival in the mornings. Teachers articulated the school vision of "Everybody Loves Our School" and explained the vision was related to behavior needs and attendance. Teachers also stated the "three Be's" motto has helped define appropriate social behavior in the school. Some

parents stated concerns about bullying while others expressed concern over inconsistencies in student discipline. The school leaders and student support staff did not report the existence or use of a broad range of systemic and individualized strategies to address the problem of bullying in the school. The parents were not aware of the academic and intervention systems or any individualized strategies for improving social and learning outcomes and preventing behavior problems in the school. The absence of a clear understanding of the school discipline code, procedure and strategies used to address student behavior, limits parents and families perceptions about the ability of the school to support student learning and help them to become successful in the school.

**5.5: The school received a rating of INEFFECTIVE 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 does not provide a system or resources that allow for comprehensive and consistent support for student social and emotional developmental health. The school leader puts discipline information into PowerSchool and the student information system. School leader stated that there is not a system to identify student needs because of reduced resources. The student support staff tracks data from the Instructional Support Team (IST) referrals, the Fountas and Pinnell data, Leveled Literacy Intervention (LLI) data, Response to Intervention (RTI) data, and “Be” data. The IST uses forms for teacher referrals and develops action plans for student intervention. Document reviews showed a PBIS plan that teaches specific appropriate behaviors. In addition, classroom visits revealed specific behaviors were being taught across the classrooms that were visited by the IIT. Consequently, the lack of a comprehensive plan that supports student social emotional developmental health limits students’ ability for sustained academic and social progress.

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

**Tenet Rating**

**D**

**Debriefing Statement:** There is a welcoming and trusting relationship between the school and families. The school regularly communicates with parents. The school has started the process of communicating important changes in the academic environment (such as the implementation of the CCLS) to parents. However, the education of parents in order to initiate and/or enhance the parents’ active engagement in their children’s academic progress and understanding of data is limited. This reduces the ability of parents to become full partners in the educational process.

**Strengths:**

**6.2: The school 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.

- During the visit, the IIT found that there were several programs in place that were responsive to student and family needs, such as the Back Pack Program which is designed for helping children get nutritious and easy-to-prepare food over the course of the weekend and providing additional assistance with glasses and clothing. The school has a Grandparent's Day as well as another program that allows for the adoption of ten families at Christmas time each year. The school has a Royal Readers program for parents to volunteer to read to students and parents can volunteer in some classrooms to assist with tasks such as learning sight words. Additionally, parents can volunteer for field trips. Because of the building atmosphere, parents feel encouraged to volunteer in the school to build a supportive learning environment and foster student success.

**6.3: The school received a rating of EFFECTIVE 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.

- Teachers acknowledge the needs of their economically disadvantaged students. Teachers communicate with parents both through telephone calls and e-mails. Some parents are called every day depending on the circumstances. Some parents stated they can easily get information if they come to school. Parents also stated that some teachers send home daily folders and weekly newsletters. In addition, the school leader sends out monthly newsletters to all parents. There is a Cairo Elementary School webpage that is located on the district website and is maintained by the school leader. The school has a Back Pack Program. The school leader makes home visits to help increase attendance. As a result, the communication systems increase family participation to support the school and the academic progress for their children.

**Areas for Improvement:**

**6.4: The school received a rating of DEVELOPING for this 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 partnerships with families and community agencies however, these partnerships are cultivated at the building level to support student success. In addition, these resources are not communicated with parents sufficiently enough for them to access the resources. The parents do not receive information about the types of support that these agencies provide and how they can work with these agencies to support their children. The support staff communicates with and tries to coordinate with Green County Social Services. Support staff members attend the Greene County Single Point Of Access (SPOA) meetings which are held once per month. The Parent Teacher Organization (PTO) has approximately 20 teachers participate in monthly meetings. The pupil personnel director provides targeted PD on autism. He also provided a workshop on parenting during the 2012-13 school year. The lack of support in establishing and cultivating school-community partnerships limit the school's ability to form relationships that are critical in improving student achievement.

**6.5: The school 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 student learning and success.

- Some parents report that some math teachers send home a breakdown of assessment data. The parents stated that the school does not explain the grading systems and they would like to have data better explained. The parents stated that the eDoctrina reports are sent home, but they need help to interpret the reports. The Data is shared at parent teacher conferences. Communication about the school curriculum is limited and information about the CCLS was presented only once at Open House for parents. The school does not systematically share and empower families to understand data. The lack of data sharing with corresponding training for families limits their ability to support their children in 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: Establish a process to revise the school vision that includes more specific measurable goals including student achievement goals. The vision development process should establish a clear procedure for collecting data and establishing benchmarks measuring progress towards goals; Include annual reviews of the goals associated with the vision so that the vision and/or goals can be updated; Ensure that the vision development process is collaborative and includes all school stakeholders; Align the school vision to the district vision.
- 2.3: Promote and ensure the alignment of all school practices (as best practices) with the goals contained in the vision; Communicate the vision and goals to all stakeholders consistently over time; Provide timely data to all constituents that measures the progress towards the goals contained in the vision.
- 2.4: Review allocation of staff and resources to maximize impact in light of budget cuts and staff reduction to consistently improve student performance.
- 2.5: Review the current evaluation system after a full cycle of use to determine the level of effectiveness.

### **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: Create grade level CCLS curricula and clear, descriptive and rigorous unit/lesson plans that also include modifications for sub-groups such as special education and economically disadvantaged students. Coordinate curricula development efforts throughout and across content areas, grades and with the other buildings in the district.
- 3.3: Create CCLS-aligned pacing calendars and associated unit/lesson plans that expose students to a progression of sequenced complex materials and higher-order thinking skills. Provide on-going CCLS professional development to teachers.
- 3.4: Establish consistent formal collaboration and planning time, along with procedures on how the planning time will be used.
- 3.5: Consistently use formative and summative assessment data to drive instructional decisions: Map the information gleaned from the data to examine how the subgroups perform differently. Provide more time for teachers, in the calendar, to make effective use of benchmark data so that analysis of data is both meaningful to their content area and robust in terms of addressing weaknesses in the assessment results and to enact instructional plans accordingly.

#### **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: Provide on-going PD to teachers on developing CCLS-aligned lesson plans and instructional strategies and ways to differentiate instruction; Review all unit and lesson plans to ensure that they are fully CCLS-aligned; Review CCLS-aligned lesson plans and instructional practices periodically for best practices and appropriate levels of rigor.
- 4.3: Use differentiated instruction to meet the targeted learning goals of all students consistently across all classrooms.
- 4.4: Increase the use of differentiated instruction within individual classrooms as informed by ongoing goal setting for all students. Develop a culture where high expectations for student behavior are coupled with high expectations for teaching and learning and that these expectations are shared by students, teachers, administration and parents.
- 4.5: Create action plans that address targeted skill deficits for grade levels, sub-groups (such as special education) and individual students based on data that contain appropriate instructional strategies on how to address those skill deficits; Establish a system to monitor progress for goals contained in action plans as well as goals leading to “college and career readiness” (proficiency on the state assessments).

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

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

- 5.2: Review the current system to develop a comprehensive and coordinated system to identify and support student social and emotional needs taking into account a changing student population and focusing on both prevention and intervention. Align and coordinate the system with the district and the other buildings; Develop partnerships with outside agencies that will support student social and emotional needs.
- 5.3: Develop consistent support for the needs of students with disabilities and for the needs of gifted/advanced learners.
- 5.4: Reinforce parental belief in the school by helping them understand the school discipline code and the extent to which the school responds to the unique behavior of each student. Provide parents training on the discipline techniques used by the school and how modifications are made at the school level according to the child’s developmental needs. Provide resources, such as Parent Handbook, and other printed handouts on school data regarding monthly referral and OORS data at SLT and PTA meetings, to change the negative perceptions about the school’s inconsistent response to discipline.
- 5.5: Develop a comprehensive system to monitor progress and/or adjust programs and interventions using data.

## **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:

- 6.4: Differentiate between parent involvement versus parent engagement and identify ways that the school can encourage both; Develop a written plan to identify ways to increase parent engagement and involvement that will lead to increased academic achievement; Provide professional development to administrators and staff on how to increase parent engagement.
- 6.5: Develop multiple ways of sharing a variety of data and information with parents that increases their active engagement in their children's academic progress.