



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	19-04-01-06-0008
School	Catskill Elementary School
School Address	341 West Main St., Catskill, NY 12414
District	Catskill Central School District
School Leader	Dawn Scannapieco
Dates of Review	May 20–21, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration		PK- 5	Total Enrollment		790	Title 1 Population		53%	Attendance Rate		93%
Free Lunch	42%	Reduced Lunch	9%	Student Sustainability	93	Limited English Proficient		2%	Students with Disabilities		13.7%
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		6	#Consultant Teaching		4	#Integrated Collaborative Teaching					
# Resource Room		6									
Types and Number Special Classes											
#Visual Arts		#Music		#Drama		# Foreign Language		# Dance		CTE	#
Racial/Ethnic Origin											
American Indian or Alaska Native	1%	Black or African American	11%	Hispanic or Latino	10%	Asian or Native Hawaiian/Other Pacific Islander	1%	White	72%	Multi-racial	5%
Personnel											
Years Principal Assigned to School		5	# of Assistant Principals		1	# of Deans		0	# of Counselors / Social Workers		3
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification		0	% Teaching with Fewer Than 3 Yrs. of Exp.		2	Average Teacher Absences		7
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District	X	Focus School Identified by a Focus District			SIG Recipient (a) (b)		a
ELA Performance at levels 3 & 4	45.2%	Mathematics Performance at levels 3 & 4	55.6%	Science Performance at levels 3 & 4	92.2%	4 Year Graduation Rate (HS Only)					
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		6 Year Graduation Rate					

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native	X	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		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	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		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	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. To increase the percentage of students meeting proficiency on the NYS grades 3,4,5 ELA and mathematics assessments.
2. To increase the graduation rate from 76 percent to 80 percent.
3. To create and maintain an engaging, safe, and motivating environment that promotes meaningful connections with all students.
4. To promote high quality instruction by all educators through the implementation of the Danielson Model for APPR.

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	
OVERALL RATING FOR TENET 2:				D	

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			X	

	thinking and build deep conceptual understanding and knowledge around specific content.				
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	
OVERALL RATING FOR TENET 3:				D	

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

#	Statement of Practice	H	E	D	I
4.2	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	
OVERALL RATING FOR TENET 4:				D	

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			X	

	and emotional developmental health.				
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	
	OVERALL RATING FOR TENET 5:			D	

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

#	Statement of Practice	H	E	D	I
6.2	The school 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' strengths 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	
	OVERALL RATING FOR TENET 6:			D	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: Although the school leader has a vision that focuses on student achievement and improving test scores, the school vision is not clearly articulated or understood by the staff. The school leader has set an expectation for the use of New York State (NYS) P-12 Common Core Learning Standards (CCLS)–aligned lessons, delivered using a variety of instructional practices and based on the use of data. However, these expectations have not been fully explained using supporting, specific examples and procedures. The lack of an articulated vision, understood and shared across the school community, impedes the development of a shared sense of urgency about achieving school-wide goals.

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.

- In partnership with the District, the school leader makes decisions regarding staff hired for the school, student and teacher placement and resources for the school. Through interviews with staff, the Integrated Intervention Team (IIT) learned that although major decisions on funding are made at the District level, the school leader has some discretion in the allocation of funds, including the acquisition of textbooks. The school leader articulated to the IIT that funding decisions are based on student and teacher needs and are organized to achieve school improvement goals. For example, the purchase of new English language arts (ELA) materials was aligned to the school priority of “increasing the percent of students meeting proficiency on the NYS grades 3,4,5 ELA and mathematics assessments.” The school leader reported to the IIT that she ensured that the after-school and tutoring programs were funded. Furthermore, the school leader indicated that she deliberately attempts to hire school staff for the after-school program to more effectively address student achievement. Because the school leader has organized the use of funds to address student and teacher needs and to address school priorities, available resources are allocated to support school improvement and achieve student goals.

Areas for Improvement:

2.2 **The school has 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 Education Plan (SCEP).

- During IIT-conducted interviews, staff and the school leaders shared their personal visions for the school with the IIT, however there was no school vision that was clearly defined and shared by the school leader with all school constituents. The school leader indicated to the IIT that the school's goals were focused on the improvement of student achievement in English language arts (ELA) and mathematics but these goals were not connected to a school vision. School staff interviewed were not able to articulate the goals that are outlined in the School Comprehensive Education Plan. Without a vision connected to common goals, there is not a shared sense of urgency about increasing student achievement.

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.

- The school leader uses some evidence-based systems to collect evidence on student achievement and school improvement efforts. During interviews, staff indicated to the IIT that the school uses publisher-created benchmark assessments for ELA and Board of Educational Cooperative Services (BOCES)-developed benchmark assessments for mathematics. The school leader uses some evidence-based systems to examine school-wide practices; however, these systems are not linked to identified school goals or a shared vision for school improvement. The IIT observed during classroom visits and noted during interviews that, although teaching schedules include common planning time, there was no specific structure or expectations established for common meeting times and meetings were not always used to address the improvement of school-wide practices. Based on a review of documents, the IIT found that the school lacked systems to ensure leadership development and community and family engagement. The IIT also found that informational systems regarding teacher practices were limited to the Annual Professional Performance Review (APPR) process. The school leader reported to the IIT that, other than PD on the APPR process, few opportunities were offered by the District for leadership development. The lack of evidence-based systems connected to a shared vision and school-wide goals and a lack of leadership development hamper the school's capacity to examine and improve individual and school-wide practices and make progress toward school-wide goals.

2.5 The school has 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.

- District staff is using the new APPR process to conduct observations; however, there is limited use of student data to inform instruction and impact student achievement. The IIT reviewed documents that showed that the school leader and the District have an APPR plan that uses the Danielson Model. This model contains a framework of teacher quality assessment that includes tests of teacher knowledge, observations of practice, and measurements of student learning gains.

The school leader and teachers reported to the IIT during interviews that the use of the APPR process contributes to holding staff and the school leader accountable for student improvement. During a teachers' focus group interview, the IIT was informed that teachers receive feedback from observations, but the feedback does not always include student data. The teachers also indicated that there is inconsistency in the timeliness of feedback from observations depending on who is providing it. Staff indicated to the IIT that feedback to teachers includes a review of instructional practices, but does not address student achievement. The IIT reviewed documents that showed that professional development (PD) is offered on Superintendent Conference days and workshops on teacher practices are offered by external PD providers, such as BOCES or the Teacher Center. A lack of connection between student achievement data and instructional practice hinders the promotion of effective instructional practice, development of improvement plans and achievement of school improvement 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 school is using published curricula designed to support the CCLS in ELA and mathematics. These curricula are being implemented to promote the use of strategies and practices to maximize student-learning outcomes. However, CCLS-aligned curricula are not being implemented across all subject areas. The use of data to facilitate teacher modification of instruction and the design of rigorous and responsive lesson plans is not implemented throughout the school. As a result, students do not consistently receive a rigorous level of instruction that is fully aligned with the CCLS or modified to address the needs of 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 leader and staff support the implementation of CCLS-aligned curricula through PD, the use of CCLS-aligned curricula materials, and through curriculum mapping. However, this support is not consistent across all subject areas, with the majority of efforts concentrating on ELA and mathematics. During an interview with staff, the IIT was informed that all students are using

published programs designed to align with the CCLS for ELA and mathematics instruction. During staff interviews the IIT learned that all PD days have focused on CCLS. Although the school was working to ensure that curricula were appropriately aligned to the CCLS and that systematic support was being provided to teachers in mathematics and ELA, the lack of similar support for other subject areas limits the consistent implementation of rigorous CCLS-aligned curricula across all subject areas.

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.

- The IIT noted that teachers were using curricula designed to support the CCLS in ELA and mathematics; however, although unit and lesson plans are required by the District to be posted on the District's network drive, there were a limited number of aligned CCLS unit and lesson plans available for review by the IIT. Although reviewers observed teachers using curricula programs that were designed to support the CCLS, limited evidence of the use of complex materials or strategies to promote complex thinking and deep conceptual understanding were seen in classrooms visited by the IIT. No individual teacher lesson plans were provided to the IIT for document review or for review during classroom visitations. The IIT observed limited use of higher-order thinking during classroom instruction. Because the introduction of curricula that are designed to support the CCLS is at the beginning stages, students are experiencing a range of CCLS-based instruction, some variation in content, and inconsistencies in exposure to activities that foster 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.

- The school leader has provided time for horizontal grade level meetings to occur daily, each morning, however, there are no protocols for how these meetings are structured and limited records are kept of agendas or meeting outcomes. Not all teachers, particularly special education and content area specialists, are able to attend joint meetings. Teachers articulated in an interview with the IIT, and observations confirmed that grade level meetings are not exclusively used for discussion of instructional issues. For example, common meeting times were observed by the IIT to be used for discussions of business matters. Teachers articulated in an interview that although teachers have common prep time, they are not required to have common planning time to collaborate on the development of curricula. Because staff do not regularly engage in collaborative efforts to integrate technology, the arts and areas of enrichment activities into curricula, within and across grades and subjects, student access to robust curricula that provide opportunities to discover, create and communicate information using the arts and technology is limited.

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 teachers are in the beginning stages of using summative and formative data to inform instruction and monitor progress. During an interview with the IIT, a school leader reported that the teachers are using publisher-produced benchmark assessments for ELA and BOCES-developed benchmarks for mathematics. Students were observed using software that provides data to reading teachers to determine Response to Intervention (RtI) services. Limited evidence was observed during IIT classroom visitations of the use of formative assessments to gather feedback on classroom lessons or inform instruction. A school leader reported, during an interview with the IIT, that data on behavior is collected and analyzed to develop disciplinary and summary reports, which are then shared with the Instructional Support Team (IST). This data, along with academic information that teachers bring to the IST, helps the school leadership determine student participation in summer school. The lack of a fully-developed, data-driven culture limits strategic action planning to improve instruction. The lack of consistent, on-going monitoring of student progress using formative assessments limits the development of effective differentiation needed to meet the needs of individual students.

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: Although students were observed by the IIT to exhibit appropriate behavior during instruction, the IIT noted inconsistencies in regards to student engagement, instructional differentiation, and academic rigor. Teachers use a variety of data sources; however, instruction is not consistently adapted to meet individual student needs in a responsive manner. As a result of the lack of strategic planning and implementation of differentiated instruction, not all students are provided with instruction that affords access to learning at high levels of rigor or that promotes high levels of thinking, student engagement and inquiry.

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 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.

- Teachers are using vendor-designed programs for ELA and mathematics, but are not creating or

using CCLS-aligned unit or daily lesson plans in all subject areas. As noted by the IIT during document reviews and classroom visitations, the school has not established short-term goals for groups or individual students or focused on instructional practices to promote high levels of student engagement and inquiry. There were a limited number of lesson plans submitted to the IIT to review, however these plans consisted of lists of steps and did not align with CCLS-based instruction. One member of the IIT reported that in one out of six classrooms visited, the teacher was teaching strategies for accessing higher-level thinking skills. Another IIT reviewer noted that in one out of two classrooms observed, objectives were posted on the board so that students were aware of the expectations of the lesson. The lack of annual, unit and daily instructional plans developed to meet established student goals in alignment with CCLS-based instructional strategies, limits the promotion of high levels of student engagement and inquiry across the subject areas.

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.

- Teachers use programs designed to support CCLS-based instruction; however, there was limited evidence in classroom visitations of differentiation of instruction or varied instructional activities. The IIT observed that teachers were using a data management system to help determine reading groups. Students were observed using software, which allows students to work at their individual level of competency. Project-based learning was not observed in any classroom, however students informed the IIT that they enjoyed working on projects and wished they could do it more often. Differentiation of activities based on student levels or needs, other than reading and mathematics groups, was not observed. The lack of instructional planning targeted to ensure differentiated instruction and address student needs and strengths limits the provision of multiple points of access for all students to meet their targeted goals.

4.4 The school has 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 classroom visitations, the IIT observed students demonstrating acceptable and safe behaviors; however, behavioral expectations and levels of student engagement varied amongst classrooms visited. Students indicated to the IIT, during student interviews, that there were bullies in the school. Students also indicated they felt safe answering questions in class. The IIT observed that some classrooms had student behavioral expectations posted and that some classrooms had positive, motivational posters. During classroom visits, the IIT observed that instruction was generally directed to the whole class and although students were compliant, they were not necessarily highly engaged or participating actively in the lesson. Although constituents felt safe and classrooms were compliant environments, the IIT found few classrooms where students were highly engaged in their work for extended periods of time. The lack of instruction tailored to address students' varied experiences, needs and strengths and the lack of use of strategies to promote higher-order thinking limit student engagement and inquiry.

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.

- Teachers are in the beginning stages of using summative and formative data to inform instruction and monitor progress. In an interview with the IIT, the school leader articulated that the teachers are using benchmark assessments for ELA and mathematics. Students were observed using software that provides data to reading teachers to determine RtI services. Little evidence was observed of the use of formative assessment in classrooms to assess levels of student understanding of lessons or to inform instruction. There was limited evidence observed in classrooms of student participation in their own learning. Students were not able to articulate the reasons for the grades they receive, or what they need to do to improve. General and limited feedback was observed by the IIT on student work samples. The lack of explicit planning for and monitoring of individual student progress and the lack of provision of specific, timely feedback to students limit student motivation and participation 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

D

Debriefing Statement: There are many programs and partnerships in place to provide support to students. However, there is no articulated plan for social-emotional development. The lack of a plan to provide PD for teachers on social-emotional development limits their role in contributing to the development and maintenance of a school community environment that is conducive to learning for all.

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 has 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 school has established relationships with community partners to support student social and emotional health; however, the school does not have a systematic plan that connects all stakeholders. The school did not provide the IIT with documentation that detailed how community partnerships support and sustain social and emotional developmental health of students. In an

interview, staff members articulated to the IIT that the school partners with several community health care providers. During an interview with the IIT, staff members indicated that the school has an IST. The lack of an overarching system to coordinate and sustain support for student social and emotional developmental health limits the school's capacity to fully address student needs.

5.3 The school has 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.

- The staff and school leaders were able to state personal visions for social and emotional developmental health, but the school community does not have a formalized, shared vision for student social and emotional developmental health that is connected to learning. In an interview, the school leader indicated that the school holds an assembly once a month based on character traits, and students of the month are chosen from each class based on who has modeled that trait. According to the interview with the school leader, the school is using these character trait assemblies to teach and support social and emotional developmental health, however, the school does not have a written curriculum/program that measures social and emotional developmental health and character traits assemblies are not clearly aligned to defined outcomes. The IIT found, through interviews and document review, that there was limited PD for adults in the school in how to support student social and emotional developmental health and the Student Support Team (SST) expressed the need for further PD in this area. The lack of a school community-wide vision for social and emotional developmental health that is connected to learning experiences in the school limits opportunities for stakeholders to build a safer, healthier environment and promote student academic success.

5.4 The school has 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.

- Staff, parents, and students interviewed by the IIT were able to articulate how the school community is safe, although students did not express a sense of ownership in the school or in their classroom. Students interviewed by the IIT expressed that there were bullies in the school; however, they felt safe answering questions in class. The IIT observed that some classrooms had student behavioral expectations posted, however they were teacher-created. Students expressed that some teachers were available for extra help. Students expressed that there are people in the school to talk to if a student has a problem. One student indicated that he felt safer later in the year after he “got to know” his teachers. The IIT observed that some teachers were explicitly teaching behavioral expectations. The IIT observed some school students participating in a school safety patrol in the halls. Participation in the safety patrol fostered some student ownership in terms of safety, but not academically. Without a shared sense of ownership school-wide, although students feel safe, they are not fully invested in their learning.

5.5 The school has received a rating of *Developing* for this Statement of Practice: The school leader and

student support staff work together to develop teacher 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 has delegated the responsibility for discipline in the school to the assistant school leader who is beginning to work with the student support staff and the teachers on the use of data to identify and respond to student social and emotional needs. In an interview, student support staff indicated that they are reviewing suspension and attendance data regularly to look for patterns and common areas of concern. The IIT reviewed the incident referral form, and found it to be a useful tool for use by the SST in gathering data. In an interview, the SST indicated that the school leader encourages staff to use behavior plans, student support team services, and peer mediation. However, this information is not tracked. Although some social and emotional data is being collected, it is not being fully analyzed and connected to student achievement. As a result, student social and emotional needs are not being fully identified and addressed and student academic potential is hindered.

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. There is an expressed loyalty to the school community. However, providing information to families in the language that is best understood and providing families access and support in understanding and using data to become empowered partners in the educational success of students is limited.

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 atmosphere is friendly, the school building is a welcoming space, school leaders and staff are responsive to families, and family engagement with the school is encouraged. The IIT learned in an interview with staff that both school leaders graduated from the Catskill District and have roots and ties with the families in the school community. In an interview, the school leaders articulated that there is a Catskill Education Foundation, composed of community members, some of whom are parents of students in the school. The foundation supports grants written by teachers for instructional materials that the school would not normally be able to fund. For example, Home Depot donated flowers for a sale and proceeds went into this fund. Parents interviewed by the IIT indicated that they feel welcome and comfortable in the school. They reported that they could call and ask to come in to see teachers. The IIT observed plantings in front of the school and learned through an interview with the school leaders that parents initiated this project. Through interviews, the IIT learned that the school has a Parent Teacher Association (PTA), volunteer

classroom mothers that assist teachers with activities, extracurricular activities, a school safety patrol, a yearbook club, school dances and other events and parents are encouraged to volunteer time to any of these activities. These opportunities are communicated at the beginning of the school year through calendars, newsletters, and an automated phone system. Thus, parents have many opportunities to engage with the school. This positive culture of family involvement creates the conditions necessary for family engagement and the promotion of academic improvement.

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' strengths and needs are identified and used to augment learning.

- The school has strategies for communicating with families and community stakeholders; however, engagement with families whose primary language is not English is still under development. In an interview, the school leader reported that the school sends home a monthly newsletter with students. The newsletter is published in English. The school leader also reported that the school uses an automated phone system to contact families. The system can be programmed to dial select phone numbers or send text messages to cell phones. As articulated to the IIT in an interview, the English as a Second Language (ESL) teacher does limited translations of specific communications in Spanish, but nothing is translated into other languages. The IIT heard in an interview with the school leader that some classrooms have weekly news sent home with reminders, weekly work, homework, and the next week's work. The IIT found that the Student Handbook, Parent Handbook, School Rules, District Directory, District Calendar, workshop information, and other educational information is shared with parents, however all of this communication is in English only. Parents reported to the IIT that there are bilingual reading materials available at the Scholastic Book Fair. Although there is a Parent Portal where parents can access student data, the IIT learned in an interview with parents, that parents did not receive training on the portal. As a result of not having a formal plan to include all families in reciprocal communications with the school, and because not all families understand how to access and use student information, not all parents are able to fully engage with the school or fully support student learning.

6.4 The school has received a rating of *Ineffective* 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 provides some general information to parents and others in the school community, but does not establish partnerships with families and community organizations to provide PD across all areas to school stakeholders. The school has not built staff capacity to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs. As learned by the IIT in a discussion with the school leader, the school has given parent workshops on three mathematics programs and testing. These workshops were attended by approximately 40

parents each. In an interview with parents, the IIT learned that information on recreational sports, youth programs, and the community center is communicated in school newsletters and flyers that are sent home; however, this information is not posted on the school website. The IIT learned from a document review that PD is offered to teachers on academic topics by external providers. Although the District, school leaders and teachers provide some parental support for student success, the limited professional development for all school constituents on family engagement hinders the maximization of student access to academic and social and emotional supports .

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 provides opportunities for the sharing of data with families in traditional ways that includes parent-teacher conferences, report cards, Individual Educational Program (IEP) meetings, phone calls and in some non-traditional ways, including the Parent Portal and parent workshops. However, as learned through interviews with the school leader and staff, although the school shares data with families, the school has not yet developed a mechanism for educating families on how to understand the data and what it says about student progress. The IIT learned in an interview with the assistant school leader that there are parent workshops that had been recently implemented to educate parents on assessments through hands-on activities. School staff informed the IIT that data is shared at Board meetings, but that parents do not generally attend these meetings. The IIT learned in an interview with parents that not all parents are sure about how to use the Parent Portal. The IIT reviewed school academic reports, but these were only available in English. The IIT was told in an interview with the school leader that teachers do explain things at Open School Night. The IIT observed limited evidence of how data was being used or could be used to enable parents to engage more in student learning. Since parents are provided with only some resources regarding student-specific data, this information is communicated mostly in English, and families are limited in their understanding of the data, opportunities for families to actively support a successful educational plan for their children is limited.

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 well-articulated school vision that is collaboratively built with all stakeholders, is tied to the SCEP, and contains clear and measurable goals that lead to high academic expectations and achievement for all students. Ensure the vision is communicated throughout the school community to staff, students, families and community members in languages and formats understood and accessible to all and promote inclusion of all constituents as full partners in the realization of this vision.

- 2.3: Clearly articulate to all and cultivate an environment in which all staff appreciate the necessity of using evidence-based teacher practice. Design a system where best practices are linked to increased student achievement. Include steps for supporting, measuring and monitoring the implementation of evidence-based systems to examine and improve school-wide practices and increase student achievement.
- 2.5: Ensure the continued development of an APPR-aligned accountability system that connects student data to instructional practices and provides a basis for the provision of support and feedback to teachers and school leadership, promoting effective instruction and school improvement.

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: Ensure that curricula across all subject areas are appropriately aligned to the CCLS and that systematic support is provided to ensure the consistent development and implementation of rigorous CCLS-aligned curricula across all subject areas.
- 3.3: Provide embedded PD with follow-up on the development and implementation of unit and lesson plans appropriately aligned to the CCLS. Ensure curricula include the use of complex materials and strategies to promote higher-order thinking skills. Encourage teachers to post unit and lesson plans on the District's network drive so that they are available throughout the school community.
- 3.4: Provide opportunities for all teachers to collaborate within and across grade levels to develop and share instructional activities that incorporate the arts and technology.
- 3.5: Provide PD and supports for the school leader and staff on data-driven instruction based on student needs; on-going assessments; and development of instructional planning. Monitor the implementation of instructional plans and evaluate their effectiveness regularly throughout the school year.

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: Include in unit and lesson plans CCLS-aligned instructional practices that meet the identified needs and established goals of all students and foster high levels of student engagement and inquiry.
- 4.3: Provide PD to all teachers focused on differentiation in instruction to identify and meet targeted student goals. Ensure that lesson plans clearly indicate differentiation, are appropriately aligned with the CCLS and include multiple points of access to enable all students to reach their targeted goals.
- 4.4: Ensure lesson plans include instructional strategies that promote high levels of active engagement and inquiry-based learning.
- 4.5: Use multiple sources of data, including initial diagnostic, interim assessments and progress monitoring to inform instructional decision-making. Engage students in monitoring their own learning. Provide teachers and staff with targeted assistance in support of developing expertise in data analysis so that their efforts are more efficient in identifying patterns of student performance and the development of plans to address all student needs.

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: Develop a comprehensive plan that includes systems and partnerships to support the social and emotional developmental health of students.
- 5.3: Develop a comprehensive vision for social and emotional developmental health that is connected to learning. Ensure all community stakeholders understand the vision and work to build a safer and healthier environment for families, students and staff.
- 5.4: Ensure all constituents perceive the school environment as safe and conducive to learning. Foster a sense of ownership by all stakeholders with an emphasis on building community-wide understandings of roles and responsibilities to ensure student success. Ensure all community members share a set of expectations aligned to student behaviors and positive outcomes. Ensure these expectations are known and understood by all members of the school community.
- 5.5: Develop a system for teachers and staff that will increase the school's capacity to use data to support and monitor the social and emotional health of students, identify and address the needs of students, and promote greater academic and social success.

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: Ensure that all materials sent home and/or communicated to parents are translated into languages understood by the total parent/guardian population and encourage reciprocal communications to enable families to augment student learning. Provide PD for teachers focused on increasing family involvement, particularly among under-represented segments of the school community. Work with school staff and the PTA to develop methods to promote reciprocal dialogue among parents, students, and school staff.
- 6.4: Provide PD for school staff members and the PTA on how to engage parents, families and the community in the work of the school in a way that is respectful of parental input. Provide PD to school staff on how to actively seek and sustain healthy partnerships with families and community partners and how to align the resources in the school and community so that parents, teachers, school staff and community members can collaboratively support student success. Provide on-going opportunities for parents/families to engage with the school, with a focus on student learning and social and emotional development.
- 6.5: Develop strategies to regularly share meaningful data with families in ways that help families understand school-wide and individual student data and the implications of such data on student learning and success so families can promote their child's academic, emotional and social success.