



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

DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)



BEDS Code/DBN	46-13-00-01-0003
School	Frederick Leighton Elementary School
School Address	1 Buccaneer Blvd., Oswego, NY 13126
District	Oswego City School District
School Leader	Ms. Julie Burger
Dates of Review	June 4-7, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	K-6	Total Enrollment	444	% Title 1 Population	52%	% Attendance Rate	93%				
% Free Lunch	45%	% Reduced Lunch	7%	% Student Sustainability	85%	% Limited English Proficient	0%	% Students with Disabilities	16.67%		
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	3	# Integrated Collaborative Teaching		35					
# Resource Room	4										
Types and Number Special Classes											
# Visual Arts	0	# Music	0	# 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	7%	% Asian or Native Hawaiian/Other Pacific Islander	0%	% White	89%	% Multi-racial	1%
Personnel											
Years Principal Assigned to School	6	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers		1			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.		1%	Average Teacher Absences	11			
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)	(g)		Y
ELA Performance at levels 3 & 4	43%	Mathematics Performance at levels 3 & 4	47%	Science Performance at levels 3 & 4	78%	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		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	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
X	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. Ensure that there is explicit direct instruction, deconstruction of standards, and alignment of lessons to the Common Core Learning Standards (CCLS), resulting in 80% student success above benchmarks.
2. Provide professional development (PD) that enables teachers to unpack and align lessons to the CCLS, and implement shifts for NYS English Language Arts (ELA), and Math modules.
3. Provide advanced training in Positive Behavioral Intervention and Support (PBIS) to support students' improved behavior and academic achievement.
4. Implementation of the new APPR, Danielson's 2011 Framework for Teachers, using the Teachscape web-based system.

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:			E		

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		

	OVERALL RATING FOR TENET 3:		E		
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 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		
	OVERALL RATING FOR TENET 5:		E		
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student					

academic progress and social-emotional growth and well-being.

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

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	E
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Debriefing Statement: The school leader, in consultation with select stakeholders, developed a vision for this school. The school currently is in the process of communicating and building support of that vision with all stakeholders in the school community. Systems are in place to collect and analyze achievement and behavioral data; however, there is a need for additional collaboration time to actualize the vision.

Strengths:

2.3 **The school has received a rating of *Effective* 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 encourages the staff to use systems that are dynamic, adaptive, and interconnected that lead to the collection and analysis of data to improve staff and school practices. The STAR program generates individualized progress reports for student academic monitoring, while student behavior data is collected from PBIS reports, SchoolTool, the web-based student information system, and the Tier II intervention program Check-in Check-out. In addition, the school leader uses Danielson’s Framework for Teachers when examining teacher practices, including feedback loops and examples of best practices associated with increased student achievement. The school leader meets with teachers through a post-observation conference to discuss teacher progress. A review of documents indicates that all staff are offered explicit instructional in-service PD. Teachers related that the school also implemented Eric Jensen’s, “Rock your meetings,” to incorporate effective strategies that can be used strengthen students’ academic achievement. The school leader communicates pertinent school goals that are timely, transparent, and widely available to all stakeholders.

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

- The school leader hires and sustains personnel that enable the school to meet the academic and social needs of the students and the school. While the district makes hiring decisions, the school leader ensures maintains appropriate staffing levels in the school. The school leader stated that the rigorous hiring procedure begins with a pre-interview process, in which the district office screens candidates and provides a list to school leaders using a web-based program. A selection committee, which includes teachers and administrators, further screen the potential candidates for “fit.” Final interviews take place at the building level, with committee members generated from a variety of school stakeholders. The committee then forwards their recommendation for any new hire to the

Board of Education. School leaders come together as a group to outline spending priorities. The school leader then meets with the district leader to determine funding for programming needs based on program purpose and goals. As a result of the school's ability to align its resources to address its current needs and priorities, school improvement efforts are supported.

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

- The school leader and other school administrators have developed and implemented a system for frequently observing teacher practices throughout the school year that result in relevant feedback and teacher improvement plans. The school leader states that announced and unannounced walkthroughs are conducted by her, the assistant superintendent, directors, and assistant directors using the Danielson Rubric. Special Education School Improvement Specialists (SEIS) have participated in walkthroughs as part of the QIP. Principals also use SEIS in a coaching capacity. The school leader holds a pre-conference in which teachers are required to provide a complete district developed lesson plan. The school leader then spends approximately an hour in the classroom and holds a 45-minute post-conference. During informal observations, the school leader spends approximately 20 minutes in the classroom. Shared feedback from informal observations is in written form. The school leader and other school administrators use student data, feedback from formal and informal observations, professional development opportunities connected to improvement plans, and conversations, to provide support to teachers and other staff members. The school leader conducts periodic check-ins of other school administrators and staff members that produce an understanding of the steps that are necessary to obtain a positive year-end rating. The school's ability to support the continued improvement of instructional practices increases the likelihood that its improvement efforts will be successful.

Area for Improvement:

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

- The school has a vision concerning student achievement and well-being, but is in the process of developing shared ownership and ways to incorporate findings from the school's data into the SCEP and other school improvement documents. The school leader led the staff through a collaborative process to develop the school vision in March 2013. According to the school leader, the shared vision is expressed through the "Focus Learning System (FLS)," and this vision represents the expectation that all students reach 80 percent success "each day, in every class, with no excuses." The benchmark of eighty percent success applies to student work in the new reading and mathematics programs started by the school this year. The IIT observed a visual expressing this vision is in school hallways and in some classrooms. Staff also indicated that the school leader monitors and reviews teacher practices using evidence-based systems to work toward achieving the

FLS school vision of students reaching the 80 percent success criteria in the mathematics and reading programs. However, in interviews, while staff agreed that the vision of the school was to provide an education to ensure that all students reach the eighty percent success criteria in the mathematics and reading programs, they also stated that the vision of the school is to act as a parent and a friend to students, and to provide emotional support to students. The staff vision as expressed in the vertical team meeting is to “foster a love of learning, develop lifelong learners, focus students on graduation and continuing education, provide high expectations, and keep students in school and engaged.” Since differences over which goals to incorporate or prioritize in the school vision exist, a common vision is not understood and shared across the community therefore, school-wide goals are not aligned to the vision and are not yet met.

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

E

Debriefing Statement: The school is moving forward with the adoption of the curricular modules for ELA and mathematics. Plans are in place to support this implementation with professional development. The school leader, along with the instructional staff, realize the need for common collaborative time, which would be used to continually build upon teachers’ ability to improve instructional strategies, analyze data and differentiate instruction to increase the academic growth and achievement of all students. This collaboration time would assist in ensuring increased academic rigor along with teachers’ internalization and implementation of the Common Core Learning Standard (CCLS) instructional shifts.

Strengths:

3.2 **The school has received a rating of *Effective* 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 CCLS in Pre K-12.

- The school provides consistent and systematic support to all teachers aligned to rigorous and coherent CCLS curricula. There are targeted goals to address the needs of all sub-groups of students, a schedule for professional development and instructional support, and vertical/horizontal collaborative meeting time. A review of documents by the Integrated Intervention Team (IIT) shows that the school uses cohesive and comprehensive curricula that include clear, descriptive units of studies appropriately aligned to standards and knowledge across grade levels. The school leader indicated that the staff uses a comprehensive and adaptive curriculum. The school’s cohesive and comprehensive curricula allow students to receive instruction aligned to their needs, increasing the likelihood of improved academic success.

3.3 **The school has received a rating of *Effective* 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.

- Teachers formally participate in grade-level meetings and other staff meetings to collaboratively create and examine coherent CCLS-appropriately aligned curriculum unit plans across grade and subject areas. Data teams meet to determine an action plan for the upcoming month while inquiry teams meet three times a year. While membership on data teams is open to all teachers, inquiry team members are determined through an interview with the principal. During grade-level data team meetings, the team looks at data to make sure the information is being utilized effectively. When substitute teachers are available for class coverage, Academic Intervention Services (AIS) and special education teachers also collaborate with the teams to determine an action plan for the upcoming month. Teachers use appropriately aligned CCLS pacing calendars and unit plans across all grades, content areas, and classes that expose students to a progression of sequenced complex materials. Pacing calendars and unit plans were evident in documentation provided by the school. Some teachers use CCLS-appropriately aligned lesson plans that promote higher-order thinking skills and help students analyze information. Other teachers have begun to pilot NYS Common Core Curriculum Modules. Although there was no consistent lesson plan format or template used school-wide, the building leader has the expectation that lesson plans contain at a minimum a target and an assessment measure. An exemplar lesson plan provided in the document review materials contained embedded elements of explicit instruction. The school's ability to organize its plans around specific content allows students to receive instruction that is relevant to the work they are doing in other classes, increasing the likelihood of student success.

3.5 **The school has received a rating of *Effective* 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 collects timely data, such as formative and summative assessment results, and shares it with teachers and instructional staff so they can assess effectiveness, identify student needs, and promote high levels of student learning and success. STAR assessments in reading and mathematics provide baseline data as well as subsequent data for progress monitoring. The school leader and teachers use assessments to identify patterns of student learning that lead to the adaptation of instruction. The school leader and teachers analyze collected data, which leads to the development of instructional plans for groups of students that accurately captures current levels of student achievement and maps out a clear and timely path for progress and growth. When asked how STAR data is used, the principal stated that teams look at data for individual students and groups and then ask reflective questions such as, "How have they grown?" "What can we do to move them forward?" and "What interventions are happening in the classroom?" Special education and AIS teachers are required to progress monitor students' level every two weeks. Teachers stated that they provide on-going feedback to students and support student ownership of their learning. The school leader and teachers have developed a data rich culture that is helping increase student achievement.

Area for Improvement:

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 and staff create opportunities on a regular basis for grade level teams to work across subjects and develop a CCLS-aligned curriculum reflecting collaboration and enrichment that incorporates the arts, technology, and other enrichment opportunities. This enables many students to discover, create, and communicate information using the arts, technology, and other areas of enrichment. However, the school leader stated that there are no opportunities for vertical team meetings on a regular basis due to the schedule and the inability to pull teachers out of classrooms during the school day. The building leader further stated that special education and AIS teachers are able to participate in grade-level data team meetings only with the use of substitute teachers. Though the building leader ensures that teachers have technology lab time, and the media specialist indicated that she collaborates with upper grade level teachers on a regular basis to prepare students to write research papers, it was not evident from the IIT interviews that similar collaboration takes place with lower grade level teachers on a regular basis. Because not all teachers have the opportunity to work in partnerships across grades and subjects vertically on a regular basis targeting what is taught and why it is taught, not all students have the same access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

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: There are structures in place to collect required benchmark data for all students, such as STAR for ELA and mathematics, and a protocol for collecting progress monitoring data based on individual student achievement. There is a structure in place to analyze building-wide data, as well as student level data, through the School Based Intervention Team (SBIT); however, the grade-level data teams lack a formal process, time, and inclusion of all stakeholders. While PD has been offered on increasing student engagement, there is a lack of consistency and fidelity in implementation of the strategies discussed during the PD. As a result, there is an inconsistent level of instructional practice, and instructional practices do not engage and challenge all learners at the same high level of rigor.

Strengths:

All ratings for this Tenet are **Developing** 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.

- The IIT did not observe the consistent use of instructional practices and strategies organized around unit and daily lesson plans in all classroom visits. By executing organized plans, teachers in some

classrooms were able to establish student goals and provide some intervention services to struggling students in a timely manner. In these classrooms, teachers created short and long-term goals for groups of students based on grade-level benchmarks that lead to student involvement in their own learning. Teachers stated that they have a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students. Some teachers used instructional practices and strategies that are aligned to student plans; however, teachers in classrooms visited did not consistently provide instructional interventions to address multiple points of access and differentiation. Because not all teachers align instructional practices and strategies to lesson plans, not all teachers are meeting student goals or promoting the same high levels of student engagement and inquiry.

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

- Teachers used instructional practices appropriately aligned to CCLS curriculum maps to instruct students in ELA and mathematics using the NYS Common Core Curriculum Modules. Teachers used text-based evidence and writing from sources while helping students find meanings for new words and widening students' academic vocabulary. However, it was also observed that some classes were teacher-centered rather than student-centered and lessons were "taught to the middle," without checks for understanding. Some teachers provided students with a variety of means to engage in learning that enabled students to achieve targeted goals; however, differentiated instruction and multiple points of access were not offered in a number of classrooms. In addition, the IIT did not observe opportunities for students to engage in processing activities with one another, and cognitive engagement strategies were not observed in classrooms visited. As a result, not all students are consistently engaged in classrooms, impacting their ability to achieve high levels of success.

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.

- By explicitly teaching behavioral expectations, teachers are working to create environments in which there is a common understanding and recognition of acceptable and safe behaviors. For example, the IIT observed Positive Behavioral Intervention System (PBIS) posters displayed around the school that describe what respect, responsibility, problem solving, and self-control look like for different grade levels in various settings in the school. In addition, the school leader and the School Leadership Team (SLT) indicated that PBIS is working well. IIT classroom visitations showed students attentive to the teacher and participating in the lesson in some classrooms while in other classrooms minor behavioral issues affected student participation. While, ninety percent of students indicated in a survey that they feel safe in school, fifty percent of the teacher respondents surveyed indicated they do not feel they have the support they need to maintain order and discipline with students. The IIT observed that some teachers used elements of explicit instruction to varying degrees and with varying fidelity. For example, some teachers stimulated student thinking by asking questions related to instructional materials that contained high levels of text and

content complexity. Other teachers were observed asking questions and then answering their own questions. Questions asked by these teachers focused on recall, identifying details, and providing examples. While teachers work to provide a safe and comfortable environment for students to learn in, higher levels of academic engagement and inquiry are not taking place tailored to the strengths and needs of all students.

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 utilize data sources and analyze the information to inform instructional decision making, including student grouping and instructional strategies. Staff indicated that they use targeted plans for most students and adjust student grouping and instructional strategies based on data collected. This enables teachers to provide frequent feedback to students based on timely data analysis. However, the IIT noted that teachers did not provide a feedback structure for students that ensured that students with disabilities understood the correct answer. If an answer was correct, teachers either echoed the answer or said “Yes.” If an answer was partially correct, teachers provided a clue and then called on a different student or answered the question themselves. If an answer was incorrect, the teacher called on another student or answered the questions themselves. In many cases, teachers corrected a student’s answer and moved on without checking for understanding. As a result, teachers did not use data to drive instruction or provide the necessary interventions with consistency for all students in a way that enables all students to be responsible for participation in their own learning.

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

Tenet Rating

E

Debriefing Statement: The school has several systems in place to ensure the safety and well-being of families, students, and staff. The school partners with community based organizations to provide additional support.

Strengths:

5.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

- The school established a system that pairs a child with a designated adult who coordinates social and emotional developmental health needs. There is a system for referral and support for all students that addresses barriers to social and emotional developmental health and academic needs. The school Psychologists and Social Workers work with identified at risk students. The School Based Intervention Team (SBIT) establishes a referral and support system, which uses data to identify

areas of need, and cultivates partnerships that affect student social and emotional developmental health. Students that may require special education services in the future are engaged through the Response to Intervention (RtI) process. The SBIT members stated that the PBIS program plays a vital role with many of these students. The school leader noted that the teaching of behavioral expectations takes place at the beginning of the school year, and the expectations are re-taught when needed. In addition, there is a “Check-In” program offered by AmeriCorps workers to assist at risk students to improve their social and emotional health. These systems and practices use the available data to identify areas of need and cultivate partnerships that affect student social and emotional developmental health.

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

- The school systematically promotes a vision of citizenship, and with through use of PBIS, displays posters of all the characteristics of what it means to be polite and caring which include, being respectful, responsible, a problem solver and maintaining self-control. School constituents were able to articulate the skills and behaviors that demonstrate social and emotional developmental health in interviews with the IIT. The school leader stated that there are PD sessions in place that build adult capacity in supporting students’ social and emotional developmental health. There is a curriculum and program in place that teaches, supports and measures social and emotional developmental health that results in a significant number of students demonstrating these skills. The IIT observed the use of Eric Jenson’s *Brain Based Learning* strategies in some classrooms visited. Because the school promotes a vision of social and emotional development, and offers a curriculum to support student’s social and emotional developmental health, the school is able to help meet students’ needs and remove barriers for learning.

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

- Members of the school community are aware of the importance of a safe and nurturing learning environment. Students expressed in interviews that they feel safe and supported in their social and emotional developmental health.. Ninety percent of students who responded to a school survey indicated that they feel safe in school. Teachers were able to articulate the school’s vision of student social and emotional developmental health in interviews with the IIT. Parents were able to express in interviews the connection between the work the school does in supporting social and emotional developmental health of their children and how this support ties into the school vision. Classroom observations confirmed that students enjoy a learning environment where they feel supported by having their ideas listened to. This positive school environment fosters a sense of ownership that increases the likelihood of improved student outcomes.

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

- The school leader and student support staff work together with teachers to develop an understanding of how to utilize and maintain a database containing a breakdown of referrals each month. The school leader and support services staff indicated that they expect staff members to use data to effectively address student needs. The school psychologist collects data and uses the discipline dashboard to identify behavioral trends. Referrals are discussed at data meetings and the solutions are based on the data known about each child and his or her social and emotional developmental health needs. IIT reviewers who attended data and grade level meetings verified that the teachers identified problems and discussed appropriate actions to be taken, such as making referrals to social agencies in the community or providing appropriate clothing for a child. The establishment of the database committee and the student services members working together with staff ensures that each student has an adult advocate who can respond to their social and emotional needs, which increases the likelihood of improved student success.

Areas for Improvement:

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

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

E

Debriefing Statement: Leighton Elementary School strives to establish family and community connections to support the diverse needs of students. As a result, the school has developed partnerships with families that allow families to support the learning needs of their children, increasing the likelihood of improved student outcomes.

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 is a welcoming space and is responsive to families and community members. In addition, the school offers an open-door policy to ensure appropriate access to school leaders and staff. Parents stated that they feel very welcomed by the school. Parents expressed in interviews that school environment is warm and welcoming to both parents as well as students because of the positive attitude of the leadership and staff. One parent shared her appreciation that “The secretaries, custodians, and bus drivers know their students by name.” The school leader indicated that parents are able to express their concerns through the Home and School Meetings. Some parents were instrumental in helping put together the Parent Handbook. The school community espouses a trusting and respectful relationship with diverse families and community stakeholders. The school offers families opportunities for volunteering and engaging with the school focused on student learning and development. As a result, the families feel comfortable working closely with the school, which increases the likelihood of improved student outcomes.

6.3 The school has 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.

- The school staff acknowledges the diversity of families. The school leader stated that all staff strive to communicate regularly with parents. In addition, staff will contact parents when their child is doing an excellent job at school. The school staff regularly communicates with families concerning student achievement information using multiple tools in all pertinent languages so that they are aware of the progress the child is making. Parents interviewed indicated that communication between school and families is accomplished through notes, telephone calls, and e-mails. Because parents are receiving progress reports and other communication from the school, they are able to provide a supportive environment at home to support their child's academic progress, which increases the likelihood of increased student success

6.4 The school has received a rating of *Effective* 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 shares information with families regarding community resources, and there is active parent involvement. The school provides informational nights and teachers have websites that emphasize what students should be learning, school staff is not being engaged to leverage new partnerships. The district provides PD training and information on CCLS to targeted school staff as well as to parents. These PD sessions help parents support their children at home. School staff reported that AmeriCorps workers facilitate a homework partnership program. The homework partnership program assists students with homework, provides students with an opportunity to work one-on-one with an adult, and provides students with information on other agencies in the community that can provide health and wellness resources. The school's ability to create partnerships with families and with the community allows the students to receive support beyond the classroom, increasing the likelihood of increased student outcomes.

6.5 The school has received a rating of *Effective* 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 a wide range of learning opportunities for families to elevate their understanding of student data. Reports on progress and achievement are sent home every marking period and shared with students at school. In addition, parents are able to access the data for their children and the school online. Parents indicated in interviews that teachers share student data with parents. The school community shares data in a way in which families can understand student learning needs and successes and are encouraged to advocate around student support and sustainability. The school promotes data sharing that empowers families to dialogue with students on their academic progress, increasing the likelihood of improved student success.

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 Continue to promote the school vision and the school priorities with all members of the school community.

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:

- 3.4 Provide time in the master schedule to accommodate vertical teach planning time and, to the extent possible, include all teachers to ensure collaboration within and across grade levels for a standard-based aligned curriculum.

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 Ensure that teachers have plans that are informed by student data, including summative assessments, formative assessments, attendance, IEPs and NYSESLAT, for all groups of students.
- 4.3 Support quality training through PD in the implementation of rigorous lessons aligned to the CCLS and that school leaders monitor this exercise.
- 4.4 Ensure that there is a common understanding and recognition of acceptable behavior of students among staff and that both students and staff understand and abide by the established principles.
- 4.5 Provide teachers with training on student data and how to use data to inform each student of their progress throughout the learning process. Enable students to be responsible for their own learning.