



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

DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)



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| BEDS Code/DBN | 61-05-01-04-0002 |
| School | Groton Elementary School |
| School Address | 516 Elm Street, Groton, New York |
| District | Groton Central School District |
| School Leader | Timothy Heller |
| Dates of Review | May 13-15, 2013 |
| School Accountability | Focus |
| Type of Review | SED Integrated Intervention Team (IIT) |

| School Information Sheet | | | | | | | | | | | |
|---|-----------|--|-----|--|----|--|-----|------------------------------|-----|-------------------|----|
| Grade Configuration | Pre-K - 6 | Total Enrollment | 386 | % Title 1 Population | NP | % Attendance Rate | 96% | | | | |
| % Free Lunch | 35% | % Reduced Lunch | 11% | % Student Sustainability | NP | % Limited English Proficient | 0% | % Students with Disabilities | 14% | | |
| Types and Number of English Language Learner Classes | | | | | | | | | | | |
| # Transitional Bilingual | NP | # Dual Language | NP | # Self-Contained English as a Second Language | | NP | | | | | |
| Types and Number of Special Education Classes | | | | | | | | | | | |
| # Special Classes | NP | # Consultant Teaching | NP | # Integrated Collaborative Teaching | | | | | | | |
| # Resource Room | NP | | | | | | | | | | |
| Types and Number Special Classes | | | | | | | | | | | |
| # Visual Arts | NP | # Music | NP | # Drama | NP | # Foreign Language | NP | # Dance | NP | # CTE | NP |
| Racial/Ethnic Origin | | | | | | | | | | | |
| % American Indian or Alaska Native | 0 | % Black or African American | 2% | % Hispanic or Latino | 2% | % Asian or Native Hawaiian /Other Pacific Islander | 0 | % White | 94% | % Multi-racial | 2% |
| Personnel | | | | | | | | | | | |
| Years Principal Assigned to School | | # of Assistant Principals | | # of Deans | | # of Counselors / Social Workers | | | | | |
| % of Teachers with No Valid Teaching Certificate | 0 | % Teaching Out of Certification | 3% | % Teaching with Fewer Than 3 Yrs. of Exp. | 3% | Average Teacher Absences | | | | | |
| Overall State Accountability Status (Mark applicable box with an X) | | | | | | | | | | | |
| School in Good Standing | | Priority School | | Focus District | | Focus School Identified by a Focus District | X | SIG Recipient (a) | | SIG Recipient (g) | |
| ELA Performance at levels 3 & 4 | | Mathematics Performance at levels 3 & 4 | | Science Performance at levels 3 & 4 | | 4 Year Graduation Rate (HS Only) | | NA | | | |
| Credit Accumulation (High School Only) | | | | | | | | | | | |
| % of 1 st yr. students who earned 10+ credits | NA | % of 2 nd yr. students who earned 10+ credits | NA | % of 3 rd yr. students who earned 10+ credits | NA | 6 Year Graduation Rate | | NA | | | |

| 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 |
| | 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 |
| | 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) 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. Develop and implement lesson and unit plans that are aligned to the NYS CCLS
2. Effectively utilize multiple sources of data to target instruction and improve outcomes for students
 - regular use of formative and summative assessments to make instructional decisions
 - full implementation of response to intervention to support teachers in targeting instruction
3. Create a common language connected to the district mission and building vision statements
4. Develop a professional development plan that supports targeted areas of improvement for the buildings, and staff members
5. Effectively implement teacher and principal evaluation process as outlined in the APPR plan
6. Increase expectations of instruction by providing a rigorous, CCLS aligned curriculum

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: | | | | | I |

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 |

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|---|--|---|---|---|---|
| | OVERALL RATING FOR TENET 3: | | | | I |
| 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: | | | | I |
| 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: | | | | I |
| 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: | | | | I |

School Review Narrative:

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| 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 | I |
|--|---------------------|----------|

Debriefing Statement: The school vision is not clearly articulated, nor is it understood by staff, parents, or the community. Though the school leader discussed increasing student achievement, leadership has not provided support and direction for the staff to consistently and effectively move forward in the areas of curriculum writing and data-based decision making. The lack of a clear and concise plan with interim benchmarks impedes the school’s ability to improve student achievement.

Strengths:

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

Areas for Improvement:

2.2 **The school 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).

- Members of the school community did not have a shared school improvement vision. Documents reviewed indicated the School in Need of Improvement (SINI) Team developed a school vision statement in 2009. The school leader reported that the vision focused on life-long learning and appreciating differences, while teachers and parents reported the school vision was “about providing a safe environment.” A review of the School Comprehensive Education Plan (SCEP) indicated the school community would develop a school vision with identified measurable student outcomes. While the SCEP had the measurable goal of five percent improvement in grades three to five in English language arts (ELA), this vision was not posted or mentioned by any other school stakeholder, nor did reviewers see evidence this was being operationalized. The lack of a cohesive vision with measurable goals and intermediate benchmarks limits the school’s improvement efforts.

2.3 The **school has received a rating of *Ineffective* 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 evidenced-based systems to examine teacher practices and student achievement; however, the systems used are in isolation. One of the goals identified in the SCEP was for the school leader to develop a master schedule of monthly grade level meetings to analyze data

and establish goals. While the school leader reported the new schedule has daily common planning time that includes special education teachers, teachers reported that they tend to use this time working independently. According to interviews with staff and documents reviewed, staff analyze data to make groupings for Response to Intervention (RtI); however, when in classrooms, the IIT observed that the intervention system did not follow the RtI framework. Students who required additional help were pulled out of class rather than provided support within the classroom setting from their classroom teacher. The school leader and teachers reported the school leader was implementing an Annual Professional Performance Review (APPR) process; however, teachers reported leadership provided limited feedback and did not consistently use data in discussions regarding the need to improve teaching practices. The school leader monitors practices, but the systems to do so are not interconnected, nor are they a part of the a clear plan to examine and improve school wide practices, which limits the effectiveness of school wide improvement.

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

- The school leader considers available resources to address the needs of the school community. The school leader exercises some autonomy regarding human resources, reporting that he does his own hiring. The school leader reported the school was moving from self-contained toward an inclusion model; consequently, he shifted resources to support special education and the Response to Intervention (RtI) process. The school leader reported the he manages the school's RtI Technical Assistance Center Grant, which requires the collection and analysis of data to identify students in need of interventions and to provide targeted instruction. The school leader reported that he plans to deploy a current teacher as a math support teacher for next school year. Regarding program support, the school leader reported he cut costs by eliminating the purchase of prepared science kits; however, staff noted their disappointment about the elimination of these instructional materials. The school leader reported there are several early intervention efforts, such as BOUNCE, an after school program that provides literacy support from first grade through the first six weeks of second grade for up to 20 at-risk students, as well as a program that operates one hour a day for six weeks during the summer. However, when reviewers asked about the effectiveness of these programs, the school leader reported, "the (students') growth stops when the program stops." The lack of an articulated plan to organize resources that provides continued student achievement results in limited student improvement.

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.

- The school leader has a system in place to observe staff and provide feedback; however, leadership has not communicated a specific plan for continuous improvement to staff. The school leader and teachers reported that the school leader is conducting teacher evaluations based on a modified Danielson model; and there is a review system in place for tenured and non-tenured teachers. The district provided Professional Development (PD) for building leaders to conduct observations. The

district also provided the school leader support with a retired administrator to assist while he is conducting observations. Staff reported the observation process is time consuming and provides limited targeted feedback based on data. Staff indicated that they would like more professional input on classroom practice and feedback to know “what it is we are lacking in.” While the school has a system to provide teachers with feedback, the feedback is limited and not aligned to specific supports or PD, which limits the school leader’s ability to hold staff accountable for continuous improvement.

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.

Tenet Rating

I

Debriefing Statement: Staff is piloting state-generated CCLS materials. Common planning time is inconsistently used. There was little evidence that the school uses data to inform instruction. Modifications for identified subgroups were not observed. There was limited evidence of horizontal curriculum alignment and none of vertical alignment. The absence of a strong set of curricula and the lack of staff collaboration negatively impacts effective instruction.

Strengths:

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

Areas for Improvement:

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

- The school is piloting the implementation of some programs that support CCLS; however, there is a lack of clear direction for consistent, full implementation. Administrators and teachers indicated to reviewers a concern that there are no written curriculum documents. Teachers reported leadership makes decisions to pilot new programs in isolation without teacher input. The school uses Core Knowledge Listening and Learning Strands in the primary grades, and staff is piloting the NYSED English language arts (ELA) Modules in grades three to five. When provided new programs, staff reported they received little training, support or follow-through and that for implementation “people are doing their own things.” They also report the only support they typically receive is through the literacy coach. The lack of a thoughtful well-articulated plan for the implementation of CCLS-aligned curricula that includes monitoring and follow-up support limits the school’s ability to provide students curricula to ensure they learn what they need to know across all grades.

3.3 The school has received a rating of *Ineffective* 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 do not consistently use instructional plans that align to CCLS, stimulate higher order thinking, build deep conceptual understanding, or introduce complex materials. Some teachers use lesson plans; however, reviewers did not see evidence of planning for higher-level questions, differentiation, or varying levels of task complexity. The school leader reported that the school would focus on unit plans next year. Reviewers observed that the primary grade teachers meet to discuss implementation of Core Knowledge Listening and Learning Strands, however; staff report only some grade levels participate in team meetings on a regular basis to discuss plans. The school's inconsistent attention to unit and lesson planning limits staff's ability to provide all students' access to higher order thinking and deep conceptual understanding and knowledge around specific content.

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.

- Collaboration among staff across and within grade levels is limited. Documents reviewed indicated the schedule included common planning time; however, teachers reported that during common planning time they worked independently. The IIT saw no evidence of vertical alignment and little evidence of horizontal alignment of the curriculum. During interviews with reviews, the staff members acknowledged that many teachers "are doing their own thing." Teachers reported their biggest challenge is to reach each level of students, and to do so, they provided their top students with teacher-generated enrichment activities. The school is not consistently providing students with a variety of cross-curricular learning experiences. Therefore, without curricula that incorporate the arts and enrichment in core content areas, the students have limited opportunities for discovery.

3.5 The school has received a rating of *Ineffective* 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

- The school collects a variety of student data for Rtl, but does not yet effectively use that data for instructional planning. The school leader reported that primary grades staff focused on AIMS web data and intermediate grade staff focused on fluency and comprehension data. Reviewers observed that the school had data walls; however, staff indicated the data displayed were not current. The school leader reported he attends data team meetings, which meet four times per year. Staff report members of the data team, which consists of the psychologist, literacy coach, and principal, collect and analyze data to determine the need for support and student groupings. While the data team did appear to determine supports for students in conjunction with the school's Rtl framework, there was minimal evidence that the data analyzed resulted in modifications within the classroom setting. Instead, students identified as needing more support were sent out of the classroom. In addition, staff reported they had not used data to develop plans to meet individual student instructional needs. The lack of instructional planning based on the analysis of data limits the school's capacity for strategic action planning to improve student achievement.

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| 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 | I |
|--|---------------------|----------|

Debriefing Statement: Teachers maintain compliant classrooms based on their set of expectations. Research based strategies are not consistently utilized to enhance instruction. Data is used to inform ELA Response to Intervention (RtI) groups, but is not used regularly to inform classroom instruction. Not all subgroups are receiving instruction and services that provide them with opportunities to access to the general education curriculum.

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 *Ineffective* 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.

- There is limited use of data to inform instruction. Reviewers noted that some classrooms visited had short-term goals exist; however, teachers did not use data to establish student goals. There was limited evidence staff use data to inform instruction. Most classes observed were engaged in whole class instruction with limited differentiation. Teachers and administration report data is not used consistently to develop accommodations for students with disabilities; nor are students with disabilities provided a continuum of services. The inconsistent use of data-driven instructional practices, the lack of accommodations, and the limited services and interventions limit 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 Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.

- Some teachers use instructional strategies that support all students accessing the CCLS, however differentiation for various subgroups was limited. The school leader reported that while the special education population was “highly self-contained,” starting in the third grade, the school was moving toward a more inclusive model. Staff reported they were beginning to use Core Knowledge Listening and Learning Strands in the primary grades and NYSED ELA Modules in grades three to five. The classrooms visited by reviewers contained mostly teacher-led whole group instruction that did not provide differentiation in most classrooms. While reviewers observed some teachers using modifications, such as amplification equipment, manipulatives, and a tactile seat pad, for identified subgroups in some classrooms, modifications were not consistently provided across the classrooms. The inconsistent use of instructional strategies to promote active learning and engagement results in limited access for all students to fully participate and achieve 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.

- Classroom environments are generally orderly; however, curriculum is not tailored to students’ strengths and needs which limits student engagement. The school posted behavior rules throughout the building, however reviewers observed and teachers reported that rules were inconsistently enforced. Reviewers did not observe the use of varied instructional practices that lead to high levels of student engagement; low-level questions and a lack of differentiation were prevalent. Staff presented instruction primarily in one mode, not tailored to the strengths and needs of all students. During visits to classrooms, reviewers noticed that some students were having difficulty understanding the lesson. The inconsistent use of differentiated practices results in students who were unengaged or off task.

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

- The staff’s use of data is limited. Teachers reported their use of formative assessments varied by grade level. While staff reported that the school collects and analyzes RtI data to identify students needing support and to create ELA RtI groupings, the school’s approach to RtI did not consistently involve modifications within the classroom setting for students needing additional support. Students who were identified were grouped, and pulled out of classes to receive intervention support rather than receive support within the classroom,. While staff said in interviews that they use data for student grouping, interviews with students and staff and classroom visits did not indicate that staff use data to inform instruction, provide feedback to students, or develop explicit teacher plans. Staff stated that students and staff accountability was necessary, but lacking. The school lacks accountability structures, which results in limited participation of students 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

I

Debriefing Statement: The school does not have a system in place that continuously uses social-emotional data to support student learning. The school has a character education curriculum in place primarily focused on the early years. The school is not yet collecting and analyzing social-emotional data as part of a system that evaluates student learning throughout students’ enrollment This limits the school’s ability to provide students with experiences that are conducive to learning.

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 partnerships to support academic, social, and emotional developmental health, but the services are limited and not connected to each other. The school leaders reported a significant need for mental health support; however, staff reported they have a limited capacity to provide needed services. Interviews indicated there was no formal referral process that addressed the social and emotional needs of students. The school participates in some programs that support student social and emotional developmental health. The school hosts a YMCA-operated before and after school program and an afterschool literacy program that also has a summer program for at-risk students in first grade and for six weeks in second grade. However, services do not extend beyond that. Staff reported that Second Step, a program that teaches skills for academic and social success, is implemented in Kindergarten, however, beyond that it is used inconsistently throughout the building. While there are efforts that support social and emotional developmental health, the lack of coordinated services results in gaps in the school's ability to provide students needed services.

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 school staff has programs that support student social and emotional developmental health, however they are not conducted consistently throughout the building. Parents stated in interviews that they feel the school prioritizes student safety, and parents were familiar with the Second Step program; however, reviewers found that the program was not consistently used after Kindergarten. While the school posted behavior rules throughout the building, and some staff had Second Step posters in their classrooms, only some staff reported they were implementing Second Step. The school leader reported that the school has a program that sends food home to needy families via backpacks each weekend, which had benefited 15 families. The school provides some needed services, however they are not interconnected, which limits the ability of the school to monitor the effectiveness of the services and ensure that students' needs are being addressed.

5.4 **The school has received a rating of *Ineffective* 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 expressed inconsistent messages about school safety. While parents reported they felt the building was safe, students reported some cases of bullying in the school and on the bus. During interviews, teachers were not able to express their role in supporting students' social and emotional developmental health. Staff reported there was not a system in place to address staff's ability to meet students' social and emotional needs. Teachers expressed their past frustration about the lack of protocol for them to assist the students they believed were in need of immediate supportive services. Staff reported it can sometimes take days before they get a response

from the principal about incident reports they have filed. The school leader reported that he has prioritized his time to conduct APPR, leaving him little time to address incident reports. Staff reported in interviews concerns about some of the consequences given to students. The lack of a fully functional system that provides social and emotional supports to all students and ensures that concerns are addressed promptly limits the school’s ability to ensure the needs of its students are being met, which limits improvement of student outcomes.

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

- The school lacks a system that uses data to respond to the social and emotional needs of all students. Documents reviewed indicated the school goal was to analyze student and parent survey data and behavioral data to target areas of improvement and use the analysis to develop action plans. However, reviewers were not provided evidence that the development of an action plan was in progress. Staff also reported the school did not have the capacity to address all students’ social and emotional needs. Without a system to monitor the effectiveness of the school’s responses to students’ needs, the school is limited in its ability to remove barriers they may exist to increased student achievement.

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

I

Debriefing Statement: While the school provides a welcoming climate, there is no family or community engagement plan. Without an articulated plan that includes sharing data with families, the school has not fully developed the partnership between home and school, which limits student academic progress and social emotional growth.

Strengths:

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

Areas for Improvement:

6.2 **The school has received a rating of *Developing* 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.

- While parents describe the school as welcoming, there are limited family engagement opportunities. Parents reported the school leader “is very friendly” and “good with the kids,” and is outside every morning and afternoon at dismissal. Parents also reported that the school would contact them if their child were “doing something wrong or needed help.” Parents reported that they are welcome to volunteer in the primary grades, but not in the later grades. Parents further clarified that the

school does not ask for volunteers, but “you can ask a specific teacher who might accept your help.” In addition, the school leader suspended shared decision team meetings because of the inability to have a quorum, and no longer plans or schedules them. The limited opportunities for parents to take active roles in the school limit the school’s ability to fully develop partnerships with families and work together to improve student achievement.

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

- The school disseminates some specific information to all students’ families including English Language Learner (ELL) families; however, there was limited evidence that the school has established structures to encourage reciprocal communication. In interviews, parents reported that the information the school sends home about New York State assessments are self-explanatory. The school shares some data, such as AIMSweb reading fluency scores, at parent conferences, however, this information is only to the parents who attend conferences. Teachers reported they communicate with families via weekly letters, emails, and wiki pages. The school has an ELL teacher who provides translations; however, there was no evidence of opportunities for reciprocal communication, or of parents having that expectation. When asked about reciprocal communication opportunities, one parent reported, “It’s the school’s responsibility to present; it’s the child and parents’ responsibility to learn it.” The lack of family engagement and communication concerning student achievement limits parent – teacher collaboration to support student academic progress.

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 shares information about community resources, with parents on an as-needed basis. The district provides limited PD for key staff to support families in seeking supports outside of school. The school leader stated on the self-assessment “our BOCES Youth Development Specialist provides training for teachers and support staff to help all of us more effectively deal with students’ and families’ needs and provide additional strategies to do so.” Teachers reported that the school sends home notes in student backpacks about what is happening in the classroom or if there is a behavioral problem. . Staff reported there is no consistent process for teachers to follow when they believe the school should report abuse incidences to Child Protective Services. Some parents reported that they were not sure which resources were available to support students or how to access the supports. Parents stated they feel they can call the school to ask specific questions, and they acknowledged that they have received referrals to agencies and services. There was no evidence that the school provided parent education workshops. The lack of a formal plan to form partnerships with families to empower them to support their children’s academics and social and emotional developmental health = limits student success.

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

- The school shares student specific data with families to inform them of their child's progress; however, opportunities for families to use and understand the data are limited. Parents expressed that the information the school sends home is self-explanatory; if they wanted to know about data, "they could attend school board meetings." The school does not provide sufficient opportunities for families learn about their children's progress through student data, which results in families' not having information that would help enable them to support student learning and 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: Update the school vision to include measurable time-based goals to promote a shared sense of urgency. Set measurable goals by individual grade, and school-wide.
- 2.3: Develop evidence-based systems that correspond to the goals of the SCEP and monitor databases on a consistent, published timeline. Ensure the provision of common planning time and vertical team meetings to analyze collected data and create next steps to achieve mission-critical goals.
- 2.4: Organize and connect resources to address student academic and social needs. Ensure that plans for the maximization of student learning time are developed and implemented,
- 2.5: Develop a schedule to conduct observations that includes timely feedback with clear expectations and next steps.

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: Communicate the school vision and use SMART goals of the SCEP to guide curricular decisions. Provide PD and embedded coaching to support teachers develop and implement lessons aligned to the CCLS
- 3.3: Ensure that teachers, either individually or by subject/grade level, develop daily plans that reflect the CCLS instructional shifts and include complex materials to promote higher-order thinking skills and allow students to analyze information.
- 3.4: Utilize current or develop new structures to embed technology into instruction. Ensure common planning time by grade and/or subject that includes vertical planning and opportunities for staff collaboration as well as integration of the arts and technology. Require that meetings during common planning time include an agenda and minutes, and include facilitation.
- 3.5: Plan for targeted instruction that addresses areas of individual student needs and is based on student data. Review student data on a specified schedule during subject/grade level team meetings in order to inform instructional planning

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Provide support for teacher teams to develop daily and unit plans that include assessment of student goals on a regular basis. Provide administrative oversight to ensure that plans contain elements to improve rigor and increase student engagement and inquiry and to ensure the implementation of plans with fidelity.

- 4.3: Ensure that CCLS-aligned lesson plans are developed and implemented daily by each teacher so all students have multiple points of access to the curriculum and can achieve their goals through instruction. Ensure plans are aligned with how each individual student learns.
- 4.4: Raise expectations for classroom behavior and ensure that each teacher implements the school's behavior management system with fidelity in order to promote an environment that is conducive to effective instruction and promotes high levels of student engagement and learning.
- 4.5: Develop and implement a system to ensure teachers are able to review data sources, including formative student performance data, on an on-going basis and ensure the use of findings to design lesson plans for future instruction. Ensure students receive timely feedback on their instructional progress in order to increase their understanding of their work and participation in their own learning.

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 and implement a system to coordinate and monitor the effectiveness of the student referral process and the delivery of internal and external student supports services; evaluate student progress based upon the services provided.
- 5.3: Provide leadership support for the school's behavior management system that includes on-going PD. Ensure implementation of system with fidelity and ensure complete faculty participation.
- 5.4: Ensure systems and policies that support a safe learning environment are operational. Provide staff PD in social emotional developmental health issues and classroom management. Provide sufficient time in the beginning of each school year for all staff to train all students in school-wide behavior procedures. Provide an orientation to students on the school vision regarding the development of student social and emotional health. Inform students and their families of services available through the school and District. Instruct students on how to access these services.
- 5.5: Create systems and structures for data collection and analysis and provide staff PD in the use of academic, social, and emotional data to identify student needs and provide appropriate services. Use data to inform and adjust instruction. Ensure that the RtI team meets regularly and connects behavioral and academic data.

Tenet 6: Family and Community Engagement

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

- 6.2: Develop and implement a coordinated campaign to engage parents throughout the school and community, including the entire staff, not just school leaders. Provide staff PD in ways to form meaningful partnerships with parents that support their student's learning. Provide parent education programs that include social and emotional and academic issues; refer parents to organizations that offer free parent education resources, such as Engage NY.
- 6.3: Develop a communication plan with input from community stakeholders that includes opportunities for reciprocal communication. Develop consistent means for communicating student strengths and weakness

directly to each parent, which includes ways for families to support their child's learning and which promotes an understanding of what students need to know to be college and career ready.

- 6.4: Proactively provide all families with information about community services, rather than on an as-needed basis. Provide workshops to parents on social and emotional developmental health. Create an individualized plan for engaging each parent so that all staff is involved, ensuring an effective communication system.
- 6.5: Create structures that support parental empowerment. Provide parents with learning opportunities that inform them about student data and provide opportunities for parents to become involved in their child's learning. Create easily understood materials. Ensure the school shares data with each parent.