



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



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| BEDS Code/DBN | 17-09-01-04-0002 |
| School | Northville Elementary School |
| School Address | 131 South Third Street |
| District | Northville Central School District |
| School Leader | William Crankshaw |
| Dates of Review | April 11 - 15, 2013 |
| School Accountability | Focus |
| Type of Review | SED Integrated Intervention Team (IIT) |

| School Information Sheet | | | | | | | | | | | |
|--|------|--|-----|--|------|--|-----|------------------------------|-----|----------------|----|
| Grade Configuration | PK-5 | Total Enrollment | 203 | % Title 1 Population | 30% | % Attendance Rate | 95% | | | | |
| % Free Lunch | 38% | % Reduced Lunch | 9% | % Student Sustainability | 86% | % Limited English Proficient | 0% | % Students with Disabilities | 13% | | |
| Types and Number of English Language Learner Classes | | | | | | | | | | | |
| # Transitional Bilingual | 0 | # Dual Language | 0 | # Self-Contained English as a Second Language | 0 | | | | | | |
| Types and Number of Special Education Classes | | | | | | | | | | | |
| # Special Classes | 5 | # Consultant Teaching | 6 | # Integrated Collaborative Teaching | 1 | | | | | | |
| # Resource Room | 3 | | | | | | | | | | |
| Types and Number Special Classes | | | | | | | | | | | |
| # Visual Arts | INP | # Music | INP | # Drama | INP | # Foreign Language | INP | # Dance | INP | # CTE | 7 |
| Racial/Ethnic Origin | | | | | | | | | | | |
| % American Indian or Alaska Native | 0% | % Black or African American | 2% | % Hispanic or Latino | 0% | % Asian or Native Hawaiian /Other Pacific Islander | 0% | % White | 99% | % Multi-racial | 0% |
| Personnel | | | | | | | | | | | |
| Years Principal Assigned to School | 3 | # of Assistant Principals | 0 | # of Deans | 0 | # of Counselors / Social Workers | 1.8 | | | | |
| % of Teachers with No Valid Teaching Certificate | 0 | % Teaching Out of Certification | 0 | % Teaching with Fewer Than 3 Yrs. of Exp. | 0 | Average Teacher Absences | 0 | | | | |
| Overall State Accountability Status (Mark applicable box with an X) | | | | | | | | | | | |
| School in Good Standing | | Priority School | | Focus District | Yes | Focus School Identified by a Focus District | Yes | SIG Recipient (a) (g) | No | | |
| ELA Performance at levels 3 & 4 | 60% | Mathematics Performance at levels 3 & 4 | 55% | Science Performance at levels 3 & 4 | 100% | 4 Year Graduation Rate (HS Only) | N/A | | | | |
| Credit Accumulation (High School Only) | | | | | | | | | | | |
| % of 1 st yr. students who earned 10+ credits | N/A | % of 2 nd yr. students who earned 10+ credits | N/A | % of 3 rd yr. students who earned 10+ credits | N/A | 6 Year Graduation Rate | N/A | | | | |

INP = Information Not Provided

| 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 |
| X | 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. Complete Implementation of the Common Core Learning Standards for Mathematics and ELA.
2. Improve performance in Mathematics and ELA for SWD and all students, as measured by the NYS Assessment.
3. Implementation of the initiative Explicit Vocabulary Instruction for all students as an implementation strategy for CCLS alignment.
4. Approaching the SPED continuum and general intervention services more effectively, employing the Integrated Co-teaching model.

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

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

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

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

| # | Statement of Practice | H | E | D | I |
|-----|---|---|---|---|---|
| 3.2 | The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12. | | | X | |
| 3.3 | Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order 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: | | | D | |
|--|------------------------------------|--|--|----------|--|

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

| # | Statement of Practice | H | E | D | I |
|-----|--|---|---|----------|---|
| 4.2 | Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. | | | X | |
| 4.3 | Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals. | | | X | |
| 4.4 | Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry. | | | X | |
| 4.5 | Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. | | | X | |
| | OVERALL RATING FOR TENET 4: | | | D | |

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

| # | Statement of Practice | H | E | D | I |
|-----|--|---|----------|---|---|
| 5.2 | The school cultivates the development of overarching systems and partnerships that support and sustain social 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' strengths and needs are identified and used to augment learning. | | X | | |
| 6.4 | The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success. | | | X | |
| 6.5 | The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success. | | | X | |
| OVERALL RATING FOR TENET 6: | | | | D | |

School Review Narrative:

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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 | D |
| <p><u>Debriefing Statement:</u> The school leader has not collaborated with the community to create a robust vision or specific, measurable, ambitious results-oriented goals. The school leader encourages staff to collect and analyze data but there are no clear expectations about how to use the data. Without commonly understood goals and systems for collecting and analyzing data in a meaningful way, curriculum planning and instructional practices do not result in sustainable school improvement.</p> <p><u>Strengths:</u></p> <p>All ratings for this Tenet are either Developing or Ineffective and therefore, comments are listed under Areas for Improvement.</p> <p><u>Areas for Improvement:</u></p> <p>2.2 <u>The school has received a rating of <i>Ineffective</i> for this Statement of Practice:</u> 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).</p> <ul style="list-style-type: none">• The school community has not developed a comprehensive vision for student achievement and well-being. The school leader stated in an interview, “We need to work on a vision.” He added, “We set goals at the start of the school year. This year I set a non-negotiable goal: academic vocabulary.” The school community is developing and working toward goals, but these goals are not aligned to a vision. The school has developed a code of conduct called the Falcon Pledge. This is recited daily during morning announcements. In an interview, the school leader stated that the faculty understands that the school vision is “to implement the RtI [Response to Intervention] plan, to have more focus on data, and to focus on one thing at a time.” Documents reviewed by the IIT indicated that academic vocabulary is a recurring item at faculty meetings. The self-assessment document stated that the school vision is to provide “a safe and welcoming environment conducive to high levels of learning in behavioral and cognitive terms.” In interviews with the review team, parents were not able to articulate the vision. Students reported during interviews that the whole school knows the Falcon Pledge, and that the pledge shows them how to behave. While there are goals identified in the SCEP, there is not an articulated vision that is understood and shared across the community. Although the code of conduct that makes up the Falcon Pledge is widely known, a comprehensive vision created in a collaborative process, with aligned goals, has not been developed. Without a shared vision across the community, and measurable goals aligned to the vision, there is not a sense of urgency regarding the achievement of school-wide goals. | | |

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

- The school leader expects teachers to use evidence-based systems and shares research-based initiatives he would like teachers to adopt through email and at faculty meetings. Documents reviewed by the integrated intervention team (IIT) indicated that the school leader has provided handouts for resources on “academic vocabulary” and videos from Teachscape on the approved Annual Professional Performance Review (APPR) model during faculty meetings in order to provide best practices to staff. Document review also indicated that the school leader provided instructional recommendations for RtI levels to staff prior to the school year and quarterly during the year. The best practices and initiatives presented to the staff for implementation are fragmented and not aligned with a vision or goals. Staff reported that mathematics and academic vocabulary were selected by the principal as a focus. One staff member said in interview with the IIT, “we don’t know why he chose these.” Another staff member stated, “We are told all the time about new initiatives that the principal thinks of and, without much thought, commits to them and then realizes it can’t be done. We are overwhelmed with initiatives and emails. We need focus.” Since the practices that are encouraged by the school leader are not strategic, nor targeted to goals, progress toward mission-critical goals is not consistently and universally taking place in all critical areas.

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 makes decisions regarding personnel to ensure that staffing is consistent with student needs. The school leader indicated in an interview that he is involved in the hiring of staff and that he considers student needs in the hiring process. However, decisions regarding the allocation of fiscal capital are not aligned to school goals, since the goals that have been established by the school leader are not specific or measureable. For example, while the school leader chose vocabulary as a goal, he reported in interviews that he had not set any specific goals in terms of proficiency. The school leader reported that teachers are using data to measure growth, and he is hopeful that interim assessments and the State tests will show improvement. He stated he did not have student learning objectives (SLOs) for the school. Decisions around the use of fiscal capital are not consistently aligned to goals, thereby limiting progress toward improved student achievement.

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 for both formally and informally observing teacher practices throughout the school year. As evidenced from a review of documents and as reported in interviews, the school leader has completed the first round of observations of teachers using the APPR model and has begun the second round of observations. A document review by the IIT indicated that the school leader provides specific recommendations for teachers to use data to track student progress or improve instruction following teacher observations by the school leader. Teachers reported in interviews, however, that while the school leader visits their classrooms for informal observations, they do not receive feedback following those visits. The school leader stated in an interview that he does not follow-up with teachers on their action plans. In interviews with the school leader and interim district leader, both reported that no Teacher Improvement Plans (TIP) have been completed in the district for many years. Teachers reported they need more time to collaborate in order to implement the CCLS in their classrooms. They indicated that they have to learn a great about the CCLS on their own. Staff anticipated that summer PD would be available for those who want to learn more about the CCLS modules. While the school leader has some systems in place to monitor and track teacher progress, and provides some feedback to teachers, they are not being provided with appropriate opportunities for professional development (PD). Consequently, this limits staff accountability for continuous improvement.

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

Tenet Rating

D

Debriefing Statement: The school is beginning to implement rigorous and coherent curricula that are designed to support the Common Core Learning Standards (CCLS). However, it is not modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes. The majority of teachers have common planning time to collaborate at the grade level, but not all teachers have the opportunity to collaborate across grades. Teachers have not received adequate training in the collection and analysis of data to inform instruction. Therefore, the expectation that teachers will be able to collect and analyze timely data leading to the adaptation of instructional plans and improved instructional practices is currently limited.

Strengths:

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

Areas for Improvement:

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

- The school leader provides some support to teachers to implement coherent curricula that support

the CCLS. Document review indicated that teachers discuss CCLS implementation and review research on best practices in teaching strategies at every faculty meeting; however, some teachers said in interviews that changes in meeting dates and agendas limit their efforts to work together on the CCLS. Staff also reported that systematic support for implementing the CCLS is not available. One staff member interviewed said, "PD is provided by the principal, but it is fragmented based on his ideas of what we need." Curricular mapping is in the process of being completed on Atlas Rubicon, as evidenced by document reviews and as reported in interviews with the school leader and teachers. However, teachers reported that they do not have time to work on this during the school year. As a result, students' exposure to a rigorous CCLS-supported curriculum is uneven, thereby limiting what students need to know.

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

- Formal unit plans and lessons plans aligned with CCLS were not frequently observed by the review team. When asked if teachers had used the Tri-State rubric to rate alignment of their lessons, the school leader stated in an interview that they had not, but that they would be using it "very soon." Teachers are creating curriculum maps, but they reported in interviews that they need more common planning time, and they do not feel adequately prepared to develop curriculum. One teacher interviewed said, "We are not curriculum writers." Classroom visitations and a review of lesson plans by the review team indicated that some teachers are using modules from EngageNY. The review team found that lessons promoted higher-order thinking skills and called for students to analyze information in half of the classrooms visited. Without the consistent use of formal plans to promote higher order thinking skills, students are not developing deep conceptual understanding and knowledge in all classrooms.

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.

- While teachers are collaborating on writing curricula maps that incorporate the arts and technology, they do not consistently work in partnerships across grades and subjects, vertically, targeting what and why it is taught. In an interview, the school leader reported that teachers have scheduled common planning time to work together by grade levels. Teachers reported in interviews that the only vertical team meeting that exists is for the grade one and grade two teachers. There are regularly scheduled grade-level data meetings, and according to the self-assessment, the last data meeting of the year will provide an opportunity for vertical alignment discussions to inform teachers of student needs for next year. Because of limited opportunities for ongoing vertical teacher curriculum collaboration across grades and subjects, the school is limited in its ability to provide a robust and cohesive curriculum.

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

- Although the school leader requires teachers to collect data from various sources, there are no clear expectations regarding the use of data to inform instruction. The school leader reported in interviews that there are monthly data team meetings with teachers to review and analyze assessment data. He reported that teachers are more comfortable looking at whole class data, and are still developing their ability to differentiate instruction based on individual student data or small group data. Teachers reported in interviews that they meet during grade level meetings to review STAR data on students and to discuss possible interventions for these students. However, teachers reported that while they use STAR data, they have had no training in how to use it to inform instruction. Additionally, some staff indicated that they did not receive feedback on the data or help in interpreting it. As a result of the lack of clear expectations regarding data use, data is not used for strategic action planning that informs instruction, which limits student achievement outcomes.

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

Tenet Rating

D

Debriefing Statement: Teachers are engaged in developing grade-level goals for students. They are beginning to examine their own instructional practices and are using data to drive instruction; however, teacher’s lessons and instruction do not consistently reflect the instructional rigor or higher order thinking that will engage students in their learning at all levels. Teachers review student specific data (both formative and summative) to develop instructional interventions that will lead to inquiry and engagement. However, teachers are not differentiating instruction for groups of students or students from all subgroups; therefore, these students have inconsistent opportunities for high-level engagement and achievement.

Strengths:

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

Areas for Improvement:

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

- Classroom visitations and lesson plans reviewed by the review team indicated that plans and instruction do not consistently promote higher-order thinking skills and inquiry. Most teachers’

plans reviewed by the IIT did not indicate student goals based on data and did not include accommodations for student sub-groups. A review of the self-assessment indicated that the staff used progress monitoring to improve learning and teaching practices. There was no evidence from the review team's review of lesson plans and visits to classrooms that teachers have established short or long-term goals for groups of students based on grade-level benchmarks; however, the self-assessment indicated that teachers use data to set STAR goals. Students with disabilities were engaged in activities that provided adequate opportunities to allow for processing in only a few of the classrooms visited. Because instructional practices and strategies are not planned to meet established goals consistently, high levels of student engagement and inquiry are not being promoted in all classrooms.

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

- Teachers are beginning to incorporate the CCLS shifts in their instructional practices; however, instruction remains primarily generic in nature and does not provide students with a wide variety of ways to engage in learning. In most classes visited by the reviewers, teachers did not consistently check for student understanding. In addition, the review team found limited evidence of high levels of student engagement using complex materials. During classroom visits by the IIT, reviewers observed evidence of the posting of the CCLS in a few of the classrooms, but use of the CCLS to inform instruction was not consistently evident. As a result of inconsistencies in the alignment of instruction to the CCLS and the inconsistent use of strategies to address different learning needs, students, particularly identified sub-groups, are not receiving instruction that will enable them to 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.

- There is a common understanding and recognition of acceptable and safe behaviors throughout the school. All students in the focus group reported that they believed the school was safe. One student articulated, "We all have manners in this school." However, during classroom visits, the IIT review team noted that most classes were teacher-directed and that questions did not encourage higher-order thinking. In one classroom visited, the teacher asked comprehension questions that were fact-based, and when a student went to the text to answer a question, the teacher told the student not to return to the text. The expectation of increased rigor for student instruction was not evident in many of the classrooms. Because instruction is not consistently tailored to the strengths and needs of all students, high levels of student engagement and inquiry are not the norm.

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.

- While the school leader requires teachers to collect data from various sources, there are no clear expectations regarding how to use data to inform instruction. The school leader reported in an interview that teachers developed the interim assessments that are given five times a year. Teachers are expected to use the results to develop an action plan to improve understanding on missed items. The school leader indicated that he provides specific recommendations for teachers' use of data to track student progress and improve instruction. However, he stated that he does not follow-up with teachers on their action plans. Teachers stated during a grade level meeting that they use STAR data but have had no training in how to use it to inform instruction. In addition, teachers are not consistently providing data-based feedback to students. As a result of teachers' limited understanding of how to use data, instruction is not consistently linked to specific student needs.

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: Parents, students and teachers believe that students are safe and supported at school. The school has implemented a number of programs and routines to support student social emotional developmental health; however, these initiatives are not aligned to an overall vision that includes measurable goals. As a result, there is no way of tracking the effectiveness of initiatives, nor is there a way to know if the school is being responsive to all students' social-emotional developmental health needs.

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 has a system for referral and support for all students that addresses barriers to social and emotional developmental health. Document review by the IIT indicated that the school's School-Based Intervention Team (SBIT) is functioning and its process has been documented. The school leader reported that the SBIT includes a parent, psychologist, special education teacher, reading teacher, the school nurse, and other teachers. He stated that while they have encouraged teachers to follow a process, the system is "unstable because it doesn't have a set time to meet, and they are working on a process for referring students." School leader stated that decisions on students' social and emotional needs are made by data. He said that he uses tracking sheets and binders to look at "ABCs" (antecedent, behavior, consequence), when reviewing students for related services. The school leader reported in an interview that there is a behavioral management procedure in use for students. The school also has a data collection and reward system whereby the school recognizes students for positive behaviors. One student interviewed by the IIT reported, "We all have good manners here, and our teachers give us 'Oops' tickets if we're bad, or 'Way to

Go' tickets if we're good." Parents stated that they were aware of the community resources, such as BOCES, Too Good for Drugs, Catholic Family Charities, and an outside counselor, who come into the school to work with teachers and students. The school's ability to use data and establish systems and partnerships to support student social and emotional developmental health helps ensure that student needs are being met.

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 has developed the Falcon Pledge, which spells out the code of conduct for students and all school constituents. During student group interviews, students stated that they could recite the Falcon Pledge and believed the Pledge helped them with their behavior. All students interviewed could clearly articulate the behavior hierarchy of consequences for breaking the rules. The self-assessment indicated that every grade level classroom has participated in the evidence-based student wellness programs, "Too Good for Drugs," or "Too Good for Violence." The self-assessment also indicated that the "Falcon Pride" character education program addresses baseline expectations for all students to support and sustain social and emotional developmental health. The school partners with outside agencies to provide social emotional training. Consequently, the school's vision and commitment to the social and emotional needs of students results in a safe and healthy environment for the entire school community that promotes student 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.

- Students, teachers and parents believe that the school community is a safe environment. In interviews, students stated that the school is a safe place and that the Falcon Pledge is what the whole school knows. One student reported, "This is an amazing school!" Another student told the IIT, "We live in a perfect town, not like huge schools." Parents also reported that the school was safe. One parent interviewed said that the supports for students at the school were "tremendous." Another parent remarked, "I love that everyone knows each other here." Other parents nodded in agreement with that statement. Staff also articulated that the school was safe. Teachers encourage a supportive learning environment, and they are available after school for the Homework Club. The school leader reported that there are about two to five students per classroom, on average. The safe learning environment at the school and the supports available to students help enable the students enjoy their experience at school, increasing the likelihood that they will be successful in their learning.

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.

- Using various sources of data, such as attendance, disciplinary referrals, and observational behavior data, the school leader and student support staff work with teachers through the SBIT to respond to

student needs. The school leader stated in an interview that teachers and the SBIT use data to address student needs through the use of behavioral tracking sheets, which track such things as frequency intervals. While there is no formal process for providing PD to teachers and other support staff to help teachers use data to respond to students' social emotional needs, staff reported in interviews that either the psychologist or social worker will meet with a teacher or aide to support them if there is a need. The self-assessment reports that the SBIT is a primary focus for delivery support to students, and that data is the basis for all decisions. The collaboration of the school leader, student support staff and teaching staff in using data to address student needs assists students in achieving academic and social success.

Areas for Improvement:

All ratings for this Tenet are either **Highly Effective** or **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 | D |
|---------------------|----------|

Debriefing Statement: The school community is welcoming, attempts to foster positive relationships with families, makes connections between the family and community supports, and offers multiple opportunities to engage with the school. Despite these efforts, there are a significant number of parents who do not engage with the school community. Therefore, not all family and community members can promote and support student learning and development.

Strengths:

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

- The school staff regularly communicates with families concerning student achievement using multiple tools, such as email, parent portal, mail, newsletters, and phone calls. A review of school documents indicated that the school sends parents school newsletters and packets of information published by the national Parent-Teacher Association (PTA) and the Council of Great City Schools, explaining how they can support their children with work in core subjects. Students articulated in interviews that the school sends parents progress reports on a regular basis and report cards in quarterly intervals. Students articulated that all of their parents knew that the parent portal was available, even though not all of their parents used it regularly. Parents stated that they were aware of community connections, such as BOCES, Too Good For Drugs, Catholic Family Charities, and an outside counselor, who come into the school to work with teachers and students. Given these efforts, the school continues to seek additional strategies to encourage reciprocal communication

with all families. The focus on reciprocal communication with families is fostering a partnership that supports student achievement.

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.

- The school is welcoming, and it offers families some opportunities for volunteering and engaging with the school. Parents reported in interviews that they feel welcome in the school. Students articulated in interviews that parents feel that they can come to school anytime to conference with teachers or administrators. When asked about volunteer opportunities, a few parents stated that they are invited to volunteer, but that the school only allows a certain number of parents at any time. One parent added, “It shouldn’t be that hard to volunteer to be involved with your kids.” Parents stated that the Parent-Teacher Organization (PTO) runs excellent programs for parents, but that the programs are not well attended. One PTO parent member reported that the PTO was looking into ways to get more parents involved, stating, “We can’t bring them to us. We have to go to them.” The PTO members went door to door within the community to share information regarding the school merger so that parents would be able to make an informed decision when it went to a vote. Parents stated that the PTO is an active part of the school’s culture, but attendance at meetings is not always high. One parent shared, “The website is hardly ever updated, so I don’t even bother checking there.” While the PTO is proactively reaching out to engage more parents, and some students and parents agree that the school is a welcoming place, there is some evidence that parents would like better communication methods from the school and more opportunities for volunteering. As a result, families are not always able to freely and frequently engage with the school which impedes their ability to support student success.

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

- While the school makes connections between families and the community to support student learning and growth, professional development (PD) is not available for staff to sustain those partnerships with families and community organizations that support student needs. Parents stated that they were aware of community connections, such as, BOCES, Too Good for Drugs, Catholic Family Charities, and an outside counselor who comes into the school to work with teachers and students. The review team did not find any evidence of the school partnering with community agencies to provide PD to support student success. Because the school is not optimizing the expertise of these community agencies and partnership for PD, student academic and social emotional development is hindered.

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

- The school community shares student data with families. Parents reported in interviews that teachers in grades three to five communicated achievement data as often as weekly for some teachers and biweekly or monthly for other teachers. Parents also stated that while there are no interim reports, some parents will reach out to teachers for regular updates. When the review team asked parents if they understood the student data that teachers provided, they stated that they rely on teachers to answer their questions. Because parents have to ask for explanations about student data rather than the school proactively sharing data in a way that empowers families to use and understand the data, not all parents are engaging in an ongoing dialogue with school constituents, which limits their ability to advocate for their children.

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: Collaborate with school staff and families to create a unified vision that it is aligned to measurable goals. Ensure that all stakeholders know the vision and goals so that there is a shared sense of urgency regarding student achievement.
- 2.3: Create clear targeted goals aligned with a vision that will enable the school leader to make strategic decisions to improve individual and school-wide practices. Ensure that goals are timely, transparent and widely available to all stakeholders.
- 2.4: Align human and fiscal resources to support teacher practices that contribute to school improvement. Develop programs for programming students and teachers that address student achievement and support mission-critical goals. Analyze available fiscal capital to make funding decisions that address school goals.
- 2.5: Create a system to track information and data from the school leader walkthroughs. Use this system to provide individualized growth plans for all teachers. Ensure that the school leader provides follow-up on teacher action plans. Provide PD opportunities that are aligned to the needs of teachers based on their individual plans.

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: Continue grade level meetings and school leader-led PD and add vertical collaboration opportunities to align ELA and mathematics curriculum to the CCLS. Introduce teachers to the Tri-State Rubric during school leader-led PD so that teachers can ensure their unit and lesson plans are CCLS aligned.
- 3.3: Use the scheduled PD time for teachers to complete curriculum maps and design unit and lesson plans that are appropriately aligned to the CCLS and are differentiated to meet the diverse learning needs of all students. Ensure that teacher planning translates into practice so that students benefit from being exposed to more complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.
- 3.4: Ensure that teachers meet to vertically align their curriculum. Ensure that students are exposed to curricula that incorporate the arts, technology and other enrichments areas.
- 3.5: Target teacher use of data that is aligned to a school vision and provide opportunities for teachers to gain a deeper understanding of how the analysis of data can significantly impact teaching and learning.

Tenet 4: Teacher Practices and Decisions

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

- 4.2: Provide training and coaching for teachers on how to create plans that are informed by data and grade-level goals for all groups of students. Ensure that staff members have opportunities to collaborate in the development of instructional plans that lead to the adaptation of instruction for individual students and groups of students, including students with disabilities.
- 4.3: Provide embedded PD to ensure that teachers gain a deeper understanding of the CCLS shifts and what this looks like in classrooms for all pertinent sub-groups. Ensure that PD assists teachers to: plan CCLS units and lessons, align CCLS with existing curricula, increase instructional rigor, and deliver instruction that is student-centered, differentiated and will result in greater student inquiry and active participation in their own learning.
- 4.4: Provide embedded PD to ensure that teachers use teaching strategies that are tailored to the strengths and needs of all students and that will lead to high levels of student engagement and inquiry.
- 4.5: Identify and use data sources that will inform instructional decision-making, including student groupings. Ensure that teachers are providing frequent feedback to students based on the analysis of timely data to foster student participation in their own learning process.

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: Increase opportunities for parents to volunteer at the school. Ensure that communication is regular and that the school website is updated throughout the year.
- 6.4: Provide PD for staff on how to actively seek and sustain healthy partnerships with families that are linked to student needs.
- 6.5: Provide PD for staff and the school leader on ways to reach out to parents regarding the use of data in order to establish and sustain healthy partnerships that are linked to student needs. Develop forums that provide parents with information about school achievement in a way that engages parents that will increase their ability to support academic and social success.