



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	421800010028
School	Seymour Dual Language Academy
School Address	108 Shonnard Street, Syracuse, NY 13204-3287
District	Syracuse City School District
School Leader	Thomas J. Coughlin
Dates of Review	May 7 – 9, 2013
School Accountability	Priority
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	Pre-K-5	Total Enrollment	545	% Title 1 Population	99%	% Attendance Rate	87.6%				
% Free Lunch	95%	% Reduced Lunch	4%	% Student Sustainability	60%	% Limited English Proficient	32.2%	% Students with Disabilities	23.8%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	0	# Dual Language	9	# Self-Contained English as a Second Language				0			
Types and Number of Special Education Classes											
# Special Classes	2	# Consultant Teaching	3	# Integrated Collaborative Teaching				3			
# Resource Room	0										
Types and Number Special Classes											
# Visual Arts	1	# Music	2	# Drama	0	# Foreign Language	0	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	2%	% Black or African American	30%	% Hispanic or Latino	54%	% Asian or Native Hawaiian /Other Pacific Islander	.003%	% White	12%	% Multi-racial	1%
Personnel											
Years Principal Assigned to School	3	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers		2			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	2	% Teaching with Fewer Than 3 Yrs. of Exp.		9	Average Teacher Absences	??			
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing	N/A	Priority School	X	Focus District	X	Focus School Identified by a Focus District	N/A	SIG Recipient (a)	X		(g)
ELA Performance at levels 3 & 4	12.7%	Mathematics Performance at levels 3 & 4	13.5%	Science Performance at levels 3 & 4	56.5%	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			

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
X	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	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. Raise student achievement in ELA/mathematics.
2. Implement the CCLS in ELA/mathematics in all grade levels.
3. Create a culture of data driven instruction.
4. Implement a school-wide behavior system [Positive Behavioral Intervention Supports (PBIS)]/improve the social-emotional well-being of all students.
5. Increase family involvement.

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 Education 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	
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:				D	

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

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

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school vision is for the school to be the most improved school in the District. The vision is widely known and understood amongst all school stakeholders; however, not all stakeholders have the same level of understanding of the goals in place to reach this vision. The school leadership is continuing to develop a system to offer consistent, targeted feedback to teachers. Teachers intend to implement instructional interventions and adaptations consistently, but are unable to execute the school’s goals because they have received limited feedback in certain areas.

Strengths:

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

- The school vision was authored and is understood by the school community, and there are goals outlined in the School Comprehensive Educational Plan (SCEP) to reach the vision. All school constituents are able to state the school vision (to be the most improved school in the District), which is modeled after the District vision of becoming “the most improved urban school district in America,” and all school constituents voiced how important this vision is to them and to the school community at large. The school leader and teachers articulated to the review team that representatives from across the school, including parents, had been involved in drafting the school vision. The school leader also indicated that the school has goals in place concerning student achievement, parent involvement, student attendance and behaviors, and staff members are working hard at achieving these goals. In interviews with the review team, teachers stated that they had created student achievement goals, such as goals developed around AIMSweb Benchmark and Progress Monitoring System Growth Benchmarks (AIMSweb). Parents were able to articulate to the review team that the school is working on raising student achievement. Although not every member of the school community could articulate the goals verbatim, the alignment of the direction and priorities of the school community fosters a sense of team and purpose.

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

- The school leader has made decisions that effectively organized resources to maximize learning and achievement. The school leader articulated to the review team that the District centralized the hiring process and that the school leader was not able to recruit and select most of his staff. However, where possible, the school leader had sought out, requested, and interviewed desired personnel. For example, the school leader told the review team that he had selected the instructional coaches based on their experience and knowledge of the school community. During an interview, the review team learned that the school leader to ensure the best fit for the Dual

Language Program had interviewed certain staff in Spanish. The school leader reported that he evaluated the allocation of available funds and aligned school purchases to teacher and student needs, such as books to support curricular needs. As a result of the school organizing resources in support of school improvement goals, the priorities of the school are supported so that the school can begin making progress toward its goals.

Areas for Improvement:

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

- The school leader and instructional coaches' analysis of school-wide teaching practices and data has not led to consistent feedback loops that would improve instructional practices. The school leader and instructional coaches articulated to the review team that they collect and analyze summative data and share the findings at some biweekly staff meetings. For example, the school leader and coaches analyze benchmark data that is collected approximately three times per year and then communicate the best practices they expect teachers to work on and exhibit in response to findings from the data. Teachers shared that they collect student achievement data, some of which is formative and use the data to adjust daily instruction. They were not able to describe how this is connected to the data-based work they do with the school leader and instructional coaches. The school leader and coaches stated that they conduct formal and informal observations of teaching practice. The school leader and coaches shared that they leave recommendations for improvement on a sheet of paper for teachers to review or communicate these recommendations during post-observation conferences. While there is some communication occurring between the school leaders and teachers regarding student data and instructional practices, the communication does not occur often enough and with enough depth to result in the significant development of individual and school-wide practices. The absence of feedback loops to analyze and guide practice limits the ability of the school to make progress toward mission-critical goals.

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

- The school leadership is developing a comprehensive system to address professional development (PD) for its staff. During interviews with the review team, the school leader stated that there was only one formal teacher improvement plan (TIP) being implemented. The school leader mentioned to the review team that teachers receive formal feedback through post-observation conferences after a Teachscape evaluation (the evaluation system used by the District). Instructional coaches articulated that they provide informal feedback in the form of notes after performing walk-throughs, which teachers confirmed. However, the school leader and instructional coaches did not indicate that these forms of feedback inform the provision of formal PD and supports for teachers. During an interview with the review team, school leadership stated that the school leaders are in

constant communication regarding next steps pertaining to various initiatives. However, the school leadership does not constantly communicate about teachers' Annual Professional Performance Reviews (APPR) or what teachers need to become better instructional practitioners. As a result, teachers have limited opportunities for coordinated, targeted support to develop best practice and improve.

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 implemented the Syracuse City School District (SCSD) curricula, designed to reflect the Common Core Learning Standards across grade levels. However, there is not differentiation or modification of lessons for identified subgroups of students. The review team saw that teachers had access to curricula unit plans to develop aligned lesson plans. Teachers collaborated regularly, and school leaders communicated District initiatives and pacing charts. While the school leaders and coaches share student data and provide guidance on implementation of instruction, teacher practices observed by the review team do not fully reflect this guidance, nor are lessons differentiated and/or modified to meet the needs of all students and the identified subgroups of students. Therefore, the school is not meeting student instructional needs.

Strengths:

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

- The District created and provided curricula to support the Common Core Learning Standards (CCLS) and units of study across all grade levels. The school leader reported that school coaches provide teachers at all grade levels with curricular support around CCLS implementation. Teachers reported to the review team that they have weekly grade-level team meetings where they discuss the curriculum with colleagues. Teachers also articulated that instructional coaches provide instructional support, under the guidance of the school leader, at biweekly team meetings. Coaches also share important information about new District initiatives regarding curricula and other matters at these team meetings. The review team found that curricula the review team reviewed supported CCLS and clearly outlined what students need to know in order to progress to subsequent grades. Thus, staff members have been provided with District-designed curricula, and all teachers are using these curricula, to varying degrees, to support the CCLS in daily instruction.

Areas for Improvement:

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.

- Teachers are executing the District provided curricula; however, the lessons that the review team observed teachers providing to students did not appear to consistently expose students to the rigorous, higher-order materials and tasks required by the CCLS. Teachers stated that they have opportunities to collaborate on curricula at weekly grade-level team meetings. However, since the school uses curricula and units of study provided by the District, the review team observed that teachers only engaged in discussions about these curricula and neither create specific units of study or specific lesson plans based on these units nor individualize them for specific classes. The review team noted that during reviewers classroom visitations teachers were not generally presenting complex materials to students. The review team observed teachers giving worksheets to students that required them to perform low-level tasks. The review team also observed that lesson plans in a number of classes did not support the CCLS. Some teachers simply used lesson plans copied from a scripted curriculum and did not individualize the lessons for their classrooms, and some plans did not designate the CCLS standards that were being taught. The review team visited a number of classrooms where there was limited connection between what was being taught and the CCLS. During interviews, the review team learned that instructional adjustments made because materials are not available for the Dual Language Program could sometimes be the reason for this limited alignment. Thus, the school staff are not ensuring that students have opportunities to engage in and build higher-order thinking skills and a deep understanding of 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.

- Teachers have opportunities to have grade-level team meetings; however, there are no formal opportunities for teachers to meet vertically across grades. In interviews, staff informed the review team that vertical meetings occurred when the “fifth-day PD” meetings were in place, but these were no longer occurring due to a change in the school schedule. Staff articulated that they may hear what other grades are doing through coaches at biweekly team meetings; otherwise, they need to meet informally with teachers in other grades to discuss what they are working on. The school leader stated that there is an initiative in place at the school called “Seymourofus” that is led by a former teacher who volunteers at the school and works with primarily upper-grade teachers to plan enrichment opportunities that are aligned to the curriculum. She stated that these enrichment opportunities infuse the arts and technology into the curriculum and allow the students to work with community agencies. Students said that they had an opportunity to work on an art project related to their social studies classes, and they subsequently displayed the artwork in a prominent community gallery. The lack of formal opportunities to meet vertically and the limited scope of the “Seymourofus” initiative hindered the ability of teachers to collaborate in a way that incorporates the arts, technology and other enrichment opportunities into the curriculum. Therefore, not all students have access to a robust curriculum that incorporated the arts, technology and other enrichment opportunities.

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

- The school leadership monitors data primarily at a summative level, and the use of formative data by teachers does not lead to appropriate instructional interventions for all students. In an interview, the school leader stated that AIMSweb is used to record and maintain benchmark assessment data. Teachers said that they use tickets-out-the-door or questioning techniques to check for understanding to learn if a student requires additional support in a certain area for subsequent lessons. Teachers said that they design stations and provide one-on-one support to students based on these formative assessments. However, the review team noted during class visits that when teachers implemented stations, all students cycled through each station, even if the skills addressed were low-level and already mastered by the students. The lack of instructional adaptations results in students not receiving instruction tailored to their needs. This, in turn, limits greater student 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: Overall, there is a positive and compliant school culture. However, instructional practices are not at the level of rigor required by the CCLS. While some teachers are beginning to use data to provide interventions and examine instructional practices, not all teachers are individualizing instruction based on student needs. Therefore, students have inconsistent opportunities for high levels of engagement, thinking, 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.

- Teachers are developing the skill of using plans tailored to specific subgroups of students and individualized student goals. Teachers stated that they use formative assessment techniques, such as tickets out the door and questioning during a lesson, to determine which students need extra support with a given skill. However, lesson plans do not reflect a use of data to tailor instruction to student needs. In addition, classroom visits and reviews of lesson plans by the review team showed that teachers generally do not plan specific modifications for students with special needs. The review team found that although teachers may include a list of accommodations or modifications on a lesson plan, the same list is copied onto all lesson plans used by the teacher. Lessons reviewed did not include a description of how to implement these modifications, nor did the lessons indicate which students should receive modifications. Teachers articulated that they have achievement goals for students, such as AIMSweb Growth Benchmarks. However, when the review team interviewed students about their goals, the students did not respond with numerical student

achievement goals, and most responses had to do with being on task and giving effort in class. Students not having a clear understanding of their achievement goals, combined with the students not receiving instruction that is tailored to their individual needs, impacts the school's ability to improve student achievement.

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 provide instruction with limited points of access for all learners. In class visits, the review team observed that teachers use instructional practices that expose students to low levels of rigor and execute lessons in a highly teacher-driven manner. Most teachers were not consistently using CCLS-supported practices. During class visits, the review team saw that in a few cases where students were involved in station work, students did have an opportunity to engage in multiple learning modalities, but all students cycled through each station regardless of achievement level or learning style. The lack of multiple points of access limits student engagement and the ability of the students 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.

- Students in the classrooms visited by the review team were compliant, but not necessarily interactively engaged during the lessons. Students observed by the review team were generally respectful and on task in almost all classrooms; however, there was little interactive discussion among students and between the students and teacher. Both classrooms visited and documents reviewed by the review team indicated that teachers in their lesson plans do not plan specific modifications or accommodations for individual students. Furthermore, through interviews and document review, the review team found that not all teachers acknowledge diverse groups of students in their lesson planning or during their lessons. Teachers in most of the classrooms visited primarily asked lower-level recall questions, such as questions that asked students to define a known word in a text or to recount something that happened in the text. As a result, although students are compliant in the classroom, teachers do not tailor instruction to meet student strengths, needs, or diversity, and students do not engage in higher levels of learning to prepare them for future instruction.

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

- Teachers use some data to inform instruction, but not to the extent that plans indicate targeted interventions. The review team found evidence in the classrooms the team visited of some student grouping. In one classroom, the teacher used Fountas & Pinnell reading levels to create student groups. However, the review team also found that even though students worked in small groups, the instruction provided in each group activity was the same. Lesson plans reviewed by the review team were vague or exact copies of scripted plans from a vendor, and the lesson plans did not

provide elaboration on how certain students would receive tailored instruction that met their needs. The student work reviewed by the review team rarely incorporated feedback, and when feedback was present, it was mostly vague, such as “good job.” Furthermore, when the review team asked students journaling at a classroom writing station how they knew if they did the task correctly, the students all shrugged their shoulders and said they did not know. The review team observed little formative assessment in classrooms. The limited use of data to maximize instructional time or to meet the learning needs of all students results in instruction that does not foster student interaction in their own learning process.

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

Tenet Rating

D

Debriefing Statement: The review team learned through interviews of the school community that the school was mostly safe and supportive of students. The internal system in place to address student social and emotional developmental health needs include access to and relationships with external partnerships. Despite this, teachers have not received professional development on the collection and analysis of social-emotional data in order to play a more active role in the social and emotional development of students in tandem with other school teams, such as the student support team. As a result, the school is not as responsive to all students social and emotional developmental health needs as is necessary to ensure students have healthy school relationships and increased academic achievement.

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 to support the social-emotional developmental health of its students. The student support team (SST), comprised of a student support specialist, a social worker, a psychologist, and a nurse, coordinates responding to the social and emotional developmental health needs of students having trouble. During an interview, the review team found that each of the adults on the SST ensures that students know a designated adult in the school who cares about them. In this same interview, the review team heard about the process for teachers to refer students to the SST. After a referral is made, a screening committee determines which students requires support from the SST, and then the SST monitors these students and provides necessary services through protocols such as “check in and check out” and “check and connect.” During the monitoring phase, the SST compiled anecdotal behavioral and academic data on student performance to identify areas of academic, social and or emotional need. Furthermore, the review team heard that there are partnerships with community agencies, such as Brownell and Huntington Family Services, to support students with areas of need. As a result, the school is able to respond to students in need and provide services related to student social emotional developmental health.

Areas for Improvement:

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 review team found that not all school constituents understand or play an active role in the social-emotional developmental health of students. In an interview, teachers stated that they would like additional training on student behaviors. The school is incorporating Aggression Replacement Training (ART) into their PBIS (Positive Behavioral Interventions and Supports) Program, and the school leadership plans to train teachers on ART. The review team heard in interviews with teachers and student support staff that students exhibit unsafe behaviors in classrooms and that this leads to referrals before the SST intervenes. Staff have some awareness of how to build a safer and healthier environment for students, and teachers are planning to participate in ART; however, the staff have limited skills to fully address all of the social-emotional issues of the students in the school.

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.

- Students do not feel consistently safe, and teachers do not have a clearly defined role in terms of how they are expected to support students socially and emotionally. During review team interviews, some students reported not feeling safe due to students who continually act out in school and do not improve their behavior upon their return to the classroom. Teachers described their role in developing students socially and emotionally as referring students to the SST when students exhibit inappropriate behaviors. Parents were able to describe how the school supported the social-emotional development of students; parents mainly described the work of the SST and the support services in place at the school. The dependence on the SST to address the social and emotional needs of the students results in an approach that is not comprehensive. Consequently, the school is reactive in its approach, which impacts the staff's ability to support all students.

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 SST works as an auxiliary support to teachers in responding to students social-emotional issues but does not work in tandem with teachers to proactively monitor social-emotional data and address student needs. As articulated in an interview with the review team, the screening team and teachers use academic and behavioral data to make student referrals. The school leader articulated that he expects teachers to use data, including PBIS data, effectively to meet student needs, especially for students who are often referred to the office for behavioral reasons. He mentioned data tracking systems like sticker charts, behavior plans, and Functional Behavior Analysis (FBA) plans. However, the review team found through interviews that not all teachers always use this data to track patterns in the classroom or to provide academic or behavioral interventions, but instead make referrals to the SST to have students evaluated. Only select teachers collected and analyzed social-emotional data, and these teachers did so mostly when referring students to the SST. As a result of not all teachers using or analyzing social-emotional data, the school is not able to

fully address the needs of its students.

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

Tenet Rating

E

Debriefing Statement: The school is a welcoming space with an open-door policy, and families are able to engage collaboratively with the school community through the Family Learning Center, the School Leadership Team (SLT), and through a variety of other reciprocal communication methods. The school communicates with families in a manner that is sensitive to their culture and language needs. The school connects families with community partners. Although parents reported consistent communication about school issues and their children’s progress, there is not a variety of opportunities for parents to bolster their understanding of student data. As a result, although families may feel as if they are well informed and able to play a role in contributing to the school vision, they are not able to engage fully in supporting their own student’s learning and success.

Strengths:

6.2: **The school has received a rating of *Highly Effective* for this Statement of Practice:** The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.

- Parents feel very welcomed at the school and are able to engage with the school community in a variety of ways. In an interview with the review team, parents articulated that they feel welcomed because of the Family Center at the school. Parents also said, “They make you feel welcome here. Teachers greet you; they get to know you; they take the time to talk to your child.” In an interview, the parents shared that they engage with the school through a variety of events coordinated through the Family Center, including the District’s Parent University, volunteer opportunities, and book clubs. The review team also found through interviews and a document review that teachers meet regularly with the school leader and discuss what families could do to help. Additionally, parent involvement includes parent workshops offered in the school’s Family Center and parent-made referrals to the screening team. Parents indicated to the review team that teachers call home for positive reasons, as well as when there are problems and, when a child needed services, teachers asked parents for input on what might be best for their child. Parents expressed appreciation for the chance to offer feedback to teachers. Parents also stated to the review team that communications come in the form of phone calls, emails, robo calls, and flyers, and that parents are offered opportunities to respond to such communications. Parents were also included on the SLT. In addition, the school acknowledges languages and cultures at holiday times, and different foods are made in the Family Center to celebrate occasions. As a result, parents have multiple opportunities to engage with the school in areas that are closely related to student success in the school.

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 communicates with families regularly about all pertinent matters and does so in a

manner that respects families cultural and language. The school leader stated during an interview that the school respects and acknowledges the diversity of its families by having them participate in the drafting of the school vision. In an interview with the review team, parents also articulated that they are able to have a voice in the school by engaging with the school through their parent outreach office. They can also speak with the school leader and other staff members as needed. The school leader stated that he and the staff send newsletters, make calls home, and hold meetings with parents in English and Spanish, as well as any other languages spoken at home. The school leader also requested that all correspondence from the District is sent home in English and Spanish. During review team interviews, the school leader and teachers stated that parents receive updates on student performance through report cards, calls home, and conferences, all provided in languages other than English when necessary. Through an interview, the review team found that teachers call home to share behavioral updates (both successes and concerns) on students and ask for parental input on how to proceed. When a child needs services, teachers also ask the parents for input into what might be best for their child. Other evidence of parental engagement found by the review team through interviews included: data and achievement information (i.e., NYS Report Cards, State assessment scores) shared with parents at Parent/Teacher group meetings; two formal parent/teacher conferences a year; parent/teacher group meetings held in the evening and during the day to accommodate parents; and regularly scheduled teacher meetings with the school leader to discuss what families could do to help. As a result, families have open lines of communication with school staff regarding school matters and their child's progress.

Areas for Improvement:

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

- The school has connected families to community agencies but has not built teacher capacity to engage community organizations. In interviews with the review team, parents said the Family Center and the student support staff have built connections with the following outside community partnerships: doctors; job-finding assistance programs; Chase; Brownell Counseling; Syracuse University Say Yes; and Cornell Cooperative Connections. During another interview, the review team heard that the school leader has discussions with teachers regarding communicating with families but that there have not been formal PD around initiating partnerships with community agencies. The Student Support Team in the school mentioned they have had PD on parental engagement in the past. Teachers provide parental support for student success and connect families to community organizations, but due to the limited current training for all school constituents (teachers, support staff, parents) on family engagement, there is not enough support for student success across all areas of academic, social, and emotional developmental health.

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 student learning and success.

- The school shares data with families in a manner that informs them of basic assessment data and results but does not educate them on how to understand what the data say about their child's

educational progress. The review team heard in an interview that the school holds workshops during the school year to educate parents on State testing and Adequate Yearly Progress (AYP). The review team also heard that this is in addition to parent-teacher conferences that have allowed parents to connect with teachers regarding their child's achievement and progress. In another interview, the review team heard that parents know about the performance and growth of their children, but parents did not mention having any extensive dialogue with the school, teachers or staff based on this knowledge. Therefore, parents are neither fully able to understand the data nor empowered to engage in active dialogue regarding the educational plans 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:

- 2.3: Conduct a meeting of instructional coaches and select staff to discuss and establish an evidence-based system to analyze student outcomes and inform school improvement. Include methods for regular formative assessment) to be standardized and used within and across grade levels.
- 2.5: Put a formative assessment tracking system in place that will help record the progression of teaching practices based on observations and targeted feedback throughout the year and ensure that it is included in the SCEP, and monitored regularly, e.g., on a 2-3 week basis. Provide staff with coordinated, targeted opportunities to develop their teaching practices.

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:

- 3.3: Provide PD to teachers regarding how to introduce complex materials and tasks into classroom instruction. Ensure that teachers formally collaborate to create and examine coherent CCLS-supported curriculum unit plans across their grade/subject and use appropriate CCLS-supported pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced, complex materials. Ensure that teachers use CCLS-supported lesson plans that promote higher-order thinking skills and help students analyze information. Observe and provide ongoing support to teachers who need PD to understand what "effective" looks like.
- 3.4: Provide regular formal opportunities for teachers to collaborate across grade levels. Hold teachers accountable for knowledge of subsequent grade levels and adjusting and/or revising current plans to implement strategies and content that will better prepare students for subsequent grades.
- 3.5: Tie periodic formative assessments to the CCLS standards within units of studies provided by the SCSD so that instructional staff has a constant pulse on how students will likely perform on the benchmark assessment. Provide supports to teams of teachers about how to provide the right interventions for all groups of students based on this formative data. Put similar practices in place for other critical areas (aside from academic achievement), as well.

Tenet 4: Teacher Practices & 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: Assess, through instructional walk-throughs, which general education staff require support in providing targeted interventions to students. Provide on-going, targeted support through school leaders, instructional coaches, or other staff to address staff needs
- 4.3: Analyze student achievement data, isolate gaps and strengths in student learning and connect these to instructional practices to determine what is or is not working. Create a focus group that will determine where

the school needs to supplement the curriculum. Then, pilot select CCLS-supported instructional practices and assess their success. Additionally, provide ongoing workshops and support for how to cultivate student independence in the classroom, create more student-centered opportunities, and improve student engagement.

- 4.4: Provide teachers with PD regarding questioning techniques to demonstrate how to engage students in various levels of thinking, particularly higher-order thinking.
- 4.5: Provide additional PD regarding responding to students' various experiences, student engagement, and questioning techniques. Include in the PD how to use data to: tailor instruction to the strengths and needs of all students; vary student grouping; determine which strategies work best for differing groups of and individual students; promote high engagement of students; and incorporate students' various levels of thinking (particularly higher-order thinking) in instruction.

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:

- 5.3: Roll out the ART initiative to staff, and once this has happened, hold a SLT meeting to discuss how to connect ART with PBIS and other student social-emotional support initiatives. Expand the system of social-emotional support so that all staff members understand the student behaviors that are critical to academic success.
- 5.4: Revisit how the school addresses students who exhibit inappropriate behaviors. Conduct shadowing and/or confer with a school that successfully handles behavior issues to implement similar measures and/or systems. Outline clear roles and responsibilities of the SLT, especially the roles and responsibilities of teachers, for the implementation of the schools' strategies in regard to the development of student social and emotional health.
- 5.5: Consult with the District's Instructional Technology (IT) Department about constructing a data- system for the purposes of tracking social-emotional data. Work with teachers to build their capacity to acquire, process, monitor, and analyze these data in order to respond more readily to student needs.

Tenet 6: Family and Community Engagement

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

- 6.4: Provide teaching staff, in conjunction with the school Family Center (and possibly other stakeholders in the District), with PD on how to seek partnerships with community agencies and organizations. Provide training to all school community members on academics, social skills, and emotional health issues in order to augment student learning.
- 6.5: Provide workshops on reading and interpreting student data to parents so they can better understand their child's academic and social-emotional progress. Devise a "one-pager" to help parents comprehend and interpret data results in language parents can understand, especially to accommodate those who may not be able attend workshops at the school. Implement methods to promote student learning dialogues among parents, students, and school staff.