



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	43-07-00-01-0001
School	West Street Elementary School
School Address	30 West Street, Geneva, NY 14456
District	Geneva City School District
School Leader	Nina McCarthy
Dates of Review	June 11 – 13, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet																							
Grade Configuration		K - 2		Total Enrollment		520		% Title 1 Population		NP		% Attendance Rate		96%									
% Free Lunch		59%		% Reduced Lunch		7%		% Student Sustainability		16%		% Limited English Proficient		7%		% Students with Disabilities		9%					
Types and Number of English Language Learner Classes																							
# Transitional Bilingual			# Dual Language			# Self-Contained English as a Second Language			2														
Types and Number of Special Education Classes																							
# Special Classes			0			# Consultant Teaching			3.5			# Integrated Collaborative Teaching											
# Resource Room			0																				
Types and Number Special Classes																							
# Visual Arts		1		# Music		1.5		# Drama		AIE		# Foreign Language		0		# Dance		0		# CTE		0	
Racial/Ethnic Origin																							
% American Indian or Alaska Native		0%		% Black or African American		15%		% Hispanic or Latino		27%		% Asian or Native Hawaiian/ Other Pacific Islander		3%		% White		48%		% Multi-racial		7%	
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			2%			% Teaching Out of Certification			1%			% Teaching with Fewer Than 3 Yrs. of Exp.			2%			Average Teacher Absences			6		
Overall State Accountability Status (Mark applicable box with an X)																							
School in Good Standing				Priority School				Focus District				Focus School Identified by a Focus District		X		SIG Recipient (a)				SIG Recipient (g)			
ELA Performance at levels 3 & 4		58 46%		Mathematics Performance at levels 3 & 4		77 62%		Science Performance at levels 3 & 4		N/A		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		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	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. Identify promising practices, instructional gaps and appropriate solutions through systemic annual AWAT analysis of building data, with a goal of at least 80 percent of students performing at proficient levels in math and English language arts by second grade.
2. Ensure systematic implementation of promising Response to Intervention practices by establishing a calendar of designated meeting times for determining protocol for unit reviews, quarterly meetings, professional development, and continued curriculum revisions.
3. Refine units and lessons using the Tri-State Rubric review plan.
4. Work with the region's Regional Bilingual Education – Resource Network office to determine effective instructional strategies for teaching English language learners.
5. Refine and expand on promising practices of the Positive Behavioral Interventions and Supports program, in anticipation of additional Extended School Day/School Violence Prevention funding.

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

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

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

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

#	Statement of Practice	H	E	D	I
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.		X		
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.		X		
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.		X		
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student	X			

	achievement outcomes.				
	OVERALL RATING FOR TENET 3:		E		
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.					
#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.		X		
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.		X		
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.		X		
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.		X		
	OVERALL RATING FOR TENET 4:		E		
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:	H			

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

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

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	E
<p><u>Debriefing Statement:</u> The school leaders and selected staff have developed a vision for the school and communicated this vision to all stakeholders. Several systems are in place to collect and analyze achievement and behavioral data. Collection and analysis of pertinent academic and behavioral data promotes a culture of accountability and achievement that serves the needs of all students.</p> <p><u>Strengths:</u></p> <p>2.2 <u>The school has received a rating of <i>Effective</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 has a well-developed, collaboratively created vision that is evident throughout the building, understood by the school community, and guides schoolwide practices. Through interviews with parents, teachers and school leaders, the Integrated Intervention Team (IIT) learned that school leaders and other select members of the school community created the school mission and vision in a collaborative and systematic manner with input from school and district staff. The community vetted the mission and vision, which the Board of Education ultimately approved. The review team examined a wide variety of meeting agendas, all of which included the school mission statement. The mission statement was also on display throughout the school, on all identification badges, and family and community focus group participants knew the mission statement and were able to state school goals when prompted. Individual school personnel and parents also knew the mission when queried. The school leader stated the importance of collaboration with staff and families to communicate and use school goals to improve student life. A recent school survey indicated that 81 percent of staff reported that the school has a strong, clear belief system in place, and a document review showed that schoolwide goals are aligned and consistent with the school’s vision and mission. The school leadership has created an environment in which the school vision is understood and shared across the community, which engenders a sense of common ownership on achieving schoolwide goals. <p>2.3 <u>The school has received a rating of <i>Highly Effective</i> for this Statement of Practice:</u> 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.</p> <ul style="list-style-type: none">The school leadership has established adaptive data collection systems designed to improve schoolwide practices and increase student achievement. A document review that included such items as agendas and meeting minutes reflects a systematic approach to the use of data with a		

predefined, data-dependent, problem-solving methodology in evidence. In interviews, some instructional staff described the systematic process applied when staff uses data to improve student achievement. Reviewers found that the best example of this system is the school's Response to Intervention (RtI) model, which all stakeholders understand and systematically apply. Documents reviewed by the IIT reflect systems structured around the thoughtful consideration of data used in developing action steps for RtI and student work. Specific examples included regular meetings connected to the RtI model, use of Dynamic Indicators of Basic Early Literacy Skill (DIBELS), the Positive Behavioral Interventions and Supports (PBIS) program, a student support structure provided by the Instructional Support Team (IST) and reviewer observations of instructional staff members making running records on student reading fluency during classroom visits. According to staff members, the school leader collaborates with school personnel and families to communicate schoolwide and individual student goals and encourage student achievement. Because the school leader has made the use of evidence-based systems a standard in the school's daily operations, schoolwide practices are focused on achieving the mission and vision of the school and lead to a culture of continuous improvement.

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

- The school leader hires and sustains personnel who enable the school to meet the academic and social needs of students. The school leader stated, "Hiring is a shared process, using all stakeholders." Instructional staff confirmed that a shared hiring process is in place, which involves a three step interviewing process; candidates are interviewed by a teacher group, followed by a school leadership group, with a final decision made by the school leader in conjunction with human resources staff. According to staff and school leaders, the district has done very little hiring in the last few years due to budget cuts, but what has occurred reflects a collaborative process. Staff members stated and IIT reviewers confirmed that the school leader is active and aggressive in seeking out grants and partnerships. For example, the current counselor is provided through a collaborative partnership with Ontario County and Extended School Day/School Violence Prevention (ESD/SVP). In addition, grants fund an afterschool program that provides extended student learning time. The review team observed that the school leader's use of teacher assistants allows for the support of instructional and wrap-around services. As an example of this, teacher assistants described to the IIT the support role they assume when assessing and reporting student progress to the IST. The school leader's sound decisions regarding the use and organization of resources fosters the achievement of school improvement and student growth.

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

- The school leader has developed and implemented a system for observing targeted teacher

practices and providing relevant feedback frequently throughout the year. In addition, the school leadership team uses student data, feedback from observations, and professional development (PD) opportunities to support teachers and develop teacher improvement plans when necessary. The school leader and her assistant indicated that a systematic, ongoing evaluation process was in place and working well. Members of the review team confirmed, through interview and document review, that the district’s Annual Professional Performance Review (APPR) procedure is followed. Evidence of staff observations and portfolios showed that comprehensive and complete evaluations aligned to the district plan occur for all staff. According to staff members, school leaders conduct ongoing check-ins of all instructional staff, especially those that are experiencing achievement lags, to develop and monitor the next steps toward improved teacher practice. The school leader stated that coaches perform instructional walk-throughs twice weekly and staff members confirmed that coaches, school and district leaders “walk-through” regularly. These informal observations are ongoing and focused on improvement or the implementation of special instructional approaches developed in student-focused meetings in which teachers create lesson plans with the goal of observing each other teach using Aussie and University of Rochester consultants as guides. The schoolwide system of providing targeted and frequent observations complete with relevant feedback holds administrators and staff accountable for continuous improvement.

Areas for Improvement:

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

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

Tenet Rating

E

Debriefing Statement: The school is moving forward with curricular adaptations supporting the Common Core Learning Standards (CCLS) while incorporating the educational shifts into instruction. Plans are in place to support all sub-groups with instructional practices that will increase student-learning outcomes.

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 school leadership promotes a dynamic school community culture that is grounded in the CCLS. The IIT found that the school leadership and staff provide systematic support for the development and implementation of curricula reflecting the CCLS from kindergarten through grade two in all subject areas. The school leader reported that to prepare staff to develop curricula supporting the CCLS, PD was provided in the Tri-State Quality Review Rubric for Lessons and Units, Hess’s Cognitive

Rigor Matrix, Webb's Depth of Knowledge (DoK) levels and effective questioning strategies to promote higher-order thinking skills. Reviewers noted that appropriate decisions are being made regarding the implementation of CCLS curricula; appropriate materials are provided to enhance lessons and a review of curriculum maps showed that a suitable balance and sequence of both literacy and informational texts and a range of tasks focusing on the CCLS is being achieved, particularly in English language arts (ELA). Staff stated that the ELA and mathematics curricula were developed to support the CCLS, and a majority of the classrooms visited by the review team demonstrated evidence of a curriculum aligned to the CCLS. In the vertical teacher focus group interview, staff professed having a strong knowledge of the CCLS and a commitment to instruction focused on the higher-level thinking skills required by the standards. The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula reflecting the CCLS, which provides students with the opportunity to achieve college and career readiness.

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

- Across all grades and content areas, most teachers observed by the IIT used pacing calendars and unit plans in support of the CCLS, and introduced students to content using sequenced, complex materials. Staff reported opportunities for formal participation in vertical and horizontal grade-level meetings for collaborative creation, implementation and revision of coherent CCLS curriculum unit plans. Classroom visitations by IIT reviewers showed that most teachers used lesson plans reflecting the CCLS, and designed to cultivate higher-order thinking skills and deep understanding and application of concepts. In more than half of the classrooms observed, staff members asked questions to promote higher-order thinking, depth of knowledge and cognitive rigor. Most teachers used questioning techniques designed to develop academic vocabulary, content knowledge and metacognitive skills, and to encourage students to think deeply before answering questions. In more than 80 percent of classroom visitations, teachers provided opportunities for students to engage in inquiry, discourse, or problem solving. Observed teachers also provided specific processes for solving math problems and encouraged multiple approaches to problem solving. Most staff members use unit and lesson plans that introduce complex materials, stimulate higher-order thinking, and build deep conceptual knowledge around specific content, which offers students the rigor needed to increase student achievement.

3.4 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

- The school has a community culture in which all teachers collaborate within and across grades and subjects, vertically and horizontally, on a continuous basis to provide students with access to a standards-based curriculum inclusive of the arts, technology, and other enrichment opportunities. In the vertical teacher focus group interview, staff stated that they create lesson plans together and

participate in observations of each other's instruction. Special subject area staff also reported consistent collaboration with classroom teachers. Staff reported that this year was an "all hands on deck" year with the implementation of CCLS and the adoption of new expectations that accompany APPR and Student Learning Objectives (SLO) development. Staff members shared with reviewers that collaboration at West Street was like a vortex, and that if you "are not on board, the vortex will suck you in." During classroom visits, the review team observed evidence of schoolwide integration of the arts and technology, which included the use of computer tablets to increase student access to the curriculum by incorporating different modalities into the learning process, and the interactive use of SMARTBoards in almost all classrooms. The art teacher was observed developing student range within the context of art by using language that supports the CCLS, such as impression, reflection, horizontal, contrast and ellipse. A sample unit plan provided by the art teacher demonstrated the integration of writing in art and included a discussion of the similarities between the disciplines of art and writing; this included the process of preplanning, visioning, refining and revising. Focused collaboration between school leaders and staff to develop appropriately aligned academic curricula allows students access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

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

- School leaders and student support staff encourage the use of data-driven practices, and model the collection and use of timely data to assess schoolwide effectiveness, identify student needs and promote high levels of student learning and success. The IIT confirmed that staff members use multiple assessment tools to identify patterns of student learning and adapt instruction to meet individual student needs. Staff reported that data analysis aids them in developing instructional plans for groups of students and provides information to assist them in mapping out paths for student progress and growth. According to school leaders, data is collected using multiple sources and literacy coaches help to ensure the delivery of appropriate instruction by offering PD and instructional support to staff on interpreting assessment results and using data to identify student needs. A review of the staff survey showed that data use is listed several times as a building strength and 97 percent of staff reported that the school uses data in their content area to inform instruction. Reviewers attending a grade-level data meeting noted that staff regularly assesses student foundational skills. The team observed teachers reviewing student records to determine tier changes and making recommendations using RtI decision trees. Teachers reviewed anecdotal notes documenting changes in instructional strategies, practices and support services and reflected on data analyses before making suggestions for transition to the next grade level. Reviewers also found evidence that teachers adjust instruction based on identified patterns of student learning and that learning goals are created for individual students. In confirmation of this process, during the small student focus group interview some students showed their work and described their progress over time. The school effectively uses data to drive instructional practices, which fosters student achievement.

Areas for Improvement:

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

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

E

Debriefing Statement: There are structures in place to support the collection of required benchmark data for all students, such as the Rtl and PBIS systems. Established protocols for using data to monitor individual student progress are being implemented.

Strengths:

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

- Instructional staff members collect and use multiple data sets to organize daily lesson and unit plans around grade-level goals for all student groups and create learning goals for individual students. Instructional staff reported meeting three times a year in cross-grade and single-grade groupings to review and analyze benchmark data, evaluate progress gained from interventions, recommend adjustments to instruction or determine the need for additional interventions. Most of the staff observed made their lesson plans available to reviewers; a review of those lesson plans, in addition to classroom visitations, showed that many teachers plan for addressing unique student needs through accommodations or academic interventions. The review team observed multiple pathways for student engagement and multiple methods for student response, which lead to observations of high levels of student participation in classroom activities, as well as observed instances of student involvement in their own learning. In one English as a second language (ESL) classroom, a reviewer observed differentiated goals identified for specific students. In another classroom, students produced handwritten goals on index cards and placed them on their desks during instruction. During classroom visitations, some teachers working with small groups of students verbally referenced individual objectives for each student. Targeted staff planning to develop individual and group instructional strategies and interventions provides students with opportunities for multiple levels of learning and fosters high levels of student engagement.

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

- Most observed teachers provide instruction using coherent curricula, which supports the CCLS and

incorporates multiple learning strategies for students to achieve established goals. Documents reviewed provided evidence that both unit and daily lesson plans supported the CCLS. Classroom visitations conducted by reviewers showed teachers using complex texts at or above the literacy level of the students. In the ELA classrooms visited, reading, writing and speaking were connected to grade-level texts, both literary and informational, and a majority of class time was spent reading, writing or speaking directly about a text. Lesson plans provided to reviewers included the explicit, systematic development of foundational literacy skills for students. Questions and tasks addressed the specific text being read by attending to its particular dimensions, concepts, ideas and details. Staff members were observed using various methods, such as explanation, modeling, multiple representations and interactive centers to teach students mathematical concepts, computation skills and problem-solving strategies. In the mathematics classrooms visited, lessons focused on grade-level content standards and explicitly related new concepts to students' prior knowledge. The teachers shared specific strategies to get to the solution and encouraged students to strive to solve the problem in multiple ways. The problem sets, exercises, tasks and questioning were designed to develop fluency in calculations and operations, deep understanding of mathematical ideas, the use of academic vocabulary and the application of mathematical concepts. To differentiate instruction and provide multiple access points to students, including students with disabilities and English language learners (ELLs), most teachers used nonverbal and verbal tools for teaching, such as visuals, objects, books, response scripts, technology and manipulatives, and use various student-grouping strategies. Most classrooms visited used centers as a structure for learning. In classrooms with multiple adults, adults led small groups of students in instruction or cycled through learning centers assisting where needed. During center work, students engaged in learning in multiple ways, using game boards, interactive music, writing, and computer stations to enhance instruction. Teachers provide instruction supporting the CCLS with multiple points of access to foster the achievement of student goals.

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

- The school leader and staff explicitly teach behavioral expectations to create a safe and responsive environment for students. Instructional staff uses strategies that are sensitive to students' diverse needs and stimulate student thinking by using questioning techniques centered on complex materials. The review team observed schoolwide usage and support of PBIS. Positive Action with Students (PAWS) posters are visible throughout the building, including in hallways, the cafeteria and individual classrooms. Students were overheard using the PAWS language as a reminder of appropriate behaviors. Many teachers posted PAWS charts, as well as "Reach for It" bulletin boards to encourage positive student behaviors. Staff stated to reviewers that the PBIS team developed lessons targeting the teaching of positive behavioral expectations in specific areas, or "hot spots," and time is dedicated at the beginning of each school year to teaching students those expectations. Further, monthly assemblies are held to celebrate and recognize students who earn the recommended number of PAWS commendations. During these assemblies, staff members role-play various scenarios to model appropriate behaviors and demonstrate expectations. In addition, during biweekly data meetings

coaches provide staff members with training schedules of upcoming PD opportunities designed to equip staff with additional strategies for handling PBIS issues. Targeted PD for key staff members in culturally responsive classrooms is listed in the SCEP as an educational goal. Staff also demonstrates sensitivity to diverse needs by providing students with multiple opportunities for response using a variety of methods, such as choral response, think-pair-share, response boards, turn and talk, whole group participation, calling on students individually and small group work. In classrooms, teachers used complex texts and academic language, in both vocabulary and syntax, in questions and tasks and use sequences of questions that cause students to dig deep, activate metacognitive processing skills and make inferences. Many teachers were observed to challenge student thinking by pressing them to make predictions or draw conclusions based on evidence. Behavioral expectations that create an environment where students feel safe and supported, and instructional techniques that use questioning related to complex materials foster high levels of student engagement and inquiry, which leads to improved student outcomes.

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

- West Street is a data rich school, where staff members collect and review multiple data sets. Data drives instructional decision-making, academic intervention services (AIS), and student grouping. The collection and analysis of student data provides teachers with information used to plan and develop concrete elements of lesson plans based on student needs. Documents showed that the school uses DIBELS reports, Running Reading Records, performance on Fountas & Pinnell benchmarking assessments, Pearson’s AIMSweb reports, North Star Educational Tools, literacy data collection and universal screening tools for screening and progress monitoring purposes. Staff reported that data generated using a variety of assessment tools is used to group and re-group students for AIS and to adjust lesson plans; running records are used to assess reading comprehension and monitor student progress. As reported during teacher interviews, instructional staff meets at least three times yearly to review interventions and monitor the progress of struggling students. A strong RtI framework, which includes the use of a decision tree, provides a clear and objective process for making decisions regarding instructional strategies for individual students. Teachers use a variety of data sources to inform lesson planning and group students, which creates opportunities for student participation in their own learning and increases achievement.

Areas for Improvement:

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

<p>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.</p>	<p>Tenet Rating</p>	<p>H</p>
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Debriefing Statement: The school has several systems in place to ensure the safety and the social-emotional developmental health of families, students and staff. In addition, the school has formed partnerships with several community-based organizations to provide additional student supports.

Strengths:

5.2 **The school has received a rating of *Highly 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.

- A system, which includes a process for needs identification, referrals and use of data, has been established to support the social and emotional developmental health needs of students. The school leader and staff reported that the IST has established systems for referral and support to assist students who are experiencing social and emotional developmental health issues. This team, which is made up of school leaders, instructional staff and support personnel, reviews student referrals containing information related to social, emotional and/or behavioral issues. As detailed in the SCEP and confirmed through IIT review, membership on the team rotates and all staff members participate at least three times yearly. Rotation provides professional opportunities for sharing promising practices for addressing student social and emotional needs. As part of the IST protocol, incoming kindergarten students are screened to identify any social and emotional needs that may exist. The school leader stated that data on student discipline and PBIS is also gathered and shared with staff regularly. Student behavioral data is organized in binders, as well as documented in the school's data management system, Schoolmaster. The school leaders and staff have established systems of referral and support that foster the social and emotional developmental health of all students and promote academic success.

5.3 **The school has received a rating of *Highly 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 a system to promote positive behavior and a curriculum that teaches behavioral expectations and promotes social and emotional health. Instructional and support staff receive PD related to social and emotional health, and model the skills and behaviors that lead to a productive environment for students. Staff interviews confirmed that school personnel are well versed in student social and emotional developmental health issues. Reviewers learned through interview and classroom visitation that all classrooms have a PAWS system in place. PAWS was developed through the PBIS program, promotes academic success and consistently uses a common language to address all behaviors. Classrooms contain posters listing PAWS behavior and school leaders hold a monthly assembly to reward students for appropriate behavior. Curriculum documents also included a sample unit in character education that addresses the social and emotional needs of students. Through the school's Social Stars program, students who are struggling socially or emotionally are identified and offered supports that are focused on positive student behaviors and interactions. Additionally, the Second Step program for kindergarten students, which is presented in ten 30-minute sessions, focuses

on academic success, empathy, emotional management and problem solving. The school counselor reported running several student support groups, including some for children of incarcerated adults. School leaders and staff have a well-defined vision for social and emotional developmental health connected to student learning experiences, which fosters a safer and healthier school environment and leads to increased opportunity for student achievement.

5.4 **The school has received a rating of *Highly 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.

- School leaders and staff have a well-developed school vision for student social and emotional health and all school constituents understand the role they play in achieving that vision. Students reported feeling safe and supported, and parents were able to describe the school's programs, such as PAWS, for developing the social and emotional health of their children. Students stated that they like their school and love coming to school every day because "the teachers care for us and we want to learn." Staff members contribute to achieving this vision through classroom management, behavioral plans, and the school referral systems. The management plan clarifies classroom expectations for teachers and other adults; the classroom behavioral plan specifies student expectations; and the referral systems outline the steps taken to refer students to special classes or for further help. Some teachers and staff members reported attending PD to seek new and more effective ways to serve student needs. Parents reported that they are informed of school activities related to social and emotional health through notes brought home, e-mail, or personal contact with the school. The social and emotional safety provided by the school and reported by constituents provides an environment that is conducive to learning and fosters a sense of ownership that will lead to improved student outcomes.

5.5 **The school has received a rating of *Highly 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.

- With the support of the school leader and student support staff, teachers effectively analyze students' social and emotional health data to address student needs. The school leader stated that data on student discipline and PBIS are collected and regularly shared with staff members. Scheduled meetings take place for data analysis using pre-established templates with process checks, as outlined in the SCEP and confirmed through IIT interview. Steering committees follow protocol that requires academic, behavioral and attendance data reports to be presented at staff and parent meetings. School staff reported that, for the third year, they are examining schoolwide student social and emotional data to drive the response to challenges in this area. Identified barriers are further exacerbated by rapidly shifting demographics; in three years, the percentage of economically disadvantaged students increased from 52 to 72 percent. The school has countered with an action plan that moves data analysis to the teacher level and focuses more on individual student needs rather than whole class or program analysis. With the support of the school leader and support staff, teachers are increasing their understanding of how to use data to respond to students' social and emotional developmental health needs, which increases opportunities for student success.

Areas for Improvement:

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

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

Tenet Rating

E

Debriefing Statement: This school strives to establish family and community connections to support the diverse needs of students. A core group of parents assists in the enrichment of children’s schoolwide experiences, especially for students with diverse and multiple points of learning needs. The relationship between families and the school enhances awareness that when needs are met academic success is achievable.

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.

- The school has programs to welcome kindergartners and other new students and their families into the school community. PBIS and PAWS night programs provide opportunities for families to engage with the school. School leaders and staff report actively welcoming volunteers to participate in programs, and have established a multi-part approach to welcoming and integrating new families into the school community. Reviewers learned that trained students welcome families and visitors into the school. At least one adult meets each new student and screens the student for social or emotional problems. According to the school leader, kindergarten orientation includes a least six interactions with the student and student’s family. Families and kindergartners meet individually or in groups with school personnel, including the school nurse, and two play dates are offered in August to encourage parents and students to come in and meet each other before school begins in the fall. Instructional staff reported that they provide a smaller-scale transition process to all incoming students. The PBIS program includes parents in celebrations and activities recognizing their child’s participation in the school community. The school’s most celebrated family program, PAWS Night, is held every Tuesday and Thursday from the end of the school day until 7:00 p.m. Highlights of the program include: a 4-H program for 50-plus students; a program pairing 30 second graders with Hobart and William Smith students; small group math instruction for 30 students; a family enrichment program providing training on the use of i-Pads; literacy games and reading supports; programs on social skills development, health, fitness and nutrition; six family field trips to area museums; cultural events; and various recreational activities. In addition, the school leader stated, “Volunteers are welcome as helping hands in our classrooms” and the review team met many volunteers in action in the classrooms. West Street Elementary has numerous activities to

welcome and engage families and encourage them to freely and frequently engage with the school, which encourages academic achievement.

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

- The school staff respects the diverse cultural heritage of families and communicates with families in multiple languages using multiple strategies. Between 2000 and 2004, many of the staff reported receiving training in understanding poverty from Ruby Payne turnkey trainers; the school leader is also certified turnkey trainer. Staff assured the review team that this training provided an understanding of issues that they encounter with many families. The school leadership team reported that they work to provide communication in all languages needed by families, including Spanish and, as needed, Chinese, Portuguese, Hungarian and Korean. Further, all pertinent written communication is translated into the appropriate language using Google translator. The district supplies translations in some languages for Individualized Education Programs (IEPs) and other formal school documents. ConnectED is used for verbal communication in emergency and special situations. Staff reported that daily, weekly and monthly communications are sent home in children's take home folders and in classroom newsletters. Because the school respects the diversity of the school community and communicates with families in languages they understand, students' strengths and needs can be identified and used to augment learning.

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

- The school collaborates with community organizations to provide support programs for students, staff and families. During 2012-13, the school engaged the services of several partners to provide workshops for parents and staff; among the community organizations worked with are, Hobart and William Smith College, Family Counseling of the Finger Lakes, Ontario County Cooperative Extension, Turnings, Finger Lakes Health and Geneva Reads. These partners provide workshops on such topics as health, wellness and exceptional children and provide afterschool programs in academics, as well as health and fitness. Unique counseling partnerships were developed with both Turnings and Family Counseling of the Finger Lakes, which provide extra counselors for small group social skills development, timely outside referrals for students, and counseling services for families who are identified as most at risk. The school partners with Geneva Reads to provide five books to students throughout the school year; one welcoming them to school, one on their birthday, and three tied to class instructional units. Staff members reported receiving training from these partners to assist them in spotting problems before they fester into disruptive behaviors. The school develops partnerships with community organizations and trains staff to support student learning and growth providing increased opportunity for student achievement.

6.5 **The school has received a rating of *Effective* for this Statement of Practice:** The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between

parents, students and school constituents centered on learning and success.

- The school shares data with families in multiple ways to ensure understanding and support. Instructional staff reported that they share student data with families in a variety of ways, which include individual conferences, open houses, curriculum nights and parent mailings. The school leader reported that student data are always presented in a manner that allows parents to understand their child's academic progress. The progress reports for all ELLs, special education students, and students receiving AIS include individualized recommendations providing suggestions for ways parents can support their child's progress. Staff reported that daily, weekly and monthly communication is sent home through a child's take home folder and classroom newsletters. To enable parents to assist their children with schoolwork, teachers also send home sight-word lists, flash cards and math and literacy games. Kindergarten teachers send a "lap book" home each week for the first six weeks of school, as well as one or more books a week for AIS students in the Leveled Literacy program. Parents reported that they are also informed about the formative and summative assessments that their child will encounter. The schoolwide effort to increase family understanding of student data promotes a dialogue centered on student learning and success, which contributes to school and student improvement.

Areas for Improvement:

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