



The University of the State of New York
 The State Education Department
DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



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| BEDS Code | 680601060002 |
| School Name | Penn Yan Middle School |
| School Address | 515 Liberty Street, Penn Yan, NY 14527 |
| District Name | Penn Yan Central School District |
| School Leader | Kelley Johnson |
| Dates of Review | May 10 – 11, 2016 |
| School Accountability Status | <input checked="" type="checkbox"/> Focus School |
| Type of Review | <input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT) |

School Information Sheet for Penn Yan Middle School

| School Configuration (2015-16 data) | | | | | |
|---|---------|------------------|---|---|-----|
| Grade Configuration | 6 – 8 | Total Enrollment | 327 | SIG Recipient | Yes |
| Types and Number of English Language Learner Classes (2015-16) | | | | | |
| # Transitional Bilingual | 1 | # Dual Language | 0 | # Self-Contained English as a Second Language | 1* |
| Types and Number of Special Education Classes (2015-16) | | | | | |
| # Special Classes | 4 | # SETSS | 0 | # Integrated Collaborative Teaching | 25 |
| Types and Number of Special Classes (2015-16) | | | | | |
| # Visual Arts | 13 | # Music | 9 | # Drama | 0 |
| # Foreign Language | 30 | # Dance | 0 | # CTE | 14 |
| School Composition (most recent data) | | | | | |
| % Title I Population | 54% | | % Attendance Rate | 96.62% | |
| % Free Lunch | 52% | | % Reduced Lunch | 5% | |
| % Limited English Proficient | .03% | | % Students with Disabilities | 15% | |
| Racial/Ethnic Origin (most recent data) | | | | | |
| % American Indian or Alaska Native | 0% | | % Black or African American | 0% | |
| % Hispanic or Latino | 5.50% | | % Asian or Native Hawaiian/Pacific Islander | 1.53% | |
| % White | 90.21 % | | % Multi-Racial | 2.75% | |
| Personnel (most recent data) | | | | | |
| Years Principal Assigned to School | 3 | | # of Assistant Principals | 0 | |
| % of Teachers with No Valid Teaching Certificate | 0% | | % Teaching Out of Certification | .029% | |
| % Teaching with Fewer Than 3 Years of Experience | .029% | | Average Teacher Absences | 5 | |
| Student Performance for Elementary and Middle Schools (2014-15) | | | | | |
| ELA Performance at levels 3 & 4 | 20.77 % | | Mathematics Performance at levels 3 & 4 | 34.83% | |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | | Science Performance at levels 3 & 4 (8th Grade) | 82.00% | |
| Overall NYSED Accountability Status (2015-16) | | | | | |
| In Good Standing | | | Local Assistance Plan | | |
| Priority School | | | Focus School | X | |
| SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL: | | | | | |
| 1. Individualized learning | | | | | |
| 2. Writing | | | | | |
| 3. Parent involvement | | | | | |

* Currently, no Penn Yan Middle School students are enrolled in this class.

| School Identification Status | | |
|---|----------------------|-------------------|
| The school was identified for not meeting the subgroup performance minimum cut point for the following subgroups in 2014-15: | | |
| Subgroup | School's Performance | Minimum Cut point |
| Students with disabilities | 17.5 | 29.0 |
| | | |
| | | |

Purpose of the visit

This school was visited by the New York State Education Department (NYSED) Integrated Intervention Team (IIT) because of its low performance.

The purpose of this review is to provide the school with feedback regarding the practices across the school and to provide a number of actionable recommendations to direct the school's work in the immediate future.

This report is being provided as a feedback tool to assist the school and to help identify areas for improvement. These areas can address the subgroups identified or they may be broader and cover additional subgroups or the

entire school. NYSED recognizes that there are dedicated staff members at the school committed to the success of the students. The report below provides a critical lens to help the school best focus its efforts.

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from NYSED. The team also included a district representative and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited 51 classrooms during the two-day review.
- The OEE visited 7 classrooms with the school leader during the review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.

The Review Team concluded that the school’s current systems and practices most closely align with Stage Two on the DTSDE Rubric.

| SUCSESSES WITHIN THE SCHOOL THAT THE SCHOOL SHOULD BUILD UPON: |
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| <ul style="list-style-type: none">• The school leader and teachers provide a multidimensional afterschool program that includes student-learning opportunities in photography, cooking and baking, weight training, dancing, computer programing, model building, and rocketry, among other areas. Teachers volunteer to offer various topics, which run in six-week cycles. The school leader and teachers stated that they often have to repeat cycles of opportunities because of student interest and participation in the programs.• Teachers value the instructional feedback provided by the school leader. Teachers told the IIT that the leader’s feedback was timely and useful in improving their instructional practices. The school leader and teachers stated that teachers seek feedback from the school leader and look forward to instructional conversations.• The school has created an opportunity for interdisciplinary learning in art and social studies through the Poppy Project in which students make ceramic poppies to honor war veterans. Students and staff prominently display the poppies throughout the school and publish photographs of them in a flyer circulated in the school community. |
| 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. |
| <p>Recommendation for Tenet 2 – School Leader Practices and Decisions:</p> <p>Before the end of the 2015-16 school year, the school leader and building instructional council should meet to research and select a comprehensive anonymous survey that will be distributed to all school community stakeholders, including teachers, staff, students, and families, in order to collaboratively review, revise, or recreate a school mission and vision statement including schoolwide goals.</p> |

Rationale that led to the recommendation:

- The school leader and staff have publicly displayed the school’s mission statement and slogan throughout the school, and a school action plan exists as a response to district goals; however, interviewed stakeholders did not express a common understanding of the school’s mission or goals. In the self-reflection document, the school leader stated that she led a collaborative process to develop a mission statement that ensured a positive learning environment where respect, responsibility, accountability, and honesty are valued. Reviewers noted that staff post the school slogan, “*Making a better world one student at a time,*” throughout the school. However, none of the stakeholders interviewed by the Integrated Intervention Team (IIT) mentioned or expressed familiarity with the mission statement or slogan. When asked about the school mission, stakeholders spoke in generalities about improving discipline and achievement.
- The school’s district-inspired action plan expresses an intention to increase individualized student instructional opportunities in English language arts (ELA) and mathematics through the creation of laboratory periods immediately following ELA and math classes. While the school’s self-reflection document described the creation of these labs as a collaborative project, teachers told the IIT that the school leader simply presented it to them; teachers did not participate in the planning and design of the lab periods.
- The school leaders implemented an instructional model in fulfillment of the action plan in which two or more staff are assigned to ELA and math classrooms to support smaller group instruction during lessons and the labs following the instructional period. However, during class visits the IIT did not typically observe small group, needs-based instruction occurring. In most of the observed lab-based classes, one teacher conducted whole-group instruction, while the other staff member or members stood by or helped individual students. Reviewers observed no evidence of small group instruction centered on specific student needs.

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.

Recommendation for Tenet 3 – Curriculum Development and Support:

At the next building-level instructional council meeting, the school leader should direct a selected teacher team to develop a plan to research ways to help teachers access and use student data to inform curriculum and lesson planning in a more efficient and timely manner.

Rationale that led to the recommendation:

- Teachers administer a range of assessments in ELA and mathematics and compile the results, but have only begun to use the data to inform their curricular planning. The school leader and teachers expressed the view that collecting and compiling student performance data from multiple sources diminishes not only the time that teachers have available for analysis of the data to inform their

planning, but the instructional time that follows.

- The IIT found no evidence of data-driven instruction in observed ELA and math labs. The IIT found that labs were typically conducted as homework periods where students were observed completing assignments from their mostly whole-group classroom lessons. Reviewers found no evidence of individualized support for students based on identified needs aligned to student-specific proficiency goals.
- The school leader expects teachers to use a student work-in-hand analysis protocol to inform their curriculum and lesson planning. The school leader explained that this is a tool meant to assist teachers in capturing student information as they observe and support students during instruction; teachers could then use the reviewed and analyzed student responses to inform curricular and instructional decisions and provide feedback to students. However, during class visits the IIT did not observe teachers using this method of collection and analysis to inform their planning and feedback.
- Every five weeks, school leaders and teachers analyze assessment results and grades in order to assign struggling students to a supplementary support period at the end of the school day. However, the IIT found that teachers typically conduct these “period eleven” sessions as work periods where students begin their homework or complete classwork. In some period eleven sessions, reviewers observed students working independently with no extra support provided. Reviewers found that the extra support period is not currently structured to provide students with targeted support based on their identified needs.

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.

Recommendation for Tenet 4 – Teacher Practices and Decisions:

During the next series of ELA and mathematics labs and supplemental student intervention times, the school leader should direct teachers to meet individually with each student to create academic specific, measurable, ambitious, results-oriented, and timely (SMART) goals based on their current academic performance.

Rationale that led to the recommendation:

- Although the school leader stated that she works collaboratively with lead teachers and grade-level teams to ensure that instruction is informed by data and responsive to individual student needs and goals, reviewers found that the instruction in most observed classes was not targeted to students’ needs. During class visits, reviewers noted students who were not engaged in lessons and others who did not show understanding of the work at hand. Additionally, reviewers noted that teachers provided no particular supports for students with disabilities and needs as indicated in individualized education programs. Most teachers did not use regular checks for understanding throughout their lessons to determine the need for clarification or re-teaching.
- The leader’s expectation for small group, needs-based instruction was not fulfilled in the ELA and math classes and labs observed by the IIT. As a result, while the results of the ELA and math module

assessments and STAR assessments showed that two-thirds of students are making typical or above average progress, many students are not yet achieving at expected levels, including students with disabilities. The school leader said that teachers needed professional development (PD) training on providing differentiated learning opportunities.

- The IIT observed high levels of student engagement in five classes where teachers and students used Google Docs as a tool. Students in these five classrooms received immediate targeted feedback on their performance through this platform and demonstrated ownership of their work. However, reviewers did not observe this type of engagement and feedback in the majority of the lessons observed. The school leader explained that not all teachers understand how to use this tool and need further training to make it a schoolwide practice.

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.

Recommendation for Tenet 5 – Student Social and Emotional Developmental Health:

At the next pupil personnel services team meeting, the school leader and pupil personnel services team should develop a plan and select protocols to make the attendance, behavior, and course-pass data review system schoolwide.

Rationale that led to the recommendation:

- School leaders have established systems to identify students’ social-emotional developmental health needs and provide students with needed supports. However, leaders and staff have not implemented these systems in ways that eliminate barriers to learning, such as disengagement, and enable all students to perform at high levels of achievement.
- The school leader meets weekly with the pupil personnel services team to analyze schoolwide attendance, behavior, and course-passing data. At this time, staff analyze these data points for the school population as a whole, with only the grade six data analyzed separately. Although the school leader expressed a desire to expand the scope of the regular data analysis meetings to include separate analyses of grades seven and eight data, the team lacks the staff capacity to complete the additional work. Reviewers learned that the school leader is considering assembling a team of teachers to conduct the analyses, which would have the ancillary benefit of involving more teachers in identifying students in need and designing appropriate interventions and supports.
- The pupil personnel services team stated that they use SchoolTool as a database; however, not all staff members are proficient in using this tool to readily access additional information they could use to identify and find supports for student’s social-emotional health needs.

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.

Recommendation for Tenet 6 – Family and Community Engagement:

At the next staff meeting, the school leader should create a subcommittee to develop a plan for staff training on effective communication practices to create sustainable school-family partnerships.

Rationale that led to the recommendation:

- In interviews with the IIT, parents expressed strong support for the school leader; however, they stated that it was often necessary to go directly to the school leader for problem resolution. Parents expressed the view that typically the student support staff are not easily accessible or responsive when they reach out for support; for example, interviewed parents stated that staff do not always acknowledge their requests for information about student academic progress. Reviewers found that this limits opportunities for communication about student needs between parents and staff. Reviewers learned there has been no training for parents or staff on techniques for achieving reciprocal communication and creating and sustaining effective home-school partnerships.
- Parents told the IIT that they do not participate in programming decisions for their children and are unaware of resources the school provides to help them help their children at home. Parents stated that they often do not receive timely notice of academic or behavioral problems their children are experiencing in school and do not know what services are available to support their children. According to parents, this has made it difficult for them to secure immediate interventions and support for their children. When asked about the curriculum, parents said that they would like to participate in the design of their children’s academic programs and to understand student options and courses better. Additionally, parents added that the school portal is not a good source of information because all staff do not routinely update student data.

ADDITIONAL AREAS TO ADDRESS

- Interviewed parents stated that student support staff are sometimes slow to respond to their inquiries or concerns. In the future, student support staff should develop a plan to increase their accessibility and responsiveness to parent-initiated contacts.
- Leaders implemented period eleven to provide supplementary, individualized, and targeted support for students experiencing academic difficulties. In the future, during this period teachers should provide support based on students’ identified needs.