



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	570101040002
School Name	Addison Middle-High School
School Address	1 Colwell Street, Addison, New York 14801
District Name	Addison Central School District
School Leader	Jennifer Crane
Dates of Review	December 3-5, 2013
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	7-12	Total Enrollment	523	Title 1 Population	100%	Attendance Rate	94%				
Free Lunch	29%	Reduced Lunch	11%	Student Sustainability	N/A	Limited English Proficient	0%	Students with Disabilities	16%		
Types and Number of English Language Learner Classes											
#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language		0					
Types and Number of Special Education Classes											
#Special Classes	18	#Consultant Teaching	18	#Integrated Collaborative Teaching		0					
# Resource Room	3										
Types and Number Special Classes											
#Visual Arts	12	#Music	8	#Drama	0	# Foreign Language	18	# Dance	0	CTE	0
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	1%	Hispanic or Latino	.19%	Asian or Native Hawaiian/Other Pacific Islander	.38%	White	98%	Multi-racial	.38%
Personnel											
Years Principal Assigned to School	3	# of Assistant Principals	0	# of Deans	1	# of Counselors / Social Workers	3				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	0	Average Teacher Absences	13				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District	X	Focus School Identified By a Focus District		SIG Recipient	X		
ELA Performance at levels 3 & 4	20%	Mathematics Performance at levels 3 & 4	13%	Science Performance at levels 3 & 4	74%	4 Year Graduation Rate (HS Only)	81.6%				
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	11.8%	% of 2 nd yr. students who earned 10+ credits	88%	% of 3 rd yr. students who earned 10+ credits	98%	6 Year Graduation Rate	84.7%				
Did Not Meet Adequate Yearly Progress (AYP) in ELA											
	American Indian or Alaska Native					Black or African American					
	Hispanic or Latino					Asian or Native Hawaiian/Other Pacific Islander					
	White					Multi-racial					
X	Students with Disabilities					Limited English Proficient					
	Economically Disadvantaged										
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics											
	American Indian or Alaska Native					Black or African American					
	Hispanic or Latino					Asian or Native Hawaiian/Other Pacific Islander					
	White					Multi-racial					
X	Students with Disabilities					Limited English Proficient					
	Economically Disadvantaged										
Did Not Meet Adequate Yearly Progress (AYP) in Science											
	American Indian or Alaska Native					Black or African American					
	Hispanic or Latino					Asian or Native Hawaiian/Other Pacific Islander					
	White					Multi-racial					
X	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. Set high expectations for students that will lead to high student performance.
2. Align instruction to the Common Core Learning Standards to improve the quality of curriculum and ensure the use of highly effective instructional strategies, resulting in improved student performance (implement research based instructional strategies).
3. Use data to adjust and differentiate instruction and provide targeted learning activities based on group and individual student needs, resulting in improved student performance (formative assessment).
4. Involve all stakeholders in committing to the shared vision, focusing resources, and efforts on improving student performance and increasing school-community partnerships.

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.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).		X		
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.		X		
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	X			
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).		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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.				X
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.			X	

3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.				X
OVERALL RATING FOR TENET 3:					I

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

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.				X
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.				X
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.			X	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	
OVERALL RATING FOR TENET 4:					I

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.		X		
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.		X		
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.		X		

5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.		X		
OVERALL RATING FOR TENET 5:			E		
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strengths and needs are identified and used to augment learning.		X		
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.		X		
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.		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
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Debriefing Statement: The school leader has collaboratively developed with teachers, students, and fellow school leaders, a long-term vision and SMART goals embraced by all constituents throughout the school community. The school leader works with staff to organize and manage human and fiscal resources to address the immediate needs of the school community. The school leader has set as a priority the implementation of the Common Core Learning Standards (CCLS). School leaders monitor teachers’ instructional practices through formal evaluation process aligned to the district’s Annual Professional Performance Review (APPR) plan that includes timely feedback provided to teachers based on student performance data. The result is that all staff is held accountable for school improvement.

Strengths:

2.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

- The school has a Strategic plan, collaboratively developed by school leaders, teachers, parents and students that identifies SMART goals/mission and the long-term vision inclusive of core values. The school leader has displayed posters throughout the building that highlight the Strategic Plan for the school and the district. Through a review of the SCEP, the Integrated Intervention Team (IIT or review team) determined that the school’s core values align with the priorities in the SCEP. The priorities include establishing high expectations for student academic and personal achievement, making learning meaningful and engaging, and ensuring students are the primary focus of all the school’s efforts. In discussions with the IIT teachers shared that the school leader promotes a data-driven mission for improving student achievement and also involves teachers and other staff in the review of the goals identified in the SCEP to monitor progress. Teachers informed reviewers that they also focus on the key components of the SMART goals and mission during monthly curriculum planning, teacher recruitment, the Thoughtful Classroom Teams, and the Common Planning Teams meetings. During discussions with the review team, parents and students were able to articulate the school’s vision and priorities. School stakeholders know and embrace the school goals and vision for student outcomes for all groups of students, including those with disabilities. As a result, constituents work collaboratively to achieve goals and meet the needs of students.

2.3 **The school has received a rating of *Effective* for this Statement of Practice:** Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

- The school leader has made a series of strategic decisions that have positioned the school to

promote and sustain high expectations and achievement for all students and to facilitate the implementation of the CCLS and the instructional shifts. Through collaborative discussions with teachers, the school leader expanded the use of Direct Consulting Teachers (DCT) from the middle school level to the high school level to provide immediate responses to learning challenges for students with disabilities mainstreamed into general education classes. The school leader and staff continue to provide resource rooms for individual students who need this support. The school leader has established Grade Level Common Planning Teams across the different grades. A review of documents by the IIT shows that the school leader conducts and monitors the Grade Level meetings. The school leader reported that she establishes the agendas and distributes minutes with follow-up actions to staff. The school leader informed reviewers that the district has given her the latitude to establish the priorities for school expenditures. She has allocated resources to support the implementation of the CCLS through the provision of professional development (PD), directing the instructional coach to focus on instructional shifts mandated by the CCLS, and disbursing funds to pay for the professional printing of the NYSED Curriculum Modules. In addition, the school leader has played an active role in recruiting personnel that meet the needs and priorities of the school. The school leader collaborates with district leaders and school staff to organize the programmatic, human, and fiscal capital resources to address critical needs of students and the school community.

2.4 **The school has received a rating of *Highly Effective* for this Statement of Practice:** The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

- The school leader has been proactive in conducting teacher observations that align with the districts APPR and the Danielson Framework for Teaching. The observation process includes scheduled pre- and post-observation conferences as well as a formal unannounced classroom observation with a post-observation conference. The school leader stated and a review of documents confirmed that she completes the observation process for each teacher during the first semester. The school leader told reviewers that she also conducts a minimum of five informal visits and provides short written feedback highlighting teaching strategies and the date for a follow-up conference. The teachers' comments during discussions confirm that teachers embrace the observation process and recognize it as an important tool for improving student achievement. One comment included that observations take account of student data and particularly focus on the academic progress made by different groups of students. Another comment was that school leaders provide quality feedback that clearly highlights strengths in teaching but also identifies the areas of practice that are in need of improvement. Teachers also indicated that the school leader has set the expectation that if she recommends a strategy to improve instruction, teachers' practices should show evidence of the implementation of that strategy in follow-up visits. The school leader and other leaders monitor the plan for observing teachers and use the information to plan and deliver professional development (PD) that addresses the weaknesses identified in observations. The school leader has provided PD to introduce the Danielson Framework for Teaching to staff. She has also provided opportunities for teachers to expand their awareness of the dynamics of raising expectations for student achievement by having teachers visit a model school that has effectively raised student performance although the

school serves a high-risk population. The IIT's review of documents indicates that coaching, mentoring and peer support are used as tools for helping improve instructional practices across the school. The information is also used to target additional support from within the school to teachers that need it most. The school leader's observation plan includes frequent observations, timely feedback, and continuous PD. As a result, all staff is held accountable for ongoing school improvement.

2.5 The school has received a rating of *Effective* for this Statement of Practice: Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

- The school leader has established evidence-based systems to modify school-wide structures and practices, to improve student achievement. Some examples of these structures include grade level common planning time, Building Curriculum Team, Positive Behavioral Interventions and Support (PBIS), and computerized recordkeeping systems. The school leader has established a system of continuous PD to monitor and improve staff use of school systems and structures. During discussions with the IIT, teachers indicate that they have grade level meetings to discuss and plan CCLS strategies. The school leader told reviewers that she has provided PD to support the staff's use of data in instructional practices and implementation of CCLS curricular changes and shifts in instructional practice. The school leader has also provided PD in the creation of Target Lesson Objectives aligned to the CCLS and required teachers to post those objectives for each class. In 24 out of 31 classrooms visited during the DTSDE review, reviewers observed target objects posted prominently at the front of the room. The school leader has provided PD in the use of formative assessments through the "Fist of Five" feedback strategy, which empowers students to provide a rating of their understanding of the concepts taught by raising one or more fingers or a closed fist. The school leader encourages staff to collect and share data to support students. The staff uses School Tool, an electronic system that staff can input and retrieve a variety of student data. Parents and students can also view student data. The staff uses School Tool to generate automatic message to parents concerning student issues and progress. The school staff retrieves a monthly behavior report from the computerized system to monitor and track student behavior the staff responses to behavior incidents. The school leader reported that when the staff noticed certain behavior patterns, she made provisions for all staff in the school to receive training in PBIS. When interviewed by the IIT, students and parents reported that they believe the school has become a safe and respectful learning environment because of PBIS. The school leader has established systems to improve school-wide practices and provide strategies for staff to address the needs of students.

Areas for Improvement:

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

<p>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.</p>	<p>Tenet Rating</p>	<p>I</p>
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Debriefing Statement: The school is at the early stages of developing, implementing, monitoring, and evaluating units and lessons that reflect the CCLS. The lack of a defined set of CCLS aligned unit/lesson plan formats has resulted in teachers producing plans that do not rigorously adhere to the CCLS and the CCLS instructional shifts. As a result, a large number of students fail to meet state-wide benchmarks.

Strengths:

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

Areas for Improvement:

3.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

- The school leader has created a system for developing and reviewing units of instruction that support the CCLS, but this system is in the early stages and staff has yet to implement curricula that fully align to the CCLS. The school leader indicated to reviewers that she has provided structures that enable staff to collaborate on CCLS including grade level meetings and Building Curriculum Teams. However, not all teachers meet during common planning time. During discussions with the IIT, teachers shared that there are limited opportunities for consultant teachers to engage in common planning with content area teachers to devise strategies to better support students with disabilities or preparing activities that will provide another point of access for those students. The Building Curriculum Teams are developing a set number of instructional units each year. The school leader has also put in place PD and in-house frameworks for curricula development to support the staff's utilization of the NYSED curricular modules. However, reviewers found limited evidence of the quality implementation of rigorous and coherent curricula that is monitored and adapted to meet the needs of the students. The unit plans and lesson plans reviewed by the IIT did not support the CCLS nor the instructional shifts called for in English language arts (ELA) and math. Plans included lists of subject topics but few plans included identified skills or understandings that students were to develop or achieve. While most plans contained descriptions of materials used and activities, the plans did include specific links to the CCLS. Reviewers found limited references to multiple points of access for students with disabilities, differentiated instruction, or the instructional shifts in ELA and math. Although the district provides a suggested lesson-planning guide that

supports CCLS, there is no requirement that it be used. As a result not all teachers use and implement this resource. Although the school leader reported that she spot-checks individual classes to monitor the status of instruction, reviewers found limited evidence that staff implements a systematic plan of rigorous and coherent curricula. As a result, students have limited access to curricula that addresses their individual needs and prepares them to meet the demands of the CCLS.

3.3 **The school has received a rating of *Ineffective* for this Statement of Practice:** Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

- Although teachers have access to summative data on individual students and groups of students, they are not utilizing data in an effective manner to ensure that the academic needs of students are met. The review team found that the lesson plans provided during classroom visits and those included in the document binders, contained little or no reference to data-driven instruction (DDI) protocols. Additionally, the lessons reviewed by the IIT did not align to CCLS and NYS content standards or address student achievement needs. During discussions with the IIT, students shared that their teachers do not consistently respond to their individual needs. One student suggested that teachers should provide lessons that have more “hands-on” activities and projects. The other students present agreed with his comment. One student did praise a teacher for explaining a concept then and allowing the student to figure out the next steps in solving the problem before providing additional. However, the majority of comments made by students confirmed that such practice was the exception and not the norm. Through discussions with the school leader and a review of the PD calendar reviewers learned that teachers have received some training in the use of formative and summative data, but evidence from the classrooms visited and documents reviewed by the IIT as well as discussions with teachers all indicate that teachers have not consistently incorporated the PD into instructional practice. As a result, students have limited exposure to lessons that promote inquiry, student engagement, high levels of rigor, or students’ ownership in their learning and achievement, which hinders students’ chances of academic success.

3.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

- The school leader has begun to expand opportunities to link the arts, technology, and real-world enrichment, but there is not a comprehensive plan in place for reaching that goal. The school leader has provided planning opportunities for teachers in grades, seven, eight, nine, and eleven to meet regularly to address the individual needs of students and to explore opportunities for interdisciplinary activities. The school leader stated that due to scheduling restrictions she was not able to make time available for teachers in grades ten and twelve to meet. Interdisciplinary and vertical teacher teams meet once per month to collaborate on developing different learning strategies to engage and motivate students. Although meeting structures are in place, plans reviewed and lessons observed by the IIT show that teachers inconsistently develop and implement interdisciplinary lessons. As a result, students have limited access to curricula that exposes students

to the relationships among the various subjects and skill areas, which limits opportunities for students to engage in cross-curricula activities that increase their ability to be academically successful.

3.5 **The school has received a rating of *Ineffective* for this Statement of Practice:** Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

- The school staff does not have a comprehensive system for using formative and summative assessment. Although staff has some strategies in place to use assessment data, these efforts are not coordinated and implemented consistently across the school. Through discussions with the school leader and teachers reviewers found that teachers have opportunities to meet in enrichment teams, vertically and horizontally. The district and school leaders provide summative data to staff, including STAR data, interim screening assessments, and state assessments. The district and school leadership have provided PD in the use of the “Fist of Five” for gathering immediate feedback as a method of formative assessment. However, teachers do not consistently use available data to plan and deliver instruction that meets the academic needs of students and fosters students’ ownership of their learning. Based on the review of unit and lesson plans as well as classroom visits, reviewers determined that teachers do not establish short- and long- range goals for students. In addition, in discussions with the review team students made comments that suggest that teachers do not frequently provide feedback or do not use data to adjust their lessons. Reviewers found limited evidence of a systematic and organized set of practices that promoted involvement of students in their own learning through reflection, tracking, and ownership of learning. The lack of a coordinated and cohesive plan for using formative and summative data hinders teachers’ ability to align the curricula with assessments to provide greater opportunities for students to improve academically.

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.

Tenet Rating

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Debriefing Statement: While the school provides summative data to inform instructional groupings and instructional interventions, there is little evidence that the staff uses this data leads to promote student engagement, or increase student achievement. The acquisition of formative assessment data and its utilization is at a very early stage of becoming a part of the instructional program to drive instruction and to accelerate improvements in student achievement. As a result, differentiation and multiple points of access are not apparent in day-to-day instruction, which limits the academic achievement of different groups of students.

Strengths:

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

Areas for Improvement:

4.2 **The school has received a rating of *Ineffective* for this Statement of Practice:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

- While school and teacher leaders have created structures to support the implementation of uniform lessons, staff has yet to produce a coherent, integrated set of units and lessons that includes instructional practices and strategies to address student goals and needs, particularly students with disabilities. School leaders stated that though progress is slow some individual and groups of teachers are beginning to develop plans to address student needs. However, the unit and daily lesson plans that the review team examined lacked specific details on the instructional practices and strategies that teachers would employ to address students' varying skill levels. Although some teachers used NYSED curricular modules that addressed student goals and needs, most teachers used plans that did not adequately address all student goals and needs. In discussions with the IIT teachers shared that subject area teacher and consultant teachers have limited opportunities to meet during common planning, which impacts teachers' ability to develop a written plan that allows consultant teachers to pre-teach or plan appropriate interventions for students. The review team visited 31 classes. In 24 out of the 31 classes or 77 percent of classes observed by the IIT, reviewers noted teachers had posted objectives in the room; however, none of the learning objectives were based on student need. Only 8 out of the 31 lesson observed by reviewers included differentiations and multiple points of access. Current instructional practices do not address the needs of all subgroups, particularly students with disabilities. As a result, not all students are making sufficient progress, and the achievement gap between students with disabilities and other groups of students remain.

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

- Teachers use the NYSED curricular modules to plan lessons to support the CCLS; however, teachers do not consistently implement the shifts in their instructional strategies to improve student learning. During discussions with the IIT shared their challenges with creating and implementing plans to meet all students' needs. One teacher stated that a problem with including a high percentage of students with disabilities in a general classroom was that the expectations for that class are lowered, making lessons less challenging for higher-achieving students. Other teachers agreed with this teacher's comment. In 61 percent of classrooms visited by the IIT, lessons were teacher-centered rather than student-centered. Reviewers found that most teachers' instructional practices did not address students' varied ability levels. For example, reviewers found that in only

26 percent of the classes visited did teachers use multiple strategies to engage students in learning to meet their targeted goals. Although teachers use NYSED curricula, few teachers are implementing the CCLS shifts, which hinders teachers from providing necessary adjustments in lessons to meet the needs of students and to increase their level of engagement and achievement.

4.4 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

- While most constituents express that the school is safe, the learning environment is not responsive to the diverse needs and abilities of students. The school staff implements programs such as PBIS to establish common expectations for appropriate classroom behavior. Reviewers observed that students generally exhibited appropriate behaviors during classroom instructions and while walking in hallways. Teachers stated to reviewers that they have instructional plans that are responsive to students' strengths and needs, but during the review of lesson plans reviewers found that not all plans included differentiation to address students' varying skill levels. A review of agendas and sign-in sheets indicate that teachers have had some training in the CCLS modules and instructional shifts. However, during class visits reviewers found inconsistent implementation of the PD in lesson demonstrations, which hinders teachers from meeting the needs of all groups of students. For example, reviewers noted that in only 35 percent of the classrooms visited did teachers have students implementing the ELA instructional shift by providing "text-based answers." In 32 percent of the classroom visited, the review team observed writing activities during teacher's lesson delivery. During conversations with the IIT, students shared that they write less than three times per week, which is not consistent with the writing expectations of the school. Teachers inconsistently implement the CCLS expectations and the PD related to the CCLS Instructional shifts, which limits their ability to address and meet all students' needs. As a result, the learning environment is not intellectually secure for all students.

4.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

- Teachers have access to varied forms of student performance data from the district including learning style information, state assessments, STAR scores, report card grades, and IEPs for students with disabilities. However, teachers do not consistently use available data to inform plans and encourage student participation. During discussions with the IIT, teachers shared that they have opportunities to discuss data in grade level meetings. Formative assessment data is available through the teacher-constructed assessments given at the end of units or marking periods. The school leader has initiated the "Fist of Five" and "Exit Ticket" strategies for teachers to use to gain immediate feedback. While teachers generated formative assessment data in 16 out of 31 of the classes visited by the IIT, reviewers found limited evidence that teachers use this data to modify their instruction or foster students' participation in their own learning. During the small student group interview, one student described the inability of some teachers to respond to formative data, saying, "They [teachers] should not move along to the next thing when students have not learned

the lesson the day before.” Another said, “There should be more discussion before you are sent home to complete work you do not understand.” The majority of lessons observed by the IIT was teacher-directed and whole-class and did not provide differentiation or multiple points of access. During the parent focus group, one parent of a student with special needs described the lesson modification for the learning needs of her child as follows: “If there are 10 questions on a piece of paper, the teacher just crossed out 5 of them for my child.” While summative and formative information is available to teachers, teachers inconsistently use data to differentiate lessons or provide multiple points of access, which limits increased student participation and achievement.

<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>E</p>
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Debriefing Statement: The school has programs and systems in place that supports a safe learning environment. There is evidence of a wide range of professional development, student engagement, and longstanding programs of behavioral expectations that have resulted in a caring, respectful environment.

Strengths:

5.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

- The school has an overarching system to support and sustain student social and emotional developmental health and academic success. In discussions with the IIT, the school leader described the school’s structures for social and emotional developmental health. The Dean of Students, whose job function is to guide students into positive behavior patterns, is responsible for the implementation of the PBIS program. Social workers form a liaison between families and the school. The school staff provides a series of experiences and guidance to students about the power of positive decisions via the monthly enrichment program. The school leader stated that students viewed a program last month entitled, “Dream, Dare, Do” that promotes achieving goals in life. A review of documents shows that the school leaders uses a computerize recordkeeping system to maintain and monitor data related to student behavior. The system allows staff to generate monthly reports on student behaviors. Staff also uses this system to track patterns of student behavior and the specific decision school leaders made in response to those behaviors. Staff members are aware of the systems for referral and support for students that are experiencing any behavioral, social, or emotional problems. The school leader ensures that all staff receives training in behavioral management expectations. For example, the school leader reported that when she noticed increased disciplinary referrals from bus drivers and cafeteria staff, she began including bus drivers and cafeteria staff in the PBIS training. Teachers shared that they have access to and use

cumulative data on behavior and attendance to identify any students that are at risk of failing because of social and emotional issues. Teachers reported that they alert student support staff or school leaders of any concerns they have about students. As a result, students are quickly identified and support strategies are put in place at an early stage. The review team's discussions with students affirm that the practices shared by staff are in place. The school staff has systems and practices that promote a positive learning atmosphere, which supports students' social and emotional health academic success.

5.3 The school has received a rating of *Effective* for this Statement of Practice: The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

- The school has and articulates a vision for social and emotional development health through varied programs and protocols. Reviewers noticed "The Pillar of Knighthood", the school's behavioral expectations posted throughout the school. During interviews with the IIT, students were able to articulate the contents of the "Pillar of Knighthood." The school leader reported that the district provides training for staff to implement PBIS. The school staff hosts monthly learning experiences called "Enrichment Days." This program series focuses on healthy decision-making and positive life choices and provides outside speakers and activities to address various issues affecting students. The review of discipline data shows a decrease in both the number of referrals and suspensions since the implementation of this program. Students also spoke positively about the program. During discussions with the IIT, school staff told reviewers that the school partners with the Steuben Council on Addictions to provide services that assist students with tobacco or other substance abuse issues. Through the review of school documents and discussions with the school leader reviewers found that that the school provides several programs and initiatives that are having a positive impact upon students and their families. For example, the local youth center provides an afterschool activity program "A-3" for middle school students. This program provides recreational character-building activities and homework help to students. A backpack program allows staff to send food and supplies home to needy families on Fridays to foster good nutrition for students and to signal to parents and the community the concern of the school for the welfare of the students. The school leader told reviewers that the Jenny Mose Family Resource Center is housed in the school building. Through this center, parents receive training to develop skills to assist them in improving the behavior of their children and to establish an atmosphere of emotional stability at home for the student. Guidance counselors or school social workers refer parents are to the center. The staff implements several programs that align to the school's vision for social and emotional developmental health, which provide greater opportunities for students to learn in a healthy school environment.

5.4 The school has received a rating of *Effective* for this Statement of Practice: All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

- All members of the school are aware of the importance of their contributions in supporting the school vision for social emotional developmental health. Discussions with students, staff, and parents all demonstrate that school stakeholders are aware of their role in helping provide a school community that is safe and conducive to learning. The school leader reported that she communicates with constituents through correspondence and meetings their roles to ensure that the school's vision for a safe and secure learning environment becomes a living reality. During discussions with the review team students were unanimous in affirming, "Bullying is not cool at Addison." Students told reviewers that they could not recall incidents of violence or ever feeling unsafe physically or intellectually in the school. Students agreed that the adults in the school were very interested in their social and emotional health. One student said, "If you are having a bad day, so many teachers will ask if you are okay, that it is almost annoying." Students' comments to reviewers indicate that they themselves accept responsibility for maintaining a safe environment. One student said, "If someone tries to bully someone else, kids will speak up to tell the bully to knock it off." Parents confirmed during the parent and community interview session that their children feel safe and supported at the school. One parent shared that her child had attended a neighboring school and had been mistreated by students there. Her daughter was fearful of coming to the school, but her experience at the school has been safe and positive. In addition, another example of the positive climate in the building is student reaction to a unique program where students from impoverished families are given a backpack of food and supplies to take home on Fridays. There were no reports or other evidence of students who receive these backpacks being teased. All school constituents articulate that the school community is a safe learning environment.

5.5 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

- The school leader and support staff work together with teachers to establish protocols to support the use of data to respond to student social and emotional developmental health needs. The review of documents by the IIT shows that school leaders maintain a database containing a statistical breakdown of the number and nature of disciplinary referrals each month. The disciplinary referrals primarily revolve around students being late to class or skipping the advisement classes in order to remain in the cafeteria to have lunch with friends. The school leader told reviewers that based on an analysis of the disciplinary data, the leadership team plans to modify the bell schedule. In addition, school leaders and staff review of individual behavioral records results in the identification of students in need of additional guidance and support. Once students are identified, staff makes a referral to either one of the social workers or to the school counselor. The school leader has made social workers available to attend grade level meetings to decide whether an intervention is necessary based on a review of the disciplinary and performance data of students. School staff works together to establish structures that allow adults to respond immediately to responds to students' social and developmental needs. As a result, students have increased opportunities to learn in a safe environment, which strengthens students' chances of becoming academically successful.

Areas for Improvement:

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

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

Tenet Rating

E

Debriefing Statement: The school partners with parents and the community organizations to provide academic and social-emotional support to students. While increasing the level of parent involvement is a challenge, the school has established a multi-layer plan to communicate with families to support student success.

Strengths:

6.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

- The school and district leaders have established a school-wide priority for all students and their families to be aware of the school-wide expectation that all students should graduate from high school. The school community has a plan for fostering communications with parents. The school leaders informed reviewers that staff regularly reviews this plan as indicated in the priorities listed in the SCEP. A review of documents and interviews with staff indicate that the school staff communicates in a variety of ways to include sending periodic postcards of upcoming school-wide instructional activities, using the Parent Portal portion of the School Tool to share information with parents, and providing recorded telephone message from the school leader about school activities or instructional events. Staff reported to reviewers that parents and students are provided age-appropriate information about college programs. In addition, many of their high school graduates have earned college credits through a partnership with Corning Community College. Students participate in this district-provided program with the consent of parents who also receive information on the value of this bridge to college endeavor. During discussion with the IIT, parents shared that communication between the school and home is good. The school ensures regular communication with families, which strengthens the home school connection and provides families with information to support students in becoming college- and career- ready.

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

- The school works to foster an open and direct working partnership with parents and the community. Parents stated that channels of communication between home and school are good

and that documents are readily translated into different languages to fully support this process. The availability of a school counselor and two social workers supports the connection between student families and the school to address school performance issues affected by circumstances within the home. During the parent-community interview, the Mayor of Addison spoke with pride about his efforts to support the school by working with the school to provide a School Resource Officer (SRO). A parent in that interview group indicated that the school was responsive to her input concerning the needs of her child with special needs. Although one parent indicated dissatisfaction with a situation involving her child, the parent indicated she felt comfortable expressing her concerns to school staff. The school is adept at reviewing the quality of relationships with families and continually looks at ways of adjusting its practices to engage all parents. The school staff communicates with parents in ways that fosters reciprocal dialogue with families, which provide greater opportunities for families to support their child's academic achievement and social emotional growth.

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

- The school has successfully established partnerships with community agencies to promote and provide training to support student success. Some partnerships include the Jenny Mose Family Resource Center that focuses on parent education, the Steuben Council that provides support for student with Addictions, and the local youth center that provides training in a variety of social and emotional developmental health areas. The school also collaborates with Corning Community College, which has accepted a large number of the school's staff as adjunct professors and allowed the school to offer community college courses on campus. This partnership effectively allows all students to earn one or more college credits while simultaneously earning high school credit for the courses. The school partnerships with community agencies support staff and families to work collaboratively to support student success. As result, students benefit from a positive home school connection.

6.5 **The school has received a rating of *Effective* for this Statement of Practice:** The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

- The school staff shares available data on individual students and student groups with parents. Staff sends direct mailings detailing the performance of grade levels and the school on statewide assessments. Staff also meets with parents and community members to explain the information in the reports sent home. In discussions with the IIT, parents shared that they are aware of the School Tool system and that students and parents can view student progress data in the system. The School Tool software has a Parent Portal to facilitate parent communication with individual staff members or school leaders. A parent of a student with a disability reported that she was successful in using the Parent Portal to set up a meeting that resulted in the acquisition of the appropriate support services for her child. Although some parents interviewed said that not all teachers enter

student data in this system in a timely way, most parents said they are satisfied with how the school staff shares data. One teacher reported to the IIT, that one of the outcomes of the grade/subject level meeting was the delegation of the responsibility of one of the members of the team to contact the parent of each child through email or telephone to explain the recommendations of the team and the data that prompted those recommendations. Staff efforts has created a framework and system for reporting data in a way that allows parents to access and use data to better understand how well their child is achieving and how they can support the school's efforts in increasing their student's achievement.

Areas for Improvement:

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

Recommendations:

Tenet 3: Curriculum Development and Support

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 3 the school should:

3.2

- Schedule additional time for staff to work collaboratively to develop coherent curricula that has targeted goals adapted to address the needs of all students and subgroups.
- Provide the curricular design and instructional models necessary for the achievement of targeted goals.
- Conduct a review of unit plans, lesson plans, and instruction to ensure that the comprehensive and adaptive curricula developed for each subject area, including interventions, AIS/RTI, and instruction for students with disabilities are aligned to CCLS and NYS Standards.

3.3:

- Ensure teachers work collaboratively to develop unit and lesson plans that meet the demands of the CCLS and DDI protocols including, documentation of ongoing analysis of formative and summative assessments, student work, and the use of rubrics to address student achievement needs in all grades and subject areas.
- Ensure that teachers incorporate a progression of sequenced and scaffold skills and use complex material for all groups of students, including students with disabilities, to increase student engagement and success.
- Ensure that teachers monitor and adjust their curricula to provide for the full implementation of the CCLS instructional shifts and the NYS content standards as well as higher-order thinking skills while providing supports and extensions to all groups of students, including students with disabilities.

3.4:

- Build on the Writing Across the Curriculum program as a bridge to greater opportunities targeting the arts and technology to create instructional partnerships across all grades and subject areas.
- Schedule teachers to periodically collaborate within grades and subjects to develop and deliver interdisciplinary curricular that incorporates the arts, technology, and other enrichment opportunities.
- Use vertical and grade/subject-area team time to formally reflect on the impact of the interdisciplinary curricula, make revisions, and ensure all staff has a common understanding of curricula.

3.5:

- Provide teachers with a comprehensive system for using data: identified targets, pre- and post-unit assessments, and a process for adapting curricula that demonstrates improving individual and subgroup achievement.
- Ensure that teachers use formative and summative assessment data across all grades and subject areas, ensuring alignment between the curricula and the assessments tools. Ensure that this data is shared with students so that they know precisely what they need to do to improve and in doing so are given the opportunity to take a more active and responsible role in their own learning.

Tenet 4: Teacher Practices and Decisions

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

4.2:

- Ensure the development and use of a plan for instruction that is informed by data and grade level goals for all groups of students. Make sure the plan is available to consultant teachers prior to the day's lesson so that they can modify the plan as dictated by the needs of students with disabilities.
- Monitor teacher use of instructional practices and strategies to ensure that they are adaptive, differentiated, and aligned to plans for groups of students with a variety of needs.
- Ensure that teachers establish short- and long-term goals for groups of students based on grade-level benchmarks.

4.3:

- Provide staff with additional training on differentiation and creating multiple points of access for students to increase student involvement in their own learning and ensure the lessons are student-centered not teacher-centered.
- Monitor classroom learning targets through formal and informal visitations to ensure that the targets identified align to the CCLS.

4.4

- Ensure teachers develop and implement instructional strategies that address that the strengths and needs of all students.

4.5:

- Provide PD in the use of summative and formative data in the planning and fostering student participation in their own learning process.
- Include summative and formative assessment in the lesson planning guides.
- Monitor and provide feedback to teachers on the quality of the utilization of data in the classroom.