



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	421800010031
School Name	Hurlbut W. Smith K-8 School
School Address	1130 Salt Springs Road, Syracuse, NY
District Name	Syracuse City School District
School Leader	Sharon Birnkrant
Dates of Review	June 4, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	K-8	Total Enrollment	814	SIG Recipient	<input type="checkbox"/>	Title 1 Population	100%	Attendance Rate	96%			
Free Lunch	73%	Reduced Lunch	6%				Limited English Proficient	24%	Students with Disabilities	17%		
Number of English Language Learner Classes												
#Transitional Bilingual	0		#Dual Language		0							
Number of Special Education Classes												
#Self-Contained	1		#Consultant Teaching		9		#Integrated Collaborative Teaching			0		
#Resource Room												
Number of Special Classes												
#Visual Arts	30	#Music	34	#Drama	0		#Foreign Language	7	#Dance	0	#CTE	6
Racial/Ethnic Origin												
American Indian or Alaska Native	1%	Black or African American	62%	Hispanic or Latino	6%	Asian or Native Hawaiian/Other Pacific Islander	10%	White	18%	Multi-racial	4%	
Personnel												
Years Principal Assigned to School	22		# of Assistant Principals	2		# of Deans	0		# of Counselors / Social Workers		3	
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification	0%		Teaching with Fewer Than 3 Yrs. of Exp.	5%		Average Teacher Absences		%	
Credit Accumulation (High School Only) and Performance Rates												
% of 1 st yr. students who earned 10+ credits	NA		% of 2 nd yr. students who earned 10+ credits	NA		% of 3 rd yr. students who earned 10+ credits	NA		4 Year Graduation Rate		NA	
ELA Performance at levels 3 & 4	NA		Mathematics Performance at levels 3 & 4	NA		Science Performance at levels 3 & 4	NA		6 Year Graduation Rate		NA	

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Math			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities	X	Limited English Proficient
	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native	X	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		All Students
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		
SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:			
<ol style="list-style-type: none"> 1. The entire school community will be able to state and explain the school vision. 2. Each grade will expand CCLS understanding and implementation through ongoing staff development and consistent work with the school's literacy and math Coaches. 3. Teachers will use data to determine student progress and provide targeted interventions for individuals based on the data. 4. The school support team will implement a system for identifying and monitoring student social and emotional health, arrange for, and monitor interventions developed for identified students. 5. Parents will have more opportunities for engagement with the CCLS and their students' learning through workshops, consistent data updates and online informational supports. 			

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 Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	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:				D	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader 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:			D	
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.					
#	Statement of Practice	H	E	D	I
4.2	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:			D	
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
#	Statement of Practice	H	E	D	I
5.2	The school 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:			D	

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

#	Statement of Practice	H	E	D	I
6.2	The school 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 strength 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:				D	

School Review – Findings, Evidence, Impact and Recommendations:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: While the school leaders use resources to serve the school’s children and families, the leaders have not connected the many initiatives, programs, and activities to the school’s goals, plans, and intended outcomes. Programs operated independently are not evaluated to determine how well they help the school and its students make progress. The absence of systematic strategies to build a professional culture that fosters staff commitment and holds all accountable for student outcomes keeps the school from achieving its vision to be “the most improved urban K-8 school in the nation.”

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

Areas for Improvement:

2.2 **The school has received a rating of *Developing* 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).

Overall Finding: The school has not established clear, measurable, results-oriented (SMART) goals and the school leader’s strategies have not resulted in a common understanding across the school community of the actions needed to achieve the vision to become “the most improved urban K-8 school in the nation.”

Evidence/Information that Lead to this Finding:

- The school’s goals listed in the School Comprehensive Education Plan (SCEP) are restatements of recommendations from last year’s district-led review and represent actions to be taken without reference to the impact of those actions on student outcomes. One goal aims to create forms to document grade level planning meetings and to record instructional decisions based on data. Another describes the instructional coach’s role in providing professional development (PD) to ensure rigor in Common Core Learning Standards (CCLS)-based instruction. While activities such as these reflect best practices, the school has not connected its activities with specific achievement targets that can be monitored to track their impact on student progress throughout the year.
- While the school leader reported she reviews interim and benchmark data to assess school performance, all stakeholders were not familiar with a data-focused mission. Teachers described the “most improved in the nation” goal as unrealistic and undefined and parents shared similar confusion about this vision. Further, both teachers and parents reported on general school goals that were not cohesive to the broader school vision.
- A number of action items in the 2013-2014 SCEP list specific benchmarks and measurable targets.

However, the school leader has not tracked the implementation of initiatives to determine if the efforts have led to progress in school performance.

Impact Statement: The lack of uniformly known and understood vision and goals limit student achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Engage a representative group of stakeholders to collaborate on the alignment of school goals and action plans across all school initiatives.

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

Overall Finding: The school leaders do not consistently make strategic decisions to organize programmatic, human, and fiscal capital resources.

Evidence/Information that Lead to this Finding:

- Numerous initiatives are in place at the school to supplement the academic program, including many to support student social and emotional developmental health. In some instances, decisions to place the programs at the school were made by the district. Each program operates to meet its own objectives that are not specifically coordinated or aligned with others. While selected students benefit from the services provided by these programs, an overarching system is not in place to coordinate these programs and to ensure their alignment to school-wide goals and targets.
- The academic program at the school generally follows the district-provided English language arts (ELA) curriculum and the EngageNY mathematics modules. While teachers and school leaders review interim and benchmark data to track student progress, there is no structured process to determine the strengths and gaps of the academic programs at the grade or program levels.
- Personnel decisions primarily come from the district and the school leader reported receiving a number of new staff members and students at the beginning of 2013-14. Strategies to assimilate the new staff into the school culture have been minimal and largely ineffective.
- The school has experienced disruption to its operations over the course of the previous 18 months, as they were relocated during renovations and returned to the site in January 2014. The school leader collaborated with the district in the allocation of fiscal resources to ensure that the renovations led to classrooms and facilities that are spacious, welcoming, and safe. Grant programs provided by the district to supplement the school's services are managed independently of school leadership.

Impact Statement: The inconsistent use of available resources to meet the needs of the school community hinders student success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure best use is made of all resources to improve the school and student achievement.

2.4 **The school has received a rating of *Developing* 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.

Overall Finding: The school leader does not have a fully functional system in place aligned to the district's APPR to consistently conduct observations and track teacher progress based on feedback and data.

Evidence/Information that Lead to this Finding:

- While the school leaders have distributed responsibilities for completing the required observations according to the district's APPR, timelines for conducting observations have not been consistently followed. For example, some teachers reported that they have not received written feedback from school leaders for their formal observations, while other teachers praised the timely feedback school leaders provided.
- While data from school leader observations are reported as part of teacher performance evaluations, they are not aggregated to inform PD needs at the building level. Instead, instructional coaches survey teachers to identify instructional challenges and design PD.

Impact Statement: The inconsistent implementation of a system of evaluation limits administrator and staff accountability and hinders student achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that the system for observing and monitoring teaching lead to sustained improvements in student achievement.

2.5 **The school has received a rating of *Developing* 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).

Overall Finding: The school leaders do not consistently use evidence-based systems to examine and improve critical school-wide practices.

Evidence/Information that Lead to this Finding:

- Beyond the APPR evaluation process, the review team found that the school leader does not evaluate teacher practice to ensure continuous improvement.
- The school leader has established expectations that teachers will maintain data binders and communication logs. During the review, data binders and communication logs were evident in half of the elementary classrooms visited. However, the school leader does not regularly evaluate this expectation or assess the quality of the binders to determine if their use leads to improved instructional practice and better outcomes for students.
- While Positive Behavioral Interventions and Supports (PBIS) and check your answer; consider your audience; clean your area (CYA) have been put in place to support student social and emotional developmental health, the school leader shared that she does not use evidence-based systems to monitor their implementation or their impact on student success.
- Many of the school’s programs are managed by external partners and are monitored by the program leaders and not by the school.
- Family engagement activities are assessed informally, with the school leader citing anecdotal evidence of the success of the school’s homework website and positive reception at the parent meetings held during the year.

Impact Statement: The lack of evidence-based systems to monitor the progress of critical school-wide goals hinders student achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure evidence-based systems are in place to monitor the school’s progress toward its goals.

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.

Tenet Rating

D

Debriefing Statement: The school implements the district-adopted ELA and math curricula and modules that align to the CCLS. The school does not consistently implement the strategies associated with the CCLS instructional shifts across all classrooms and subjects. Structures have been put in place to ensure that staff understands the expectations and intent of the CCLS and its implementation. While some teachers are making modifications to the adopted curricula and modules based on student needs, the identification of higher-order thinking questions and tasks, and the use of data in plans, are inconsistent. This leads to uneven access for all students to the rigors intended by the CCLS.

Strengths: All ratings for this Tenet are **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.

Overall Finding: The school leader does not consistently ensure the quality implementation of rigorous and coherent curricula aligned to the CCLS that meets the needs of students.

Evidence/Information that Lead to this Finding:

- While the school has established a PD calendar with substantial time allocated to address CCLS-aligned planning and instruction, the training regularly takes place in optional after-school sessions. Within the school day, instructional coaches meet for 30 to 40 minutes weekly with grade level teams to provide targeted CCLS training, primarily for teachers in grades kindergarten through five. After teachers in grades six, seven, and eight, shared that meeting with the instructional coaches was not a productive use of their interdisciplinary grade level meeting time, instructional coaches now meet with these teachers by content area on an ad hoc basis rather than on a regular schedule. Both the teachers and school leaders confirmed that there are few opportunities for vertical coordination of the curriculum.
- In addition to their role in providing curricular support, the school leader has designated the instructional coaches as responsible for training teachers to use student achievement data to differentiate instruction to meet student needs. Coaches reported working with teachers to examine data and the review team found evidence of intentional student groupings based on this data in many of the elementary grade classrooms. While some lesson plans list students needing targeted support or specific instructional strategies, the implementation of differentiated strategies was limited during classroom visits in the upper grades. However, classrooms where there was a second adult, such as a teaching assistant, consulting teacher, or English learner support teacher, displayed instructional variety suited to different student needs.
- The school leader relies on the instructional coaches to help teachers make adjustments to the district-provided curricula to target specific student groups. However, coaches are not responsible for monitoring teacher planning or instructional practices, so implementation of effective differentiation is not monitored systematically.

Impact Statement: The inconsistent use of curricula to meet the needs of students limits student college- and career-readiness.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school

should:

- Ensure that scheduled planning time is utilized purposefully by implementing set expectations and outcomes. Document meeting agendas and minutes, and hold teams accountable for adopting recommended planning strategies.

3.3 **The school has received a rating of *Developing* 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.

Overall Finding: Teachers do not consistently develop unit and lesson plans that include DDI protocols and align to the CCLS to meet student needs.

Evidence/Information that Lead to this Finding:

- The review team found that teachers use multiple lesson planning formats. While some plans included specific instructional supports for students, this was not consistent across the school and most plans did not reference any student data. Teachers in grades six, seven, and eight stated that interventions for struggling students are provided in the tutorial class during the school day. However, the review team found that students are assigned to the tutorial classes in September based on their performance on the New York State ELA and math assessments from the previous year, and that students remain in this class throughout the year with no adjustments based on progress or benchmark assessments.
- The review team found limited alignment between the rigor of lesson plans and the instruction teachers implemented during lessons. In some plans, teachers noted higher-order questions, yet the review team found limited evidence of teachers asking students higher-order questions during classroom visits. Further, while most lesson plans included do-it-now activities to activate prior learning and exit tickets to assess student learning during instruction, the review team found limited evidence of these being used during classroom visits.
- Some teachers reported that they work with support staff to plan support for English language learners (ELLs), and elementary teachers shared that they meet regularly with service providers and teaching assistants to structure targeted support for struggling students. However, the review team found during classroom visits that students received the same instruction regardless of if teachers placed students in groups or planned scaffolded instruction in lesson plans.

Impact Statement: Inconsistent plans and instruction that include DDI protocols and align to the CCLS limit student achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Outline specific expectations for all teacher lesson plans that include concrete instructional

techniques and scaffolds based on data and aligned to the CCLS.

3.4 **The school has received a rating of Ineffective *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.

Overall Finding: Teachers do not consistently plan interdisciplinary curricula that targets the arts, technology, and other enrichment opportunities.

Evidence/Information that Lead to this Finding:

- Grade level meetings, which are held at least twice per week, are the primary vehicle for collaborative conversations among teachers, coaches, and school leaders. Teachers of art, music, family and consumer science, foreign languages, technology, and physical education do not participate in the weekly meetings.
- Elementary teachers shared that they informally meet with art and music teachers to plan interdisciplinary experiences for their students. In addition, the art teacher stated that she reached out to middle grades teachers to incorporate math content into her lesson plans.
- The school leader confirmed that there are few opportunities for teachers across subjects to connect regularly to plan interdisciplinary lessons. While teachers outside the core curriculum are invited to participate in ELA and math PD in after school sessions or the district's Saturday academy, these are optional and not well attended.

Impact Statement: The lack of opportunities for students to engage in thoughtful cross-curricula activities limit student achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Create and implement a plan for teachers to develop regular interdisciplinary learning opportunities for students within the classroom.

3.5 **The school has received a rating of *Developing* 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.

Overall Finding: Teachers do not consistently implement a system for using assessments for curriculum planning that involves student ownership of their learning.

Evidence/Information that Lead to this Finding:

- Teachers have access to an array of formative and summative assessments, such as AimsWeb,

Scholastic Reading Inventory (SRI), running records, and Fountas and Pinnell. However, the review team found limited evidence of teachers using this data to adjust the curriculum to accommodate student needs. Teachers attempt to follow the pacing schedule provided with the district-designed ELA curriculum and the EngageNY mathematics modules, but teachers shared that students often struggle to meet the grade level expectations. Some teachers use groupings, centers, stations, and other in-class structures to accommodate student needs, but shared with the review team that they find managing multiple procedures without additional service providers in their classrooms a challenge.

- The school leader stated that teachers are expected to have data binders in which they retain assessment reports for their students annotated to display those in need of enrichment or support. Team members found data binders in less than half of the 45 classrooms visited and found that the information in those binders was inconsistent. While the instructional coaches have provided templates and guidance for teachers to use assessment data to inform planning, not all teachers have adopted these tools.
- Many of the lesson plans provided to the team included structured in-class formative assessments; however, the review team found that many teachers did not use these assessments to determine whether students had achieved the lesson objective or to adjust instruction.
- While some teachers in kindergarten through grade five are beginning to involve students in examining test data to formulate student goals, such as math fluency and word recognition targets, this was not consistent across the school.
- The instructional coaches shared that they prepared templates to guide teachers to use interim and benchmark data to group students and set improvement targets. Some teachers are using these sample forms regularly, and sending them home to inform parents of short and long-term goals. However, not all teachers are consistently using these tools across the school.

Impact Statement: The inconsistent alignment between the curriculum and assessment limits student achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure teachers use data to inform instruction and to plan curriculum that meets student 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.

Tenet Rating

D

Debriefing Statement: The diversity of the school community is recognized in a positive way and different perspectives are respected. However, teachers' ability to design and implement differentiated lessons and employ instructional practices consistent with the rigorous expectations of CCLS is not yet well developed. Use

of data to adjust curricula and implement lessons that are responsive to students is an emerging practice for most teachers. As a result, not all students receive instruction targeted to their learning needs or receive feedback that can bring about academic improvement.

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

Areas for Improvement:

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** 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.

Overall Finding: Teachers do not consistently ensure that instructional practices are organized around unit and lesson plans that address all student needs.

Evidence/Information that Lead to this Finding:

- While teachers are developing their ability to analyze and use data to inform lesson plans, the implementation of data-informed instruction is not consistent across the school. The review team found that teachers of students with disabilities and ELLs make explicit use of data to set goals and monitor progress and some elementary teachers use data to group students and scaffold instruction. However, this is not consistent across classrooms, as most teachers follow the prescribed curricula plans.
- While coaches help develop teacher planning and instructional practices, teachers shared that most feedback from school leaders centers on behavior management and not instruction.
- Many of the lesson plans reviewed cited specific instructional interventions for students; however, in practice, most instruction was delivered to the whole class at the same pace and with the same materials. Students who did not finish classwork in the time allocated were directed to complete the assignment for homework. Further, systems are not in place to ensure that all teachers set long and short-term goals for students.

Impact Statement: Inconsistent instructional practices limit student engagement and success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Build knowledge of effective strategies to differentiate instruction using peer collaboration and support.
- Ensure all teachers set long and short-term academic goals for students.

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

Overall Finding: Teachers do not consistently provide coherent and appropriately aligned CCLS-based instruction that allows multiple points of access for all students.

Evidence/Information that Lead to this Finding:

- Many of the lesson plans reviewed follow the district-adopted ELA curriculum or the Engage NY mathematics modules and align to the CCLS. However, the review team found that teachers do not implement these rigorous plans, but that instruction is low-level and not aligned to grade level expectations.
- Of the 45 classroom visits, the review team found evidence of higher-order thinking questions in less than 50 percent of the classes. Further, more than 75 percent of instruction was whole class and only a few students answered teacher questions.
- In some classrooms, teachers used Smart Boards to display models of concepts or provided videos to demonstrate an idea related to the lesson. Further, one teacher used a microphone to enhance the clarity of his presentation and some teachers drew diagrams and used assistive technologies to support ELLs and students with disabilities. However, these practices were inconsistent across the school.

Impact Statement: Instructional practices do not consistently lead to high levels of student engagement and achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that teachers consistently provide instruction aligned to the CCLS that leads to multiple points of access for all students.

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.

Overall Finding: While the cultural diversity of the school community is recognized and different perspectives are respected, the learning environment at the school does not consistently build on the strengths of all students or meet their diverse academic needs.

Evidence/Information that Lead to this Finding:

- The school celebrates its rich cultural diversity through planned community events. Parents stated that students are encouraged to ask each other about their cultures and experiences. Students shared with the review team that they feel physically safe in the renovated building because of the cameras in the common areas and the monitored locked doors. The school leader described a

number of instances in which the camera images have been used with parents to discuss their children's behavior.

- While elementary students felt safe asking for help in class, students in the middle school reported that they worry that classmates will laugh at them for asking questions. Parents raised concerns that students who misbehave are labeled by the school and not given opportunities to redeem their reputations. The school's decision to assign students to the tutorial class for the whole year without an option to rejoin classmates in special subject classes reflects a lack of responsiveness to changing student academic performance.
- While PBIS and CYA posters are evident in classrooms, the review team found that teachers do not consistently enforce behavior expectations, which results in disruptive behavior in some classrooms. Further, students shared with the review team that some students disrupt learning and parents reported that they are concerned about bullying at the school.
- While the review team found that there are services available for students with disabilities and ELLS, parents shared with the review team that there are limited enrichment opportunities for students. Further, both parents and students stated that the level of work provided in classrooms is not challenging for all students.

Impact Statement: The learning environment is not consistently intellectually and physically safe for all students, which hinders student success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Establish a team that includes staff and parents to examine existing programs and curricula intended to promote a productive learning environment and have them create a coherent set of behavior expectations for the school community.

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).

Overall Finding: Teachers do not consistently use data to inform planning or to foster student participation in their own learning process.

Evidence/Information that Lead to this Finding:

- Teachers have access to multiple sources of data. While some elementary teachers regularly use data to group students and structure work centers with targeted learning activities, the review team found little evidence of teachers modifying instruction based on student data.
- Of the 16 samples of upper grade student work reviewed, only two included feedback beyond a grade showing the percentage of correct answers. These two with feedback included a rubric with the score circled and specific next steps for students to follow to improve their work and earn a

higher score. However, most student work across the school only included a grade as feedback.

Impact Statement: Inconsistent data-based instruction that is timely and purposeful limits student achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure teachers are using data to create and adjust student groupings and to provide students with meaningful feedback.

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

Tenet Rating

D

Debriefing Statement: The school is developing systems to support student social and emotional developmental health. However, the lack of a school-wide vision and systemic approach to communicate, coordinate, and monitor the implementation and outcomes of the various programs and supports results in a school environment that does not meet the needs of all students.

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

Areas for Improvement:

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

Overall Finding: The school leader is developing overarching systems to support student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- The school leader shared that the school support team (SST) is working to establish systems and protocols to identify and address student social and emotional developmental health. This team consists of school staff as well as representatives of partner organizations. The SST described their early progress toward a comprehensive system for addressing student social and emotional developmental health since they began working together in the renovated building in January. The team established a screening team that meets weekly to examine new referrals and to review progress on existing interventions. An external partner serves as leader of the team and maintains a database documenting referrals and actions and tracks changes in student outcomes. As data is maintained by an external entity, members of the school team were unable to offer precise

evidence on the impact of the selected interventions.

- Students stated in interviews that they have a designated adult who they can turn to if they are experiencing problems or have concerns.
- A structured plan to engage all staff in using data to identify student social and emotional developmental health needs is not yet in place. As the SST is in the early stages of creating systems to collect data to identify student needs and to track the progress of interventions, the wider school community is unfamiliar with these data-informed practices.
- Some teachers are involved in interventions, such as two by ten, in which teachers connect with a student at least twice per day for 10 days. While the SST collects some data to identify the effectiveness of intervention strategies, such student attendance or office referrals, there is no established approach to track the impact of interventions.

Impact Statement: The school is developing systems to address student social and emotional developmental health in order to improve student success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that all systems designated to support student needs are cohesive and lead to the increased social and emotional well-being of students.

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

Overall Finding: The school does not consistently articulate a vision for student social and emotional developmental health aligned to a curriculum or program.

Evidence/Information that Lead to this Finding:

- The school has a number of programs in place operated in conjunction with the district and with external partners to address specific behavior, academic, and social-emotional needs. However, district staff and partner organizations manage the design of the programs, monitor implementation, and track progress using their own measures and indicators. Further, each program provides intensive assistance to a selected group of students. Additionally, parents were familiar with only a few interventions available through the school.
- While the school is working to implement a PBIS plan, school leaders, students, and staff confirmed the program is not consistently used across the school. Further, a document review demonstrated that an evaluation of the school's PBIS implementation completed in March 2014 by a regional provider concluded that the implementation of the program across the school was inconsistent. For example, the evaluator's survey indicated that most students in kindergarten through grade five

could not restate the C-Y-A statements, while only 18 percent of students in grades six through eight were able to name the statements.

- Students in both the elementary and middle school focus groups stated that the school-wide assemblies to discourage bullying and to teach students ways to respond to bullying were ineffective as bullying continues across the school, particularly in the middle school.
- SST members shared with the review team that there is limited time to provide teachers with PD to address the social and emotional needs of students and that staff meetings have been infrequent this year. While one SST member regularly attends weekly grade seven and eight team meetings due to the high number of referrals from the upper grade teachers, SST members are not able to attend all grade level meetings, leaving a gap in staff awareness and understanding of the options available to support student social and emotional developmental health needs.

Impact Statement: The inconsistent use of programs aligned to a vision for student social and emotional developmental health limits student success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure the consistent use of programs and curricula that address student social and emotional developmental health.

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

Overall Finding: All stakeholders do not consistently work together to develop a common understanding of the importance of their contributions in supporting student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- While there is a district initiated screening team that is working to establish structured protocols for identifying student needs and providing support, this work is in the early stages of development.
- Discussions with teachers are parents demonstrated that they are unclear regarding their contribution in creating an environment that supports student social and emotional developmental health. While parents shared that they appreciate the increased safety cameras and secure entrances provide in the renovated building, SST members shared that there have been few opportunities to engage parents and staff in training to support the social and emotional needs of students.
- Teachers do not consistently implement programs aligned to the school's vision for student social and emotional developmental health, which the review team found leads to some behavior issues in

classrooms and hallways.

Impact Statement: Not all school constituents are able to consistently articulate how the school is a safe learning environment that meets student needs, which hinders student success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that all stakeholders know their roles in contributing toward a school environment that supports student social and emotional developmental health.

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

Overall Finding: The school is in the process of developing strategic plans to collect, analyze, and use data to meet the social and emotional developmental health needs of all students.

Evidence/Information that Lead to this Finding:

- The school support team has not yet established a coordinated strategy to engage teachers and parents in using data to develop student social and emotional developmental health. SST members shared concerns that only a handful of school staff members directly provide needed services to students.
- Many of the programs at the school are initiated and managed by external partners or by the district, each of whom sets its own data gathering and monitoring procedures. While data is collected by program managers and shared with relevant school personnel at regular meetings, this data has not been communicated with parents or teachers in a way that encourages their involvement with the school's programs. Parents in the focus group were able to list only three of the partner programs. Efforts to broaden awareness of the impact of the various programs on student social-emotional health have been hindered by lack of training for staff.

Impact Statement: The lack of structures to use data to support student social and emotional developmental health limit student success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that best use is made of all available data to identify and meet the social and academic needs of all students.

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

Tenet Rating

D

Debriefing Statement: The school has implemented new initiatives aimed at promoting communication and partnerships between parents and staff. However, the implementation of the initiatives is inconsistent and there are no systems to monitor or evaluate these initiatives. While individual student data is provided for all families, it is not presented in a way that fosters the ability of parents to support their children’s learning. Without cohesive home-school partnerships, not all students are able to benefit from the full range of supports to achieve academic success and social and emotional well-being.

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

Areas for Improvement:

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

Overall Finding: The school leader does not ensure that regular communication with students and families fosters high expectations for student achievement.

Evidence/Information that Lead to this Finding:

- While parents stated that they were familiar with the school’s weekly newsletter, they shared that they do not find the tool helpful in giving them guidance to help their children. Instead, parents stated that standardized test results inform their understanding of student progress and their expectations for student achievement. However, parents shared that the test results sent home are confusing and often conflict with other classroom grades. At fall parent conferences, teachers provided guidance on test results to those who attended. Records shared with the review team showed 50 percent of parents with children in kindergarten through grade five attended and less than 30 percent of parents of students in grades six, seven, and eight participated in parent conferences.
- The school leader set an expectation with the staff that they maintain a communication log documenting family contact. Communication binders were evident in 30 percent of classes visited, mostly in the elementary grades. The contents of the binders varied. The school leader monitors the communication binders informally during periodic walk-throughs.
- A number of teachers have established individual goal setting systems to engage students in monitoring their own academic performance. Parents in the focus group agreed that teachers and school leaders are readily accessible via phone or email. However, the review team found that the school does not monitor the effectiveness of its strategies in communicating academic expectations

with families.

Impact Statement: Inconsistent communication between families and the school limits student academic achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Establish and monitor strategies for communicating student academic expectations with families.

6.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

Overall Finding: The school is developing plans for reciprocal communication with family and community stakeholders to support student learning.

Evidence/Information that Lead to this Finding:

- The school uses numerous methods for communicating with families, such as a weekly newsletter, Parent Teacher Organization (PTO) events, workshops, robo-calls, and the eSchool parent portal. Recently the school added a daily homework link on its website home page listing the homework assignments for each class and teacher. However, teachers shared that only approximately 50 percent of families have internet access. Further, the review team found limited evidence of the school monitoring and evaluating the effectiveness of its systems of communication.
- Parents and the school leader shared that the school sends home communication to families only in English. However, with a high percentage of ELLs and immigrant families, not all parents have opportunities to access the school's information.
- In an effort to increase online summer school registrations, the school leader provided a space for parents to register their children in the school library.

Impact Statement: The lack of consistent communication in all languages limits the ability of families to support their children's academic and social emotional growth.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Monitor and evaluate the effectiveness of communication strategies with families and revise strategies to ensure that all parents can support their children's success.

6.4 **The school has received a rating of *Developing* 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.

Overall Finding: The school does not consistently partner with families and community agencies to provide training to support student success.

Evidence/Information that Lead to this Finding:

- The school has initiated some activities to develop partnerships with families to support student success. For example, workshops held at the beginning of the year were used to review the expectations of the CCLS. However, the school was unable to provide attendance records for this workshop so it is unclear how many families benefited from the information disseminated by the school.
- Guidance to interpret standardized test results was provided to families who attended the fall parent-teacher conferences. However, only half of elementary families and a third of middle school parents attended these sessions.
- There have been few scheduled opportunities to engage staff in PD in developing partnerships with families. Despite the inclusion of a goal in the school's 2013-14 SCEP to increase parent participation, the school's PD calendar does not include agenda items offering guidance on recommended strategies that teachers might adopt to encourage family partnerships.

Impact Statement: The lack of consistent training for teachers and parents limits students benefiting from a robust home-school connection and hinders student success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Integrate training opportunities for families and staff to develop the home-school partnership in order to support student success.

6.5 **The school has received a rating of *Developing* 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.

Overall Finding: The school does not consistently share data in a way that promotes dialogue among parents, students, and school community members and empowers families to use data to support their children's success.

Evidence/Information that Lead to this Finding:

- Some parents in the focus group confirmed they regularly receive academic information about their children's performance in quarterly report cards and weekly progress reports. While the school leader shared that teachers are expected to maintain records of regular communication with families, the review team found few teachers maintain these records, and school leaders do not

systematically monitor the information shared with families.

- While standardized assessment data was distributed to families and the school provided guidance to understand this data at fall parent conferences, parents shared with the review team that they find the data unclear and confusing. Fifty percent of the parents in the focus group reported they conducted their own research to learn more about AimsWeb and SRI. The school indicated that parents are invited to call to talk with staff members about student progress and several parents in the focus group shared that they have called the school. However, one parent reported that calls are not always returned.
- The review team found that the school relies on anecdotal information to evaluate the effectiveness of its strategies in empowering families to become actively involved in supporting student learning. The district does not administer parent and student surveys, and the school has not solicited feedback from families by other means. Attendance is not consistently recorded at school-sponsored events detailing academic expectations. Without accurate data on the quality and usefulness of information about student performance, the school is unable to refine its efforts to generate meaningful family and community engagement.

Impact Statement: The school does not consistently empower families to use data to support student learning, which hinders student success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Ensure that data is communicated to families in ways that are clear and easy to understand in order to empower them to support their children's success.