



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	042400010016
School Name	Olean Intermediate Middle School
School Address	401 Wayne Street, Olean NY 14760
District Name	Olean City School District
School Leader	Gerald Trietley (Gr. 6 & 7 Principal) and Joel Witcher (Gr. 4 & 5 Principal)
Dates of Review	December 3-4, 2013
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	4-7	Total Enrollment	688	Title 1 Population	29%	Attendance Rate	95.7%				
Free Lunch	46%	Reduced Lunch	12%	Student Sustainability	TBD	Limited English Proficient	0%	Students with Disabilities	21%		
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	5	#Consultant Teaching	2	#Integrated Collaborative Teaching		0					
# Resource Room	3										
Types and Number Special Classes											
#Visual Arts	4	#Music	6	#Drama	0	# Foreign Language	2	# Dance	0	CTE # 0	
Racial/Ethnic Origin											
American Indian or Alaska Native	1%	Black or African American	7%	Hispanic or Latino	3%	Asian or Native Hawaiian/Other Pacific Islander	3%	White	83%	Multi-racial	3%
Personnel											
Years Principal Assigned to School	2	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers		2.5			
% 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		6.3		
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	X	SIG Recipient	X		
ELA Performance at levels 3 & 4	27%	Mathematics Performance at levels 3 & 4	17%	Science Performance at levels 3 & 4	88%	4 Year Graduation Rate (HS Only)		-			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	-	% of 2 nd yr. students who earned 10+ credits	-	% of 3 rd yr. students who earned 10+ credits	-	6 Year Graduation Rate		-			

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
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

- 2.3: Implement best practices in data-driven instruction, Response to Intervention, and family engagement as developed in Replication Plan with Dissemination Grant partner school. Develop dynamic, adaptive, and interconnected systems that lead to the collection and analysis of outcomes by May 2014.
- 3.2: All teachers at the Olean Intermediate-Middle School will participate in professional development on the Common Core Learning Standards and have Common Core-aligned ELA and/or math standards in curriculum maps by January 2014.
- 3.3: All teachers at the Olean Intermediate-Middle School will participate in differentiated professional development on instructional shifts in ELA and math and Standards for Mathematical Practice as mandated by Common Core Learning Standards by April 2014.
- 3.5: All Olean Intermediate-Middle School teachers and administrators will participate in meaningful professional development on data-driven instruction by March 2014.
- 6.5: School leaders and teachers will establish consistent expectations for sharing data with students and parents by January 2014.

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

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

#	Statement of Practice	H	E	D	I
2.2	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			X	

	planning that involves student reflection, tracking of, and ownership of learning.				
	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 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:			D	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school leaders regularly communicate with the district regarding the need for resources to support improved student performance. A fully implemented, collectively bargained Annual Professional Performance Review (APPR) process effectively holds staff accountable for continuous improvement. School leaders have not articulated or communicated a long-term vision and SMART goals are not commonly known and understood by the school community, which hinders school improvement efforts. The school has some systems in place to improve critical areas; however, the school lacks a cohesive approach to coordinate, interconnect, and monitor these systems to effectively meet the needs of all students.

Strengths:

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 leaders have implemented procedures and protocols to organize resources to address the improvement needs of the school. During interviews with the Integrated Intervention Team (IIT or “review team”), school leaders reported that they have local authority over the school budget and are able to distribute and allocate resources to meet the needs identified in the school. The school was reconfigured into an intermediate-middle school two years ago and now serves students in grades four to grade seven. The school leader shared with the review team that he collaborated with staff during the School Comprehensive Educational Plan (SCEP) development process to identify needs and strategically align resources to support the attainment of targets identified in the 2012-13 District-Led Focused Review. The school leader also indicated that he regularly communicates the school needs to the district at various committee meetings including the Administrative Council, Focus Committee, and Comprehensive District Educational Plan committee. In addition, he and other school leaders advocate for the school to receive funds from the district budget, grant allocations, and community partnership programs and awards to direct towards specific programs and services. The school has an expanded learning time program with programs such as homework helpers and Liberty Partnerships Program. Conversations with staff and a review of documents by the IIT indicate that the school leader has partnered with community organizations such as Five Star Bank and Alfred University to offer student achievement and enrichment programs to improve students’ literacy and math skills and to increase students’ participation in their own learning. Some of these programs include Accept-Include-Empower, Dream It, and Do It. The school leader also secured a Science Technology Engineering Math (STEM) grant to support at risk students in grades six and seven. During discussions with the Integrated Intervention Team (IIT), the school leader articulated his role in the district's recruitment and selection process. The school leader stated that the district has a thorough and robust process that empowers him to participate in the hiring and assigning of qualified staff to support student and school needs. This includes vetting and recruiting candidates to ensure that there is a close match between the skills and attributes of potential staff and the needs of students and the wider school community. The

strategic decisions leaders make around resources are addressing the needs of 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 has a fully functional system for conducting and monitoring teacher evaluation that aligns to the district's Annual Professional Performance Review (APPR) system. In interviews with the IIT, the school leader stated that he collaborated with other leaders to develop the APPR schedule. The APPR cycle, collectively bargained, with teacher involvement is in the third year of implementation in the school and district. The IIT reviewed procedural timelines, memos to staff, meeting minutes, as well as teacher evaluation and sample feedback documents. A review of documents by the IIT confirmed that the observation and improvement process outlined in the school self-assessment is implemented with fidelity. The school leader informed reviewers that at the beginning of the year, school leaders share state test data and HEDI scores with teachers. Teachers then receive an observation schedule that details formal observation and walk-through dates that school leaders will complete by the end of June. Following an observation, feedback is provided through a post-conference, check-in, observation and feedback loop. Mid-year APPR check-ins are completed with teachers' supervisors to monitor progress. School leaders said that data from the observation process is used to monitor teacher effectiveness and provide teachers with professional development (PD) opportunities to improve teaching and learning. During interviews with the IIT, teachers confirmed that they receive PD tailored to needs identified during observations. Discussions with the school leader and a review of documents confirm that there is a mentor system in place for teachers who need additional support. Teachers with low HEDI scores work with a reading coach, while a Special Education Services Improvement Specialist (SEIS) works with special education teachers on implementing best practices. Through the APPR process in 2012-13, teachers needing additional support were identified midyear and provided ongoing support. According to the school leader, the APPR process resulted in one Teacher Improvement Plan (TIP) for the 2013-14 school year, which has been created and includes a development plan to address the teacher's instruction practices that need improvement. School leaders attend team, data, and intervention planning meetings in order to assess student and staff needs, but also to provide guidance and feedback about professional practice. School leaders communicate with reading and data coaches and the probation office and hold attendance meetings to gain further evidence of student needs and staff interventions. Teachers Interviewed by the IIT, said that that school leaders provide teachers with resources and supports for continued learning in targeted growth areas including research articles, Student Learning Objectives (SLO)/Olean Learning Objectives (OLO) recommendations, and instructional and management strategies. Both a review of documents and staff interviews conducted by the IIT indicate that Board of Cooperative Education Services (BOCES) specialists, District Title I Coordinator, District Director of Special Education, and District Director of Human Resources meet regularly to review and monitor the APPR process, and develop recommendations for systemic adjustments. The school's robust system of regular evaluation and

professional feedback ensures that all staff is held accountable for professional and student growth.

Areas for Improvement:

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

- A long-term vision of the school is unknown by stakeholders and school-wide SMART goals have not been fully developed to guide the efforts of students and staff. The school leader told reviewers that school staff has begun the goal-setting process by establishing the motto “Preparing for future success; one student at a time” and a school-wide expectation for student participation in “BYB: Bring Your Best.” However, multiple interviews with stakeholders, indicate that these efforts have not yet resulted in an established mission and an accompanying vision that is known by all stakeholders. Though the SCEP document outlines some activities to implement SMART goals and targets, an action plan that connects activities and specifies how goals will be monitored is needed. The lack of a clear vision with established goals hinders the school community from addressing student needs and making progress toward overall school improvement.

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).

- Although the school leaders are beginning to develop systems to improve individual practice and school-wide procedures, these systems are not yet interconnected. The school self-assessment and other documents reviewed by the IIT indicate that vertical and horizontal team meetings take place regularly in the school. During the IIT visit, the review team attended a teacher meeting in which the dialogue focused on improving instructional practice, aligning curriculum, and measuring standard attainment in student work. The school leader told reviewers that the school implements STAR Reading Enterprise and STAR Math Enterprise benchmark assessments for reading and math quarterly. The school leaders and data coach use the assessments to gather and analyze student performance information. Although the current data protocols encourage task analysis and instructional modification planning; during class visits, the review team found only isolated examples of instructional adjustments based on the data analysis process. The student support services staff indicated that the school has a process for identifying students in need of behavioral and academic interventions; however, the current system is not comprehensive, widely known, or fully utilized to address student needs. The lack of interconnected systems to support school-wide practices limits opportunities for staff to maximize the use of data to meet the academic and social needs of all students.

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
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Debriefing Statement: Although some individual or small groups of teachers connect instruction to the CCLS, comprehensive, rigorous, and coherent curricula and assessments do not exist school-wide. As a result, not all students, especially in identified subgroups, show sufficient growth that directly leads to sustained improvements in achievement.

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 leaders provide some opportunities to build staff members' capacity to align curricula with the NYS Common Core Learning Standards (CCLS). However, interviews with staff and documents reviewed by the IIT show that there is no written comprehensive plan to align curricula with the CCLS across all areas of study. Some staff participated in summer curriculum work and the district-wide writing initiative, as well as the school-wide development of "I can" statements. Staff reported to the IIT that a teacher on special assignment and a BOCES specialist for curriculum collaborate to provide PD to build staff capacity to implement CCLS curricula. The school leader told reviewers that the district contracted a 0.6 FTE curriculum support position and provided coordination services to the school. While the school leaders encourage staff to use a variety of materials and resources, the review team found that this approach does support a uniform curriculum aligned to the CCLS. A review of documents by the IIT, show that teachers of grades four and five use a reading program that does not reflect the CCLS. In addition, few lesson plans reviewed across all grade levels included references to the CCLS. Reviewers found that in most classes visited, teachers' lessons were of a low rigor, with isolated instances of rigorous performance tasks aligned with CCLS. Staff across all focus groups reported confusion, lack of guidance, and poor materials as root causes for the lack of coherent CCLS-aligned curriculum. Without a plan to develop rigorous and coherent CCLS aligned curricula, not all students are exposed to curricula that prepare students to become college- and career-ready.

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.

- Teachers meet quarterly with the data coach and/or school leader to review STAR benchmark assessment data, but few teachers reported adjusting curriculum or instruction based on this data. During classroom visits reviewers found limited evidence of teachers' use of data to inform or adjust

practices. When interviewed by the IIT, staff told reviewers, that some teachers collaborate during lunch, team meeting time, and after school to develop activities for students that connect elements of the CCLS. While a review of the master schedule and meeting minutes by the IIT confirm that such meetings occur, the meetings do not occur consistently. Development and implementation of “I can” statements to define unit and lesson learning objectives are integrated into most curricular areas in the school. Using the Tri-State Rubric, the reviewers analyzed unit and lesson plans and noted that most of the units and lessons reviewed do not reflect the level of rigorous study required in the CCLS. Several of the lesson plans provided to the review team were incomplete and did not capture the details of the instruction observed by reviewers in the classroom. For example, in one class visited by the IIT, the lesson plan provided included only the page number and homework assignment and in another class visited, the lesson plan provided included only student names and a list of Individualized Education Plan (IEP) goals. Through focus group interviews and classroom visitations, reviewers found that few teachers use content-based formative assessments at any grade level. Additionally for the teachers that do use formative assessments, they do not consistently use the results from the assessments to adjust curricula. The minimal use of formative assessments and the limited use of the data to inform instruction negatively impacts teachers’ ability to plan and implement units and lessons that meet the needs of all students.

3.4 **The school has received a rating of *Ineffective* 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 has not yet developed a vision, plan, or mechanisms for developing interdisciplinary curricula to incorporate the arts, technology, and other enrichment opportunities. Although the master schedule denotes time for team planning, teachers of the arts, technologies, and other special areas are often not available to meet with the teams. During discussions with the IIT, the school leader indicated that the arts programs and other enrichment opportunities were reduced due to deficits within the district and school budgets. In a parent focus group, one participant reported, “This is the third year that the enrichment program has been eliminated; highly academically proficient students are bored, and sometimes they are paired with other students who need help with their schoolwork.” In a staff focus group, a staff member stated, “All we do is focus on bringing the bottom up and never focus on enhancing those students already achieving at high levels.” During the student focus group, one student told reviewers, “We use computers to research things and in music, our teacher records us playing our instruments, and then we can watch ourselves playing later. I write poems about what I’m reading in social studies.” However, this student’s experience was teacher-specific and not indicative of formal partnerships across areas of study. Although reviewers found evidence in grades four and five lessons of projects that reflected an integrated activity or extension opportunities, most lessons reviewed did not reflect interdisciplinary curricula. The lack of staff collaborations to create and implement interdisciplinary curricula reduces students’ opportunities to engage in thoughtful cross-curricula activities that increase their ability to be academically successful.

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.

- Although school staff is beginning to collect data, the school staff does not consistently use assessments to plan curricula to meet student needs. During interviews school leaders reported to reviewers that a school priority is to increase staff capacity to adjust curricula based on data. A review of meeting minutes and other documents by the IIT indicate that core academic teams meet regularly to discuss student needs, meet with parents, and address classroom issues. The school leader and the data coach review the results of the STAR benchmark assessments with staff during data team meetings. The Title I team has used student performance trends and the development of “I can” statements to redesign a student progress report and subsequently align the formative assessment and performance tasks of the program. Some math teachers offer test retake opportunities but only provide a list of topics students should study to prepare for the retake. Students in the focus group meeting shared with the review team samples of the types of feedback they receive from teachers related to student work, including rubric use. However, based on the student work reviewed the IIT concluded that teachers did not provide formative feedback for students to adjust or reflect on their performance. During discussions with the IIT, teachers indicated that they establish student learning objectives and Olean learning objectives to guide the curricula, instruction, and assessment efforts; however, only one student interviewed by the IIT mentioned an example where a teacher set specific goals to help her progress in an accelerated reader program. Teachers and staff reported in focus groups that their understanding of the data cycle is increasing, but that their capacity to make curricular and instructional decisions based on those trends is still lacking and inconsistent. Consequently, staff efforts to systematize the alignment of curricula and assessment to better meet student needs are not yet an embedded practice across the school. This limits sustained improvements in student achievement.

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: While the school provides a physically safe learning environment, not all classroom instruction reflects CCLS practices or addresses the changing needs of subgroups. Limited use of formative assessment or other data sources in the instructional decision-making process leads to inconsistent student engagement and inquiry and results in low academic achievement.

Strengths:

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

- Formal meeting structures are in place for school leaders and teachers to plan and reflect on instructional practice. However, the review of meeting minutes by the IIT indicates agenda items and discussions focus on isolated topics and the level of detail is inconsistent across grade levels. When interviewed by the IIT, the school leader informed reviewers that a BOCES specialist, a data coach, a technology coach and the school leaders attend team and data meetings frequently. Through APPR processes, at least five formal rounds of dialogue are designed for teachers and school leaders to review instructional planning and practice. The school leader reported to reviewers that school leaders collect and review lesson plans weekly. The review team collected lesson plans for nearly forty classes and found that unit, lesson, and activity plans were developed in different formats with varying content. When teachers discussed individual and team planning efforts with the IIT, some reported not writing lesson plans regularly and not having clarity about the expectations for planning. When reviewers asked teachers about the content of instructional plans, very few described planning processes that considered student performance data to adjust strategies or the pedagogy described in the CCLS. Although the IIT found evidence that school staff provides Academic Intervention Services (AIS) to struggling students, reviewers did not find evidence that staff establishes long-term goals for these students. While in a few examples, the review team noted evidence of planning for high levels of student engagement and inquiry in teachers' lessons, the majority of lessons observed by the IIT did not demonstrate adaptive and instructional practices. Current instructional practices limit student inquiry and engagement, which hinders students, in particular identified subgroups, from making substantive achievement gains.

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.

- Some teachers use instructional practices reflective of the CCLS shifts in the content areas; however, a review of instructional plans by the IIT shows that the most teachers do not provide students with multiple points of access. A review of documents and the questioning techniques observed in classroom visited by the IIT demonstrate that teachers pursued low-level questioning. Reviewers found that teacher-directed instruction was the predominant instructional strategy used by teachers. Additionally, differentiation of content and processes based on student readiness or interest was evident in only a few classrooms. In the parent focus groups, some parents reported that students are held back because there is no differentiation or adjustment based on individual learning style or needs. The review team observed in some classrooms that students who grasped concepts had to wait for peers to finish before the class moved on. While in AIS resource rooms, and reading instruction classrooms, teachers provided students with multiple strategies and real-life examples to support their learning, in most classes visited by the IIT, reviewers did not find evidence of teachers using complex materials in lessons. School staff inconsistently uses strategies reflective of the CCLS instructional shifts or of best practice research for increasing access in the identified subgroups. This limits opportunities for students to engage at high levels in learning and to increase academic 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 student

- While most teachers post classroom expectations, a comprehensive system to teach classroom and school-wide behavior expectations is not in place. School leaders and most staff reported that a respectful learning environment exists in most classrooms and that few classrooms are disrupted because of student behavior issues. During class visits, reviewers found that students generally followed procedures when completing tasks and when entering and leaving the classroom. However, reviewers noticed that not all students were engaged during classroom instruction. Parent focus group members reported that they generally feel that their children are learning in a physically safe environment. The students interviewed by the IIT expressed diverse perspectives about the learning environment. One student in the student focus group described the behavior management plan stating, “my teacher uses a whistle to warn us that we’re breaking the rules and will be losing points – if she whistles 10 times, then we don’t have our fun time; sometimes she blows an extra loud whistle when we’re not following the rules.” Another student shared that, “Some students are not comfortable asking questions during class because of ridicule from others.” While, another student said he is more comfortable asking questions of the teacher after school. Two students indicated to reviewers that they would talk with the guidance counselor if they did not understand or needed help with school work. One student specifically added that he would not ask the teacher for help, saying, “If the work is too hard, I would take a zero for a grade rather than ask for help.” When interviewed by the IIT, the school leader told reviewers that teachers implement modifications and accommodations identified in IEPs for students with disabilities. Evidence gathered from a review of documents and classroom visits supports the school leader’s assertions. During focus group interviews with the IIT, teachers and school leaders acknowledged the changing needs of the student population, but reported a lack of knowledge to address specific needs presented by the identified subgroup. A member of the student support staff told reviewers that the school has crisis intervention processes, but the plan is not systemic and does not provide staff with proactive behavioral interventions and strategies. While many constituents feel the school has a safe learning environment, the lack of a consistent approach to communicating classroom expectations results in a learning environment that is not always 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 are beginning to use formative and summative assessments; however, not all teachers use data to inform and adjust instruction. During discussion with the IIT, the school leader shared that the school staff has recently adopted the STAR benchmarks for reading and math to assess student growth. Teachers interviewed by the IIT, reported that AIS are offered to students performing below proficiency requirements on multiple benchmark and summative measures, such as the STAR and NYS assessments. Through a review of student work during class visits and interviews with students, reviewers found that limited data-driven feedback is provided to students. Most lesson plans reviewed by the IIT did not include plans for flexible grouping. During discussions with the review team, several teachers indicated a lack a time as the reason they do not flexibly group students or adjust instruction based on assessment results. One teacher said that in programs

predominantly following a textbook there are not opportunities to use additional progress monitoring protocols. Although teachers reported that, they participate in data meetings and the meetings are informative and positive, teachers shared that they do not fully understand how to use data to adjust instruction or how to use assessments to help accelerate student achievement. Both teachers and student support staff members indicated that the school lacks a coordinated comprehensive system for collecting, analyzing, and monitoring data. As a result staff inconsistently uses data to plan and adjust instruction, which diminishes opportunities to meet all students' instructional needs to increase students' chances of being academically successful.

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: While the school staff provides some services that support the social and emotional development of some students, the school lacks a comprehensive vision and overarching system for supporting the social and emotional health of all students. As a result, not all students receive the necessary services to support their learning experience.

Strengths:

All ratings for this Tenet are either **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.

- The school leaders and staff are beginning to implement programs that address social and emotional needs of students. Students have many opportunities to be known by an adult, but a fully coordinated and overarching system to teach, support, and monitor healthy social and emotional developmental skills to students is not yet in place. When interviewed by the IIT, staff told the review team that each student is assigned a school guidance counselor and meets with him or her at least once a year. In addition, homeroom teachers provide a consistent check-in place each day for students. The school staff collaborates with community partners such as the Salvation Army and Genesis House to provide targeted support to students. School-wide student recognition programs include student of the month, Great Rewards, and other classroom programs. Students also have opportunities to participate in community service programs including Pennies for Patients, Husky Helpers, and Bona Buddies. The school leaders and student support staff told reviewers that they consider discipline, attendance, medical, and academic records to plan and implement timely services for students and to refer students to the appropriate outside agency supports. Additionally, staff indicated that school has AIS, and Response to Intervention (RtI) programs to further support students. Although activities and programmatic efforts are evident from a review documents and reports from all staff and most students, the school does not have a coordinated

referral and management process in place. Consequently, staff members are limited in their ability to work together to monitor programs and services to effectively address barriers to students' social and emotional health and academic success.

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.

- A comprehensive vision for social and emotional development health is not yet fully established in the school. During discussions with the IIT, the school leader said the staff recognizes the need to adopt a curriculum to support the teaching of student social and emotional developmental health and has plans to implement such a program. Currently, the school staff has several initiatives to support a healthy school environment including Crisis Prevention and Intervention (CPI), Positive Action character education program, a Daily Virtues Initiative, and Project KNOW. The School Resource Officer leads the implementation of a "Text a tip" line to encourage all staff and families to report incidents of concern or bullying. The review of the SCEP indicates that a PD workshop on socio-emotional health is scheduled for December 2013. However, during discussions with the IIT, the school leader acknowledged that more training is needed to build adult capacity to support all students' social and emotional developmental health. The school staff has some programs to target social emotional health needs; however, staff is at an early stage of developing a comprehensive plan that identifies the skills and behaviors that contribute to the social and emotional health of students, which affects the staff's ability to provide optimal levels of support for students to learn in a safe environment.

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

- While some stakeholders work together to implement programs and activities that support school safety, the school lacks a coordinated approach to ensure all stakeholders have a common understanding of their role in providing social and emotional developmental health supports tied to the school's vision. During discussion with the IIT, staff stated that the school has intervention steps and crisis protocols but lacks a formal and coordinated system for monitoring and responding to social emotional developmental health needs. In the focus groups conducted by the IIT, teachers reported that they observe many students with symptoms of mental health and emotional needs that go undetected by the system and unaddressed in the school. A review of documents supported this assertion. The lack of a vision or comprehensive support system for socio-emotional health development, limits stakeholders understanding of their role in collaborating to ensure the healthy development of students. As a result, student needs remain unmet, which limits students' academic success.

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

- While staff work together to plan supports for students in Committee on Special Education (CSE), Response to Intervention (RtI) and other ad-hoc meetings, staff lacks formal structures to collaborate on and use data to support students’ social and emotional developmental health needs. The SCEP outlines goals and activities intended to improve the capacity of teachers to use data to address the social and emotional development health needs of students. The school staff collects some data related to student social emotional developmental health, including attendance, office referral, special education supports, Title I interventions, and section 504 plans. However, staff does not have protocols and procedures in place to use this data to systematically align supports and interventions for students, which hinders staff’s ability to respond to students’ social emotional needs.

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

Tenet Rating

D

Debriefing Statement: The school leaders communicate regularly with families regarding behavioral expectations and academic progress of students. However, a plan to teach staff members to create and sustain family engagement does not exist. In addition, school staff does not share data in ways that encourages families to understand and use the data to advocate for their children, which limits parents from sharing in the responsibility for student academic progress and social emotional growth.

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 leader works with staff to ensure that communication with parents focuses on making them aware of the school’s academic expectations for student achievement. According to the SCEP, the school staff identified parent and family engagement as a school priority for the 2013-14 school year. The school leader told reviewers that parents participate in the school’s shared decision-making teams, which helps to foster parents’ understanding of the school’s high academic expectations. Through a review of documents pertaining to the staff and team meeting agendas, correspondence sent to families from the school leaders, and postings around the school, reviewers noted a consistent pattern of the school staff communicating expectations to staff, families, and students. Teachers interviewed by the IIT reported that the school leader ensures that teachers have an opportunity to meet with parents by allotting meeting time in the master schedule. With school leader support, many core academic teachers have hosted parent nights to present the expectations of the CCLS. Through effective planning and outreach to families, the school staff has made parents and families aware of the academic expectations for their students.

Areas for Improvement:

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 strengths and needs are identified and used to augment learning.

- Although school staff uses multiple tools for communicating with families, staff lacks a formal comprehensive plan to ensure effective communication with parents. A document review shows that school staff uses “school messenger” mail, newsletters, the parent/student handbook, school and teacher webpages, parent letters, and report cards to communicate with families. According to the school self-assessment reviewed by the IIT, the school translates in eleven languages; however, no families have identified a language other than English as their primary language in this school. Although school staff indicated that some parents are represented on school-based planning teams such as the Building Leadership Team for shared decision making, the attendance committee, the Parent Teacher Organization (PTO), and the Committee on Special Education (CSE), the majority of parents are not active in the school community. Parents interviewed by the IIT, expressed frustration with being directed to the “Parent Portal” of the E-school student management system because while some “team” pages on the website are updated frequently, some “team” pages are blank. The lack of a comprehensive plan that is monitored and evaluated hinders staff from providing families with maximum access to information that allows them to support their child’s academic achievement and social emotional growth.

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

- Although the school has some partnerships with community organizations to promote social and emotional developmental health of students, the school staff does not consistently provide training opportunities for parents and staff to support student success. When interviewed by the IIT, some parents expressed concerns about current home-school connections. Some comments included “No one is serving as a liaison or intermediary/ambassador to bridge school and family,” “The school should partner with more community agencies,” and “The school should offer a seminar for parents to help them know how to help their children with schoolwork.” Parents reported that previously a homework club for parents had been successful but it is no longer available. The review team found limited evidence that the school consistently provides training across all areas to teach parents to support their students’ learning. Additionally, the IIT found limited evidence that indicates staff members attend PD to help them establish and sustain productive relationships and partnerships with parents. As a result, students do not benefit from a robust home-school connection.

6.5 **The school has received a rating of *Ineffective* 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, encourages, and empowers families to understand and use data to advocate for appropriate support services for their children.

- While the school has multiple data sources, staff does not effectively share data with parents. The school leader said he created data teams such as Title I, AIS, and attendance for staff to develop processes to analyze data to make adjustments to practice. However, interviews with stakeholders and the review team visit to teacher meeting affirmed that staff inconsistently reviews data and shares data with parents. During the parent focus group, parents indicated that communication of information about student progress is inconsistent. One parent stated, “When parents of students, including those with special needs and with an IEP, ask teachers for progress updates, they are sometimes directed to use the Parent Portal.” Another parent indicated that on occasion the Parent Portal is unavailable to monitor student progress because not all staff regularly updates student information. There is no strategic plan for school leaders and staff to integrate data systems to consistently share information with all stakeholders, which reduces the staff’s ability to empower families to understand their child’s progress and advocate for appropriate support services.

Recommendations:

Tenet 2: School Leader Practices and Decisions

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 2 the school should:

- 2.2: Charge the leadership team with the collaborative development of a long-term vision and data-driven mission as well as a plan for implementing the vision and mission using school-wide SMART goals. Evaluate the plan regularly involving all stakeholders to assess its impact and effectiveness on improving student achievement and social and emotional well-being.
- 2.5: Prioritize the development of comprehensive and interconnected systems to meet the identified needs of students. Establish procedures and protocol for collecting and analyzing evidence to assess attainment of the SMART goals, mission, and vision. Evaluate the impact on improving students' chances of academic success.

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: Develop a systematic plan for the implementation of rigorous curricula across all areas and grade levels that align to the CCLS. Provide intensive PD and embedded support to staff. Monitor instructional practices to hold staff accountable for the implementation of curricula that meet the specific needs of the identified and underperforming subgroups.
- 3.3: Develop a comprehensive model of unit and lesson design reflective of a progressive and sequenced approach to using the instructional shifts to master the CCLS standards. Communicate expectations and systems for formative and summative assessments and regularly monitor these systems.
- 3.4: Develop partnerships to create innovate interdisciplinary curricula across all grade levels and subjects. Provide opportunities for all teachers to reflect on the partnership effectiveness and actions to improve learning opportunities.
- 3.5: Implement a comprehensive system for using data that includes procedures and protocols for formative and summative methods to obtain data and adapt curricula that reflects the needs of all students. Ensure teachers provide ongoing feedback with rubrics to students about their progress that directly leads to clarity in goal setting and helps students take greater ownership and responsibility for 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: Deploy school and teacher leaders to support and ensure that instructional planning is based on multiple measures of student performance data. Identify instructional goals for all students based on short- and long-term benchmarks.

- 4.3: Develop and implement a school-wide model for unit, lesson, activity, and task planning reflective of the pedagogical shifts of the CCLS. Identify inquiry-based strategies to engage each learner in analysis, synthesis, and evaluation processes to meet his or her long-term goals.
- 4.4: Implement a plan to explicitly teach and reinforce classroom expectations for acceptable and safe behavior. Include in these expectations behaviors for adults and students that establish a thoughtful learning environment and incorporate student perspectives.
- 4.5: Develop, implement, and monitor a system for using data to develop flexible student groupings and differentiated instructional opportunities for all students in all classes. Include regular formative assessment in the planning process and ensure students receive frequent and timely feedback about their progress.

Tenet 5: Student Social and Emotional Developmental Health

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 5 the school should:

- 5.2: Develop a proactive and research-based referral management process to increase opportunities to be known by an adult. Prioritize and implement a comprehensive and overarching system to teach, support, and monitor healthy social and emotional developmental skills in students.
- 5.3: Establish a comprehensive vision for student social emotional developmental health, identify the skills and behaviors that contribute to the social and emotional health of students, and provide PD time to develop a plan/curricula for teaching of student social and emotional developmental health.
- 5.4: Develop and embed a system that implements the school vision to monitor and respond to student social and emotional development health needs. Identify and clearly articulate the role of all stakeholder contributions and supports available to address student needs.
- 5.5: Establish structures to use data to systematically align supports and interventions for all students' academic and social emotional developmental health needs and deliver services that lead to higher student achievement.

Tenet 6: Family and Community Engagement

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

- 6.3: Develop and implement a comprehensive communication model that is multi-modal and serves the specific needs of the families of the school. Assess the effectiveness of the model and adjust it as needed.
- 6.4: Develop a professional learning module for school staff to understand research-based best practices in family engagement for the specific community populations represented. Hold staff accountable for actively seeking and sustaining community and family partnerships to support student success.
- 6.5: Ensure all staff members integrate data systems to consistently communicate student progress, needs, and targets to parents and families.