



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	421800010021
School Name	Franklin Elementary School
School Address	428 S. Alvord St. Syracuse, NY 13208
District Name	Syracuse City School District
School Leader	Ann Sherwood
Dates of Review	December 17-19, 2013
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	K-5	Total Enrollment	711	SIG Recipient	<input type="checkbox"/>	Title 1 Population	86.7%	Attendance Rate	90.9 %			
Free Lunch	84%	Reduced Lunch	2.7%	Student Sustainability	92%	Limited English Proficient	25.8%	Students with Disabilities	19%			
Number of English Language Learner Classes												
#Transitional Bilingual	N/A		N/A			#Self-Contained English as a Second Language	N/A					
Number of Special Education Classes												
#Special Classes	N/A		#Consultant Teaching	N/A		#Integrated Collaborative Teaching	N/A					
# Resource Room	N/A											
Number Special Classes												
#Visual Arts	N/A	#Music	N/A	#Drama	N/A		#Foreign Language	N/A	#Dance	N/A	#CTE	N/A
Racial/Ethnic Origin												
American Indian or Alaska Native	1.1	Black or African American	34.7	Hispanic or Latino	7.6	Asian or Native Hawaiian/Other Pacific Islander	20.3	White	30.7	Multi-racial	5.5	
Personnel												
Years Principal Assigned to School	5		# of Assistant Principals	1		# of Deans	0		# of Counselors / Social Workers	4		
Teachers with No Valid Teaching Certificate	0		Teaching Out of Certification	0		Teaching with Fewer Than 3 Yrs. of Exp.	4%		Average Teacher Absences	17.0%		
Credit Accumulation (High School Only) and Performance Rates												
% of 1 st yr. students who earned 10+ credits	N/A		% of 2 nd yr. students who earned 10+ credits	N/A		% of 3 rd yr. students who earned 10+ credits	N/A		4 Year Graduation Rate		N/A	
ELA Performance at levels 3 & 4	6.9%		Mathematics Performance at levels 3 & 4	4.9%		Science Performance at levels 3 & 4	57.0%		6 Year Graduation Rate		N/A	

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

The school did not provide any information regarding its top priorities.

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

#	Statement of Practice		H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).				X	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.			X		
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.				X	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).				X	
OVERALL RATING FOR TENET 2:					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:				E		
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.						
#	Statement of Practice		H	E	D	I
5.2	The school 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				X	

	sense of ownership for providing social and emotional developmental health supports tied to the school's vision.					
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 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 leader has implemented the Annual Professional Performance Review (APPR) process, and the school’s leadership team (SLT) has developed a School Comprehensive Education Plan (SCEP), which identifies goals. The SLT and teachers are in the initial stages of implementing action steps to achieve these goals, such as developing a schedule of family engagement nights, and beginning the process of developing a new mission and vision. However, the execution of school improvement strategies included in the SCEP is incomplete and fragmented and is not rapidly impacting student achievement.

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 leader has developed an organizational structure to plan and implement academic and socio-emotional strategies, programs, and supports. A vice principal, an administrative intern, and the SLT consisting of teachers from each grade level assist in this work. In addition, the school has a Positive Behavioral Interventions and Supports (PBIS) committee and a student support team to assist teachers, students and families with academic and socio-emotional issues. Structured time is scheduled each week for grade level, special education, and English as Second Language (ESL) teachers to collaborate. The school leader stated to the review team that hiring and budget decisions are primarily made at the district level, but there has been little teacher turnover. The school leader stated that if a position opens, veteran teachers from other district-redesigned schools apply for the position, and she has not hired a new teacher in approximately three years. The school leader advocates with district academic leaders, such as the Chief Academic Officer, for specific human capital resources when she feels they are necessary to improve student achievement. For example, the school leader shared that a coaching position recently became vacant at the school and she wanted to hire an individual with specific qualifications to fill the position. She made her needs known to the district and was able to hire her candidate. She further informed the review team that while the district controls most budget decisions, the school leader has authority to spend some funds on instructional materials for teachers and enrichment materials for the whole school. For example, she allocated a small amount of funds for teachers to purchase instructional supplies and she purchased projection devices to help teachers implement one of the school’s instructional priorities, to teach explicit writing protocols through scaffolded modeling. Having a strong and consistent organizational structure supplemented with district support, guidance, and resources enhances the ability of the school to address the immediate academic and social emotional needs of the school community.

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).

- The school leader and the SLT developed an SCEP that includes nine goals and numerous action steps to meet the goals. However, the school leader reports that the school is still in the process of implementing those action steps to move towards the identified goals and in making all stakeholders aware of those intended goals in order to support the school's mission. For example, the school set a goal to schedule monthly vertical team meetings to discuss various academic and instructional topics; however, these meetings have not started. Meetings related to the goal of including special area teachers in collaborative grade level team meetings have just begun. In addition, limited progress has been made toward the goal of developing a process for consistent communication with parents regarding data and report cards. The review team noted, however, that action has been taken on several goals. For example, progress has been made toward developing a new mission statement and professional development (PD) has been provided to assist teachers on the use of instructional strategies for special education and English language learner (ELL) students. In addition, a 45-minute writing block has been added to the afterschool program to help diverse learners increase achievement. The school leader indicated that as a priority school, working on several major initiatives concurrently inhibits the ability of staff to focus on goal related action steps. For example In addition to SCEP goals, the school is redesigning an expanded learning time plan. While all goals require that initial action be taken early in 2013-2014 and continuous actions, such as meetings throughout the year, most goals in the SCEP are not SMART goals, and generally only require developing systems, processes, or meeting schedules, but are not measurable. Implementation of the current comprehensive school improvement planning document, which includes goals that have limited measurable value, hinders the improvement of instruction and learning and slows the pace of the development of a strategic mission and vision to drive improvements in 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.

- While the school leader has implemented an evaluation process that includes formative and summative evaluations, the system of feedback and PD that follows from evaluations is less structured and is not sufficiently impacting improvements in instruction. The school leader informed the review team that she conducts formative and summative teacher evaluations as often as possible. She stated that observing teachers is also a big part of the job for the coaches. However, when asked how often instructional leaders conduct observations and walkthroughs, teachers stated that they only receive scheduled observations. Furthermore, one teacher told the team that while the coaches had visited her classroom and periodically observe other classes, they only occasionally provide written suggestions for improving instruction. Teachers stated that the school leader uses the Teachscape online suite of

observation tools to provide descriptive information on their instructional performance when conducting formal evaluations. Teachers stated that they engage in pre- and post- conferences as a part of the formal evaluations to discuss instructional performance and feedback. However, there were inconsistent responses as to the quality of this feedback and its usefulness in helping to improve instructional practices and student learning. When asked if instructional leaders visit classrooms to look at or follow-up on a given skill, a teacher responded by saying, "They are so busy with formal observations; it's really tough to schedule in more. [We have] a tight schedule for that. Plus, they have a building to run." The review team did not find evidence of a viable connection between classroom observations and PD offered. The school leader stated that the school plans meetings and grade-level PD based on teacher needs identified during formal and informal observations; however, time for formal PD is limited. Discussions with teachers indicate that these sessions do not consistently address instructional practices that are in need of improvement and that school leaders do not follow up on those identified areas of concern in subsequent observations. The school leader and teachers agreed that there is an opportunity to provide individualized support through Teachscape, which has developed skills-based PD modules that can be recommended to teachers. However, the school lacks an overall teacher supervision and evaluation system supported by a structured process of feedback in which all walkthroughs and observations directly connect to ongoing PD. Thus, limited feedback from walkthroughs and observations tied to solid professional development inhibits the ability of teachers to enhance instructional competency and subsequently increase student academic 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).

- The school uses some evidence-based systems to monitor and track practices that may be helpful in meeting SCEP goals; however, as these systems are in a developmental stage, they currently lack direct alignment to the SCEP goals. A system and structure is in place for carrying out teacher evaluations, but the school needs to do more work to improve the feedback and PD structure aligned to this evaluation process. While the school has implemented a process for grade-level teacher meetings, the school does not conduct vertical team meetings to improve individual teacher and school-wide practices. As part of an effort to improve reading comprehension, teachers use Columbia University's Teacher's College (TC) running records program to track data on reading fluency and comprehension. In addition to the TC running records, the school leader stated that they also use data from unit tests, rubric-based writing assessments, and the AimsWeb system for mathematics to develop lesson plans and group students. The Student Behavior Intervention team collects behavioral data in order to develop formal individual student behavior plans, and works to determine program delivery needs, as stated by the school leader and confirmed by a review of documents. Similarly, the school does have some evidence-based systems in place to allow examination of school wide practices specifically related to teaching and learning. For example, the school has implemented, as reviewed by the team, a structure for students to set short and long-term academic goals. Likewise, in the student interview, students articulated the components of the goal-setting rubric used to measure their progress against these goals. However, the review team determined that these practices are inconsistent, as they are at the beginning stages, and do not fully

aligned to the SCEP. While the school has some systems, practices, and an organizational structure in place that are beginning to use data to improve school-wide practices, these systems lack direct alignment to the SCEP and thus limit achievement of critical school-wide 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 utilizes district provided English language arts (ELA) curricula and state provided mathematics modules, which support the CCLS. Teachers collaborate in teams around the use and development of unit and lesson plans within the curricula and modules. Although the school uses assessment data to inform their lesson planning, these plans are in the developing stages of reflecting the shifts and rigor of CCLS. Interdisciplinary planning that targets the integration of the arts and technology is limited.

Strengths:

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

- The school leader has a systematic plan to support the implementation of a rigorous CCLS curriculum that is having an increasing impact on classroom practice and instruction. The school uses a district developed ELA curriculum and the EngageNY mathematics curriculum. The school leader informed the review team that teachers have formal grade level meeting times for collaboration on a weekly basis. Teachers meet for UTC (Urban Teacher Calendar) on Monday through Wednesday mornings between 8:15 a.m. and 8:45 a.m. to discuss how to target instruction, plan units/lessons, and connect with special education teachers. In addition, teachers meet on Thursdays in their own grade level teams to discuss unit and lesson plans. Coaches rotate through these team meetings. The school leader described to the review team the manner in which she provides curricular support and how she monitors the impact of this support. These supports have included PD provided by the district. For example, the school leader stated that teachers were having trouble keeping up with the pacing guide for the mathematics modules, so she called upon the district’s mathematics supervisor to come to the school and provide PD. The supervisor worked directly with the school-based mathematics coach to collect teacher feedback and modify the instructional plans. Similarly, the district also provided PD through bi-monthly Saturday Academies and a Summer Academy. The systems established to support the implementation of a coherent curriculum across the school are helping to improve instruction and are therefore leading to improved student learning experiences.

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

- The school has implemented a system for using student assessment data to support the curriculum, to

help group students, and to create lesson and unit plans. Teacher teams use running records and AimsWeb to track data on reading fluency, comprehension, and mathematics and to help them make curriculum and instructional decisions. In addition, teachers use data from unit tests and writing assessments to measure student progress. The school leader stated that the school primarily focuses on data for ELA and math. She described the way teachers and leaders analyze their student achievement data in team meetings in that they break apart the data by standard and teacher, then determine each teacher's strengths and weaknesses based on this information. Next, they determine the best practices teachers are using that others can adopt across classrooms to meet the needs indicated by this data review. Teachers then provide reflections on how they can improve their own practice based on reviewing formative and summative assessments. Some teachers also use data to form student groupings, but this practice continues to develop across classrooms. The school leader identified through data analysis where there were teacher weaknesses and has already planned PD for January 2014 where the focus will be on ways to re-teach particular items or topics where instruction did not lead to student mastery. The team observed grade five teachers using data to develop lesson planning during a grade team meeting. During this meeting, the teachers were co-developing a mathematics lesson based on solving multi-step unit conversion problems. The meeting activities included a teacher who transcribed what the group was discussing directly into a lesson-planning template, discussion about what are the best strategies to teach this particular lesson and how to adjust the lesson based on outcomes. Discussions with teachers and students indicate that many teachers recognize the importance of involving students in the learning process and often provide feedback from assessments so that students know what they need to work on next in order to reach the next level. Students also have ownership of their own learning through a process that uses goal-setting rubrics to measure their progress toward academic goals. The effective use of systems and practices that utilize student assessment data to implement and revise the curriculum lead to improved student achievement.

Areas for Improvement:

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 use assessment data to inform their lesson planning, but the plans are in the developing stages of fully reflecting the shifts and rigor of CCLS. There was inconsistency in lesson plans observed by the review team in the use of a variety of complex materials that reflected a progression of sequenced and scaffolded skills. The team observed a grade five teacher meeting where teachers were reviewing lesson and unit planning and making curricular modifications to support CCLS instructional shifts. However, a review of school documents indicates that this practice is not commonplace and that therefore opportunities to improve the learning opportunities of different groups of students are missed. Some lesson planning reviewed identified curriculum and instructional tasks that were tailored to the different needs of students, but again this practice was inconsistent and therefore impacts the ability for accelerated student growth school-wide. The review team found in the classrooms observed that teachers gave many students the same work to complete, or if students were high achieving and

finished their work early, the teacher simply asked them to solve some additional easy problems. Although the school is developing the capacity for lesson planning based on DDI protocols, current inconsistent planning practices aligned to CCLS hinder student achievement.

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.

- Although the school has a teacher collaboration process in place, it does not include interdisciplinary planning. According to teacher interviews and a review of documents provided by the school, a robust plan for collaboration with interdisciplinary curricula that targets the arts and technology does not currently exist. Although some classrooms used technology during the observations by the review team, it was clear that this was not an embedded practice supported by resources across the school. When asked if they collaborate with enrichment teachers, core subject teachers said that it is a goal of the school, but not something currently in practice. The school leader stated that they recognized the lack of interdisciplinary planning and therefore included in the 2013-14 SCEP a goal that states that “Beginning in September 2013, the special area teachers (art and music) will collaborate with grade level teachers at Thursday team meetings on a rotating basis, as per quarterly scheduled, to develop meaningful integration of arts to support and enrich the curriculum.” However, the school leader stated to the review team that they had only scheduled one meeting thus far. The lack of a process that allows teachers to plan thoughtful cross-curricular activities leads to missed opportunities for students to maximize learning time and improve academic 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

E

Debriefing Statement: Teachers have identified research-based practices supportive of the CCLS and corresponding shifts and incorporated them into instructional delivery as evidenced during some classroom observations by the review team. In addition, teachers are in the early stages of creating a learning environment that fully meets the intellectual and physical needs of students. Teachers analyze, interpret and use data for instructional decision-making; however, authentic and specific feedback to students is inconsistent. Overall, teachers are addressing the gap between student knowledge and high expectations, as well as working to increase student access to CCLS and the required shifts.

Strengths:

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

- The school leader has developed and implemented a teacher planning process, as well as a requirement that teachers use lesson daily lesson and unit plans to organize instructional strategies and practices. A

review of both general and special education classroom lesson plans by the review team showed that these lesson plans are developed and informed by reading, mathematics, and writing assessment data as well as specialized instruction and accommodations included on individual education plans (IEPs). Each Integrated Co-teaching (ICT) classroom, as well as the resource room, had a data binder that included information from student IEP goals. These binders also contained student benchmarks, module assessments, AimsWeb progress monitoring reports, information on non-sense word fluency, oral reading fluency, addition and subtraction fluency, running records, letter names and sounds, sight words, and mathematics fluency. The review team found that teachers update and progress track this information on a daily, weekly, monthly, and quarterly basis. During classroom visits, the review team observed that teachers used this data to inform their instructional lessons, provide adaptations and organize students into partners or small groups in reading, mathematics, and writing lessons by their ability level and/or instructional purpose. Such adaptations included general accommodations such as re-focus, re-direct, preferential seating, visual cues, and a check for understanding. Likewise, these included specific explanations for the adaptation such as the location of preferential seating, tracing with finger for movement, a stretch break before transitioning, re-teaching specific concepts, and the pairing of specific partners. Special education teachers reported to the review team that data is also used to provide supplemental instruction during resource room services. The data informs the teacher on the instructional interventions needed to address learning barriers in ELA and math and to target specific reading strategies to develop individual reading skills. Similarly, the special education teachers also reported that the data helps them as well to know how to plan, document, and deliver instructional adaptations. Furthermore, they shared with the review team that they use this data to consult with the general education teachers so that they also know what accommodations to provide when delivering indirect consultant teaching services. Upon the analysis of data, the school uses the Wilson Reading, Foundations, Read Naturally, and Spell City programs for next step targeted instructional intervention. The school's instructional practices, organized around unit and daily lesson plans, promote high levels of student engagement and inquiry by meeting student needs, which leads to increased student achievement.

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

- Teachers and students work together to create a learning environment that is responsive to student strengths and needs. The review team observed that students were engaged in all of the classrooms visited. In addition, stakeholders reported to the review team that the school is physically safe. The school leader and staff shared that the school has a PBIS committee that implements and monitors the school-wide behavior program and teachers utilize individual incentive programs to supplement PBIS. The review team observed that across the school the Star Ball behavior system is used. During classroom visits, the review team observed the use of these behavior strategies, such as the movement of clips in response to student behavior. Likewise, teachers were observed redirecting students. For example, one teacher stated to a student, "this is the third and final time I'm going to ask you; otherwise you'll need to do time out." The review team observed additional redirection, reminders, and attention getting techniques, such as clapping and give me five. Students report they receive a prize at

the end of the week if they maximize their behavior rating. Likewise, the review team observed that students transitioned smoothly from class to class and dismissal procedures were orderly. Teachers reported to the review team that time on learning is important, and they collaborate on ways to keep the students in the classroom rather than sending them out when they misbehave. ICT classrooms used turn and talk strategies, organized students into groups by skill set, and teachers made sure students understood vocabulary by asking students to explain meaning of word using their own words. At a grade meeting observed by the review team, content teachers acknowledged that the ELL students in their classroom need scaffolding, and as a result, the ESL teachers stated that they push in to content classes to address individual the needs of ELL students. The learning environment at the school supports student achievement by providing intellectual and physical safety for all students.

4.5 The school has received a rating of *Effective* 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 use summative and formative data sources to inform lesson planning and instruction. Documents reviewed by the review team showed that teachers in grades one through five monitor student mathematics growth every two weeks using grade level assessments. Likewise, the review team found that teachers administer TC running record assessments in grades one through five for ELA to students at multiple times during the year. According to teachers interviewed, as well as a review of documents, teachers meet weekly to discuss assessment data and to develop lesson plans. Teachers and school leaders also confirmed to the review team that teachers review running records and AimsWeb data during grade level-planning meetings to set goals for all groups of students. The review team found that each classroom has a data binder, which includes data related to individual student goals. For example, observed entries included, “My goal for multiplication facts is to pass my two’s and five’s by Friday December 20” and “My goal is to read 3 more words in my one minute timed reading.” Observation of special education classrooms provided evidence of short-term and long-term student goals for reading and mathematics where students post their goals on a post-it note and display it on a classroom goal board. Teachers shared that they monitor these goals and place a sticker in the target in the box once students achieve that goal. During the small student group interview, students provided work samples that included goals with teacher feedback. Students demonstrated to the review team that they are aware of their goals and they know what steps they need to take to progress. ESL teachers shared with the review team that they use data notebooks that include specific skill analysis for each student with a plan to re-teach with specific instructional strategies. For example, an ESL teacher observed by the team retaught sounds and vocabulary based on data from the previous lesson. Additionally, ESL teachers observed used explicit instructional grouping strategies such as rug buddy sharing, and group writing, which observation showed were created using data generated from formative assessment strategies such as thumbs up/down, turn to your neighbor who knows, and turn to your table and talk. Teachers’ use of data to inform planning is timely and purposeful, which leads to high levels of student achievement.

Areas for Improvement:

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.

- Teachers at the school are at the early stages of developing lesson planning that is fully reflective of the CCLS instructional shifts. The review team conducted approximately 30 classroom visits at all grade levels and observed instructional strategies that varied. While some of the lesson plans that were reviewed included high-order thinking skills or questioning strategies implemented during classroom instruction, there were other classrooms where teachers did not ask challenging or high-level questions, but asked questions that required only one-word answers. Furthermore, few teachers asked students to expand upon their answers. Instructional materials and resources used in the classrooms observed often did not contain demanding text or content to extend student thinking and learning. In an interview with the review team, all of the students expressed that they did not feel their schoolwork was challenging enough and half of the students stated that they thought the work was in fact easy. While ESL teachers shared with the review team that ELL students receive 72 minutes of pullout instruction daily, these teachers indicated that general education teachers need more professional development them in strategies to work with ELL students during classroom instruction. Instructional practices that do not consistently emphasize rigor based on CCLS shifts and high-order thinking skills hinder student engagement and achievement.

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 has systems for providing social-emotional support and a safe and positive environment for students that is conducive to learning and is beginning to expand on those supports. Positive Behavioral Interventions and Supports (PBIS) incentives are contributing to a positive school climate. Student support staff use data to identify needs and are able to react to crises in collaboration with community based partners and teaching staff. While the school community addresses the immediate needs of students, it is struggling to meet its goal of having a support system that can provide proactive services consistently. As a result, the current support system reacts to crises and lacks a focus on prevention services.

Strengths:

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

- The school leader has established systems, practices, and an organizational structure to support the social and emotional developmental health of students. The school leader shared with the review team that the staff uses behavioral, attendance, referral and academic data to identify areas of need and to

target additional resources to best support students. In addition, the school leader shared that the systems in place allow each student to be known by a designated adult. The school leader informed the review team that school has a student support team, which includes two full time social workers and one full time psychologist that meet as a team weekly. Likewise, they shared that there are two full time family support workers in the school that are provided by Huntington Family Center, a community based organization (CBO) that provides social services, including counseling and crisis intervention, to individuals and families in the Syracuse area. The school leader stated to the review team that the school has also established a partnership with Catholic Charities to provide a variety of services, including enrichment instructors and translators. As noted in the 2013-2014 SCEP, the school established a PBIS committee that includes grade level and specialist teachers, a coach, an administrator, a social worker, and teaching assistants. Support staff reported to the review team that the PBIS committee meets regularly to plan, monitor, and implement the school-wide behavior incentive program. Students earn incentives in this program if they demonstrate the school's expectations of "Be safe, be respectful, and be responsible." A review of faculty meeting agendas shows that the PBIS committee provides a report at faculty meetings. Student support staff shared that they have a pupil services team, which consists of the social worker, a special education teacher, and an administrator. Parents are invited to these meetings and staff report that approximately 10-20 percent of parents attend. In addition, the staff informed the review team that they call the ESL department to ask for translators, if needed. The school administers an after-school extended learning time program entitled Say Yes. Approximately 380 students are enrolled and received academic and enrichment programming, including 45 minutes of writing following a district protocol, per a document review. The school has established systems of support that effectively address social and emotional developmental health that are contributing to student academic success.

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

- The school has an established structure that supports the use of data in order to respond to student social emotional developmental health needs. Support staff report, and a review of documents confirmed, that there is a referral system in place for students who may need additional academic or social-emotional support services. A review of the activity logs used by the student support staff indicates that they monitor the use of interventions, denoting whether assigned activities are academic or social emotional. Furthermore, the support staff informed the review team that they collaborate with classroom teachers during grade level meetings during the week and during individual planning time to discuss specific referral issues. A review of PBIS committee agendas shows that the committee has reviewed behavior incentive data. Notes indicated that at one meeting they found that students had a positive response to the incentive programs as in 100 percent of classrooms students had filled their Star Jar, while in 40 percent of classrooms the students had filled the Star Jar twice during the month of December. Parents reported to the review team that teachers do a good job of communicating academic progress, which they feel can be a positive or negative indicator of social and emotional health needs. In addition, they reported that many teachers send home weekly progress reports that provide details on assessment data including an explanation of benchmark scores. The

school leader stated to the review team that the school is currently revising report card comments so they are consistent across grade levels, are more informative, and are more understandable for parents. The school leader shared with the review team that the school has an attendance team made up of the two social workers that review attendance data. The attendance team focuses on students with a rate of attendance below an 85 percent and uses calls, home visits, and letters to reduce chronic absenteeism. Staff members additionally shared that Huntington Family Center and the district truancy staff assist with attendance issues as well and, in extreme cases, the school notifies Child Protective Services regarding chronically absent students. The school has established systems and structures in place that use data in an organized way to make decisions that contribute positively to a culture of collaboration among staff and have a positive impact on the academic and social emotional growth of students.

Areas for Improvement:

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.

- The school is developing new mission and vision statements that will include the social and emotional development of students; however, this process is at an early stage. While the school is currently working to articulate these new vision and mission statements, the school leader informed the review team that the school's SLT has also been meeting to create a plan for a new school design. The school leader informed the review team that this means that the school will have a new school leader and that the school will replace 50 percent of the current teaching staff in the next school year. While the school uses PBIS, its use does not align to an overarching vision and as a result, stakeholders do not consistently implement it to ensure both a physically and academically safe environment. This was reflected in comments made by student support staff who shared with the review team that while they are currently developing strategies to best support teachers in assessing and meeting the social and emotional needs of students, time is still spent "putting out fires" in the school. While the PBIS committee has started working with grade level teams to implement and structure supplemental classroom and grade-level reward systems, the review team found that the lack of a school vision around social emotional health affects the consistency of its implementation. The school has a program for social emotional developmental health that does not tie into a systematic vision for that development, which consequently hinders student academic achievement.

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.

- The lack of a school vision limits the role of all stakeholders in working together to develop a common understanding of their importance in creating a school community that fosters student social emotional developmental health. The school leader shared with the review team that they recognize the

importance of a vision and are working to address this need in order to ensure that all stakeholders are aware of their contribution in meeting the social and emotional needs of students. However, the review team found limited evidence to indicate that stakeholders discuss or understand their roles in this regard. A review of documents by the review team found that while the school uses systems to respond to student needs, these are not always coordinated to best support students socially and emotionally in order to increase their chances of academic success. Teachers stated to the review team that they refer students to the student behavior intervention team (SBIT) and indicate the areas where these students need support. The SBIT reported that they then use student assessment data to help set goals and implement interventions for academic referrals. Similarly, the SBIT shared that they collaborate to set up interventions that keep the student in a classroom if the referrals are social emotional. For example, teachers will collaborate by sending such students to a nearby classroom where they are working on the same material, but in a different setting with a different teacher. This limits the loss of instructional time. However, the review team found that the school does not consistently monitor these systems to ensure that they are effective. Students in the large group interview with the review team unanimously reported that they feel safe in school. As the school is still developing a vision, stakeholders are likewise developing an awareness of the role they play in contributing consistently toward the social emotional developmental health needs of students, which impacts academic achievement.

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
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Debriefing Statement: The school collaborates with community agencies to support student academic progress and social-emotional growth. Although the school is taking steps to improve communication with parents, such as revising achievement data reports, there are currently limited systems in place to inform, engage, and empower parents to be collaborative partners. As school staff and parents do not consistently engage in reciprocal communication, parents do not always understand the academic and socio-emotional needs of students nor are opportunities provided to improve home and school partnerships.

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

Strengths:

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

- The school shares data that promotes a dialogue among stakeholders that empowers them to advocate for student services. Interviews with parents indicate that most parents believe that teachers communicate well with them regarding their children’s academic progress. Parents stated to the review team that many teachers sent home weekly progress reports, which they considered accessible and understandable. In addition, parents stated that they receive information about their children’s

progress at parent-teacher conferences and on report cards. One parent said to the review team that, "There is a student handbook that has to be signed every day. It has comments that go back and forth. It's usually about homework." Another parent said that her child's teacher provided in depth information on tests and scores. Finally, a parent stated that her child's teacher explained the Dynamic Indicators of Basic Early Literacy Skills assessment score that her child received to her. Students interviewed by the review team said that teachers regularly provide them with information on their academic progress. Further, the students reported to the team that they set individual academic goals with teachers and provided the team with samples of the rubric used in various subjects to measure progress. The school's website provides a link to the NYSED school report card, which includes school-level academic and non-academic data. The school uses dialogue among parents, students and staff to empower all stakeholders to support student academic achievement.

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.

- The school is developing a system of communication with parents that fosters academic achievement and keeps parents aware of the school's academic expectations however, that system is presently inconsistent. Parents informed the review team that, although there are irregular communications about academic expectations from school leaders, the majority of school communications around academic expectations come from individual teachers. One parent stated the student planner is the basis for communicating expectations and that other academic information is included in the monthly newsletter. A review of the December 2013 edition of the school newsletter indicated that it specifically focused on pre-kindergarten through grade five curricular updates. Parents stated to the team that they were aware of behavior expectations and the behavior incentive program in place for students in the school. However, when the review team asked parents about their role in achieving the school vision, parents replied that the school did not do a good job fostering parent involvement. Parents told the review team there is no formal organization, such as a Parent Teacher Organization (PTO), through which they can communicate with school administration. Parents also told the review team that the school did not have an individual that acted in the capacity of a parent coordinator. Documents reviewed by the IIT indicate that the school holds events for parents, however school leaders confirm that attendance at these events varies. Parents stated that the school held an open house where each teacher provided an overview to families about expectations and academic achievement, however no school-wide expectations in relation to academic achievement was ever outlined to them by school leaders. Although the school is planning a more concerted approach to assist families in learning about student academic achievement along with a plan to evaluate those efforts for effectiveness, such plans are at an early stage. As a result, the relationship between home and school is not consistent, which hinders families' roles in the academic success of students.

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.

- The school has developing, but limited, strategies to communicate effectively with parents. During an interview with the review team, parents reported that they have limited communication with school administrators and that the school does not have a PTO. Additionally, parents shared that many are aware of the services that the school has available to support their children, but feel the school can do a better job communicating this information. For example, one parent stated, “Most of our parents know about the Health Clinic, but I don’t know if all families are aware. We keep telling parents about the Health Clinic, but maybe it needs to come from the principal.” Furthermore, parents shared with the review team that robo-calls home come mostly from the district, not the school, and that the school has not updated its website since 2009. The school has approximately 200 ELL students, a population that has doubled at the school in the last four years and school leaders and staff stated that over 20 different languages are spoken by parents. As a result, when the school sends home written information to parents, they attach notes in several different languages stating that the document is important information that parents should get it translated. The school leader shared that they are aware of this issue and that the school is currently working on strategies to ensure that they send home multiple translations of documents in the future. Teachers report that the district ESL department has a group of translators that teachers can use during conference days with parents. They additionally reported to the review team that the local Refugee Center also assists with translations, if the school provides the center with enough notice. A review of a the December 2013 monthly newsletter sent to parents includes a letter from the administration regarding the November parent-teacher conferences, grade level curricular updates, as well as information on the physical and social-emotional developmental health of students. However, the newsletter is available only in English and is not available on the school website. The school is developing channels of communication with parents and procedures to ensure the translation of all documents so that families can support their child’s academic and social growth.

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.

- The school collaborates with several community agencies to provide academic training and socio-emotional services to parents and students, but does not have a solid structure in place to engage and communicate with parents. The 2013-14 SCEP includes a goal to implement a system to provide opportunities for parents to learn about school goals for community and family engagement through additional parent meetings. However, staff shared that parent meetings have had low attendance, while parents shared with the review team that they felt they needed additional information from the school leaders regarding plans for student academic achievement. Discussions with the school leader indicate that protocols to provide PD for staff to equip them with skills to develop sustainable partnerships with parents are in the developing stage. The school leader reported to the review team that the school has a strong collaboration with Catholic Charities, which provides enrichment teachers for the after-school program. In addition, the school collaborates with the Syracuse Community Health Center to provide services at the school’s health clinic and with the Huntington Family Centers to provide counseling and other intervention services. A review of documents by the review team shows that the Huntington Family Centers provides two full time staff at the school that serves approximately

30 students. The school based health center staff includes a nurse practitioner, a dental hygienist, and a mental health therapist that provide services such as immunizations, dental services, physicals, and a mental health evaluations. The clinic also has a facilitator who helps families enroll in health insurance. A review of faculty meeting agendas revealed that representatives from community-based organizations made presentations to the staff regarding services they provide to the school and members of the support staff informed the review team that social workers trained teachers in establishing PBIS incentive programs. However, staff indicated that they still need additional support in developing partnerships with both families and community based organizations. While the school has several partnerships and programs in place with community agencies to provide services that support academic, health, and social and emotional needs of students, the school has limited strategies to engage parents in understanding their role in supporting their child's development.

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:** Establish timeframes associated with school goals in the SCEP and ensure goals are aligned with the school's mission, vision and redesign plan. The new mission and vision should reflect the importance of engaging all stakeholders in the life of the school, particularly parents and guardians.
- **2.4:** Ensure the inclusion of feedback from formal and informal teacher evaluations, which are supported with specific areas for improvement and professional development offerings.
- **2.5:** Develop a data plan to collect and analyze all teacher and student academic and socio-emotional data related to teaching and learning. Integrate the plan into the SCEP and redesign plans. The school should provide staff PD in analyzing assessment data and tracking student growth. Implement vertical team meetings to discuss data, curriculum and assessment. Make use of data committees, professional learning communities, and peer observations as additional professional development opportunities.

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:

- **3.3:** Ensure that the school leaders review lesson plans to assure the use of data and that CCLS shifts, as well as opportunities for students to use high-order thinking skills, are included.
- **3.4:** Follow through on an SCEP goal to include special area teachers in grade level team meetings in order to develop strategies to integrate the arts and technology into the curriculum.

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:

- **4.3:** Develop procedures and protocols that ensure all teachers design and implement lesson plans that align with CCLS, reflect CCLS shifts and contain high-order questioning skills that challenge student thinking.

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:

- **5.3:** Ensure that the school's developing mission and vision statements incorporate a commitment to the implementation of social emotional and health programs. The school leader should ensure the staff receives ongoing professional development in strategies related to promoting a safe and healthy teaching and learning environment.
- **5.4:** The school should ensure that all stakeholders collaboratively develop academic and social-emotional support protocols that are aligned to the school's mission and vision.

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:

- **6.2** Develop a family engagement and communication plan that prioritizes academic expectations for students and families. Hold parent focus groups and survey parents to evaluate the success of parent communication and engagement strategies.
- **6.3:** Conduct a demographic analysis of families to establish strategies to improve parent engagement. Translate documents provided to parents in several common languages and structure a process for the translation of documents for parents who do not know how to access translation services.
- **6.4:** Provide PD for staff on how to develop sustainable partnerships with parents.