



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



2015-2016 School Year

BEDS Code	421800010006	
School Name	Van Duyn Elementary School	
School Address	401 Loomis Avenue; Syracuse, NY 13207	
District Name	Syracuse City School District	
School Leader	Eva Williams	
Dates of Review	October 21-22, 2015	
School Accountability Status	<input checked="" type="checkbox"/> Priority School <input checked="" type="checkbox"/> Focus School	
Type of Review	<input checked="" type="checkbox"/> District-led Review	
Review Team	Name	Affiliation/Title
Representative for the District responsible for the quality of the report and the adherence to DTSDE protocols	Rajvee Bhalakia	<input type="checkbox"/> District Employee <input checked="" type="checkbox"/> District Outside Educational Expert
Additional members		
Additional Team Members (Add rows as necessary)	Debra Schoening	District Representative
	Margo Nish	Director of Early Childhood
	Dean DeSantis	Director of Operations
	Sarah Gentile	Supervisor of Fine Arts
	Carla Pittarelli	Education Specialist

School Information Sheet for Adequate Yearly Progress (AYP)

School Configuration (2015-16 data)					
Grade Configuration	PK-5	Total Enrollment	420	SIG Recipient	YES
Types and Number of English Language Learner Classes (2015-16)					
# Transitional Bilingual		# Dual Language		# Self-Contained English as a Second Language	
Types and Number of Special Education Classes (2015-16)					
# Special Classes		# SETSS		# Integrated Collaborative Teaching	
Types and Number of Special Classes (2015-16)					
# Visual Arts		# Music		# Drama	
# Foreign Language		# Dance		# CTE	
School Composition (most recent data)					
% Title I Population		77.9	% Attendance Rate		91.8
% Free Lunch		76.7	% Reduced Lunch		1.2
% Limited English Proficient		0.7	% Students with Disabilities		17.6
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		1.9	% Black or African American		68.3
% Hispanic or Latino		5.0	% Asian or Native Hawaiian/Pacific Islander		0.7
% White		15.0	% Multi-Racial		9.0
Personnel (most recent data)					
Years Principal Assigned to School		3	# of Assistant Principals		0
% of Teachers with No Valid Teaching Certificate		0.0	% Teaching Out of Certification		
% Teaching with Fewer Than 3 Years of Experience		22.9	Average Teacher Absences		
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4		3	Mathematics Performance at levels 3 & 4		6
Science Performance at levels 3 & 4 (4th Grade)		41	Science Performance at levels 3 & 4 (8th Grade)		NA
Student Performance for High Schools (2014-15)					
ELA Performance at levels 3 & 4		NA	Mathematics Performance at levels 3 & 4		NA
Global History Performance at levels 3 & 4		NA	US History Performance at Levels 3&4		NA
4 Year Graduation Rate		NA	6 Year Graduation Rate		NA
Regents Diploma w/ Advanced Designation		NA	% ELA/Math Aspirational Performance Measures		NA
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		√	Focus School Identified by a Focus District		
Priority School		√			

Adequate Yearly Progress (AYP)

DID NOT MEET Adequate Yearly Progress (AYP) in ELA (2013-14)			
American Indian or Alaska Native	-	Black or African American	x
Hispanic or Latino	-	Asian or Native Hawaiian/Other Pacific Islander	-
White	-	Multi-Racial	-
Students with Disabilities	x	Limited English Proficient	-
Economically Disadvantaged	x	ALL STUDENTS	x
DID NOT MEET Adequate Yearly Progress (AYP) in Mathematics (2013-14)			
American Indian or Alaska Native	-	Black or African American	x
Hispanic or Latino	-	Asian or Native Hawaiian/Other Pacific Islander	-
White	-	Multi-Racial	-
Students with Disabilities	x	Limited English Proficient	-
Economically Disadvantaged	x	ALL STUDENTS	x
DID NOT MEET Adequate Yearly Progress (AYP) in Science (2013-14)			
American Indian or Alaska Native	-	Black or African American	x
Hispanic or Latino	-	Asian or Native Hawaiian/Other Pacific Islander	-
White	-	Multi-Racial	-
Students with Disabilities	-	Limited English Proficient	-
Economically Disadvantaged	x	ALL STUDENTS	x

Information about the review

- The review was led by Rajvee Bhalakia, OEE Insight Education Group. The team also included a district representative, a district-selected Outside Educational Expert, and a Special Education School Improvement Specialist (SEIS) representative.
- Debra Schoening was responsible for providing oversight on this review to ensure it aligned to the DTSDE vision and review protocols.
- The review team visited a total of 20 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff and parents
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.

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	Stage 4	Stage 3	Stage 2	Stage 1
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).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 2:			3		

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	Stage 4	Stage 3	Stage 2	Stage 1
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 3:				2	

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	Stage 4	Stage 3	Stage 2	Stage 1
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 4:				2	

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	Stage 4	Stage 3	Stage 2	Stage 1
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 5:			3		
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	Stage 4	Stage 3	Stage 2	Stage 1
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 6:			3		

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	3
<p>The school is in Stage 3 for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> The school's SMART goals, mission and vision were created with input from a representative group of stakeholders, the goals are based on last school year's data, and are being monitored and evaluated to ensure alignment to the school's priorities. The school leaders stated that the vision of the school is "to make students college-and-career ready, through a rigorous curriculum and a student-centered school," and for students to "understand why they come to school." It was explained that the school team worked to create and now refine the vision and mission: the vision statement was created in year one, in year two the component of students having a global perspective and access to technology was included, and in year three the language around instruction being student-centered and best practices was added. Van Duyn's goals are to grow 20% in both English Language Arts and math, have zero discipline referrals, for daily teacher attendance to be 96% and daily student attendance to be 93%. The school leader stated that these goals were established in accordance with the school's receivership 		

goals. Teachers indicated the school vision as “a rigorous learning environment for students to become college, career and civic ready,” and described how their input was solicited in creating the vision, mission and goals. The entire staff spoke of how the vision and mission is communicated in everything that is done – daily announcements, weekly newsletters to both families and teachers, posted throughout the school, and by recognizing students for meeting both academic and behavioral expectations. Interviewed parents agreed with one’s comment that the school’s focus on academic achievement as the vision and noted the goals are posted “outside the office, inside the office (you can take a copy home), on the bulletin boards – they are everywhere.” The school leader, staff and parents mentioned the on-going monitoring of progress through the Monday Matrix (a document that goes home on a weekly basis informing parents of student achievement, and current and upcoming content focus areas), Friday Focus (a weekly email to staff), attendance reporting outside each classroom, and the data displays in the hallway. The school leader ensures that the school community understands and shares Van Duyn’s vision, mission and goals; this internalization has led to measurable school improvement.

- School leaders make strategic decisions to organize programmatic, human, and fiscal capital resources that allow staff to focus on the needs of students. The school leader described the process used to acclimate new teachers, hired late in the summer, to the culture of the building. “We assigned the AIS teachers to work with the new teachers and I contacted the district to ask about mentors to support them.” Both the school leader and teachers stated that instructional staff are provided with money to purchase learning and instructional resources, while support staff are able to purchase materials to support social and emotional development.” Community resources, such as the Southwest Community Center, partners with the school and facilitates boys and girls clubs with the students. The school leader expressed “if I can find someone to do anything for our students or staff I will; I will utilize all of the human capital I can get my hands on.” Hiring decisions and the schedule have allowed for the related studies teachers to provide interventions to students during their non-teaching blocks. Teachers also spoke to the schedule providing collaboration time, which is allowing for students to have access to both enrichment through RedHouse and innovative projects in core content classes. 100% of interviewed teachers agreed that the school provides them with all of the resources needed to teach students and the one statement, “We have the materials, but also the professional development. We are constantly being provided with opportunities to attend professional development (PD) that we think is necessary.” The school leaders strategic use of time, space, people and materials has resulted in school improvement and increased student success.
- The school leader and administrative team have created a system to conduct weekly walkthroughs of classrooms, provide feedback and track progress of teacher practices; the system is aligned to the Syracuse City School District’s Annual Professional Performance Review (APPR) and the Teaching Learning Framework. The instructional staff at Van Duyn has received professional development on the Teaching and Learning Framework. For informal observations or walkthroughs, an app is used to collect data and immediately send teachers feedback via email. The calendar of walkthroughs is built out each Friday at the Academic Leadership Team (ALT) meeting. Instructional coaches select teachers that they have developed commitment statements or teachers that have asked for specific content support; the vice principal supports lower elementary, and the school leader works with upper elementary. TeachScape, which highlights teachers’ strengths and areas for growth, is used during formal observations and in-house professional development is designed around data collected from both

formal and informal observations. A calendar of formal observations, taking place from October through March, is built out and implementation of the schedule has started. Interviewed teachers described the ALT’s presence in classrooms as “constant,” whether it is for walkthroughs, instructional rounds or a formal observation. Feedback was described as meaningful and actionable, including concrete examples of what actions were observed and posing questions to make a teacher think about his/her practices. It was noted that action steps are given based on the next phase of proficiency on the APPR rubric. Under the guidance of the school leader, the Academic Leadership Team provides high-quality and frequent feedback and relevant professional development opportunities to further develop the staff’s instructional capacity.

- The school leader requires the staff to use adaptive systems that address individual focus areas. Structures are in place to collect and analyze data for academic achievement, student social and emotional health, and various areas such as attendance. Data is used to make decisions and adjustments when necessary. Systems to monitor and revise school-wide practices, inclusive of both practices that have been successful and those that may need to be tweaked, were not observed by the review team. While systems at Van Duyn provide the structure to monitor most aspects of the school, they have not yet yielded a significant impact on achievement.

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

2

The school is in **Stage 2** for Tenet 3 – Curriculum Development and Support.

- The school leaders ensure the implementation of rigorous CCLS aligned curricula and provide teachers with access to pedagogical support. The school is using Core Knowledge Language Arts, Reading Street and EnVision math; all programs are aligned to Common Core Learning Standards and achievement goals have been set by SIG and Receivership guidelines, in addition to data from the previous school year. The school leader spoke about, and provided for the review team, a professional development schedule that exists for all staff. The schedule is built out for August through November, with a plan that the Instructional Leadership Team will meet in November to create a schedule for the second half of the year that responds to data on teacher proficiency and student achievement. The school leader explained that teachers have input on PD topics and the sessions allow for horizontal and vertical collaboration. Teachers explained that the structure of instructional rounds also allows them to observe and learn from other classrooms in the building. The review team observed established structures for teachers to analyze assessment data and student work to determine how to adjust and adapt curricula. Students are receiving a curriculum that leads to college and career readiness as a result of the school leader’s vision for curriculum, structures to provide professional learning to instructional staff, and monitoring the implementation of curricula.
- Teachers use data to collaboratively develop unit and lesson plans that are aligned to Common Core Learning Standards; however, lessons plans do not consistently use complex materials to provide students with a progression of scaffolded and sequenced skills. The school leader noted that the instructional coaches lead teachers in analyzing summative and formative assessment data to inform instruction and teachers agreed with one’s statement that, “everything we do is data-based.” The

review team observed a meeting in which teachers engaged with a data analysis protocol in order to determine re-teaching for sub-groups of students. Collaborative planning takes place during the enrichment block, however few lesson plans were available for the review team during classroom observations. Reviewed lesson plans were aligned to CCLS, yet did not have evidence of scaffolding and sequencing skills limiting students' access to content and skills that will lead them to college and career readiness.

- Van Duyn has and uses a plan for teachers to partner within and across grade levels to create interdisciplinary curricula, targeting the arts, technology and other enrichment opportunities. The professional development schedule allows for afterschool vertical team meetings and some are specifically for interdisciplinary planning. As explained by the school leader, during those meetings the related studies teachers (librarian, PE teacher and art teacher) work with a specific grade level to create integrate their curricula. The school has also partnered with RedHouse, an external agency, to provide enrichment during the school day. The review team observed a RedHouse arts-based lesson being taught that was focused on social studies content. While the partnership with RedHouse is new this school year, teachers and school leaders noted an increase in student engagement and decrease in disruptive behaviors, in comparison to last year's enrichment program. Additional and more successful opportunities for students to participate in cross-curricular learning has increased student engagement and deepened students' understanding of the curriculum.
- Teachers are starting to use a system to analyze and manipulate data to make curricular decisions and are in the on-going process of developing multiple types of assessments and providing feedback to address student ownership of learning. The school leader noted that teachers use data from a variety of sources (running records, Scholastic Reading Inventory, topic/unit assessments, Achievement Network (ANet) assessments and exit tickets) for curriculum planning and differentiation. According to the school leader, students receive user-friendly data reports after each ANet cycle. Interviewed teachers agreed with one statement, "We eat and sleep data. Everything we do is data-based." The review team observed data binders in each grade level, though the use of binders and students' understanding of the data was inconsistent throughout the building. Interviewed students classified the feedback they receive as vague, "great job!" or "nice work;" student ownership of learning was neither observed nor heard through the review process. An observed data meeting highlighted a data-analysis protocol being used to create interventions and/or re-teaching plans for sub-groups of students. These meetings highlight the student misunderstanding, but do not yet guide teachers to reflect on their own actions that led to student mastery or misunderstanding. The use of any and all assessments to inform and modify curriculum, combined with surface-level data analysis, is not positioning teachers to provide feedback that ensures student learning and leads to improved achievement.

Recommendation:

- Provide differentiated professional development on data analysis, specifically to determine why students are not demonstrating mastery and what teacher practices have led to the misunderstanding.
- Adjust and supplement curricular programs to include sequenced and scaffolded skills to ensure access for all students.

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	2
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The school is in **Stage 2** for Tenet 4 – Teacher Practices and Decisions.

- Instructional leaders are ensuring teachers use practices that are adaptive and align plans to data, provide instructional interventions to students as well as establish short and/or long-term goals for student sub-groups. The school leader explained that instructional coaches, consultants and teacher teams support teachers in developing lesson plans that include: differentiation, access/activation of prior knowledge, scaffolding for complex tasks and the application of new knowledge and skills through multiple modalities. During focus groups, teachers explained that they use grade-level running record goals and growth to drive instruction. Through document review, the review team learned that ANet, running record, and previous year’s data is used to determine goals for achievement. There is a structure for coaches to meet with teachers to engage in data analysis; however, the analysis was mainly focused on student actions, not including a reflection on teacher actions and/or instructional strategies. Reviewed lesson plans reflected adaptive teaching strategies, explicitly for centers, and for students with Individual Education Plans (IEPs). The school leader, interviewed teachers and students shared that there are long and short-term goals for both grade levels and individual students; goals were observed posted on walls and on students’ desks. The school’s current instructional practices, as a result of systems established and monitored by instructional leader, are having an impact on student engagement and inquiry, resulting in increased student achievement.
- Currently, teachers’ instructional practice and a lack of meaningful higher-order thinking questions are preventing all students from accessing the Common Core aligned curriculum. Interviewed teachers noted that instruction is differentiated, whether it is through modifications or enrichment. One teacher described his process as, “looking at the class as a whole, and then breaking them into sub-groups to determine what is needed,” and 100% of the group agreed with his description of the process used to provide access for all students. During classroom observations, the review team noted that many “what?” or lower-level thinking questions, were being asked and there was inconsistencies about the presence of higher-order thinking questions being asked throughout the school. Reviewers observed appropriate vocabulary words posted in classrooms, but did not see any explicit teaching or the words being referenced in most classrooms. Observed tasks varied in levels of complexity and/or in alignment to the posted objective. Instructional practices are currently having a limited impact on student engagement and achievement.
- The established culture at Van Duyn allows for students and teachers to work together to create a learning environment that is responsive to students’ varied needs, strengths, and experiences. In an interview, the school leader noted that, this year, a culture plan was created in collaborations with the Center for Transformative Teacher Training and “in alignment with the SCSD Roadmap: Vibrant and Supportive School Culture.” She explained that the goal of the culture plan is to, “create the most optimal learning environment in which teachers’ instructional practices meet the diverse needs of the class, allows student to feel physically and intellectually safe, and promote intellectual discovery and rigorous thinking that leads to increased achievement.” The school leader also shared that there is a communication and celebration plan between students, teachers and families and that restorative

approaches are used after a student behavior has merited disciplinary action. Interviewed teachers spoke about professional development opportunities around cultural responsiveness and meeting the needs of diverse groups of kids that is available, on-site, through SUNY Oswego. The professional development takes place during the summer and is then on going throughout the school year. 100% of interviewed students agreed with the statement of feeling safe in the classroom and school, and described specific structures and systems that adults implement to keep them safe. 100% of interviewed students also agreed with the statement that they feel comfortable asking for help and/or making a mistake in class. In the parent focus group, 100% of parents felt that their child feels comfortable asking for help, and receives that help when they ask for it. The review team observed students making mistakes and being coached by the teacher to arrive at the correct answer, as well as a consistent use of No-Nonsense Nurturer language and signals being used throughout the building. The review team agreed that the overall tone of classrooms is to focus on the positive – both academic and behavioral. Teachers’ instructional practices are meeting the diverse needs of the class and allowing students to feel physically safe in an environment that promotes intellectual discovery and rigorous thinking.

- Teachers are developing skills in strategically using a variety of summative and formative assessment data sources to inform planning and foster student participation. The expectation, from the school leader, is for teachers to conference with students on their current achievement and where they need to be according to grade level standards. The school leader also noted the Monday Matrix as a universal and consistent communication with students and families about current performance. Interviewed teachers stated that checks for understanding are more frequent than last year, though the review team only observed “thumbs up/thumbs down,” or “do you understand this?” in select the majority of classrooms. Interviewed students spoke to their data binders and how they graph their scores to show growth. In observed classrooms, the review team noted that feedback to student responses was not consistently observed, and that observed feedback was generic and not student-specific. Currently, data based instruction is neither timely nor purposeful and limiting the impact that providing meaningful feedback to students can have on student achievement.

Recommendation:

- Identify high-leverage instructional practices that are aligned to the CCLS shifts and then:
 - Choose a focus area
 - Provide professional development
 - Align walkthroughs and feedback to focus area
 - Once mastered and new focus area is chosen, prior strategies should still be evident and reinforced through feedback.

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

Tenet Rating

3

The school is in **Stage 3** for Tenet 5 – Student Social and Emotional Developmental Health.

- The school leader has established a systems and understandings for how to support and sustain

student social and emotional developmental health and academic success. The school leader and teachers, both in interviews, stated, “a mantra at Van Duyn is that everyone is responsible for every child.” As described by the school leader, the structure of triage meetings allows for students to be serviced in a timely manner. According to the school leader and support staff, and indicated in documents provided for review, over the summer the Student Intervention Team (SIT) met to rank students according to attendance, behavioral and academic concerns. The students of high concern were sent to triage and, as noted, meetings took place at the beginning of the school year. The school leader shared her reflection that “this process allowed for us to think about the students that may usually not be noticed.” Data was shared to support the claim that fewer students, according to last year are being sent to SIT for interventions and/or classification as support staff are providing more in-class supports in a timely manner. The structure of the Student Support Team (SST) (comprised of the school leader, vice principal, social worker, school psychologist, outside therapists, the Behavior Interventionist TA and teachers, as needed) ensures that each member has a designated role and the team meets weekly to discuss students in Tier 3. At meetings, each team member reports on how students on their caseload are progressing and/or what possible issues may need to be addressed. In addition to this structure, the school social worker and an outside (Promise Zone) specialist attend weekly grade level team meetings to discuss any students that present academic and/or behavioral issues in the classroom. The team then collaboratively determines appropriate supports and which adults are responsible for ensuring the execution of the supports. At any point, teachers and/or parents are able to complete an “At Risk” form to refer a student to SIT; if that has been done, all of the student’s teachers are required to complete a survey of his/her social and emotional needs. The Student Support team, in an interview, mentioned that the school leader has fostered a climate of acknowledging and accepting the social and emotional needs of children. At Van Duyn, the school leaders’ vision and systems for social and emotional developmental health have removed barriers to learning, in turn allowing students to be academically successful.

- The school articulates and promotes a vision for social and emotional development health that is aligned to a program that provides learning experiences and a safe and healthy school environment for families, teachers and students. In an interview, the school leader noted that the entire staff has received professional development on the school-wide program of No Nonsense Nurturer, and receives on-going feedback from the Vice Principal who is a certified coach. The CHAMPS incentive system was also observed as a common school-wide practice, recognizing students for both academic and behavioral success. The school leader also described that students are engaged in targeted lunch groups, scheduled breaks, check-in and check-out (CICO) with support coaches, school based mental health therapy, mentoring and restorative circles. From the 2013-2014 school year to the 2014-2015 school year, these systems and structures led to a drop in behavior referrals from 350 to 17. Interviewed school leaders, teachers and students spoke about the use of journals in the Behavior Intervention Center (BIC) as a means for students to practice written expression. The review team observed the PBIS program and morning meetings to be implemented with fidelity throughout the school building. The faculty was observed using a positive and developmentally appropriate tone and language with students. The social-emotional learning and skill-based instruction for all students have removed barriers to learning and allowed students to develop social-emotional learning skills.
- 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 a sense

of ownership for providing social and emotional developmental health (SEDH) supports. Van Duyn has various partners to support SEDH needs and remove barriers to success: SUNY Oswego, Lambda Kappa Mu Sorority Inc., Save Our Youth Academy, Southwest Community Center, Contact-Primary Project, YWCA, YMCA, Parent University and Peaceful Schools. As a result of the partnerships, the school leaders and support staff agree that there is a lot of communication between home and school. The school leader spoke to the Community Engagement Team that was developed as a part of Van Duyn’s receivership, enhancing the role that the community plays in students’ academic success. Parents consistently referred to the school as a “partner” throughout the focus group interview. Over the two days, the review team experience strong evidence of on-site support and the impact of the restructured triage and identification processes to support students in a timely manner. Collaboration with stakeholders and additional partners for social and emotional developmental health has allowed students to receive the support they need to develop social –emotional skills and remove barriers to learning.

- 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. In an interview, the school leader described, “a strategic plan to collect data through CICO, Educators’ Handbook, triage meetings, and through progress monitoring of academic and behavioral interventions.” She explained that a student’s support coach reviews CICO sheets on a daily basis and monthly by the Student Intervention Team. Pre- and post-results from TCR, a social emotional assessment, are used to monitor students’ responses and progress. In addition to these structures, Educators’ Handbook data is reviewed at weekly SIT meetings and progress monitoring (that happens bi-weekly) is examined at triage meetings. Interviewed student support staff discussed checkpoints that are incorporated into a plan, at which point progress is assessed and the plan is adjusted as necessary. In provided documentation, the review team observed these plans with check-points; BIC logs being used during SIT and triage meetings; and meeting minutes that include details of the specific student, concern, intervention, and needed follow up.
- The school leader and support staff are developing a plan for teachers to begin to understand how to use data to address student needs as well as ways to best use data that is collected. There is a strategic plan to collect data through CICO, Educators’ Handbook, triage meetings, and through progress monitoring of academic and behavior interventions. CICO sheets are reviewed daily with a student’s support coach and monthly with SIT. The school leader also discussed pre- and post-results on a social emotional assessment (TCR) being used to monitor students. The review team also observed logs of triage meetings that included details of the student, concern, interventions, and follow up needed. The school leader and Student Support Team are currently using established systems and structures to address students academic and social emotional developmental health needs, and the use of data and structured plan to deliver supports and services to students by the school community are showing evidence of being academically and socially successful. The strategic use of social-emotional data ensures that students receive the support they need to be successful socially, to develop social-emotional learning skills, and to remove barriers to learning.

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	Tenet Rating	3
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The school is in **Stage 3** for Tenet 6 – Family and Community Engagement.

- The school leader makes regular communication with students and families a priority in order to foster their high expectations for academic achievement. The school leader ensures students and families hear about the high expectations in every communication (in the building, newsletters, parent nights, and events). According to the school leader, they are offered resources and supports to reach those expectations. At the beginning of the year, students and families were surveyed so that the school could better understand how to best meet families' needs and the most effective methods of communication. The school leader, teachers, parents and students all spoke about the structure of the Monday Matrix that provides weekly opportunities for communication about the school's expectations and a student's progress towards meeting those expectations. In the fall, Van Duyn held a "Take Your Parents to School" day so that parents could experience, firsthand, how students are taught and the language that is used within the school. The school leader spoke about how all staff members are deliberate about the language that is used in communication. Interviewed parents noted that there is no way to escape the high expectations and that they are brought into the home through homework and the need for parent involvement in assignments. The vision for family engagement has resulted in partnership with most families to allow students to meet high expectations.
- The school staff uses multiple means to communicate with families about school, student issues, progress, and needs while monitoring the effectiveness of such strategies. The school leader stated the understood expectation that, "conversations with parents must be academic; the social emotional or behavioral conversations are a part of the academic dialogue, not the purpose of the communication." The school leader values the partnership between a family and school wants "parents to be included in the process and not feel that education is being done to them." The structure of the Monday Matrix is the most consistent reciprocal communication between staff and families, providing families with an opportunity to ask questions or make comments before returning it signed. The school leaders, and documents provided for review, mentioned the topic of the upcoming Parent Academy: setting parents up for successful communication and advocacy during parent-teacher conferences. Staff and parents also spoke about how achievement data is shared at every event, giving parents an opportunity to engage in further conversation. Interviewed parents, teachers and students noted Class Dojo as a reliable system for communication about students. Consistent use of these reciprocal communication systems and the availability of all staff have resulted in partnerships with families so that they can both provide supports that ensure academic achievement and social-emotional growth.
- The school partners with families and community agencies to ensure that staff and parents understand how to create and sustain family engagement. The school leader spoke about the 30+ Family Fun and Learning Nights that have been held since the summer of 2013; Saturday Parent Academies; and daytime workshops at the school. To equip teachers with the skills to successfully interact with families, the school leader role-plays conversations, phone calls and conferences to model effective communication and partnership. To provide options for families, the school leader holds parent workshops at the Southwest Community Center. Interviewed parents spoke about how every staff member at Van Duyn is approachable and lacks negative judgment about a parents' intentions and/or skills. The training provided to staff and families allows both to work together to provide supports that

result in improved student outcomes.

- Van Duyn shares data regarding student learning needs and progress, however not all families are able to access the information. In an interview, the school leader mentioned that academic, social emotional and behavioral data is shared with families. The school holds monthly assemblies to acknowledge students and families that are meeting or exceeding expectations. The school leader noted that there is a “need to get parents to understand that graduating and going to college is not a given and that they (students) need to work for it and it starts today.” Interviewed parents agreed that data is shared on a regular basis, but agreed that the individual parent usually needs to take the initiative with the school/teachers to better understand what the data means and what parents can do at home to support their student. As not all stakeholders are not empowered to support student learning, there is a limited impact of sharing data with families has on student achievement.

Remarks on How to Prioritize the Recommendations:

Though there is no single way to approach school improvement, in order to achieve optimal results efficiently, here is how the Outside Educational Experts would have thought about prioritizing the provided recommendations (note: you will have to put some thought into which of these recommendations can be implemented concurrently, and which may only be able to be addressed partially for the time being given your available time and capacity):

- Identify high-leverage instructional practices that are aligned to the CCLS shifts and then:
 - Choose a focus area
 - Provide professional development
 - Align walkthroughs and feedback to focus area
 - Once mastered and new focus area is chosen, prior strategies should still be evident and reinforced through feedback.

A focus on this recommendation will build teachers’ proficiency with executing complex tasks, asking higher-level questions, and allowing for students to grapple with material. The school’s previous rounds of providing professional development have shown an increase in the desired teacher practice, so it is recommended that a similar approach be used. Utilize the instructional coaches or district supports, if necessary, to dig deeper into what teaching with the CCLS shifts looks like.

- Provide differentiated professional development on data analysis, specifically to determine why students are not demonstrating mastery and what teacher practices have led to the misunderstanding. Expand the data analysis protocol for teachers to examine how their own instruction or understanding of the content led to both student mastery and misunderstanding. Teachers should use the actions that led to student mastery and duplicate and/or share with peers. Once the underlying factor of teacher practices that led to student misunderstandings has been identified, instructional coaches should provide appropriate learning experiences for the teacher.
- Adjust and supplement curricular programs to include sequenced and scaffolded skills to ensure access for all students. Scripted programs are hindering teachers from scaffolding skills and differentiating within the core

lesson. Work with district supports to determine how and what adjustments can be made while still benefitting from the program.

Report Quality Assurance from the District

I certify that I have led this review on behalf of the district and assert that this District-led Review aligns with NYSED expectations and protocols.

Name	
Title	
District Lead Credential status (choose one)	<input type="checkbox"/> Issued by NYSED on _____ <input type="checkbox"/> Pending -- The requirements have been fulfilled, but I have yet to receive word from NYSED <input type="checkbox"/> Pending -- I have not yet fulfilled the requirements, but plan on doing so by the June 30, 2016. <input type="checkbox"/> N/A This is the only School Review with District Oversight and District-led review I am responsible for.