

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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



2017-18 School Year

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| BEDS Code | 421800010003 | | |
| School Name | Clary Middle School | | |
| School Address | 100 Amidon Drive Syracuse, NY 13205 | | |
| District Name | Syracuse School District | | |
| School Leader | Charina Johnson-Turner | | |
| Dates of Review | January 30-31, 2018 | | |
| School Accountability Status | <input checked="" type="checkbox"/> Priority School <input 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 | Melinda Baiza | <input type="checkbox"/> District Employee <input checked="" type="checkbox"/> District Outside Educational Expert | |
| Additional members | | | |
| Special Education School Improvement Specialist (SEIS) Representative | NA | | |
| Regional Bilingual Education Resource Network (RBE-RN) Representative | NA | | |
| Additional Team Members (Add rows as necessary) | | | |
| Elaine F. Burt | SCSD Consultant | | |
| Nick Stamoulacatos | Supervisor of Social Studies | | |
| Nicolle Haynes | Director of School Climate and Culture | | |
| Pam Odom | Executive Director of Secondary Schools | | |
| Len Matyasik | Behavior Specialist | | |
| Ray Stazzone | Coordinator of Data Management | | |
| Manami Tezuka | Media Specialist Coordinator | | |

School Information Sheet for Clary MS

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| School Configuration (2017-18 data) | | | | | |
| Grade Configuration | 6-8 | Number of Students | 349 | Number of Teachers | 40 |
| Types and Number of English Language Learner Classes (2017-18) | | | | | |
| # Transitional Bilingual | 0 | # Dual Language | 0 | # Self-Contained English as a Second Language | |
| Types and Number of Special Education Classes (2017-18) | | | | | |
| # Special Classes | 5 | # SETSS | 3 | # Integrated Collaborative Teaching | 0 |
| School Composition (most recent data) | | | | | |
| % Title I Population | 71.9 | % Attendance Rate | 88.5 | | |
| % Free Lunch | 71.3 | % Reduced Lunch | 0.6 | | |
| % Limited English Proficient | 2.0 | % Students with Disabilities | 28.9 | | |
| Racial/Ethnic Origin (most recent data) | | | | | |
| % American Indian or Alaska Native | 2.3 | % Black or African American | 69.1 | | |
| % Hispanic or Latino | 6.6 | % Asian or Native Hawaiian/Pacific Islander | 2.9 | | |
| % White | 13.5 | % Multi-Racial | 5.7 | | |
| Personnel (most recent data) | | | | | |
| Years Principal Assigned to School | 2 | # of Assistant Principals | 2 | | |
| % of Teachers with No Valid Teaching Certificate | 5.6 | % Teaching Out of Certification | 5.6 | | |
| % Teaching with Fewer Than 3 Years of Experience | 13.9 | Average Teacher Absences | 1.7 | | |
| Student Performance for Elementary and Middle Schools (2016-17) | | | | | |
| ELA Performance at levels 3 & 4 | 8.6 | Mathematics Performance at levels 3 & 4 | 0.7 | | |
| Science Performance at levels 3 & 4 (4th Grade) | NA | Science Performance at levels 3 & 4 (8th Grade) | 10.7 | | |
| Student Performance for High Schools (2016-17) | | | | | |
| 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 | | | | |
| Overall NYSED Accountability Status | | | | | |
| Priority School | √ | Local Assistance Plan | | | |
| Focus School (indicate subgroups identified below) | | In Good Standing | | | |
| Focus School Identified Subgroups | NA | | | | |
| <p>Identify the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.): SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</p> <ol style="list-style-type: none"> 1. Clary middle school is committed to personalized learning this year with full implementation. The focus is to continue best practices of utilizing higher order thinking questioning in the classrooms as most all teachers have received professional development training in this area. Additionally, they will continue to become more efficient with data analysis that will drive instruction. 2. To support personalized learning efforts, the school leaders shared they will continue to enforce and support new systems and procedures for safety and maximize classroom instructional time. Further they will reinforce PL training, math training and offer support for planning lessons. | | | | | |

Purpose of the visit

This school was visited because of its identification as a Priority School. The purpose of this review is to provide the school with feedback regarding the practices across the school and to provide a number of actionable recommendations to direct the school's work in the immediate future.

This report is being provided as a feedback tool to assist the school and to help identify areas for improvement. These areas can address the subgroups identified or they may be broader and cover additional subgroups or the entire school. The report below provides a critical lens to help the school best focus its efforts.

Information about the review

- The review was led by Melinda Baiza, Focus District Consultant and Elaine F Burt, SCSD Consultant. The team also included Nick Stamoulacatos- Supervisor of Social Studies, Nicolle Haynes – Director of School Climate and Culture, Pam Odom – Executive Director of Secondary Schools, Len Matyasik – Behavior Specialist, and Ray Stazzone- Coordinator of Data Management.
- The review team visited a total of 36 classrooms with a repeat in some 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.

SUCCESSES WITHIN THE SCHOOL THAT THE SCHOOL SHOULD BUILD UPON:

1. Clary Middle School is making a consistent effort to start the day off with a positive tenor. Morning meetings allow for staff and students to continue to build positive relationships and provide one another with social emotional support. There have been fewer incidents of behavioral referrals and consistent teacher efforts to keep students in the classroom where instruction is taking place.
2. There is an emerging effort to personalize instruction. Teachers have been provided targeted training and school-wide leaders, administrators, and teacher leaders, are supporting teachers in applying the skills that they have gained.
3. Clary Middle School is being very intentional about building a culture that promotes positive relationships, and emphasize personalized learning experiences. In addition, parents feel very welcome in the building even when staff do not know who they are they are greeted pleasantly.

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.

Recommendation for Tenet 2 – School Leader Practices and Decisions:

The school leader has committed to a vision of personalized learning for all students. The teachers are at an emerging stage of implementation with small group rotations observed in classroom observations and are beginning to analyze data that will support data driven instruction. It will be important to continue to share the vision of personalized learning. **Therefore, it is recommended that by February 6, 2018, the school leader will define and communicate her vision of what high quality instruction looks like and provide feedback to ensure the practices are being implemented as well as monitored. Additionally, the school leader will utilize administrative team and/or school leaders to ensure the vision is in place and is continuously monitored.**

Rationale:

The school leader has provided professional development training on higher order questioning and teachers shared they feel they have incorporated this strategy in the delivery of instruction. During teacher interviews, teachers shared they felt they have mastered the implementation of higher order thinking questioning in their lesson delivery.

The school leader has established the expectation for classroom teachers to incorporate exit tickets in the lesson delivery to gauge student mastery. Lessons observed by the district team shows evidence of this practice in use.

The school leader has developed a system whereby teachers are uploading lesson plans bi-monthly. The lesson plan components were approved by the school leadership team and were evidenced in lesson plans observed although teachers are utilizing different templates to capture lessons. At this juncture, the school leader and administrative team are checking for uploading and completion of the lesson plans.

The school leader shared that she and her administrative team conduct weekly walkthroughs utilizing an identified walkthrough template and track the number of walkthroughs conducted. They are also conducting the formal observations as required by the district/state.

Albeit a position the school leaders created last year, the creation of a Multi-Classroom Leader (MCL) has enhanced this year with the expectation that the MCL plans parent and teacher meetings, meet with families regularly, supports special education teachers as needed, and provides direct instruction with teachers as well as modeling. Most of the MCL's support is centered on the special education population classes which makeups 28% student body.

The school leader has provided dedicated time for teachers to plan weekly and provides feedback on the agendas turned in. This has allowed the opportunity for teacher collaboration around curricular and instructional needs for students and communication efforts from the school leader.

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.

Recommendation for Tenet 3 – Curriculum Development and Support:

The school leaders have set an expectation for full implementation of personalized learning. In lessons observed the team noted evidence of emerging stations within the lesson cycle. Typically, most stations contained a digital station and the other stations had students completing similar tasks. **Therefore, it is recommended that by February 26, 2018, the school leader and administrative team will ensure that each week, teachers will analyze current data to begin to incorporate at least 2 differentiated stations in lessons that addresses individual student needs. Assessments to be analyzed should include short-cycle and formative assessments**

Rationale:

The school leaders shared teachers are utilizing the district provided curriculum found on Curriculum Central and requires teachers submit plans with specified elements electronically. The school leader shared there are grade levels that are behind the district's provided scope and sequence. Checking the plans allows the leader to ask questions as to why and how the teachers plan on catching up with the scope and sequence.

The review of lesson plans indicated most of the required elements of the lesson plan requirements although observations from the team did not reveal any of the higher thinking questions, rigorous and complex materials or checking for understanding.

The school leader and teachers both stated they have received district and campus professional development including AVID, personalized learning, and higher order questioning training. Most of the training provided are happening during instructional meeting time.

In documentation reviewed by the team, there is some evidence that data driven instructional (DDI) components are in lesson plans; although plans do not include complex materials or higher order questioning that prepare students for their future. Lessons do not indicate small group instruction methods, needs, and/or strategies to be utilized based on any data point analyzed.

Data that is being utilized by teachers include exit tickets, ANet, NY assessment results, and teacher made tests. However, teachers shared they do not see the value or have buy-in for the utilization of ANet interim assessment. Data walls were posted in some of the classrooms observed during the team classroom observations.

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.

Recommendation for Tenet 4 – Teacher Practices and Decisions:

The school leader's vision for full implementation of personalized learning will support the school's efforts for school improvement. Teachers have a buy-in for personalized learning and are will to incorporate data and stations in their practices. The principal shared the need to continue to support teachers with data analysis in order to address the teachers' instructional decision making and close students' academic gaps. **Therefore, it is recommended that by March 5, 2018, the school leader and administrative team will ensure that each week, teachers will analyze current data to begin to incorporate at least 2 differentiated stations in lesson delivery, that addresses individual student needs that will lead to high levels of engagement.**

Rationale:

The school leader shared that she and her MCL's participate in weekly walkthroughs and have specific Look-Fors as identified in the walkthrough tool. The school leader shared they do keep a record of how many observations are being completed weekly although trends and patterns have not been lifted up.

There were a few teachers observed who are beginning to incorporate levels of engagement via stations rotations although stations were not varied to meet individual needs.

In classrooms observed, typically tasks did not lend themselves to high levels of engagement nor were higher thinking questions observed. In most classrooms students were compliant and there were no observed behaviors that would interfere with instruction.

In English Native Language (ENL) classes observed, there was evidence of personalized learning stations in place to support the PL initiative.

The site team observed teachers participating in a team planning meeting where teachers were scoring a grade level assessment. Unfortunately, the team was not able to observe the teachers in a data analysis session or professional development opportunities.

In some classrooms observed, teachers guided students to complete their summary scores and graph in their data binders and complete their goals. It was a quick task and did not allow for deep analysis by the students.

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.

Recommendation for Tenet 5 – Student Social and Emotional Developmental Health:

The school leader has identified and implemented various programs to support the social and emotional developmental needs of all students. The next important step is to include the school community in these efforts. **Therefore, it is recommended that by March 19, 2018, the school leader will provide clarity and set clear expectations on the use of class Dojo and the school “credit card” incentive program. A method for collecting, analyzing, and utilizing the data should be devised in support of discipline and attendance data to support students’ social emotional needs.**

Rationale:

The school leader has incorporated various programs and systems to support students’ socio-emotional health, such as Hillside, Family Student Support Service (FSSS), Brownell and a functional School Intervention Team (SIT). It was noted that the level of sharing of information between these supports and the teachers varied. The teachers and support staff both indicated the need to meet regularly and strengthen communication efforts for the information to be shared to ensure effectiveness of actions implemented.

The school leaders shared discipline referrals have gone down 76% from last year (2017). This number indicates a reduction from 1000 to 296 to date. The principal shared expectations and training was provided to staff on how to best determine if discipline issues warranted a office referral or were to be address by the teacher. Additionally, the support staff shared there are more interventions implemented in the classroom.

The principal shared that the creation of the MCL position to primarily support the special education classes/students has also led to the reduction of discipline referrals and provided opportunities for socio-emotional supports for students.

The SIT team is only utilizing discipline data to track the socio-emotional needs of students. It is noted that many more opportunities are exist for the use of such data that may decrease discipline issues further and provide opportunities for professional learning for staff.

In January, the classroom management tool – Class DOJO was implemented along with the “credit card” incentive program, although there is some confusion by the staff on how the two work together or differently as revealed in the teacher focus group interviews.

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.

Recommendation for Tenet 6 – Family and Community Engagement:

The school leader and staff have created events and written communications to promote family and community engagement efforts which have resulted in increased participation. **In order to enhance family and community engagement, it is recommended that by February 12, 2018, the school leader will enhance communication efforts by incorporating academic updates to any event or communication to support shared responsibility for student progress.**

Rationale:

The school leader and staff have created various opportunities for parent participation and increased communication by hosting Welcome Back Night, Pasta Dinner Night, holiday gatherings, Parent-Teacher Organization, and the Clary Times an informative bulletin for parents.

Parents interviewed shared they feel the school is very welcoming and receptive. Some stated even though they may not know the staff members, they are greeted in a positive manner.

At this time, there are no identifiable structures in place for proactive two- way communication. Parents would like to receive more information on their child's academic progress and the schools progress in general.

Restorative circles have been used to repair relationships between teachers and students. Parents have also been invited to participate in the restorative circle as deemed appropriate.

There is no evidence to support that training has been offered to parents or staff to better utilize the school's resources to ensure home-school partnerships to support students' academic success.

Student support staff interviewed reported that there are more home visits done by school staff with partner agencies to ensure students were attending school and to build relationships. Additionally, the school leader shared the MCL is active in bringing parents, teachers, and students together to promote sharing of information.

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.

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| School Reviewed | Clary Middle School |
| Name of Lead Reviewer | Melinda Baiza |
| Title | Focus District Consultant (OEE) |
| 2017-17 District Lead Credential status (choose one) | <p><input type="checkbox"/> Issued by NYSED on _____</p> <p><input type="checkbox"/> Pending -- The requirements have been fulfilled, but I have yet to receive word from NYSED</p> <p><input checked="" type="checkbox"/> Pending -- I have not yet fulfilled the requirements, but plan on doing so by the June 30, 2018. I will be applying for:</p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> an Initial Credential (I have received initial approval and when the assessment is available I will complete that requirement)</p> <p style="padding-left: 40px;"><input type="checkbox"/> a Renewal Credential</p> <p><input type="checkbox"/> N/A This is the only District-led review I am responsible for.</p> |