

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

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



**2017-2018 School Year**

**School Report Written to the Tenet Level**

<b>BEDS Code</b>	421800010004	
<b>School Name</b>	Bellevue Elementary School	
<b>School Address</b>	1607 South Geddes Street Syracuse, NY 13207	
<b>District Name</b>	Syracuse City School District	
<b>School Leader</b>	Sarah Cupelli	
<b>Dates of Review</b>	November 17 and 18, 2017	
<b>School Accountability Status</b>	<input type="checkbox"/> Priority School <input checked="" type="checkbox"/> Focus School	
<b>Type of Review</b>	<input checked="" type="checkbox"/> District-led Review	
<b>Review Team</b>	<b>Name</b>	<b>Affiliation/Title</b>
<b>Representative for the District responsible for the quality of the report and the adherence to DTSDE protocols</b>	Kim Day	<input type="checkbox"/> District Employee <input checked="" type="checkbox"/> District Outside Educational Expert
<b>Additional members</b>		
<b>Special Education School Improvement Specialist (SEIS) Representative</b>	NA	NA
<b>Regional Bilingual Education Resource Network (RBE-RN) Representative</b>	NA	NA
<b>Additional Team Members (Add rows as necessary)</b>		
Sharon Melfi		SCSD Consultant
Nate Franz		Assistant Superintendent of Teaching and Learning
Irastina Reid		Assistant Director of Special Education
Ray Stazzone		Coordinator of Data Management
Manami Tezuka		Supervisor of Libraries
Cyndi Watkins		Coordinator of Early Childhood Education
Elaine Burt		SCSD Consultant

## School Information Sheet for Bellevue Elementary School

School Configuration (2017-18 data)					
Grade Configuration	PK-5	Total Enrollment	459	SIG Recipient	YES
Types and Number of English Language Learner Classes (2016-17)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2016-17)					
# Special Classes	3	# SETSS		# Integrated Collaborative Teaching	0
Types and Number of Special Classes (2016-17)					
# Visual Arts	1	# Music	2	# Drama	0
# Foreign Language	0	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population		61.0	% Attendance Rate		93.6
% Free Lunch		60.6	% Reduced Lunch		0.4
% Limited English Proficient		9.8	% Students with Disabilities		24.2
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		0.2	% Black or African American		54.0
% Hispanic or Latino		16.6	% Asian or Native Hawaiian/Pacific Islander		1.5
% White		15.5	% Multi-Racial		12.2
Personnel (most recent data)					
Years Principal Assigned to School		3	# of Assistant Principals		1
% of Teachers with No Valid Teaching Certificate		2.4	% Teaching Out of Certification		
% Teaching with Fewer Than 3 Years of Experience		14.3	Average Teacher Absences		6.0 (2016-17 data)
Student Performance for Elementary and Middle Schools (2016-17)					
ELA Performance at levels 3 & 4		8.6	Mathematics Performance at levels 3 & 4		7.6
Science Performance at levels 3 & 4 (4th Grade)		40.8	Science Performance at levels 3 & 4 (8th Grade)		NA
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		Black			
Economically Disadvantaged					
<p><b>Identify the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):</b>  <b>SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</b></p> <ol style="list-style-type: none"> <li>1. Restorative Justice practices will be common practice in classrooms at Bellevue. Bellevue will continue the implementation of Restorative Justice practices within the classroom with 100% staff participation.</li> <li>2. Bellevue will expand the Opportunity Culture Model from 3 to 6 multi-classroom leaders (MCLs) and 1-3 Reach Associates for Targeted Intervention and extend their reach to more students directly through on-the-job leadership. This will include grade level /content area leadership, facilitation of team meetings for data-driven instructional practices, modeling effective instructional practices and coaching teachers to increase implementation of effective, research-based instructional strategies and common core shifts. Opportunity Culture will impact Bellevue through reaching more children successfully with excellent teaching in order to produce high-growth learning and improved results.</li> <li>3. Bellevue will implement targeted interventions and enrichment opportunities for individualized student learning. Bellevue has participated in the first wave of a blended learning initiative. Bellevue will implement digital content that complements core curricular resources.</li> </ol>					

## Purpose of the visit

This school was visited because of its identification as a Priority or Focus 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 Kim Day- Focus District Consultant and Sharon Melfi – SCSD Consultant. The team also included Nate Franz- Assistant Superintendent of Teaching and Learning, Ray Stazzone – Coordinator of Data Management, Irastina Reid – Assistant Director of Special Education, Manami Tezuka – Director of Libraries, Cyndi Watkins – Coordinator of Early Childhood Education, and Elaine Burt – AVID District Coordinator/SCSD Consultant.
- The review team visited a total of 44 classrooms during the two-day review.
- The lead reviewer visited three classrooms with the Principal during the school support visit.
- Reviewers conducted focus groups with students, teachers, support staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- Extraordinary Circumstances: Bellevue has been relocated this year to Shea School while waiting for Bellevue Elementary to be renovated. The current plan is to be at the Shea building for 2 school years.

### SUCCESSSES WITHIN THE SCHOOL THAT THE SCHOOL SHOULD BUILD UPON:

1. Bellevue Elementary School is in its second year of implementing the Personalized Learning Initiative. The school has moved beyond the procedural level of implementation to integrating Personalized Learning across grade-levels and content areas to ensure the specific needs of each child are being met. The school has utilized the four core areas (student reflection, small group instruction, digital content, and data-driven instruction) as the vehicle for planning and delivering personalized instruction to each student. The school incorporated the Personalized Learning concept into academic courses and related studies. Providing students with learning opportunities that are tailored to their specific needs will assist students in mastery of content/concepts.
2. Bellevue Elementary School has fostered a culture of growth and improvement that is pervasive throughout the school. The School Leader has developed a system of distributive leadership that has empowered all staff members to take an active role in educating all students, which has resulted in all staff taking ownership of all students. School Leaders, Instructional Leaders, teachers, and support staff engage in providing one other with feedback and support. Academic conversations are occurring throughout the building and the staff reflects a “this is how we do business” attitude. The school utilizes data consistently to make informed decisions regarding instructional practice. There has been a shift from teachers looking at data to the staff adopting a mindset that recognizes the importance of using data to

inform instruction resulting in student learning.

3. Bellevue Elementary School recognized the need to develop and establish systems and structures that support student learning. These systems are proactive in nature and are designed to be flexible based on the needs of each students. Data analysis, student work, and unit analysis protocols guide teachers in planning to meet the skill needs of each student. The school has consistently implemented a system of restorative practices. Teachers, support staff, and administrators examine student data at least quarterly to determine the impact of strategies/interventions on student learning goals. A coaching cycle system is in place to provide teachers with feedback and support. These established systems and structures are supporting student learning within the classrooms.

**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 Leaders and Instructional leaders have developed a system and implemented structures for tracking all aspects of student progress in order to identify the students' specific skill deficits which has allowed the entire school team to focus on providing strategies/interventions to support the students' skill needs. The next step will be to implement this same level of tracking and support for all that will allow teachers to reflect on the impact of their instruction on student learning. **Therefore, it is recommended that by January 31, 2018, the School Leaders and Instructional Leaders will develop and implement a teacher data tracking system that will allow the School and Instructional Leaders to provide teachers with intentional and prioritized feedback to support teacher reflection and growth.**

**Rationale:**

The School Leaders have developed and implemented systems to track behavior, attendance, and student performance data that have resulted in the school staff being able to make informed decisions on the next steps for instruction and decisions regarding interventions for students. The School Leaders have systems in place to monitor the instructional practices for teachers that result in the school and instructional leaders being able to make informed decisions about the overall needs for professional development.

The School Leader has provided dedicated time in the schedule every day from 8:15-8:50am for both professional development and collaborative planning. This has allowed for collaboration between content area teachers and related studies teachers. As a result, both related studies and core teachers are engaging in conversations around the academic needs of individual students.

The School Leader has developed and implemented a plan to provide every teacher with coaching cycles that include timely evidence-based feedback that aligns to the lesson observed. These coaching cycles include a preconference, the observation, and a post conference. Each person is assigned to a specific instructional leader based on either a need identified from walk-through observations or from a teacher's self-identified need/area of growth.

Document reviews and teacher and School Leader interviews indicated that teachers receive a glow and grow based on the lesson observed: Glow example -During the restorative conference with the student you discussed repercussions of the student's behavior and gave her options of how to fix the situation, and Grow example - Narrate students on PAX quiet after the harmonica.

School and Instructional Leaders have developed focused walk-through tools which allow them to monitor and support the implementation of specific focus areas within the building overall.

In order to support the culture of coaching, support, and feedback, the school is in the beginning stages of implementing a pineapple calendar that will foster teachers sharing of best practices and encourage instructional conversations across the building.

School and instructional leaders are conducting both walk-throughs and observations. The data from the walk-throughs and observations is collected and analyzed to inform the school's professional development plan. Additionally, the data is utilized to inform teacher support and coaching cycles.

**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 and Instructional Leaders have been intentional in supporting teachers in utilizing data to identify students' specific skill needs and providing teachers with support on how to best meet those needs. This has resulted in teacher-directed/teacher-led lessons in which teachers are doing the "heavy lifting" (thinking). **Therefore, it is recommended that by December 15, 2017, the School Leaders and Instructional Leaders will develop a plan to analyze an inquiry-based lesson in order to identify the critical components that will support academic rigor and increase students' critical thinking and problem-solving opportunities.**

#### **Rationale:**

Teachers typically utilize curriculum, such as Core Knowledge Literacy Arts (CKLA), Lucy Calkins Writing, and Envision Math, which is aligned to the Common Core Learning Standards (CCLS) to plan instruction that is aligned to the specific skill deficits/needs of students in order to support student learning. As a result, the individual skill needs of students are being met.

The review of lesson plan documents did not typically reveal that teachers had planned for higher order questions or for opportunities for students to grapple with concepts/content that would push student thinking.

The document review and Interviews with School Leaders and teachers revealed that teachers across content areas engaged in collaborative planning three mornings per week. For example, the physical education teacher stated that she was supporting and intentionally connecting the students reading skills by labeling the tracking strategy in athletics and connecting it to tracking in ELA.

The related studies observations revealed that instruction was typically differentiated based on student need. For example, in the physical education class the teacher modified the "ball" to be used to practice the "bumping" skill. The ball itself was modified to meet the individual students' needs. Some students had a volleyball, some had another type of ball, and some students had a balloon. As a result, all students were able to achieve the same objective.

Teacher interviews revealed that immediate feedback on lesson plans was provided by School Leaders, the instructional coach, and Multi-Classroom Leaders (MCLs). Teachers indicated that this feedback was helpful.

In the lesson plan documents, specific students were identified by name or initials with their specific skill deficits outlined along with the strategies/interventions that were going to be implemented to support those student needs. For example: (1) Allow student to use first then model to help produce quality meaningful work – RO (student initials) and (2) Use vocabulary cards to help comprehension – NW, RM, JM, JH (student initials).

Observations and interviews revealed that teachers were utilizing complex materials aligned to the Common Core Learning Standards (CCLS), such as Core Knowledge Literacy Arts (CKLA), Lucy Calkins Writing, and Envision Math. However, the focus was typically on student skill needs and connections to concepts and the bigger picture were not being made.

**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:**

Teachers are utilizing a variety of data/assessments to identify students' specific skill deficits and are implementing specific strategies/interventions to meet the needs of students. The next step will be to shift to more student ownership by increasing opportunities for students to engage in productive struggle with content/concepts and to increase students' opportunities to think. **Therefore, it is recommended that by January 2018, teachers will implement the critical components of inquiry-based instruction with fidelity in order to support academic rigor and increase students' critical thinking and problem-solving opportunities.**

**Rationale:**

Instructional practices were typically teacher-centered and directed. Questioning (grades 3-5) was typically focused on academic talk and lower-level content questions. As a result, the teachers were doing most of the "heavy lifting" (thinking) instead of the students being actively engaged in higher order thinking.

Out of 44 classroom observations, most observations revealed small group targeted instruction. It was typically noted that there was a small group being led by a teacher, an integrated digital content station, an independent learning station, and collaborative learning stations. For example, in a math lesson that focused on ones and tens, there were three teachers. One teacher led the manipulative work with tens sticks. The second teacher-led group was reading tens and ones problems, and the third teacher-led group was manipulating numbers. There were two individual students utilizing digital content.

Classroom observations revealed a balance of question types/levels in some K-2 classrooms. The questions in grades K-2 included some higher-level questions that pushed students' thinking. For example, Why? How did you know to do that? How are these two (ee and ea) the same and different?

Classroom observations did not typically reveal a balance of question types in the upper grades. Questions were primarily centered around accountable talk and lower levels of questioning around content. For example, accountable talk questions included: Do you agree/disagree? Other questions included: What does it mean to segment? What is the value of the underlying number? What do you think those musical notes are? How many quarters to make a dollar?

Classroom observations typically revealed a focus on skills but not on students grappling with content/concepts and doing the "heavy lifting" (thinking) to make connections between skills and larger concepts.

**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 Community has developed and implemented a plan to support the social and emotional learning needs of students and has collaborated with all stakeholders and partners to support the social and emotional development of all students. The next step will be to determine how best to engage families in that support structure. **Therefore, it is recommended that by December 1, 2017, the student support group will analyze the recent Parent Attendance Information session. This information will guide continued collaboration with quadrant schools in order to expand family events and messaging with the intention of increasing family access to community resources.**

**Rationale:**

The school has worked collaboratively with all members of the school community as well as external organizations to develop a system that will support the social and emotional learning needs of all students. This system has resulted in all school staff taking ownership of all students.

Interviews and observations revealed that the school has established a student referral process through their School Intervention Team (SIT). Students are assigned to a person, such as the REACH associate, Promise Zone support staff member, Social Worker, McMahon Ryan Organization support member, Vera House member, or NY State Mentoring Program member based on each child's individual situation and need.

The School Leaders set up a community partnership in collaboration with Second Olivet Baptist Church, Delaware, and Seymour to discuss the importance of attendance. This event was held off campus and the intended audience was school families. The location was intentionally chosen as it is seen as a pillar in the community.

Interviews with the school support staff, School Leaders, and teachers revealed that tier three and four students are engaged in the Partner Student Success Network. This partnership conducts home visits, meets the child's welfare needs, works with families of students, and facilitates getting families support and resources as needed (i.e. job employment).

The school has partnered with Promise Zone. The Promise Zone support staff does not carry a case load. They provide push in support for students aligned to the needs of the students. They engage students in goal setting and keep data logs to monitor student progress.

The School Leaders have established a Discipline and School climate team. This team meets regularly to provide support and monitor social and emotional progress. They develop the incentive plans for rewards and assemblies based on DOJO results. They have been instrumental in drafting the restorative conference protocol.

The document review revealed that a student safety survey was administered in which students were asked questions, such as do you feel safe in different environments of the school, such as the classroom, on the bus, in the cafeteria. The data collected was utilized to create supports and protocols to ensure student safety.

The support staff received Trauma Informed Decision-Making training. Additionally, the support staff has been empowered to move beyond restorative circles to conducting restorative conferences.



**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 Leaders and staff have developed several opportunities to promote both family and community engagement with the school community which has resulted in an increase in parental engagement. In order to further increase parental engagement, **it is recommended that by January 15, 2018, (A) the parent liaison in partnership with the family engagement team will develop a self-assessment for parent engagement that will be distributed to teachers in order to assess their behavior and practices related to parent engagement. (B) The team will analyze the assessment results; and then (C) The team will share the results with teachers to determine next steps.**

**Rationale:**

The School Leaders and staff have implemented several opportunities for reciprocal communication between the school community and families, including instituting an open-door policy that fosters conversations between families and the school community. As a result, this has increased both the school community and families' abilities to support students' academic achievement and social emotional growth.

The School Leaders have provided opportunities for parents to receive professional development that will foster conversations between families, students, and staff. Examples include: School-wide expectations for PAX, homework policies, blended learning, accessing community resources, data share outs and action planning, topics from the parent survey responses, science exploration, testing support, and diversity workshops.

The School Leaders have set up multiple avenues for parent communication, such as parent logs, Dojo, newsletters, behavior plans, two-way communication journals between parents and teachers, texting, Twitter, and Facebook.

The School Leader has an open-door policy and is willing to meet with parents daily. Additionally, she has set up several opportunities for parent interactions, such as breakfast with parents, Donuts with Dads, Muffins with Moms, Parent Field Trips with dinner, and the Haunted Hallway.

The school had developed a plan to collect parent attendance at school events which supports the increase in parental involvement: Haunted House 31 in attendance to 55 families 2015-2017 and PTO went from 2 participants to 11.

The school is continuing to collect data to support family involvement. They attribute the decrease in student behaviors to an increase in parent attendance.

## PART 2

**DISTRICT:** Please complete the following information and submit both PART 1 and PART 2 to [DTSDereviews@nysed.gov](mailto:DTSDereviews@nysed.gov) by June 30, 2017.

### SUMMARY OF EXPECTATIONS

TEMPLATE	PART DESCRIPTION	GOES TO NYSED	GOES TO THE SCHOOL
PART ONE	REPORT	YES, by 6/30/17	YES, when complete
PART TWO	ATTESTATION AND RATINGS	YES, by 6/30/17	Not required. It may be sent at the district's discretion.

### 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.

School Reviewed	Bellevue
Name of Lead Reviewer	Kim Day
Title	Focus District Consultant (OEE)
2016-17 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 checked="" type="checkbox"/> Pending -- I have not yet fulfilled the requirements, but plan on doing so by the June 30, 2017. I will be applying for: <input checked="" type="checkbox"/> an Initial Credential ( I have received initial approval and when the assessment is available I will complete that requirement) <input type="checkbox"/> a Renewal Credential <input type="checkbox"/> N/A This is the only District-led review I am responsible for.