



The University of the State of New York

The State Education Department



School Name: Edward Smith K-8 School	School Number: 421800010008
Principal: Samuel Barber	District: Syracuse City School District
Date of Review: March 26-27, 2014	Lead Reviewer: Kathleen Lynch, Octavia Wilcox

Lead Reviewer: Kathleen Lynch, Octavia Wilcox

School Information Sheet												
Grade Configuration	K-8		Total Enrollment	752		Title 1 Population	54.9%		Attendance Rate	95.1%		
Free Lunch	46.5%		Reduced Lunch	8.4%		Student Sustainability	92%		Limited English Proficient	3.7%		
Types and Number of English Language Learner Classes												
#Transitional Bilingual			#Dual Language			#Self-Contained English as a Second Language						
Types and Number of Special Education Classes												
#Special Classes			#Consultant Teaching			#Integrated Collaborative Teaching						
#Resource Room												
Types and Number Special Classes												
#Visual Arts		#Music		#Drama		#Foreign Language		#Dance		CTE		
Racial/Ethnic Origin												
American Indian or Alaska Native	1.2%		Black or African American	46.7%		Hispanic or Latino	5.2%		Asian or Native Hawaiian/Other Pacific Islander	3.9%		
White	40.6%		Multi-racial	2.5%								
Personnel												
Years Principal Assigned to School	2		# of Assistant Principals	2		# of Deans	0		# of Counselors / Social Workers	5		
% of Teachers with No Valid Teaching Certificate	0		% Teaching Out of Certification	2		% Teaching with Fewer Than 3 Yrs. of Exp.	13%		Average Teacher Absences	10.4%		
Overall State Accountability Status (Mark applicable box with an X)												
School in Good Standing			Priority School			Focus District			Focus School Identified by a Focus District	X		
									SIG Recipient	no		
ELA Performance at levels 3 & 4	24.3%		Mathematics Performance at levels 3 & 4	17.6%		Science Performance at levels 3 & 4	65.8%		4 Year Graduation Rate (HS Only)	N/A		
Credit Accumulation (High School Only)												
% of 1 st yr. students who earned 10+ credits	N/A		% of 2 nd yr. students who earned 10+ credits	N/A		% of 3 rd yr. students who earned 10+ credits	N/A		6 Year Graduation Rate	N/A		
Did Not Meet Adequate Yearly Progress (AYP) in ELA												
	American Indian or Alaska Native					X		Black or African American				
	Hispanic or Latino							Asian or Native Hawaiian/Other Pacific Islander				
	White							Multi-racial				
X	Students with Disabilities							Limited English Proficient				
X	Economically Disadvantaged											
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics												
	American Indian or Alaska Native					X		Black or African American				
	Hispanic or Latino							Asian or Native Hawaiian/Other Pacific Islander				
X	White							Multi-racial				
X	Students with Disabilities							Limited English Proficient				
X	Economically Disadvantaged											
Did Not Meet Adequate Yearly Progress (AYP) in Science												
	American Indian or Alaska Native					X		Black or African American				
	Hispanic or Latino							Asian or Native Hawaiian/Other Pacific Islander				
X	White							Multi-racial				
X	Students with Disabilities							Limited English Proficient				
X	Economically Disadvantaged											
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective												
N/A	Limited English Proficiency											
Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):												

School: Edward Smith K-8 School	Principal: Samuel Barber	
Date of Review: March 26-27, 2014	School Number: 421800010008	District: Syracuse City School District

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

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

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.		X		
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.			X	
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
	OVERALL RATING FOR TENET 3:			D	

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)- based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.		X		

4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	
	OVERALL RATING FOR TENET 4:			D	

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.			X	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.			X	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.			X	
	OVERALL RATING FOR TENET 5:			D	

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

#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.		X		
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.			X	
	OVERALL RATING FOR TENET 6:			D	

<p>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.</p>	<p>Tenet Rating</p>	<p>D</p>
<p>Debriefing Statement:</p> <ul style="list-style-type: none"> A vision and mission have been created and communicated with various stakeholder groups and are understood by all; however, measurable SMART goals and progress towards meeting them in relation to the long-term vision have not been developed. Available resources have been organized in a manner that focuses primarily on programming and materials related to student achievement and implementation of the CCLS. The school leader completes scheduled observations in alignment with the district’s APPR expectations and has implemented instructional rounds; however, the frequency of informal walkthroughs and feedback around individual teacher practice is inconsistent. The school leader encourages staff to use a comprehensive and interconnected system that drives data-based decision-making. As a result, stakeholders are well-informed of the vision but may not clearly understand their roles and responsibilities or overall school progress towards meeting them. <p>Strengths:</p> <p>2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</p> <ul style="list-style-type: none"> The school leader articulated the use of systems and protocols for organizing teachers and resources, identifying human capital needs and making strategic interim decisions about fiscal spending so that programming is aligned to student achievement for all students. During an interview, the school leader spoke to how he strategically assessed the abilities of his staff last year and made staffing assignments aligned to the strengths and the needs of the special education student population. He also described how he surveyed the staff at the beginning of the year and purposefully allocated supply funds to purchase items that will align with CCLS instructional practices, such as chart paper to make anchor charts. Moreover, the school leader described how he also leverages the support of parent and community volunteers to tutor identified students and participate in providing afterschool mini-academies. He also mentioned that he has made the focus of the Say Yes program around arts and technology for two days per week this year. Finally, he also described how he actively recruits and screens talent for foreseeable vacancies by evaluating the talent of potential teachers working in the afterschool programs and networking with other schools to get talented staff members on the transfer list, particularly teaching assistants for one-to-one positions. As a result, the school leader is able to supply the school community with the necessary resources to meet their immediate needs. <p>Areas for Improvement:</p> <p>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).</p> <ul style="list-style-type: none"> A school mission and vision have been established with stakeholder input and have been communicated across the school community; however, aligned SMART goals are listed action steps rather than goals, and progress towards achieving them are not being monitored. In an interview, the school leader stated that the school’s vision is “to be the most improved school in the district – where every child learns and grows”. Upon review of the SCEP plan, goals were included with specific action steps to meet them, but they were not written in SMART format; they were not results-oriented or measurable. For example, one goal was that “administrators and SLT will collaboratively develop a system to provide informal targeted feedback on classroom observations throughout the school year”. Also, upon review of the SCEP plan and other supplied documents, current results and/or progress on these goals was not found. Teachers, parents, and other staff explained how they developed the school mission and vision and then met with each grade level to develop aligned missions and visions, too. Moreover, the school leader and SLT stated in separate interviews that there was a “launch” of communication to present the information to staff, students and families at meetings, including the open house and parent night. Additionally, observations of the school building and review of documents revealed that the mission and vision are posted around the school and included on school letterhead and external communications. As a result, stakeholders are aware of the vision but are not 		

fully clear on their role or progress towards the goals that will help them achieve the school’s vision.

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.

- There is a schedule in place to conduct formal observations and an informal one to provide ongoing support and feedback to teachers on their performance; a professional development plan is also in place. In an interview, the school leader explained that the school adheres to the APPR system and district timelines for conducting formal observations. He also stated that he provided professional development on the rubric at the beginning of the year, and he encouraged grade-level discussion on the changes to the rubric. He also explained how he uses the Teachscape system to document formal observations and utilizes a tool within it to highlight trends across the school by indicator. For instance, he said that if he noticed weaknesses in certain indicators, he would focus on providing greater support in that area. However, the school leader mentioned that he does not document results from walkthroughs. In the same interview, the school leader said the staff is beginning to institute instructional rounds and build staff capacity to implement them effectively. The school leader stated he “is in classrooms everyday, but it’s more informal” and attends grade level meetings to ensure teachers who are not on improvement plans also get the support they need. The professional development plan that includes topics the coaches and school administration would cover from September through March was also seen during the document review. As a result, school staff receives multiple opportunities to grow in their practice, but these opportunities are not targeted to the most current performance data.

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).

- The school leader is working to develop evidence-based systems to monitor and revise school-wide practices, and he is concurrently encouraging staff to use these systems. The school leader mentioned that teachers are at the “beginning states of using running records and giving unit assessments” and track this data, but they are struggling with item analysis to see growth over time. He also explained how teachers use AIMSWEB data several times a year to form small groupings for students; however, these processes have remained consistent throughout the school year and have not been adapted or modified to meet any identified need. Moreover, in the same interview, the school leader stated that parents did a survey at the beginning of the year looking at school needs; he also mentioned meeting with the PTO president on a monthly basis to discuss ways the school can help support those needs. In addition, the vertical team members shared that all department, team, PLC and committee minutes must be turned into the principal for monitoring progress towards goals, yet a formal system to track outcomes is still in development. As a result, the school is able to gather data toward critical school-wide goals but not able to articulate concrete progress towards meeting them or make effective adjustments to ensure they are being achieved.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curriculum and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Tenet Rating

D

Debriefing Statement:

- The school has a plan for the implementation of rigorous CCLS curricula and utilizes the Board of Education adopted ELA and math curricula and modules, which are reportedly supportive of the Common Core Learning Standards. Other subject areas generally attend to the New York State Content Standards. Common components within lesson plans are encouraged; however, the lesson plans are not consistently evident on a daily basis in all classrooms. While there are some interdisciplinary units in place, such units appear to be limited across the school. Teachers are beginning to gather and analyze a variety of assessment data to inform student groupings and make instructional modifications based on these assessment data in order to best meet the needs of students. This leads to students

having inconsistent access to the rigor and cross-curricular connections intended by the CCLS.

Strengths:

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.

- The school leader has developed a plan to implement CCLS-aligned curricula and provides teachers access to pedagogical support. In an interview, the school leader stated that the primary method to achieve these outcomes is the PLC structure and team planning to ensure collaborative time for teachers. He also stated that teachers are asked to turn in common lesson plans weekly; however, during classroom observations, curriculum from the district was being used in the majority of classrooms but common plans were seen in less than half. While reviewing documents, sample lessons that were provided had common components (such as CCLS/NYS standards and differentiation). Reviewed documents also included: a formal professional development plan and PLC meeting schedule focused on instructional topics and shifts aligned with CCLS implementation. In the vertical team focus group, members explained that coaches provide targeted PD to teams, grade level bands and content teams. Finally, in an interview, the school leader mentioned his staff is “at the stage of modifying modules as needed based on class needs and pacing, and they are trying to refine lessons with the teaching and learning rubric [in mind].” As a result, teachers are engaging in professional discourse around their curricula in a manner that provides some opportunities for college- and career readiness to students.

Areas for Improvement:

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.

- Although teachers collaborate horizontally on the development of instructional materials based on student data, they inconsistently use lesson plans aligned to the CCLS and monitor/adjust curricula across the school. The school leader mentioned that teachers have formal opportunities to collaborate; these opportunities mainly exist for departments and teams. Although most of the teachers use curricula supplied by the district, lesson plans and other supporting documents were inconsistently available to evaluate the level of collaboration or how teachers monitor and adjust the curricula across the school. Additionally, classroom observations showed about half of teachers using materials or methods that resulted in passive involvement from students, such as whole group instruction and recall-level materials. In other observed classrooms, teachers asked higher-level questions, used leveled texts and anchor charts with groups of students, graphic organizers, sentence stems and scaffolds to support writing. As a result, all students are not learning the content and skills at the rigor that the curriculum intends, which leads to lower achievement.

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.

- Teachers inconsistently address interdisciplinary curricula through informal partnerships. The school leader stated in an interview that some expressive arts teachers have incorporated writing into their lessons, but “much of it is driven by teachers and created on their own”. Samples of these lessons were seen while reviewing documents, including when the physical education teachers took students ice-skating and had students write poems about their experience. Moreover, during classroom observations, none of the classrooms contained references to other subject area content and/or explicitly included connections to other content areas in lesson plans. As a result, students have few opportunities to experience cross-curricular learning experiences.

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.

- Teachers are developing a system to analyze and use data from a variety of assessments to make

curricular decisions and provide data-based feedback to students. In an interview, the school leader said that teachers are using unit assessments, and he said that teachers are “learning how to use [formative assessments] in PLC, and are at the beginning stages of how to use them to plan instruction”. He also mentioned how the teaching staff has focused on: what is happening in small groups, improving students’ Lexile levels and providing the appropriate text for students. While observing a grade level team meeting, teachers were seen using running records data to plan small group instruction that is targeted to the individual’s needs; however, there was no discussion around how this information is shared with students, if at all, or if students are aware of their own strengths and next steps. Moreover, when instruction was observed, students were seen using leveled texts or working in small groups in approximately half of the classrooms, and one teacher was observed conferencing one-on-one with a student regarding his performance on an assessment. In other observed classrooms, feedback to students was based on completion and effort, not mastery of standards. Furthermore, in interviews, parents stated that they are provided with feedback on their students’ progress, especially on large projects; however, students stated that they infrequently receive graded assignments back with comments and occasionally tests are returned for them to fix errors. As a result, teachers and students do not have a fully accurate account of student learning and cannot adequately course-correct their instructional plans.

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 sub-groups experience consistent high levels of engagement, thinking and achievement.

Tenet Rating

D

Debriefing Statement:

- The school is implementing district-provided curricula in core subjects; however, instructional practices are not consistently at the level of rigor required by the Common Core Learning Standards. Most teachers use assessment data to determine student groupings, yet they provide limited feedback to students; however, only a sub-set of teachers are beginning to adjust lesson plans, examine instructional practices, and use this data to individualize instruction and/or provide appropriate interventions to students. Moreover, school staff uses a plan that explicitly communicates and teaches behavioral expectations for students and reinforces positive behaviors, which leads to a welcoming learning environment reflective of students’ values and perspectives. Therefore, despite the positive learning environment, students have inconsistent opportunities for high levels of engagement, thinking and achievement.

Strengths:

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.

- School staff uses a program that promotes a common understanding of the classroom environment and explicitly teaches school-wide behavioral expectations to foster student understanding, yet only some teachers use strategies to acknowledge diverse groups of students. Interviewed parents and students, as well as the school leader and vertical team, indicated that the school uses a PBIS program that is differentiated based on the grade level of the students to promote a positive school environment. For example, these stakeholders mentioned that middle school students earn stamps in classes for following the expectations, and if students meet a specified total of stamps, the student will earn Ed Smith “gear” provided by the PTO. Additionally, during school observations, the majority of students were observed carrying stamp cards and charts; explicit behavioral expectations and consequences were also seen posted in classrooms and hallways. Moreover, parents and students also stated the school was a safe environment where they felt expectations were high and they could approach the leadership and teachers with concerns. Finally, during classroom observations, student behavior was observed to be generally consistent with these posted expectations, and teachers redirected student misbehavior as necessary. As a result, the learning environment at the school is consistently safe, both intellectually and physically.

Areas for Improvement:

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.

- The school is in a developmental phase of implementing data-driven instruction in a manner that yields the necessary supports and instructional interventions for students and their specified goals. In the vertical team interview, all teachers agreed that they: are establishing goals for individual students, modifying and making accommodations for students with IEPs, and using running record data to create learning centers in the primary grades. This statement was partially confirmed through classroom observations, where approximately half of lesson plans and/or instruction incorporated differentiation strategies. Additionally, while reviewing documents, the following was seen: samples of lesson plans that included specific differentiation for students in three grade levels and a list of PLC topics, which included assessment review and data conversations. Also, the ESL teacher provided documentation of short and long-term goals for students as well as anecdotal comments based on their current ability. As a result, students variably receive instruction that meets their needs and is tailored to their goals.

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.

- Teachers inconsistently develop lesson plans that are appropriately aligned to the CCLS and reflective of their instructional shifts. The majority of teachers who provided lesson plans included objectives and activities explicitly aligned to CCLS; however, lesson plans were only provided in approximately half of the classrooms. Moreover, at a similar rate, teachers taught via whole group instruction and incorporated questions and tasks that required the basic recall of information, one- or two-word answers (like, “how many syllables are in this word?”), and/or passive involvement from students; whereas, in the other half of classrooms, the teacher engaged in higher-level, text-based questioning and/or required the use of academic vocabulary by students. As a result, students have limited opportunities to grapple with complex tasks and questions that are reflective of the CCLS shifts.

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).

- Teachers are developing their skill in using assessment data to inform instructional strategies and determine student groupings, and they are currently providing limited data-based feedback to students. As stated previously, the school leader spoke to how teachers are using unit assessments and are “learning how to use [formative assessments] in PLCs and are at the beginning stages of [learning] how to use them to plan instruction”. He also mentioned how the teaching staff has focused on: what is happening in small groups, improving students’ Lexile levels and providing the appropriate text for students. Teachers in the vertical team interview confirmed that student groupings are developed and adjusted based on running record information specific to guided reading time, but they did not elaborate on how data were used in other subject areas. Additionally, document review showed unit assessment data along with a blank reflection form that teachers reportedly use to reflect on strengths, weaknesses, and the students to target. Furthermore, parents in an interview stated that the majority of academic feedback comes in the form of report cards or sporadically throughout the year, but they stated that they felt comfortable reaching out to the teacher if they wanted additional information. As a result, academic support for students is inconsistently adjusted and/or targeted to meet their changing needs in all subject areas.

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

Tenet Rating

D

Debriefing Statement:

- The school has developed an informal support system and limited research-based programs aligned with the school’s mission and vision for attending to the social-emotional developmental health needs of students. The school community is developing protocols and processes for stakeholders to discuss their roles and has implemented a system for monitoring and responding to student needs based on data. Additionally, while there is a plan to use this formal data to identify students in need, it does not capture all the needs of students who do not act out behaviorally. Moreover, the school leader and support staff provide informal professional development to address student social and emotional developmental health needs. This leads to a basic understanding of how to access support if needed and an overall responsive school community.

All ratings for this Tenet are **Developing**; therefore, comments are listed under **Areas for Improvement**.

Areas for Improvement:

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.

- The school is developing a support and referral system for attending to the social emotional developmental health of students that allows for only targeted students to have a designated adult advocate who reinforces their success. In interviews with the school leader and support staff, they described the formal partnerships in place that include: Huntington, ARISE, Primary Project, and a new initiative called Comet for which teachers are still receiving training. In the same interviews, they also elaborated on how the school started SBIT-B and how a data clinician comes to the school once a week to review referral and attendance data, which allows the school to identify students in need; however, the support staff indicated that not all students' social and emotional developmental needs come up as flags in these data, especially if students do not act out behaviorally. When asked in the focus group if there was a formal plan in place to handle referrals for social and emotional developmental needs, the support staff responded that there was not a step-by-step process outlined, but that they would identify and connect with the appropriate supports amongst their team. Yet, while reviewing documents, the following was uncovered: a flow chart that outlines the SBIT process to refer a student as well as a Check-In and Connect process to support targeted students who are in need. During an interview, all six students said they knew at least two adults at the school that they can get help from if needed. As a result, efforts from the school community to support and develop students socially and emotionally effectively address barriers to social and emotional developmental health and academic success for some but not all students.

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.

- Even though the school has a developed curriculum/program to promote safe and appropriate social-emotional developmental health, there are minimal supports in place to help teachers effectively execute these curricula/programs for all students. The school leader spoke to how classroom and school expectations are explicitly taught to students. Interviewed parents and students, as well as the school leader and vertical team, indicated that the school uses a PBIS program that is differentiated based on the grade level of the students to promote a positive school environment. For example, these stakeholders mentioned that middle school students earn stamps in classes for following the expectations, and if students meet a specified total of stamps, the student will earn Ed Smith "gear" provided by the PTO. Additionally, during school observations, the majority of students were observed carrying stamp cards and charts; explicit behavioral expectations and consequences were also seen posted in classrooms and hallways. Also, teachers received the "Beyond Anti-Bullying-Yes We Can!" grant that will enable them to work on an anti-bullying project in fifth grade, according to documents that were reviewed. And, teachers in the vertical team meeting also mentioned how the Building Men program has had a positive impact on the boys who are participating. The documents reviewed included agendas, where support staff presented information at faculty meetings; however, only instructional topics were included on the school's professional development plan. Moreover, parents and students stated that the school was a safe environment where they felt expectations were high and they could approach the leadership and teachers with concerns. Finally, during classroom observations, student behavior was observed to be generally consistent with these posted expectations, and teachers redirected student misbehavior as necessary. As a result, the school community is overall compliant but is not yet conducive to building social emotional skills for interpersonal success in the future.

5.4: All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

- The school relies almost exclusively on their support staff to address the social-emotional well-being of their students, instead of leveraging the contributions of multiple stakeholders groups. In an interview, the school leader spoke to how the student support staff identifies and monitors students in need and

how teachers, students and parents are directed to them to receive the proper supports. During the document review, PST meeting agendas and references to plans and processes, such as evaluation schedules, were found. Likewise, interviewed teachers, students and parents could articulate where to go to initiate services if they felt a need was present, but could not elaborate further. One parent stated and others agreed that students without a strong parent advocate at home and who may not pop up on referral data for discipline issues could potentially “fall through the cracks”. As a result, stakeholders inconsistently contribute to achieving success relative to their vision of student social emotional developmental health, which means that students are not receiving supports and services that are as robust as possible.

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.

- The school has a plan with structures to use incomplete data sets to address student academic and social emotional developmental needs, and the school uses this plan to deliver supports to students. When interviewed, the school leader explained how the team [concerned with the social emotional developmental health of the child] is in place and is led by the vice principal, who reports on who gets services and what is being done for a child. In the support staff interview, when asked what data they use, the support staff said that they use attendance data, discipline data, as well as student grades and AIMSWEB information to identify students in need; however, a concern was expressed that not all students’ issues are highlighted in this data. In the same interviews, the support staff also elaborated on how the school started SBIT-B and how a data clinician comes to the school once a week to review referral and attendance data, which allows the school to identify students in need; however, the support staff indicated that not all students’ social and emotional developmental needs come up as flags in these data, especially if they do not act out behaviorally. A support staff member also elaborated in an interview about how their team gathers informal data based on students referring other students who they know are struggling with certain issues such as “cutting”. Moreover, written plans for documenting individual student supports with contact logs and future plans were seen while reviewing documents. As a result, the school is tracking and managing the work being done to address issues with student’s social and emotional health, but this work is not yet adequately assessing the current state or progress of a student’s social-emotional developmental health.

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

Tenet Rating

D

Debriefing Statement:

- Parent and family engagement is a priority for the school; therefore, opportunities have been designed to inform parents and families in ways that support the school’s vision and mission. Communication between the school and home includes a variety of modes of communication, although they are primarily one-way. While there is a well organized and functioning Parent-Teacher Organization (PTO) and active parent volunteers, there is uncertainty as to whether all parents’ needs, relative to their children’s academic and social-emotional development, are understood and addressed. The development and communication with community partners is established, leading to several programs and agencies actively contributing to the school’s success. As a result, the school has reached most but not all stakeholders to create a partnership that supports all students’ academic and social-emotional health needs.

Strength:

6.2: The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

- The school leader makes it a priority for staff members and parents to be aware of the school-wide expectations for academic achievement, and the school community implements the plan to foster conversations around these topics, but staff is still working to assess and adjust to how parents respond to these efforts. During an interview, the school leader spoke about efforts to communicate school expectations to students and parents throughout the year at school events such as open houses, parent nights and monthly PTO meetings. He also mentioned how he uses a listserv, the

school website and newsletters to communicate with parents around school initiatives. As seen in the document review, multiple communications were sent home to middle school parents about graduation requirements, all of the high school options/programs, and ways to support students heading to high school. Additionally, the reviewed PTO website has links for academic resources, such as LearnZillion. Furthermore, interviewed parents mentioned that the principal, support staff, instructional coaches and teachers are very receptive and use multiple ways to communicate with families regarding students' academic and social needs. One parent commented specifically on how comprehensive they felt the information was by saying, "it has tidbits about everything from information about community events to specific information and tools to support the learning at home." Another parent pointed out that information was available at a resource table outside of the office, but recognized that only parents who came into the building would be able to access it. As a result, a collaborative relationship between most families and the school has been established and generally contributes to students' needs being met.

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.

- The school has a plan and communicates with families about school and student issues using multiple means, yet it is beginning to ensure that those documents are being translated to all languages for a relatively small ELL student population. In an interview, the school leader stated that the school has an open-door policy and employs multiple vehicles for home-school communication (interviewed parents also confirmed this): email listserv, face to face interactions, Parent-Teacher Conferences, phone calls, weekly teacher newsletters, monthly school newsletter, texts, communication binder and personal cell phone numbers from some staff, including the principal. The formal need for the translation of communication is limited since less than four percent of students are ELL, so, according to the school leader, the ESL staff is working to communicate directly with those families, especially regarding district-wide information that is not provided in a translated format. Through document review, the following efforts were apparent: reaching out to a nationality worker to work with a family as well as highlighting information as important by attaching a label that reads, "Important: Please have translated" so that an ELL parent seeks out additional resources to do so. Finally, a member of the PTO who was interviewed explained how parents were given a survey at the beginning of the year to inquire about preferred communication and needs. As a result, most families know how to engage with the school community to support their child's overall growth.

Areas for Improvement:

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.

- The school staff developed a plan for building partnerships with students, families and the broader community and is in the process of implementing a plan to provide such professional development. In an interview, the school leader spoke to how they arranged Title I Common Core nights in conjunction with the PTO, broken down by primary and middle school levels, to provide specific information around math modules. He also mentioned how they publicize what is offered at Parent University and has actively engaged community members to volunteer in the classrooms and participate in after-school programs. Currently, the formal professional development plan only includes instructional topics, but information and support has been given through informal channels such as staff meetings, as seen in the document review. For instance, a review of documents revealed staff meeting agendas, which reflected a variety of community agencies attending as guest speakers as well as discussion of efforts to engage parents to support student success. Moreover, support staff indicated in an interview that they are not "turn-keying" the information to the school staff that they learn in monthly district meetings. As a result, not all teachers are equipped to be able to effectively engage with parents and the broader community, leaving only some students to benefit from a robust and focused home-school connection.

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.

- The school staff recognizes that there is a need to share and integrates data systems to identify family

needs and target strategies to address them, but the school community inconsistently shares data regarding student learning needs and success that families can access and understand. According to an interview with the school leader, the school only shared achievement data with parents at an open house and Title I parent night. Additionally, interviewed parents indicated that they receive information about their students' academic progress via report cards and can view grades online through the e-school system, but they do not regularly receive any additional information or data on student achievement. A review of documents revealed staff meeting agendas, which reflected a variety of community agencies attending as guest speakers as well as discussion of efforts to engage parents to support student success, but these opportunities were not opened up to parents. As a result, reciprocal communication channels between the school community and families are inconsistent and could be strengthened so that all families can take action to support their child's learning, leading to higher student achievement.

Recommendations:

Tenet 2: School Leader Practices and Decisions

In order for the school's strategy and practices to fully align with the concepts in the Effective column of this tenet, the school should:

2.2: collaborate with stakeholders to develop SMART goals that are measurable and results-oriented along with a concrete plan to work together, monitor and evaluate the progress towards the school's goals and priorities.

2.4: develop a plan for frequent informal classroom observations and walk-throughs that will provide timely rubric-based feedback to teachers on their performance and aligned professional development.

2.5: require staff to collect and report a variety of data aligned to their SMART goals, and ensure that they are holistic, interconnected and monitored regularly.

Tenet 3: Curriculum Development and Support

In order for the school's strategy and practices to fully align with the concepts in the Effective column of this tenet, the school should:

3.3: ensure that all teachers create lessons and unit plans aligned with CCLS/NYS standards and execute DDI protocols to support the incorporation of complex materials for all groups of students.

3.4: create opportunities for all teachers to meet and formally collaborate outside of their content areas in order to develop interdisciplinary learning opportunities for students.

3.5: develop a comprehensive plan for all teachers to use multiple assessment tools with identified targets for curricular decision-making, and create consistent opportunities for teachers to share regular data-driven feedback with students on their progress.

Tenet 4: Teacher Practices & Decisions

In order for the school's strategy and practices to fully align with the concepts in the Effective column of this tenet, the school should:

4.2: ensure teachers document how they have informed instructional decision-making in their lesson plans with data aligned to the academic goals they have for their students and purposefully group students accordingly during instruction in all subject areas.

4.3: provide further professional development and support to teachers on how to execute lessons with embedded CCLS-shifts and how to ask higher-order thinking questions.

4.5: provide further professional development and support to teachers around how to strategically group students and differentiate their instruction in all subject areas.

Tenet 5: Student Social and Emotional Developmental Health

In order for the school's strategy and practices to fully align with the concepts in the Effective column of this tenet, the school should:

5.2: develop a comprehensive system and plan that creates synergy amongst the various components of the support staff and the rest of the school staff.

5.3: create a vision for the development of social and developmental health of students and an aligned curriculum/program that provides explicit learning experiences to build social and emotional skills for interpersonal success in the future.

5.4: identify the role that various stakeholders can play and establish ongoing protocols/processes that enable them to contribute to students' social and emotional developmental needs.

5.5: develop a data-tracking system that will house social-emotional data (on more data points than what is currently collected) available to all school staff, and provide training on how to access and use this information to all stakeholders.

Tenet 6: Family and Community Engagement

In order for the school's strategy and practices to fully align with the concepts in the Effective column of this tenet, the school should:

6.4: provide professional development opportunities to staff around building partnerships with families and the broader community.

6.5: collect more data that will help further identify all family needs in addition to student needs, and deliver workshops or learning materials to parents so that they understand school data they receive.