



The University of the State of New York

The State Education Department



School Name: Huntington School	School Number: 421800010015
Principal: Joann Harlow	District: Syracuse City School District
Date of Review: March 26-27, 2014	Lead Reviewers: Errick Greene and Anthony Tolbert

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School Information Sheet																	
Grade Configuration	K-8		Total Enrollment			Title 1 Population		%		Attendance Rate	%						
Free Lunch	%		Reduced Lunch	%		Student Sustainability	%		Limited English Proficient	%		Students with Disabilities	%				
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	%		Black or African American	%		Hispanic or Latino	%		Asian or Native Hawaiian/Other Pacific Islander	%		White	%		Multi-racial	%	
Personnel																	
Years Principal Assigned to School			# of Assistant Principals			# of Deans			# of Counselors / Social Workers								
% of Teachers with No Valid Teaching Certificate			% Teaching Out of Certification			% Teaching with Fewer Than 3 Yrs. of Exp.			Average Teacher Absences								
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			SIG Recipient								
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4		Science Performance at levels 3 & 4		4 Year Graduation Rate (HS Only)											
Credit Accumulation (High School Only)																	
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		6 Year Graduation Rate											
Did Not Meet Adequate Yearly Progress (AYP) in ELA																	
American Indian or Alaska Native			Black or African American			Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander								
White			Multi-racial			Students with Disabilities			Limited English Proficient								
Economically Disadvantaged																	
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics																	
American Indian or Alaska Native			Black or African American			Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander								
White			Multi-racial			Students with Disabilities			Limited English Proficient								
Economically Disadvantaged																	
Did Not Meet Adequate Yearly Progress (AYP) in Science																	
American Indian or Alaska Native			Black or African American			Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander								
White			Multi-racial			Students with Disabilities			Limited English Proficient								
Economically Disadvantaged																	
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective																	
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: Huntington School	Principal: Sharon Harlow	
Date of Review: March 26 - 27, 2014	School Number: 421800010015	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.,			X	

	screening, interim measures, and progress monitoring).				
	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:		E		

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> <p>The school leader has initiated a process to develop a climate and culture focused on achievement and continuous improvement. The school's mission and goals have been readdressed and revised by a representative group of adult and student stakeholders as well as the school leader. Additionally, systems and structures intended to improve the quality of teaching and learning and to address the social-emotional developmental health needs of students are in their nascent stages. While the school leader has communicated expectations around the use of data to make school-wide, programmatic and instructional decisions, not all members of the community are adhering to such expectations. As a result of all of this, the school inconsistently implements best practices associated with school improvement.</p> <p>Area of Strength:</p> <p>2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</p> <ul style="list-style-type: none"> Effective systems have been established for organizing human and material resources to increase student achievement. The school leader stated that they determine an amount for teachers to use for supplies and then use the rest for general building needs. She stated that they Identified funds for technology as well this year, which allowed them to get an ENO board or white board in every classroom in addition to document cameras for all teachers. The school leaders also reported that she created a PBIS committee to help determine how the PBIS funds would be utilized. She further stated that she had to fill one vacancy this year, and that she made some assignment changes with the special education team based on student needs. As a result, the school leader is able to supply the school community with many of the necessary resources to meet their programmatic, human and fiscal needs. <p>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).</p> <ul style="list-style-type: none"> The school employs a variety of practices to improve student achievement, improve teacher practices, engage parents and the community, and to ensure that students’ social emotional developmental health needs are addressed. Teachers stated in their focus group that they discuss concerns during team meetings and have to submit the minutes to administration. The school leader reported that during pre- and post- observation conferences, teachers are required to show student data and talk about their growth. She also stated that she has focused especially on special education and is closely monitoring the teachers’ services to students. The school leader stated that teachers are required to bring binders and artifacts with them to conferences as evidence of their work and effectiveness. In addition, the school leader stated that they are working with the central office team members to improve service delivery to the school community. Finally, during a focus group, teachers described the carousel activity used to monitor progress towards SCEP goals in the beginning of the year in order to determine if they should be modified, and how they monitor progress towards goals in the SCEP weekly. As a result, the school leader and staff can describe overall improvement across multiple school-wide initiatives. <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"> The school’s mission, vision and general goals have been re-established with stakeholder input and are in the process of being communicated across the school community. Teachers stated during a focus group that they were involved in a collaborative process to recreate the mission and vision statements; and that they revisit the mission before all SLT and staff meetings. During a focus group, teachers 		

described the carousel activity used to monitor progress towards SCEP goals in the beginning of the year in order to determine if they should be modified, and how they monitor progress towards goals in the SCEP weekly. During an interview, the school leader stated that her goals for the school include a culture of high achievement and expectations; quality instruction/program; quality PD; civility and respect; culture and climate - student expectations; student supports; conveying to all members of the community what resources exist in the building; improving academic achievement and climate/culture. She explained that “the how” for doing this is still a work in progress. The school leader also stated that she doesn’t know that the mission addresses all of the needs of the students but they are living with it for now to see if it works for them. As a result, stakeholders are aware of the school’s general goal of improving their performance, but not everyone can articulate the specific targets, their role, or progress towards the goals that will help them achieve the 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.

- The school leader is still developing the plan to conduct ongoing instructional observations, and to provide frequent feedback to teachers on their performance aligned with established criteria. The school leader reported in an interview that the administrators have a schedule for formal announced observations, but that the unannounced observations are done “on the fly.” She further stated that they are “behind on these” and that walk-throughs are “a challenge” for them. The school leader reported that she does monitor the other administrators’ reports/evaluations closely, and that they meet after they’ve completed some of them to discuss what they’ve seen and how they are scoring the teachers in order to do some norming. As a result, the opportunities for teachers to receive feedback on their practice and to improve professionally are not consistent and continuous.

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 staff implements the district-approved ELA curricula and Mathematics modules, which are reportedly supportive of the Common Core Learning Standards; the New York State Content Standards are also implemented in other subject areas. Horizontal planning around units of study occur; however, opportunities to develop plans across grades and special areas are informal and limited. The school is beginning to plan for differentiated learning activities/lessons for all classrooms and subjects. While there are some interventions in place, the school is beginning to analyze and use data to determine instructional strategies and interventions for all groups. This leads to student having variable access to the rigors intended by the Common Core Learning Standards.

Area of Strength:

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 is implementing a plan to implement CCLS-aligned curricula and provide the necessary supports to aid in their implementation. Teachers stated that they meet weekly as a grade level team to plan instruction, and special education teachers plan with their grade level partners to create parallel plans for their students. Teachers also stated that they had to submit a topic for Professional Development as part of their meeting minutes, and that there are "non-negotiables" in planning but they have the flexibility to use their own templates. All observed classrooms with consult teachers had lesson plans that included IEP snapshots and accommodations/modifications to support the students in the ELA units and/or Math modules. A reviewed binder contained documents to support the collaborative meeting times and the regularly scheduled PD that occurs with the coaches. The same reviewed binder had sign-in sheets for Saturday Academies, before and after school PD, student SRI data, AIMSWEB data, unit assessment data, and agendas for Coach meetings (the topics for which all had to do with the curriculum). As a result, the teachers have opportunities for continued learning about the Common Core and effective implementation of CCLS-aligned curriculum, which amplifies the potential for delivering instruction for college- and career-readiness.

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.

- Teachers collaborate on the development of instructional materials, but there is inconsistent planning for adjustments of the curriculum. Teachers stated that students review their own performance in order to develop individual student goals and consistently chart progress towards those goals. They further stated that they use "curriculum central" as a basis of their planning. One of eight observed classroom teachers reviewed objectives with the students that were taken from the Common Core State Standards. Writing rubrics were observed in three of three ELA classes. A reviewed binder had a section of student data and the documents used to analyze the data, which included next steps. There were also samples of a student's SRI data from the fall and winter that were shared directly with the students with the following comments: areas of progress, areas of concern, and plan for interventions/advancements. During an interview with students, students agreed that they talk about SRI results with the teachers. One observer noted that eight out of eight classrooms had lesson plans that included special education teacher input with scaffolded supports and, when needed, the sub-skills needed for the lesson; supplementary materials reviewed as parts of these lessons were common core aligned and included complex materials (leveled CCLS passages from NYS ELA Assessments). However, in all observed 3rd grade and 4th grade classrooms, teachers' plans contained the same lesson plan format, focused on the same skills, and utilized the curriculum provided by the district. In one of four observed 4th grade classrooms, modifications were indicated in the teachers plan books for ESL students and students with special needs. As a result, students are not consistently challenged with deeper content knowledge and higher-level skills that the CCLS call for, nor are they consistently receiving instruction that addresses their specific learning needs.

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.

- Although there are opportunities for students to experience the arts and technology, the school does not have a comprehensive plan to collaborate on and implement interdisciplinary curricula. Five of the five observed special area classrooms demonstrated a focus solely on that particular discipline. According to the school leader and teachers, grade level team meetings are routinely scheduled with instructional coaches to discuss implementation strategies of aligned CCLS curricula. The school leader stated that the expectation is that teachers meet during their PD time; they also have team planning time every day, even though it is required that they meet every week. According to the school leader, teachers must submit the minutes from those meetings to the school leader, and she will provide feedback as needed. The school leader reported that the SLT worked on a lesson planning template last year, and most teachers use it. The school leader reported that some classes plan for interdisciplinary instruction targeting the arts, technology and other enrichment opportunities. As a result, students have inconsistent opportunities to engage in cross-curricular learning experiences in their classrooms.

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 systems for using assessment tools and taking action on student achievement data; they are also building toward increased student reflection and ownership of their learning. One teacher stated during an interview that students review their own performance data, determine individual goals, and chart their progress towards their goal. Special education teachers shared that they use unit and module assessments (pre- and/or post-assessments) to determine accommodations and/or modifications for the unit's lessons. The school provided evidence of class lists with scores from the ELA unit assessments, which included next steps. According to teachers, the tutorial groups were formed using student performance data. A reviewed binder included a section of student data (SRI, Running records, AIMSWEB, Wilson and Foundations) and the documents used to analyze the data, which included groupings and next steps. There were also samples of a student's SRI data from the fall and winter that were shared directly with the students with the following comments: areas of

progress, areas of concern, plan for interventions/advancements. Several teachers were observed using formative assessments during learning activities. However, in all observed 3rd grade and 4th grade classrooms, teachers' plans contained the same lesson plan format, focused on the same skills, and utilized the curriculum provided by the district. In one of four observed 4th grade classrooms, modifications were indicated in the teachers plan books for ESL students and students with special needs. In five out of five observed Consultant Teacher (CT) classes, special education teachers were supporting their students with feedback that moved them from what was wrong to why it was wrong. Four of the five observed general education teachers observed in these classes used basic and low-level questions ("What's the answer to [this]? Ok, good." and "No, does anybody have something different? Ok, good."). As a result, students are not consistently challenged to think critically about their level of understanding, and they are not provided the support in goal-setting or monitoring their progress.

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:

Teachers are expected to use varied data points to inform their instruction in order to ensure increased student achievement. Most teachers plan and implement CCLS-aligned lessons, but some lessons demonstrate the required level of complexity and rigor. Additionally, professional development on research-based instructional strategies is being delivered to teachers, and these strategies are being utilized in many classrooms. Most lesson plans identify the appropriate learning standards, but they inconsistently identify the questioning and modifications to address the varying student needs. Some teachers are utilizing student data to group students appropriately for instruction, but this is not evident throughout the school. As a result, instruction inconsistently meets the requirements of the CCLS and the needs of all students.

Area of Strength:

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.

- The school has a vision and a plan for acceptable behavior and is implementing strategies to create a learning environment that supports student growth and development. The school provided PBIS PD agendas and PBIS meeting agendas that were reviewed. Students stated, "We have PBIS." When asked if they knew what the expectations were for behavior, all the students agreed that they did but said, "not everyone enforces them." They also said, "Some teachers have their own classroom rules" and "some teachers are nicer to the kids who misbehave all the time and then punish the good kids if they do one little thing wrong." "They only call home if concerned or for bad grades but not for good grades or good reasons." All students present in the large group interview agreed that they feel safe in the building. Students in the large group all agreed they feel safe to ask questions or say when they do not know or understand something. Observed classroom routines and procedures were well-established and consistent across the 5th and 8th grade teams, students followed expectations. In six out of nine classrooms, one observer noted that teachers referred to and/or disseminated "Panda Paws" to remind students or reward students for displaying appropriate behavior aligned to the schools expectations. One observer noted that nine of nine observed classrooms contained rubrics/lists of student expectations. School expectations were observed in the hallways throughout the building. As a result, the learning environment at the school is generally safe and students have generally bought into the expected culture and climate of the school, which is intellectually safe.

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 developing its implementation of data-driven instruction, as teachers are beginning to provide instructional interventions for students based on data and are beginning to establish short- and long-term goals for groups of students. A reviewed binder had a section of student data (SRI, Running records, AIMSWEB, Wilson and Foundations) and the documents used to analyze the data, which included next steps. In three of three ELA and one of two math classes, teachers were observed

using multiple strategies (chunking, stop and jot, RACE respond, answer, cite, evidence, and manipulatives) and instructional practices (explicit step by step instruction as well as manipulatives). Instructional interventions were included in reviewed lesson plans in five of five CT classes, and these interventions were carried out according to observations. Some reviewed lesson plans contain objectives and plans for small group instruction. Five of five special subject classrooms had lesson plans that were developed around standards and goals. However, students in grades 6, 7 and 8 in the large group interview said that they do not have any written learning goals. They did report having SRI scores that they looked at from the fall and winter data to see “what [they] got right and wrong.” As a result, students receive instruction that is differentiated to their specific needs and goals on an inconsistent basis throughout the school day.

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.

- Though many teachers are delivering CCLS-aligned instructional practices for students and use strategies that yield increased mastery of the content, there is a noticeable pocket of teachers that do not. One observer noted that seven of the eight teachers observed had lesson plans aligned to the CCLS and were reflective of the shifts, such as citing evidence from the text, explaining answers, and talking with peers about their thinking. In two observed 3rd grade classrooms, teachers were using EngageNY Mathematics Modules. Observed 5th and 8th grade ELA/Math teachers were implementing district-provided ELA and Math curricula. Three of the 7th grade classrooms were observed utilizing questioning that didn’t require students to provide evidence or to explain their thinking. As a result, not all students have opportunities to grapple with complex tasks and questions that are aligned to the CCLS and their required 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 beginning to use plans for adjusting student groupings and instructional strategies. The school provided evidence of student data (SRI, Running records, AIMSWEB, Wilson and Foundations) and the documents used to analyze the data, which included groupings and next steps depending on the data. Special education teachers reported that they use unit and module assessment data to determine strategies, scaffolds and supports for students with disabilities. However, in all observed 3rd grade and 4th grade classrooms, teachers’ plans contained the same lesson plan format, focused on the same skills, and utilized the curriculum provided by the district. In one of four observed 4th grade classrooms, modifications were indicated in the teachers plan books for ESL students and students with special needs. In seven of eight classes observed, teachers were using a generic stop and check (question and answer) types of formative assessment that involved only a few students and continued with the lesson. In one class, the observer noted that the formative assessment was used to poll all students for understanding and then instruction was adjusted accordingly or continued. Five of five special education teachers were working along side the students with disabilities in Consultant Teacher classes and giving them feedback and guiding them. General education teachers were observed giving feedback that was not specific to each student but was directed at the few who answered questions, and this feedback typically confirmed right and wrong answers. As a result, teachers are not consistently utilizing effective assessment strategies and students do not benefit from instruction that is informed by solid interim and summative data.

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

E

Debriefing Statement:

The school has identified building a positive culture and climate as one of two focus areas for the year. The school has a robust social and emotional developmental health team that supports students’ needs in a variety of ways. Systems and procedures have been developed and implemented to ensure that students who struggle academically and/or behaviorally are identified and supported. A number of partnerships have been developed to support students and their families as needed. Because these services and initiatives are inconsistently interwoven into the school’s general operations, not all teachers, parents and students are aware of the resources and how to access them. Overall, students benefit from a focused effort to address

their social and emotional needs in service of continued academic improvement.

Areas of Strength:

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 leader has developed a system to address students' social-emotional developmental health needs. Students in the large focus group said they know someone in the building they could go to if they had a problem, and they listed their teacher, the principal, the guidance counselor, or another adult. A "Lunch Bunch" student log dated October 2013 to the present identifies participating students, and it is used as a reward and a way for the support staff to develop relationships with students. In an interview, student support team members stated that they meet to review referrals in order to determine at-risk or one time concerns. They said that they sort the office discipline referrals into SBIT-A or SBIT-B referrals. The student support team listed the following systems and strategies during an interview: SBIT-A/SBIT-B, check in check out (CICO), Aggression Replacement therapy/training, and AVID strategies. The school leader reported in an interview that the Student Support Team responds to student referrals; keeps track of behavioral data; makes recommendations for those students; refers students to SBIT-B for higher tiered behaviors or SBIT-A for academic interventions. The school leader also reported that the student support team members have presented information at staff meetings and they've helped to clarify how the teams operate and their purposes. As a result, efforts from the school community to support and develop students socially and emotionally are extensive and consistent in addressing barriers to student success.

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 has developed a vision and the protocols and processes for stakeholders to discuss their roles in providing social and emotional developmental supports, and stakeholders play their role in achieving this vision. Common messages regarding student behavior expectations were observed throughout the building. The school leader reported that a weekly bulletin is emailed home to families. The student support staff indicated in an interview that there is an intentional push to create family participation, including supporting an active PTO that includes a teacher from each grade level. They further indicated that there are weekly meetings scheduled with school leader and support team to discuss issues related to the culture, and they were actively involved in the creation of the mission statement, with which they are very pleased. As a result, students experience consistent messaging about the expectations for their behavior, and they receive support for their continued development from a range of school stakeholders.

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 community collects data on students' social emotional developmental health needs and continues efforts to develop all stakeholders in using the data to support students. The student support team indicated in an interview that the school leader provides time and space in weekly meetings to discuss data in addressing student academic and social emotional needs. They further indicated that SBIT-A and SBIT-B meetings occur regularly, where interventions are identified and implemented. They also indicated that teachers are given updates on the progress of students individually and at team meetings. According to the student support team, the counselor brings academic failure lists and attendance data to the school leader and support team to problem solve and address concerns. They further explained that student behavior data (place, time and offense) is also tabulated for support team meetings. According to the support staff, the development of a culture rubric supports children and staff. The support staff indicated that the school community has access to data and uses the data in SBIT meetings to progress monitor and create new interventions if needed. The school leader stated that they have a large peer-tutoring program; the Syracuse University provides tutors and there is a Foster Grandparent program running at the school. As a result, students benefit from a range of supports for their social-emotional developmental health needs, and data is used to inform the provision of those support strategies.

Area for Improvement:

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.

- The school has a PBIS program in place to address the social-emotional development of students, but teachers do not receive direct or consistent training for the implementation of this program. The students in the large focus group said, “We have PBIS here.” Document review revealed that there are universal PBIS plans for the elementary level. Students indicated that they are aware of the behaviors needed to participate in celebrations. A “word of the day” was heard on the announcements, which was to be reinforced during advisement time. Posters of the PBIS matrix and classroom expectations were observed in hallways and classrooms. The teachers indicated in an interview that social emotional developmental health professional development is provided by the District to support staff and is supported at the building level. Teachers stated that professional development in the school takes the form of PBIS coaching at the universal level; however, teachers are not included in training at the school level. The PBIS plan is consistently being monitored and revised at each of the planned meetings, as stated by the support staff. Teachers and support staff meet at least weekly to update and monitor the needs of students. As a result, students are reminded of the expectations and provided encouragement and opportunities to be academically and socially successful; however, teachers have limited or inconsistent opportunities to further increase their capacity to meet all students’ needs via PBIS.

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:

The school benefits from a highly engaged PTO and community partners, and both staff and parents appreciate the open-door policy. There are numerous partnerships to support students and their families. School staff members utilize a variety of communication strategies to ensure that parents are able to fully support their students. Stakeholders feel a sense of pride in the school and communicate a responsibility for it’s continued improvement. The school does not, however, consistently provide and discuss performance data with parents to ensure their ability to effectively monitor students’ academic progress and social and emotional developmental health needs. As a result, students do not fully benefit from parents’ engagement to increase their achievement.

Areas of Strength:

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 communicates effectively with families about school and student issues. The school leader and teachers stated during interviews that a representative from each grade level attends all PTO meetings, although the focus of those presentations is usually on student behaviors. In several observed classrooms, weekly parent newsletters were posted on the wall. Both the school leader and teachers stated during interviews that there is an open-door policy for parents to come in and discuss concerns or to attend team meetings and observe in classrooms. The school leader indicated that the teachers will text, email, and call parents to discuss concerns and provide information. The school leader reported that there is staff member who interprets for Spanish speaking parents, and information is also translated and sent home. The school leader stated that they worked with the parents to determine the parent involvement plan, which is focused more on communications and education for parents. One parent stated that they would like the ability to email with the school office more (especially regarding issues like attendance), not just with their specific teacher. Other parents indicated that communications with the 7th grade teachers is consistent. With a total enrollment of 941 students, the school leader indicated that approximately 30-35 parents attend PTO meetings. Parents indicated in the interview that the staff is very responsive to them, but acknowledged that most parents are not very engaged in the school. Despite the school’s communications not being fully reciprocal in nature, most parents are informed, a large subset of parents is involved, and a notable

pocket of parents are deeply engaged to improve school matters and student learning.

Areas for Improvement:

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

- The school community is beginning to use a plan to encourage students and families to learn about the expectations for student academic achievement. While the school leader noted that they have not done a formal presentation to parents on the school's performance and their goals, they did present some information about student achievement during an open house, focusing on their plans and programs to meet students' needs. She stated that the state assessment scores were shared in the fall. The school leader also stated that they send various reports home to parents (interim assessment scores; mid module assessment reports; grade reports; weekly reports, which are required of every elementary grade level; middle grades teachers provide information in the students' planners; and progress monitoring data). Parents and the school leader indicated that parents with students in the middle grades have access to the parent portal in order to see how the student is performing. While the school is endeavoring to communicate with parents and to provide them with the information that they need, continued effort is needed to ensure that many more parents receive and understand the information that is being shared through various reports and notices.

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 is developing partnerships with families and community entities to support student learning and growth. Parents stated that one of the local pizzerias donates pizza as an incentive for students (could be behavior, attendance, or some other goal that the students are working toward). The school leader reported partnerships with Syracuse University and Foster Grandparents to support student academic needs. In addition, the school leader reported that they have a partnership with Huntington family service and Contact Community to provide supports to students and families as needed. With a total enrollment of 941 students, the school leader indicated that approximately 30-35 parents attend PTO meetings. While PTO board members are proud of the work that they've done, they acknowledge that more parent engagement is needed to ensure individual and whole school improvement. Teachers indicated in an interview that professional development in the school takes the form of PBIS coaching at the universal level; however teachers are not included in PBIS training at the school level. As a result, the school is still developing partnerships and efforts to ensure that all stakeholders continually increase their capacity to support all students' needs.

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 community is developing systems and routines to share data regarding student learning needs and success that families can access and understand. The school leader reported that they provided a curriculum night at which teachers demonstrated to parents what is happening in class. She also reported that they provided a presentation on the New York State assessment. The school leader noted that there are no other events or information (other than "fun events") that the parents have requested that they haven't already provided. Parents stated that just before the school year began, they received a letter from the Board of Education stating that the school is in need of improvement and that they could go to another school. Parents stated during the interview that they don't recall being provided any school data, although one stated that they recall being provided the number of students in the 6th grade and the number of snow days that they've had. Parents did acknowledge that there is achievement data posted on the school's website. As a result, families are not aware of and/or are not accessing the information that will help them to fully engage and support their child's learning.

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: create SMART goals to help quantify the level of achievement expected for each of the "targeted areas" that have been identified (improving student achievement, planning meaningful PD, improving the culture and climate, etc.). Continue developing and implementing systems for monitoring the effectiveness of school-wide strategies and initiatives.

2.4: ensure that informal classroom observations are conducted frequently and consistently so that teachers have ongoing feedback on their instructional practice.

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: continue developing teachers' capacity in creating lesson and unit plans aligned with CCLS/NYS (Common Core Learning Standards/New York State) standards and execute DDI (Data-Driven Instruction) protocols to support the incorporation of complex materials for all groups of students. Ensure that all teachers are explicitly and consistently planning to address students' specific learning needs.

3.4: clarify the expectations regarding interdisciplinary teaching/learning, and ensure that the necessary supports and monitoring are in place.

3.5: ensure that all teachers consistently provide academic feedback to students to solidify their understanding, correct misconceptions or extend their understanding. Professional development, explicit modeling and or periodic monitoring of this specific practice might help to shore up teacher effectiveness in this area.

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 student goals are clearly understood by the students so that they can better monitor their progress along the way.

4.3: ensure that all classrooms consistently require that students provide evidence for their work and that they articulate their thinking regarding the issue being discussed.

4.5: provide continued professional development to teachers around formative assessment strategies to ensure that their instruction is informed by accurate ongoing data.

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:

5.3: ensure that teachers are provided ongoing professional development and coaching on strategies to meet students' social and emotional health needs.

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:

6.2: continue to seek new strategies to inform families and engage them in the school's expectations for student achievement. Monitor parent knowledge and understanding of the information disseminated to ensure that they are prepared to fully support student learning.

6.4: encourage student support staff to identify additional resources and potential partners (community members and youth workers) to provide additional support and training to teachers and parents to increase their effectiveness in establishing partnerships.

6.5: create a system/strategy to monitor and determine if parents have accessed various data points and deepened their understanding of that data.