



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

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School Name: LeMoyne Elementary School	School Number: 421800010012
Principal: Laura Vieira-Suarez	District: Syracuse City School District
Date of Review: March 4 – 5, 2014	Lead Reviewer: Jerry Lambrinatos, Octavia Wilcox

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School Information Sheet											
Grade Configuration	Pk-5		Total Enrollment	521	Title 1 Population	76.5%	Attendance Rate	93.8%			
Free Lunch	71.3%	Reduced Lunch	5.2%	Student Sustainability	90.0%	Limited English Proficient	14%	Students with Disabilities	19.3%		
Types and Number of English Language Learner Classes											
#Transitional Bilingual	0		#Dual Language	0		#Self-Contained English as a Second Language	0				
Types and Number of Special Education Classes											
#Special Classes	2		#Consultant Teaching	4		#Integrated Collaborative Teaching	0				
# Resource Room	1										
Types and Number Special Classes											
#Visual Arts	0		#Music	1		#Drama	0		# Foreign Language	0	
# Dance	0		CTE	#0							
Racial/Ethnic Origin											
American Indian or Alaska Native	0.8%		Black or African American (26.7%)			Hispanic or Latino (8.6%)	%		Asian or Native Hawaiian/Other Pacific Islander (17.5%)	%	
White (40.4)	%		Multi-Racial (6.0%)	%							
Personnel											
Years Principal Assigned to School	1.6		# of Assistant Principals	0		# of Deans	0		# of Counselors / Social Workers	1	
% of Teachers with No Valid Teaching Certificate	0		% Teaching Out of Certification	0		% Teaching with Fewer Than 3 Yrs. of Exp.	2		Average Teacher Absences		
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing	no		Priority School	F		Focus District	F		Focus School Identified by a Focus District	Yes	
SIG Recipient	No										
ELA Performance at levels 3 & 4	10%		Mathematics Performance at levels 3 & 4	15%		Science Performance at levels 3 & 4	79.2%		4 Year Graduation Rate (HS Only)	n/A	
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	N/A		% of 2 <sup>nd</sup> yr. students who earned 10+ credits	N/A		% of 3 <sup>rd</sup> 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					Y		Black or African American			
	Hispanic or Latino							Asian or Native Hawaiian/Other Pacific Islander			
N	White							Multi-racial			
N	Students with Disabilities							Limited English Proficient			
N	Economically Disadvantaged										
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics											
	American Indian or Alaska Native					Y		Black or African American			
	Hispanic or Latino							Asian or Native Hawaiian/Other Pacific Islander			
N	White							Multi-racial			
N	Students with Disabilities							Limited English Proficient			
Y	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			
Y	White							Multi-racial			
	Students with Disabilities							Limited English Proficient			
Y	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.):											
<ul style="list-style-type: none"> <li>• Installation of technology and professional development for all stakeholders surrounding technology.</li> <li>• Vertical teaming schedule has been developed to promote communication and collaboration across grade levels and subject areas to increase student success.</li> <li>• Increasing student engagement and achievement by providing embedded professional development for all staff, including support staff, using instructional rounds and Explicit Direct Instruction strategies.</li> </ul>											

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<b>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</b>					
#	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	
<b>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.</b>					
#	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	
<b>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.</b>					
#	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	

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**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		

**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		

<p><b>Tenet 2 - School Leader Practices and Decisions:</b> 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><b>Tenet Rating</b></p>	<p><b>D</b></p>
<p><b>Debriefing Statement:</b></p> <ul style="list-style-type: none"> <li>There is an established vision centered on holistic student development that is recognized inconsistently throughout the community. Although the school has outlined goal areas and action steps in their SCEP, some of these monitored goals/priorities don't contain all components of the SMART acronym. The school hires staff, creates schedules, and purchases resources when possible to meet the needs of its students. School leaders frequently observe teaching practice throughout the building. Even though teachers are provided with feedback during formal APPR evaluations, school leaders do not systematically conduct feedback loops with teachers on their performance. As a result, stakeholders are generally involved and striving toward helping students develop academically and socially-emotionally, but the intended progress isn't fully realized yet.</li> </ul> <p><b>Strengths:</b></p> <p>2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</p> <ul style="list-style-type: none"> <li>The school leader makes strategic decisions around the use and allocation of resources. During an interview, the school leader mentioned that the school has worked hard to implement an after-school program that operates like an extended-day program so that it offers both enrichment and academic opportunities that flow with the regular day content and activities. The school leader stated that last year's after-school program was more recreational in nature, but this year, the school has worked to ensure that the over 200 students who participate engage in activities that are aligned to the Common Core and with the content taught earlier in the day. When asked about how she hires her staff, the school leader stated that the process is driven by the district but that her process is typically conducted by a team of school leaders and teachers; she also stated that she didn't really get to interview last year since the additions to school's staff were transfers. In spite of this, the school leader said that she seeks out additional support for her classrooms by finding volunteers and student teachers. The school leader said that she works with a foster grandparent program to bring them in as volunteers, and she also said that she works with local colleges to bring in a number of student teachers at all levels; she said that they aren't brought in to be "glorified TAs" but that they are taught how to work with children on academics. As for fiscal and material resources, the school leader mentioned: working with Target to get more books into her building, meeting with her SLT to determine what the school will purchase based on available funds in the budget (oftentimes she said that they will order materials for the teaching of the Common Core), and writing grants (for ENO boards) and conducting fundraisers. As a result, the school leader supplies the school community with the necessary resources to meet its needs.</li> </ul> <p><b>Areas for Improvement:</b></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"> <li>The school has a vision with some support from the community, but its goals aren't fully developed to support the school's vision. The school leader stated that one of their main areas of improvement they focused on since last year is creating a vision and mission statement, which happened over the summer with the School Leadership Team (SLT). The school leader said that there were a variety of opinions at the table, and from those opinions the school chose to focus on creating critical thinkers and life-long learners. To accomplish this, the school leader stated that she and her team recognized a need to focus on showing and teaching students what it means to be productive; the school leader stated that she believes she is one of the most socially-conscious buildings since she and her staff teach students what it means to be respectful and safe. She stated that in addition to the SLT, parents and students had a voice in the vision, which was finalized in December. However, members of the support staff could not replicate the portions of the vision the school leader did during her interview; they summed up the vision as "collaboration." Finally, upon review of the school's SCEP, the goal areas identified were did not include the measurable aspect of the SMART acronym in a number of areas; these goals</li> </ul>		

were listed like actions rather than measurable outcomes. As a result, the school is sometimes focused on achieving goals or conducting activities that won't help the community reach its 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, along with other members of her team, conduct teacher observations, but her system of observation doesn't yet allow for proper progress monitoring or feedback loops. The school leader stated that she and her assistant principal are in every classroom every day; the school leader will visit half of the classrooms and the assistant principal will do the other half. The school leader also stated that they are on track with completing their formal evaluations with teachers according to the formalized APPR plan. According to the school leader, feedback is provided to teachers as a part of the formal evaluations, and during information observations, the school leaders may take notes (on "what I saw," "what I liked," and "what questions I have") but these notes are not shared with teachers after a visit (she may talk with a teacher about these notes, however). However, interviewed teachers mentioned receiving written feedback from instruction coaches after they conduct informal walk-throughs. Additionally, the school leader stated that they have conducted instruction rounds for Math and ELA; the school invited Math Solutions to conduct instructional rounds with them in the first grade. The school leader stated that teachers are wrapping their heads around and becoming more comfortable with instructional rounds. After conducting formal observations, the school leader stated that she sits down with her team to analyze her teachers' point distribution on the Teaching and Learning rubric to look at where the school needs to focus and how this relates to their SCEP; she said that she thinks about 30% of her teachers are still developing their use of data to inform instruction in addition to giving students choice of their activities and students directing their own learning. When asked if student achievement data play a role in how she evaluates and monitors the progress of teachers, she stated "I don't look at it every time I visit classrooms. We are using data partially but not fully. [The school staff] rated itself developing in this area; we need a protocol so that we are on the same page on how we are using it." As a result, the school's team of observers doesn't have a clear real-time picture of where teacher's land on a continuum of effectiveness, and teachers sometimes receive feedback that isn't strategic.

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 is in the process of both connecting comprehensive data systems and monitoring them regularly. When asked how the school determines whether it has made progress on mission-critical goals, the school leader responded as follows: "We will constantly revisit both the SCEP and our previous SLT minutes from our previous meetings at our current meeting. Next to each tenet we will have notes written down on what we have done and what we are working on. For example, developing the mission statement was our focus, so you would see notes in our minutes on work we have done on that. We will go through whatever we are addressing; this will be in our minutes. The SCEP plan, as I said, is revisited at every SLT meeting, which is held once a month. It really depends on what we are working on." The school leader also mentioned that she and her team are in need of a protocol to help them analyze their data. As a result, the school cannot adequately articulate progress towards all critical school-wide goals or identify interdependencies in their strengths or areas of growth.

**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 utilizes the Board of Education adopted ELA and math curricula and modules which support the Common Core Learning Standards (CCLS); other subject areas support the New York State Content Standards. The school leader and her team monitor and support the implementation of these curricula; teachers meet on an on-going basis with their team members as well as instructional leaders to discuss

their usage of the curriculum. The school is focused on collecting student achievement data and reviewing it during scheduled meetings. Some teachers strategically group students and meet their diverse needs. Similarly, interdisciplinary planning and learning happens in select classrooms, but not in all. As result of the school's implementation of its curriculum, students receive instruction that is sometimes prepared to meet their individual needs.

**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 and implements a plan for the support of CCLS-aligned curricula. The teachers mentioned (and coaches agreed), "We have common team planning time in which we are able to receive support in the form of professional development from our coaches." Teachers also mentioned that they have vertical team meetings every two weeks and sometimes weekly, and there also dedicated times for grade level teams to meet. In addition, teachers stated that there is also a rotation of PD time for teams of teachers to review curricula; teachers said that pacing charts and/or activities are discussed during these times. Teachers reported that they use Curriculum Central (on the district's website). According to teachers, they receive support from coaches on implementation of the curriculum in the following ways: immediate feedback on instructional practices and performance when conducting observations and modeling lesson planning or execution of a lesson that is CCLS-aligned. Other teachers report meeting daily to lesson plan together. A teacher said, "we meet with each other, the special area teachers meet with us..." When asked how the school leader supports their implementation of their curricula, a teacher responded with: "Oh, yes she does. We have time to meet and she will use staff meeting for PD. We are also encouraged to access outside PD, like at Saturday Academy days." The school leader mentioned similar structures for common planning time that teachers did above, and she also mentioned that she monitors their implementation of the curriculum by meeting with the coaches regularly to a get a report on how teachers are doing on this front as well as looking closely at lesson plans prior to or as she is visiting classrooms. As a result, teachers are using and adapting their curricula to deliver the intended instruction 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.

- Teachers generally collaborate with one another on instructional planning, but their data-based planning isn't meeting the needs of all students and is not consistently providing students with complex materials or opportunities for higher-order thinking. Teachers stated that they meet with their teams daily and in vertical teams twice a month in order to go over how they are going to teach the units; they also mentioned planning together with special education and special area teachers to scaffold supports (the special education site on Curriculum Central is used as a resource). In some lesson plans, teachers had indicated accommodations and modifications for specific students with special needs. However, during the observed grade level meeting, the team shared how many students missed each question in a given assessment, but the team did not analyze the type of question or response. Additionally, during this grade level meeting, teachers discussed reteaching, reviewing and previewing certain skills (the special educator mentioned previewing or reteaching with her students separately and outside of class); most of these suggestions teachers were discussing were to be implemented for all students and not groups or individual students. Furthermore, in an interview, the school leader mentioned that the school is in need of a protocol for data analysis. As a result, students aren't consistently receiving instruction that is accessible or rigorous enough to prepare them for success in the short- and long-term.

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 are learning to create interdisciplinary learning experiences and support each other's content across classrooms. Teachers reported that they have multiple opportunities for teachers to work in

vertical and horizontal groups on a regular basis. Additionally, teachers stated that core content area teacher meet with special area teachers biweekly to discuss how general education content can be supported in specials classrooms; according to teachers, the librarian also communicates with core content teachers on how she can reinforce the content. Teachers provided examples of how special area teachers have been supporting their contents as follows: the physical education teacher uses CCLS skill words and vocabulary and the music teacher incorporates math fractions into music lessons. A teacher made the comment, “[special area teachers] are attached to a team so they are a part of what we do.” A teacher said, “reflecting on lessons, projects, strategies... that happens at lunch, in the hall, all the time. We always talk about how things turned out and how they are going.” As a result, students have isolated 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 their expertise in using a variety of assessment tools, taking action on student achievement data, and providing data-based feedback to students. During an interview, the school leader mentioned the following types of data teachers collect: running records, SRI, and district assessments. The school leader mentioned that teachers were given training on how to conduct running records. She also mentioned that this and other training was needed in order to get staff to understand what the data mean and how to move forward with it. She said that tier 2 interventions have been put into place in a way that allows these students to work with consultant teachers so that they don’t “stay in tier 2” forever. The school leader said that teams will sit down and review results to group students and talk about modifications that can be put into place, and if it is needed the student support team will be called upon to lend additional assistance in the classroom as the additional interventions may be social-emotional in nature. Nevertheless, during a grade level meeting, teachers discussed reteaching, reviewing and previewing certain skills (the special educator mentioned previewing or reteaching with her students separately and outside of class); most of these suggestions teachers were discussing were to be implemented for all students and not groups or individual students. Additionally, the school leader mentioned that a protocol for data analysis is needed at the school. A number of students have expressed that teachers give them feedback on their assignments and provide ways to improve their skills and understanding. Some students said, “Our teachers tell us what we have to do and then we do it so we can get it right”; “We can do our work over”; “We get written corrections so we can make it better. She will write what I didn’t do or what we did correctly.” However, there were students who also said, “we receive more specific feedback on projects or essays” and “the teacher would give me the right answer if I was wrong so that I knew the correct answer.” Additionally, in some observed classrooms, teachers were seen confirming right or wrong answers for students but not sharing next steps for learning and improvement. As a result, not all teachers are appropriately course-correcting their instructional plans for their classroom and groups of students.

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

**Tenet Rating**

**D**

**Debriefing Statement:**

- Although many teachers and teacher leaders track and analyze a variety of assessment data, some teachers are continuing to develop their skill of strategically responding to student performance. While some classrooms do incorporate activities, tasks, and materials that promote the instructional shifts associated with the CCLS and higher order thinking, some classrooms do not. Additionally, instruction that is responsive to a variety of student needs is inconsistent throughout the building. As a result, students are variably experiencing instruction that will prepare them for college and career.

**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.

- Teachers maintain a safe and orderly environment and address/acknowledge diverse students. When



teachers were asked about how they promote a safe and healthy learning environment, teachers stated that PBIS is building-wide. Teachers also stated that they think they are supported by the school leaders around student behavior and expectations, and they said, “everybody follows the same rules.” Other teachers said, “Consistency and collaboration make it work. We all support each other and if someone needs help, we are there to support them.” When students were asked whether they feel safe at school, all students said “yes.” Also, when students were asked whether the rules are the same throughout the school, all students replied “yes.” Furthermore, a student commented, “I like the ‘gator gotchas’ and all the celebrations; teachers are helpful.” In most observed classrooms, students were working as expected, and, in few instances when students were not following expectations, students were redirected to a choice assignment and began following expectations. In some observed classrooms, teachers were using Foundations, guided reading centers, and different tasks; students in these classrooms were asked to draw their responses, write a sentence, tell a partner, and some students had two details written while others had three details in paragraph form. When students were asked how they feel about asking questions in class, students said, “I feel good about it. I feel like it is good to ask questions. It is good so you can learn. The teacher gives us other ways to learn by working on the board on by our side. We work with partners a lot.” When students were asked what happens if a student gets something wrong in class, a student said, “The teacher helps them. They help us understand what they’re teaching about. The teacher helps them find the correct answer.” As a result, the learning environment is overall safe and welcoming for students to participate and learn.

#### **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 informing instructional decisions with data and accommodating for students with special needs; some teachers exhibit a level of proficiency with grouping students strategically while others do not. Upon review of a teacher’s data notebook, students’ reading levels were logged and there were five groups of students identified with goals attached for each and a plan for each. When students were asked what happens if they don’t understand something in their classroom, a student replied, “We can go to the back table for immediate intervention in Math; she will show me another way to do it. They work with us on the board or at my side.” Additionally, a special education teacher mentioned giving the general education teacher a list of modifications by subject and child for all activities in a week’s lesson plans (for instance, a group of students may have the following designation: graphic organizer – allow students to support with fewer details). According to teachers, they use the following sources of data: running records, Aimsweb charts, ELA and Math unit assessments, observation notes, student work, IEP data. Teachers stated that they use these data sources to determine instructional groupings and interventions, as well as attendance and referral data. Teachers also stated that coaches meet with them to go over unit benchmark assessments. Nevertheless, during a grade level meeting, teachers discussed reteaching, reviewing and previewing certain skills (the special educator mentioned previewing or reteaching with her students separately and outside of class); most of these suggestions teachers were discussing were to be implemented for all students and not groups or individual students. Additionally, the school leader mentioned that a protocol for data analysis is needed at the school. A teacher also commented, “All students have daily goals, which is the lesson’s learning objective; all kids also have goals for ELA, Math, as well as a personal goal.” Students said, “These are my goals for February and March. This is my Reading goal, this is my math goal, and this is my personal goal.” When asked who checks to see that you have accomplished your goal, the student said: “My teacher talks to us. We can change our goal if we did it; my reading goal is fluency and more words per minute.” As a result, teachers’ instructional decisions are not consistently appropriate for the performance levels of all students.

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.

- The school is inconsistently delivering CCLS-aligned instruction to students. While some observed teachers made reference to using a text to find evidence, other observed teachers did not. Those who did make reference to finding evidence in the text made statements like: “Look in the text for your answer. Let’s read that together. Very good. That is our --- yes, that’s right. That’s our evidence. Your answer must come from the text.” In addition, some teachers asked questions that required higher

levels of thinking (like application and analysis), while other teachers asked questions that either required recall, one-word or short-phrase responses, or unsupported opinions. Here is a collection of questions recorded during classroom observations: “When else would a bar graph be a useful way to display results?”; “Why do you think it’s two wholes?”; “What are other examples of open and closed syllables?”; “What is your favorite part of the story?”; “Did they have a hook?”; “What was their argument?”; “Did they have three reasons? What were they?” As a result, students have variable opportunities to grapple with complex tasks and questions.

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).

- Although teachers are assessing students in multiple ways and creating some instructional groups, most of these groups are based on fluency-related assessments, and all data sets aren’t interconnected to consistently inform the groupings and instructional strategies of more complex skills and tasks embedded in the curricula. When asked about how they use data to inform their instruction, a teacher commented: “We have a lot of data, data charts, Aimsweb, running records, SRI, Wilson, curriculum unit assessments, and fluency measures. We use it to determine goals, groups and interventions and if we have to review.” Upon review of a teacher’s data notebook, students’ reading levels were logged and there were five groups of students identified with goals attached for each and a plan for each. When students were asked what happens if they don’t understand something in their classroom, a student replied, “We can go to the back table for immediate intervention in Math; she will show me another way to do it. They work with us on the board or at my side.” Teachers also stated that coaches meet with them to go over unit benchmark assessments. Nevertheless, during a grade level meeting, teachers discussed reteaching, reviewing and previewing certain skills (the special educator mentioned previewing or reteaching with her students separately and outside of class); most of these suggestions teachers were discussing were to be implemented for all students and not groups or individual students. Additionally, the school leader mentioned that a protocol for data analysis is needed at the school. Some students said, “Our teachers tell us what we have to do and then we do it so we can get it right”; “We can do our work over”; “We get written corrections so we can make it better. She will write what I didn’t do or what we did correctly.” However, there were students who also said, “we receive more specific feedback on projects or essays” and “the teacher would give me the right answer if I was wrong so that I knew the correct answer.” Additionally, in some observed classrooms, teachers were seen confirming right or wrong answers for students but not sharing next steps for learning and improvement. As a result, students are receiving tailored supports to develop certain fluency skills but aren’t yet consistently receiving tailored supports for higher-level skills.

<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> 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.	<b>Tenet Rating</b>	<b>E</b>
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**Debriefing Statement:**

- The school has established a climate where students feel comfortable going to the adults in the building for support when they need it. There are multiple internal systems and programs in place to address students’ social-emotional developmental health needs; these systems and programs help teach positive behaviors and habits and they also provide staff with protocols to follow that help address issues that arise. Internally, the staff is expected to log and monitor social-emotional data to initiate and continue the referral process, which is intended to provide students with the necessary supports and services; external agencies add capacity to this internal structure. As a result, students feel safe and supported, and they are able to acquire the necessary social and emotional skills that allow them to problem-solve and self-regulate, which is a critical component of the school’s vision.

**Strengths:**

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 has a defined system for how staff is to support and refer students relative to their social-emotional development. All interviewed students said, “If we have a problem, we know that we can go to our teachers.” Additionally, teachers said, “We all work together. We all help each other. We help

any student. If a teacher is in the hall with a student and if we have to, we can go over and ask the student if he/she needs help.” Teachers and the support staff described the referral process for a student who needs additional supports as follows: a teacher will fill out a referral form that will be evaluated by the school’s intervention teams, the school intervention teams (SBIT A and B) will review the referral as well as historical data on the student (like academic benchmarking, attendance history, or another indicator that is a part of their screening tools, then the team will meet again to discuss their findings and initiate a problem solving team to determine the next steps. The support staff also mentioned that teachers are not required to be a part of the “problem-solving” team after a student has been referred, but, by far, teachers will be involved. According to the support staff, parents are also invited to attend team meetings and/or the school’s case worker may reach out and connect with the family. Additionally, when the support staff was asked how they use data to meet students’ social-emotional needs, they said that magic “cut-off” numbers (like absent twenty percent of the time or has been referred 3 – 5 times) aren’t used to determine needs since they have seen that these aren’t reliable metrics. Instead, the support staff stated that they use various indicators from historical data they have on students (mentioned above) in order to notice a pattern, and then students are categorized into a tier according to a RTI model. Finally, support staff stated that teachers often would not refer students until they have tried an intervention first. As a result, students receive appropriate supports for their academic social-emotional well-being.

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 defined and uses a program for the social-emotional well being of students. According to teachers and the support staff, staff has been trained on PBIS throughout the building. Teachers also reported receiving professional development and support from coaches, as well as through staff meetings. Teachers stated that the school leader will also “turn-key” trainings that were offered to her at Leadership Academies at the district-level. When teachers were asked about how they promote a safe and healthy learning environment, teachers stated that PBIS is building-wide. Teachers also stated that they think they are supported by the school leaders around student behavior and expectations, and they said, “everybody follows the same rules.” Other teachers said, “Consistency and collaboration make it work. We all support each other and if someone needs help, we are there to support them.” When support staff was asked about professional development opportunities, they said that it is not “good” at the building level for support staff (they are more academic in nature), but that this is more of a district responsibility. Nevertheless, the support staff mentioned the following professional development opportunities they have attended that are aligned to the social-emotional developmental health of students: trauma, health services, child abuse, and homelessness. As a result, students are provided with opportunities to learn and reinforce habits that will develop them socially and emotionally.

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 defined the roles that various staff members should play in developing students socially and emotionally. During an interview, the school leader mentioned that the benchmark of quality survey (as a part of PBIS) was conducted, and one way that it helped was by clarifying some roles/expectations. For instance, the school leader mentioned that it helped create clarity around which behaviors were classroom-managed versus office-managed. Additionally, teachers said, “We all work together. We all help each other. We help any student. If a teacher is in the hall with a student and if we have to, we can go over and ask the student if he/she needs help.” The support staff also mentioned that teachers are not required to be a part of the “problem-solving” team after a student has been referred, but, by far, teachers will be involved. According to the support staff, parents are also invited to attend team meetings and/or the school’s case worker may reach out and connect with the family. The support staff stated that within each student’s individual plan, they collect on-going data to assess the student’s responsiveness and they may make changes along the way. As a result, the school community works as a team to develop students socially and emotionally.

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 uses data to respond to the social-emotional needs of students. The school leader mentioned that academic and behavior intervention plans are put into place for students, and when they do not work, the support staff, school leader, and teachers meet to make conscious adjustments to the plan in order to see results. Additionally, the school leader stated that these interventions are put into place starting in PreK so that the school doesn't wait for students to get to K without addressing issues or supporting students appropriately. The student support staff indicated that individual plans are drafted for students who are of concern, and these plans are revisited to assess student responsiveness and integrity of implementation. The support staff said that integrity is assessed with a checklist that requires whoever was responsible for an intervention to check off and indicate what they have done with the student. According to the support staff, responsiveness is measured with the check-in-check-out tool; in this tool a student needs to reach a certain behavioral goal and the teacher helps fill this out and monitor a student's progress. The support staff said that this data (from check-in-check-out) is then put on a chart to understand what is working for the child and what is not. As a result, supports for student social-emotional developmental health are tracked and referred to in order to provide the proper supports and to continuously refine supports.

**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 communicates with families in a variety of modes. However, professional development opportunities for staff around building and sustaining partnerships with families and the broader community are lacking. Yet, families have received materials and workshops to help them better understand expectations, school issues and events, their students' academic performance, and the school's overall progress. As a result, families are updated, involved, and understand their student's progress.

**Strengths:**

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

- The school communicates its expectations for academic achievement with families. A review of documents revealed a newsletter that went home to parents, which included school-wide expectations. The parents indicated that the school sponsors math and literacy nights to inform parents about elements contained in the CCLS and NYS assessments; according to teachers, they also communicate what is required of the CCLS and NYS assessments during parent-teacher conferences. The school leader stated that the school has used every resources from Engage NY to help parents better understand the Common Core; these resources have been shared with parents, and parents should be logging onto and using Engage NY. The school leader mentioned that the math night was created in response to parent feedback; she said that even though the school hasn't conducted a formal parent survey, they ask the PTO to tell them what they would like the school to do differently about how the school and parents work together and what parents feel they need from the school. According to the school leader, parents reported that they needed more support with math. In addition to the math and literacy nights, the school leader also mentioned holding tutoring sessions for parents after school. Lastly, the school leader stated that she noticed an anxiety about middle school, and consequently, she worked on creating strategies and transition plans for individual students and families. In addition to this, the school leader said that the school sits down with parents by grade level to discuss what the parents can expect next year; she said, we sit and plan where kids go the following year and then we talk about what the curriculum will be so that they are clear on the expectations for next year. As a result, parents are aware of and involved in the schools efforts to help students achieve academically.

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 with parents through a variety of channels. Parents report that they believe

the school personnel is receptive to parent's needs; parents stated feeling as though the staff is accessible and is responsive to student's social-emotional needs. According to parents, issues are responded to immediately and to the parents' satisfaction. According to the school leader and teachers, the school sends home a weekly newsletter to describe events from the week and future events for the coming week. In addition to the newsletter, document review revealed parent invitations to assemblies as well as a communication log that documents when teachers have called parents. An interviewed teacher said, "We call parents all the time for good and bad. Sometimes we call daily, but many call weekly. Many have daily communication logs." According to teachers, report cards are also sent home, and these as well as other communications to parents are sent to the refugee center for translation if there are parents who do not speak English. According to teachers, "The school does a good job at obtaining translators for our non-English speaking parents." The school leader also mentioned that they invite parents to come into the classroom if they'd like; there is an open door policy. Furthermore, the support staff mentioned that parents are invited to meetings they hold about supports they are putting into place for a child; this is so that they are aware of the problem and involved. According to the support staff, parents are not only invited to be present at these meetings, but to also be a part of the team that has on-going meetings. As a result, parents and families are informed about the school's work, and they are able to access personnel in order to have a voice in their student's learning plan.

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.

- Parents and families can access student achievement data in a manner that is understandable. The parents indicated that the school sponsors math and literacy nights to inform parents about elements contained in the CCLS and NYS assessments. Parents stated that school data is disseminated to them at parent conferences, parent meetings, and PTO meetings. The school leader said that parents are familiar with terms like "Aimsweb." Additionally, the school leader said that teachers send home assessments with notes. As a result, parents are informed of their child's progress, and they are able to act on that information.

**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 does not receive professional development related to building partnerships with families and the broader community. When asked if they receive professional development related to building partnerships with families and/or outside organizations, teachers said, "Not really, but we don't need it! We do it so well! We are in constant communication with parents, and they come here. We also have other parents who translate for those who don't speak English. Parents always come here or call; they feel very welcome here. We try to make them feel welcome. The multicultural festival was awesome, and it really brought people together." As a result, some teachers do not have the skills to effectively engage with parents and the broader community on ways to partner around meeting students' needs.

## 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: set SMART (Specific, Measurable, Attainable, Realistic, Time-bound) goals – with measures of success that are clearly defined – for all staff that are aligned to the vision and priorities, which are monitored by all stakeholders throughout the school year.

2.4: develop a plan for frequent classroom observations that will provide timely rubric-based feedback to teachers on their performance outside of the formal evaluation process, and track this performance in a manner that allows for strategic and tailored support.

2.5: require its staff to collect and report out the appropriate data aligned to their SMART goals, and ensure that these data are holistic and interconnected.

### 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 execute Data-Driven Instruction (DDI) protocols to support the incorporation of complex materials for all groups of students.

3.4: create opportunities for all teachers to meet and collaborate outside of their content areas in order to develop interdisciplinary learning opportunities for students, which go beyond specials teachers incorporating core content in their classrooms.

3.5: refine the current plan to use multiple assessment tools for curricular decision-making so that they address all student needs and go beyond fluency and interventions.

### 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: require teachers to document how they have informed the instructional decision-making in their lesson plans with data that is tailored to the academic goals they have for their students.

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

4.5: provide professional development to teachers around how to implement a DDI protocol to strategically group students and differentiate their instruction.

### Tenet 5: Student Social and Emotional Developmental Health

No statements of practice were rated developing or ineffective in this tent. Therefore, there are no recommendations.

### 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 to teachers around building and sustaining partnerships with families and the broader community.