



# The University of the State of New York

## The State Education Department

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School Name: John T. Roberts P-8 School	School Number: 421800010010
School leader: Janet Kimatian	District: Syracuse City School District
Date of Review: January 23-24, 2014	Lead Reviewer: Casey Paulus, Octavia Wilcox

School Information Sheet											
Grade Configuration	PreK-8	Total Enrollment	763	Title 1 Population	60.6%	Attendance Rate	93.7%				
Free Lunch	50.8%	Reduced Lunch	9.8%	Student Sustainability	98.7%	Limited English Proficient	5.5%	Students with Disabilities	20.8%		
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	0	#Consultant Teaching	12	#Integrated Collaborative Teaching	0						
# Resource Room	0										
Types and Number Special Classes											
#Visual Arts	0	#Music	0	#Drama	0	# Foreign Language	0	# Dance	0	CTE	0
Racial/Ethnic Origin											
American Indian or Alaska Native	.8%	Black or African American	46%	Hispanic or Latino	9.6%	Asian or Native Hawaiian/Other Pacific Islander	1.8%	White	34.9%	Multi-racial	7%
Personnel											
Years Principal Assigned to School	6	# of Assistant Principals	1	# of Deans	0	# of Counselors / 3 Social Workers					
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.	0	Average Teacher Absences	13.5				
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School	Focus	Focus District	Focus	Focus School Identified by a Focus District	Yes	SIG Recipient	No		
ELA Performance at levels 3 & 4	22.2%	Mathematics Performance at levels 3 & 4	18.5%	Science Performance at levels 3 & 4	68.5%	4 Year Graduation Rate (HS Only)					
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits		% of 2 <sup>nd</sup> yr. students who earned 10+ credits		% of 3 <sup>rd</sup> yr. students who earned 10+ credits		6 Year Graduation Rate					
Did Not Meet Adequate Yearly Progress (AYP) in ELA											
x	American Indian or Alaska Native				x	Black or African American					
x	Hispanic or Latino					Asian or Native Hawaiian/Other Pacific Islander					
x	White					Multi-racial					
x	Students with Disabilities					Limited English Proficient					
x	Economically Disadvantaged										
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics											
	American Indian or Alaska Native				x	Black or African American					
x	Hispanic or Latino					Asian or Native Hawaiian/Other Pacific Islander					
	White					Multi-racial					
x	Students with Disabilities					Limited English Proficient					
x	Economically Disadvantaged										
Did Not Meet Adequate Yearly Progress (AYP) in Science											
	American Indian or Alaska Native				x	Black or African American					
	Hispanic or Latino					Asian or Native Hawaiian/Other Pacific Islander					
	White					Multi-racial					
	Students with Disabilities					Limited English Proficient					
x	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.):											
Roberts is a <i>Focus</i> school with a reflective staff that is dedicated to implementing the Common Core in order to increase student achievement for all students.											
3.2 All teachers will be provided with consistent and systemic support to implement the SCSD/OCLS curricular by the school coaches during weekly meetings.											
3.5 Coaches will provide PD on grouping strategies that will allow teachers to analyze data to teach and reteach content at the appropriate level for students.											
4.4 Roberts' staff will create a safe environment that is culturally responsive, tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry as measured by year end surveys.											

School: John T. Roberts P-8 School		School leader: Janet Kimatian			
Date of Review: 01/23/14 – 01/24/14		School Number: 421800010010		District: Syracuse City School District	
<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	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).		X		
2.3	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.		X		
2.4	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.		X		
2.5	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.			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 and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.			X	
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.			X	
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.			X	
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.		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	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.		X		
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.		X		
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.		X		

**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 cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.		X		
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.		X		
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.		X		
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.		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 students' strength and needs are identified and used to augment learning.		X		
6.4	The entire school community partners with families and community agencies to promote and provide professional development 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	

School Review Narrative:

<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>Effective</p>
<p>Debriefing Statement:</p> <p>There is a school-wide mission and specific goals, which were collaboratively developed by the School Leadership Team. The school leader works to align resources to address the vision and mission of the school. Additionally, the school leader is working to implement a fully functioning plan for providing frequent observations and feedback, as a mechanism of achieving the school’s goals. As a result, the school team is continuously working to align its systems, structures, and practices in a way that will accomplish the school’s vision and mission.</p> <p>Strengths:</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’s vision and mission were collaboratively created by multiple stakeholders, the plan to accomplish the school’s SMART goals has been communicated clearly to the school community, and the school leader is actively monitoring progress towards achieving the school’s goals. In an interview, the school leader stated that the vision and mission for Roberts was recently revised to reflect and align to the district’s revised vision and mission; she confirmed that the School Leadership Team, including two parent liaisons, were instrumental in creating the revisions. Students in the large student focus group and parents in the parent focus group were able to articulate the school’s vision and mission. Observations showed that the acronym “SMART” was posted in the instructional coach’s office and observed on teachers’ desks, with the school’s accompanying SMART goals. The Roberts’ vision and mission was referenced in the daily news announcements and posted on the closed circuit televisions throughout the hallways; according to the school leader, the school’s vision and mission are included in all school-to-home and PTO newsletters. Additionally, Roberts’ student achievement data was observed in most hallways, including comparisons to other similar schools in the district. In an interview, the school leader stated that they held a Title 1 meeting at the start of the year where they shared the school goals, plan of action, and the school’s state data with parents who attended. Finally, the school leader stated that the School Leadership Team consistently reviews available data to determine progress being made towards the SMART goals aligned to the SCEP and long-term vision of the school. As a result, all members of the Roberts’ school community work together to achieve the school’s vision and mission.</li> </ul> <p>2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</p> <ul style="list-style-type: none"> <li>Programmatic, fiscal, and human capital is leveraged strategically to support the needs of the school community. In an interview, the school leader stated that when planning the schedule for the year, the first consideration is how to maintain common planning time for all teachers and grade levels. This was also reflected in the hard copies of the grade level schedules provided in the document binders, as well as what was said by teachers in the vertical teacher focus group. From there, the school leader stated that she ensures that there are specific times set aside for students to participate in Tutorial classes as needed. In addition, five of eleven classrooms viewed were utilizing support from Teaching Assistants working directly with students on tasks individually or in small groups. In an interview, the school leader reported that when there are Teaching Assistants available, the school reviews student achievement data together to determine where the best placement of those TAs would be to support students’ needs. She also stated that she communicates with the Talent Management department at the district to articulate her staffing needs and uses the online database to review resumes; the school leader said that, currently, all positions within the school are filled and all core teachers are teaching in an area of certification. Additionally, the school leader stated that when additional fiscal resources are available, the staff must come to consensus on where the funding should be allocated, which is usually conducted in a faculty meeting. In</li> </ul>		

terms of expanded learning time, the school leader listed and the Student Support Team referenced several after-school components that take place, including a K-5 program with the YMCA that gives students an arts and tutorial component. The school leader stated that the Liberty Partnership Program comes in from Syracuse University to assist students with homework, and that there is also a program for students to learn to build computer software in the computer lab. The school leader stated that middle school students have options for what they would like to participate in after the school day has finished. As a result, staff and students have and use what they need in order to reach their goals.

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 is implementing school-wide observation practices that include giving evidence-based, actionable feedback and support to teachers that is aligned to the APPR plan put in place by the district. Document review revealed that there is an established evaluation schedule for the 2013-2014 school year. Document review also revealed that the administrative team also has a walkthrough schedule that accounts for all grades and administrators; the schedule is set such that certain floors/classrooms are observed on certain days. In an interview, the school leader confirmed that the administrative team has a walkthrough schedule to ensure that an administrator is in a classroom every day, and then the administrative team rotates floors or grade levels on a weekly basis. Teachers in the vertical teacher focus group also noted that there is a schedule for formal observations and the building leaders are "always out and in classrooms." As it pertains to feedback, the school leader stated that after an observation, the administrative team gives comments that are aligned to the observation, especially in areas where the teacher may have scored a "2." She also mentioned that if need be, they have those "courageous conversations" with teachers who are really struggling, and she may even sit in on those conversations with the teacher and her intern or assistant principal if need be. The school leader reported that they have implemented a new system of feedback this school year based upon teacher's request for more feedback; to address this request they created the Roberts' K-8 Walk Through Form, which administrators use to record general observations they make during quick, informal classroom observations. Teachers in the vertical teacher focus group stated that they receive immediate feedback in the form of a note (stating what the administrator "saw," "noticed," and "wondered"); the school leader commented that when leaving the notes, the teacher keeps one copy and the duplicate goes to the office to be filed. Teachers in the vertical teacher focus group stated that their professional development is aligned to APPR and has included topics such as using the Eno Board, taking running records, how to read next-step guides and using graphic organizers. Document review revealed that there is a school-wide book study of Marzano's Classroom Management; these books were observed in several classrooms and professional development artifacts tied to Marzano were evident in the teacher's lounge area. They also reported having a professional development plan based upon their needs and that coaches come to classrooms often and do visits; they also stated that they feel like they can ask for professional development if they need it. As a result, teacher practice is improving along dimensions aligned via APPR.

Areas for Improvement:

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).

- While systems exist for monitoring some SCEP goals, these systems and structures are static and are not interconnected. In an interview, the school leader shared that the School Leadership Team is utilizing the text *Driven by Data* to inform various data practices at the school. In the vertical teacher focus group, teachers reported that they conduct pre- and post-assessment, running records, AIMSweb testing, unit benchmark assessments, and implement the RTI framework. As evidenced in the document binder, teachers collect data from these assessments and use them to create short-term SMART goals for their students during weekly meetings with instructional coaches. In an interview, the school leader stated that grade level teams' weekly meetings revolve around data and the monitoring, revision, and creation of

SMART goals for students. Additionally, students' data has been visually posted in the "WAR Room", which keeps track of AIMSweb and Running Records data; the school leader stated that this space is used to track students' growth throughout the year. To address student social and emotional developmental health, the student support team reported that all teachers are required to sort their students into "RTI triangles" quarterly based upon predetermined behaviors. From there, supports are identified for students who fall into the each tier of the triangle. The support staff commented that they look for trends within the behavioral RTI triangles to see if specific interventions are needed for group and/or grade levels of students. As it pertains to community and family engagement, the school leader stated that the school has been implementing Principal Coffee hours monthly on a rotating schedule for parents to come in and ask questions/voice concerns. She said this monthly meeting was added as a means of family communication after seeing low attendance at parent workshops offered by the school. As a result, the school can articulate its progress but cannot identify and leverage causal relationships in its data sets.

**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

Developing

**Debriefing Statement:**

The school implements the Board of Education adopted ELA and math curricula and modules, which are support the Common Core State Standards; the school is working to use various stages of assessment data to plan for differentiated instruction. However, the school has yet to consistently adopt protocols to adequately monitor and adjust the curricula to meet all students' academic needs. While structures have been put in place to ensure that staff better understand the expectations and intent of the Common Core and its implementation, there have been varying degrees of school-wide progress in meeting the demands of CCLS. This leads to inconsistent and uneven access to rigorous learning for all students.

**Strengths:**

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.

- The school implements a consistent plan to give and use aligned pre- and post-assessment data to revise and adapt curriculum to students' learning needs. In an interview, the school leader stated that the school has fully implemented the required district-created curriculum, so that they are "100% CCLS integrated." In most early elementary classrooms that were observed, lesson plans reflected resources available in the district's Curriculum Central website, which offers aligned pre- and post-assessments and progress monitoring suggestions to assess student growth. Additionally, the following was observed in most early elementary classrooms: the use of thumbs up/thumbs down, one-minute math skill drills, white boards, whole group questioning, and teacher-student conferencing. In most elementary classrooms, lesson plans noted the specific formative assessment practices that would be used in the lesson to gather specific information about student understanding, though classroom observations revealed that most middle school classrooms utilized a singular formative assessment technique, thumbs up/thumbs down. In the vertical teacher focus group, teachers noted that they review unit assessment data and Running Records to identify needed interventions for specific students and use that data to pre-teach skills in math and ELA as well as form small groups in ELA, math, and reading. In terms of feedback, teachers in the vertical teacher focus group stated that they look at data with students in ELA and math, and that they sit with students to discuss their performance level and set a goal for improvement. Teachers also stated that they use SRI scores and set a realistic goal for the year, which is reviewed three times per year. They commented that students in grades 3-8 create goals for themselves in each unit; according to teachers, students use the CCLS standards, the pre-assessment, and knowledge of their current skills to create a SMART goal for themselves. Additionally, teachers stated that students use Naviance to set academic, social/behavioral, and long-term career goals for themselves. In two elementary classes observed, teachers called students individually

to the back of the classroom to assess poems they had written using a rubric, and help the students to understand the “1-4” rating they had been given on the assignment. Students in the small student focus group said that their teachers help them to set goals using rubrics and that their teachers tell them what to do better on and show them their grades. Document review revealed a student reflection sheet that was used by a student to reflect on performance on a unit assessment to determine what they would do moving forward to improve their performance. Classroom observations in early elementary and elementary classrooms showed that teacher feedback was specific to skills (ex: “Excellent using the lines to keep your letters the right size. Thank you, I like your sharp corners with upper case Ls”) whereas most feedback heard during middle school classroom observations was general in nature (ex: “Looks like everyone finished the assignment. Nice job”). As a result, students are receiving materials and learning experiences tailored to their performance levels and students are taking ownership of what they want/need to accomplish.

#### Areas for Improvement:

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.

- There school supports the implementation of CCLS-aligned curricula, but it provides little CCLS-specific training and accessibility to CCLS content and shifts for all students is inconsistently seen from lower to upper elementary classrooms. In an interview, the school leader noted that the primary means by which teachers receive support with pedagogy, materials, and additional training is through the use of the coaches. According to the school leader, coaches provide both individual and group support for teachers needing help. Through document review, the schedule reflects weekly time for teacher teams to meet with instructional coaches. Teachers in the vertical teacher focus group noted that they meet with their coaches weekly to look at standards to ensure they are hitting CCLS; according to teachers, they also review data from Running Records, focus on interventions for specific students, and discuss what to target during tutorials and pre/re-teaching sections of class. In an interview, the school leader stated that she and the coaches also look for evidence of differentiation for all students within teachers’ lesson plans, including stated modifications and pre-planning for misconceptions. All observed early elementary inclusive classrooms visited had lesson plans that identified the CCLS standard being taught and how it was being modified to meet the needs of students in the class. In all observed early elementary classrooms, lesson plans identified the specific differentiation practices aligned to the CCLS that would be used in the lesson with all students. Additionally, most middle school classrooms observed showed teachers using similar pedagogy classroom to classroom; for example, multiple classrooms utilized exemplars and rubrics. Document review revealed a professional development plan for mathematics, noting that “counting and cardinality” are focus areas for improvement. Teachers in the vertical teacher focus group also commented that in weekly meetings with their coaches, they focus on all students within the class and professional development is given if the coaches identify the need for it; examples of Professional Development needs that have been addressed so far this year include use of the Eno Board, Running Records, Word Problems, and Graphic Organizers. Finally, most early elementary classrooms observed had lesson plans clearly identifying the standard being taught within a unit aligned to the CCLS within ELA and Math and most elementary and middle school classrooms had content and objectives aligned to CCLS and the district-provided curriculum; one middle school math classroom had the CCLS domains for mathematics posted on the wall. As a result, some students are gaining access to the rigors of the CCLS while others are not.

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.

- The use of CCLS-aligned plans, CCLS-aligned instructional strategies, and lesson scaffolding to meet students’ needs is inconsistent across grade levels and content areas. In an interview, the school leader stated that some teachers choose to co-plan during common planning time and that there are also opportunities for vertical team planning. To support middle school curriculum development, the school leader stated that they partner with Clary Middle School so that Roberts’ middle school teachers have opportunities to work with other middle school



teachers teaching the same grade level and content areas. Document review shows that teachers use assessment data to determine SMART goals; those goals are developed collaboratively at team meetings. Additionally, early elementary and elementary classroom observations showed that units in ELA and math are provided to the staff from the district curriculum and are used as the basis of planning, however, instructional techniques varied from teacher to teacher; most plans referenced pre-planned and scaffolded questions/checks for understanding/formative assessment techniques. Elementary classroom observations showed teachers asking questions, like “What is the difference between digraphs and blends and can you give me an example,” “Who is able to order lunch off their menu in Spanish,” “Who can tell me a human trait that was given to a non-human in the poem,” “Where in our environment do we see right triangles,” and “What can you tell me is the difference between an obtuse and an acute angle?” One special education teacher was conducting a math lesson to a small group of student using tools as well as their body to demonstrate obtuse, acute, and right angles. Meanwhile, most reviewed middle school lessons plans listed instructional directions such as “read article on...” “have class discussion on...” and “teacher will monitor class discussion.” In addition, middle school special education lesson plans listed directions such as, “check in with...” and “place in small group...” as modifications for specific students. Formative assessments and questioning in most middle school classroom observations mainly addressed student recall. As a result, students are receiving varying levels of instruction aligned to the rigor required by the CCLS and instructional shifts.

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.

- Interdisciplinary planning considerations happen inconsistently and without collaboration throughout grade levels and content areas. Teachers in the vertical teacher focus group noted that they plan together with same grade level teachers during planning time for ELA and math; however, few teachers indicated that there is collaborative interdisciplinary planning. During a classroom observation, the library specialist commented that teachers have asked her to follow up on their literature units and have students go to the library to learn about tall tales; in that class, students were observed being asked to volunteer to answer questions on the Eno Board in relation to fables, fairy tales, and tall tales. Additionally, classroom observations showed the music teacher including math content (fractions) in class. In an art class observed, the teacher commented, “We will be learning about a great artist by the name of MC Escher. Many of you are learning about poetry in your other classroom, so think of him as a poet of Art and if you ever get a chance, look him up.” As a result, students have limited opportunities to engage in cross-curricular thinking and skill application.

**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

Effective

Debriefing Statement:

There are structures in place for teachers and staff to engage in planning and implementing best practices. Professional development opportunities are abundantly available for teachers. Additionally, the school is developing practices to collect and use data to inform daily instructional activities. Furthermore, implementation of CCLS-aligned instructional practices is inconsistent and critical thinking questions are inconsistently posed. As a result, teachers continue to learn how to implement best practices aligned to CCLS and its shifts.

Strengths:

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 uses a routine approach to delivering data-based instruction and sets goals with students. Teachers in the vertical teacher focus group stated that in weekly meetings with their coach, they look at data from unit assessments and running records to focus on necessary interventions and to identify areas that need pre- or re-teaching, as well as to form

targeted small groups in ELA, math, and reading. All elementary classrooms observed had lesson plans that showed grade-level goals for their students as well as IEP goals that were submitted by the Special Education teacher. To address students' varying learning needs, teachers in the vertical teacher focus group said that they use exit ticket data to create small group instruction, may simplify their language or the structure of a lesson, allow students to partner read, write in modifications to student work, teach concepts in steps, use graphic organizers, scaffold assessments, use leveled guided reading and independent reading centers, and use iPads to show students visuals of content. In an interview, the school leader stated that she and the coaches also look for evidence of differentiation for all students within teachers' lesson plans, including stated modifications and pre-planning for misconceptions. In classroom observations, all kindergarten classrooms had center time including a reading intervention center, guided reading center, computer reading center, and writing center; lesson plans indicated that students were grouped by ability within the intervention and guided reading centers. Students in the small student focus group commented that, "Our teachers show us other ways to do things. We can get extra help at lunch. We take tutorials in ELA and math." However, most middle school classrooms observed showed teachers using similar pedagogy to all students classroom to classroom; for example, multiple classrooms utilized exemplars and rubrics. As a result, many students are able to access instruction because it has been tailored to their needs.

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.

- There are school-wide expectations put into place and consistently reinforced that are tailored to the strengths and needs of students. In an interview, the school leader stated that the school uses PBIS school-wide to articulate and support positive student social and developmental health. In addition, all middle school classrooms observed had the school-wide expectations PBIS matrix posted on the classroom walls; each classroom had additional expectations posted beyond the PBIS matrix, including "be respectful," and "shoot for the moon" in one classroom. Posters of the PBIS matrix of behaviors were also observed throughout the hallways. In the vertical teacher focus group, teachers commented that students are expected to be active learners and do the bulk of the work and that academic and behavioral goal-setting helps to keep students focused. In the small student focus group, students stated that if they break the rules, they may get a referral, time out sheet, a MIR (Minor Incident Report), or may go to the time out room. In most middle school classes observed, teachers warned of or used "time outs" when students were identified as not following posted expectations. In most kindergarten classrooms observed, teachers used harmonicas to signal transition time between tasks to students and commented to students, "Looking for PAX voices and PAX waiting. Thank you blue table for waiting quietly and patiently – PAX waiting. Looking for 100%? All hands up and quiet." Additionally, all observed middle school math and ELA classrooms had both teachers in the room interacting and offering support to all students. In the small student focus group, one student remarked, "My teacher uses fun words to get me to do my work. They also take things away that get you in trouble like a paper clip, so you'll do good. My teacher sits down and asks me what can I do to help you and make learning better for you. We give suggestions and he thinks about it so we can do better and also have fun." To support student learning, teachers in the vertical teacher focus group said that they have students work in collaborative groups with peers supporting each other, with each student having a role and understanding their role in the purpose of the group. In most elementary classrooms observed, students were engaged and following directions the first time they were given. Additionally, the school leader stated in an interview that the PBIS team and the Peaceful Schools initiative had come together to bring the "Bucket Program" to Roberts to address anti-bullying and supporting one another academically and socially. As a result, students understand acceptable norms of behavior and safely engage in the learning process while at school.

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).

- There is a school-wide approach to using on-going data to create and adjust student groupings as well as instructional strategies. In the vertical teacher focus group, teachers stated that they

use data from exit tickets to form small groups. They also use unit summative assessment data and Running Records data in their weekly meetings with their coach to identify groups of students who need re-teaching or intervention. The teachers mentioned that various strategies are used to address students' various learning needs, including simplified language or structure, partner reading, modifications to student work, teaching concepts in steps, graphic organizers, assessments that are scaffolded, guided reading centers that are leveled, independent reading centers that are leveled, and iPads for visuals. Additionally, document review showed evidence that teachers use the SMART goal-setting process and assessment analysis to create specific groupings of students. Teachers in the vertical teacher focus group also stated that they use data to determine small groups for reading groups, interventions, after-school algebra groups, tutorial blocks, and for ELA and math groups within classes. In some observed elementary and middle school classes, rubrics were being used by teachers to show students their progress with assignments, though alignment of rubric components to CCLS standards varied across classrooms. Classroom observations in early elementary and elementary classrooms showed that teacher feedback was specific to skills (ex: "Excellent using the lines to keep your letters the right size. Thank you, I like your sharp corners with upper case Ls") whereas most feedback heard during middle school classroom observations was general in nature (ex: "Looks like everyone finished the assignment. Nice job"). As a result, students are receiving instruction at the right levels and modes.

Areas for Improvement:

4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

- Teachers across the school are inconsistently implementing instructional practices that meet the demands of the CCLS throughout grade levels. In early elementary classroom observations, teachers were chunking information, modeling, and using guided practice and checks for understanding were integrated using white boards. Additionally, in most of these classrooms, students were encouraged to share with a partner during some point of the lesson. Elementary teachers in the vertical teacher focus group stated that they have students form collaborative groups with peers, each having a role in the group, as well as objective checklists to see who needs more support or more work. In elementary classroom observations, some teachers required students to go back into the text to support their thinking and some teachers included a focus on key vocabulary terms to support students' understanding of the text. Middle school classroom observations showed that few texts were being used or referenced by students across classrooms when giving a response; those texts observed being used included a political cartoon in social studies, an application problem in math, and short stories in ELA to address various genres. Additionally, observed math classroom instruction consisted primarily of procedural instructions (ex: "Circle; flip; do the opposite"). Middle school classroom observations showed that all students were completing the same tasks, despite students being broken up into groups in some cases. As a result, all students are not grappling with complex texts and tasks to a degree that will prepare them for college and career.

**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

Effective

Debriefing Statement:

The school has developed a robust system of support for most students. There are multiple internal systems in place to address students' social-emotional developmental health needs that include placement with internal supports and/or access to a variety of external partnerships. Internally, multiple school-based programs allow for students to engage in an emotionally safe and supportive environment. As a result, students are able to learn in a safe and healthy school community, and have multiple layers of support for their social and academic needs to be met.

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.

- There is a comprehensive system in place to address students' social and emotional developmental health and academic needs. In an interview, the student support team stated that the Screening Team asks teachers to rank each student quarterly by specific behavior parameters and academics, which are then turned into behavior tiers and academic tiers. According to the student support team, students within certain areas of the tiers are given behavioral and academic supports. Additionally, the student support team stated that the School-Based Intervention Team A (academics) and B (behavior) collects baseline data around students, monitors their progress, and collects post-data. The student support team said that various assessment tools are used to collect data on students and to then determine what resources should be leveraged to offer them support. In addition, they stated that the team utilizes the services of Huntington Family Services and Brownell Mental Health Counseling (onsite program), which are resources they have access to through district support. The student support team stated that there are several referral systems in use to identify students who may need support; there is a teacher referral system, a parent referral system, and a student referral system (students may refer themselves or someone else via a TIP BOX that is checked daily by members of the student support team). The student support team also said that there has also been a new system of referrals added – the MIR (Minor Incident Repots) – to help decrease the number of overall referrals. Additionally, the school leader stated that she includes time at every Faculty Meeting for the Student Support Team to address procedural and practice-based information with the staff to make sure everyone is comfortable with and implementing the referral system. Finally, most students in the large student focus group reported that they had a person in the building they could go to if they needed help with something. As a result, students' barriers to social/emotional and academic success are expediently identified and addressed.

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.

- There is a systematic approach used to promote students' social and emotional developmental health that is supported by all members of the school community and it is aligned to the school's long-term vision. In an interview, the school leader stated that the school uses a school-specific PBIS system school-wide to articulate and support positive students social and developmental health. Members of the student support team also noted that teachers within the school have been PAX-trained and implement these practices with students in the classroom to encourage and recognize positive behaviors. In classroom observations, most elementary teachers were heard referring to students' "PAX hands," "PAX waiting," and "PAX voices." Additionally, the school leader, student support team, and students in the small student focus group all referenced the school's "Bucket Program," which has recently been implemented by the school's PBIS team in partnership with Peaceful Schools. A student commented, "We had a performance on how to be an "upstander," not a bystander to stop bullying...we had a group come in and [tell] us about filling our bucket with good things to feel good." To communicate the school's expectations around social and emotional developmental health, members of the National Junior Honor Society and members of the student support team go into classrooms to teach and model the school's School-wide Expectations with all grade levels of students; this is done twice a year in September and February, according to the student support team. According to student remarks in the small student focus group, the school has implemented several systems to enforce and acknowledge students' success with meeting the school's behavioral expectations, including the use of "Roberts Rewards" (individual acknowledgements), earned events for students who have met behavior expectations for the month (basketball with teachers, kickball with teachers, Popcorn and Movie Day, Hot Chocolate Day), PBIS Character Awards Assemblies, and the PAX Good Behavior Game. In the small student focus group, students remarked that they felt safe at school because there is a security guard as well as cameras and a buzzer system to enter the school. Teachers in the vertical teacher focus group stated that consistent parent contact, closely monitoring "tier 4" students, bringing in parents, using time-outs, using the MIR (Minor Incident Report) system, and CICO (the teacher check-in/check-out system) all contribute to maintaining a safe and orderly learning environment for students. Teachers also commented that procedures and expectations are restated and reviewed often with students. Members of the student support team noted that they receive professional development from the district

in various areas, including Aggression Replacement Training and creating behavior intervention plans; additionally, they stated that several Saturday Academy sessions have addressed support-team specific topics. They also noted a strong relationship with the school-based site clinic for mental health services, and that representatives from Huntington Family Services and Brownell Mental Health Counseling (onsite program) often work with teachers and/or the student support team to address behavioral trends in the classroom as needed. The student support team stated that they provide professional development for teachers in small groups as well as school-wide, to address information and techniques that teachers can utilize with students in order to support their social and emotional developmental health. Finally, in an interview, the school leader said that in cooperation with Peaceful Schools, Roberts has also attempted to offer parent workshops to address issues of students' social and emotional developmental health; as a result of low turnout at these workshops, the school leader commented that they have also attempted to meet parents at local restaurants, churches, and libraries in order to reach them. As a result, students learn in a safe environment that is responsive to the needs of the learning community.

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.

- There is a commonly understood plan that addresses procedures for all school stakeholders to support students' social and emotional developmental health needs. In an interview with the student support team, they stated that the school partners with and heavily collaborates with Huntington Family Services (school-based site clinic) and Brownell Mental Health Counseling (onsite program) to provide social and emotional developmental health supports to students as well as families. School representatives from each of these organizations work directly with the school's Screening Team to analyze teachers' quarterly RTI behavior triangles and to identify which students may need supports offered by Huntington Family Services and Brownell Mental Health Counseling (in addition to other school-based and external supports available). In addition to analyzing quarterly RTI behavioral triangles, the student support team noted that parents/family, students/peers (via a TIP BOX), and members of the student support team may also directly refer students to Huntington Family Services and Brownell Mental Health Counseling as needed. Additionally, the school leader noted in an interview that the school's PTO is very active and has between 200-300 members at any given time. She stated that many PTO members are at the school on a weekly basis and may even sit in classrooms to observe. The school leader meets with the PTO monthly to address questions, concerns, and ways in which the PTO can better support the academic and social emotional developmental health goals of the school. Furthermore, the school leader noted that the PBIS team and the student support team frequently monitor the effectiveness of their social and emotional developmental health initiatives, stating that the MIR system was created in response to teachers' request for more support for students' minor classroom disruptions. Additionally, they stated that behavior expectations were added to the PBIS matrix for bus behavior, after 2012-2013 referral data showed that 60% of infractions took place on the bus. Finally, the school utilizes a system of monitoring and responding to students' social and emotional developmental health needs, including the quarterly RTI behavioral triangle rankings (monitoring and assigning interventions/support), SBIT-B practices (collecting data, monitoring students' supports), as well as teacher referrals, parent referrals, and student referral system (self or peers). As a result, there is a highly developed support system for students' social and emotional developmental needs.

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 a structured system to provide students with social and emotional developmental health supports that is informed by data. In an interview, the student support team noted that they have a schedule that outlines weekly meetings to address multiple areas of student support. For instance, the student support staff said that on Tuesdays, the Screening Team and School-Based Intervention Team (Behavior) meet, while on Wednesdays, the School-Based Intervention Team (Academics) meets, and on Thursdays the Pupil Service Team meets, as well as the PBIS Team, Attendance Team, and Discipline Team. The student support team stated that each team utilizes a specific set of data to identify students who

need support and the source of support. The school community utilizes the plan created by the Student Support Team to analyze various sets of data (PBIS, attendance, RTI behavior and academic triangles, SBIT-A and SBIT-B, etc.) to identify students needing support, as well as larger trends in the school (including grade-level needs, classroom-specific needs, bus needs, specific needs in various areas of the school). According to the student support staff, they then determine the appropriate support to offer, which may include support from Huntington Family Services and Brownell Mental Health Counseling (onsite program), CICO (a check-in/check-out assignment with a mentor teacher), being put into small group support with the psychologist/counselor/social workers, a home-visit from a Support Staff member, a team conference with the student and their family, or additional external supports that are available to the school). Finally, the support staff said that students' success with the provided supports is also monitored to determine how effective the supports were. As a result, the social-emotional supports offered by the school are specifically tailored to needs in the building.

Areas for Improvement:

<p><b>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.</b></p>	<p>Tenet Rating</p>	<p>Developing</p>
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Debriefing Statement:

The school is committed to being a welcoming space, has an open-door policy, and families are able to engage with the school community in a variety of ways through technology and in-person means. The school also works to connect families with community partners. Although general family involvement within the school is high, the school team is working to develop strategies to reach families of those students most needing support. As a result, additional strategies are needed in order to meet the school's goal of supporting all students' social and emotional needs.

Strengths:

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

- The school consistently communicates high expectations for students' academic achievement with students and their families. In an interview, the student support team stated that there is a yearly New Student Orientation for middle school, and each student new to the school was called to introduce them to the school and review the schools vision, mission, goals, and expectations. Also, according to the student support team, kindergarten students receive a home visit and packets to introduce them to Roberts. Parents are updated on student progress with eSchool at the elementary and middle school level. Additionally, the school leader noted in an interview that the school hosts parent workshops on academic related topics, including the Common Core and a general curriculum night. According to the school leader, they promote being college-bound by taking middle school students on college visits; while observing classrooms, the following was noted: college pennants line classroom doors, and teachers' alma maters are listed on the entryways into classrooms. To continue to foster family communication, the school leader reported that Roberts has implemented Principal Coffee hours monthly on a rotating schedule for parents to come in and ask questions and voice concerns; the school leader uses these gatherings as another platform for communicating around academic expectations at Roberts. She said this was added as a means of family communication after seeing such low attendance at parent workshops offered by the school. As a result of assessing parents' responses to workshop offerings, the team has also attempted to "go to parents" where they are, including doing home visits and hosting workshops at local restaurants, churches, and libraries. As a result, there is a common understanding of the school's academic expectations by students and families, which leads to deeper connections between home and school for students.

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 uses multiple means of communication with family and community stakeholders.

In an interview, the school leader stated that they use RoboCalls, newsletters, a school Facebook page, eSchool, the school website, home visits (as needed), teacher positive and negative calls home, team meetings with families, presenting at PTO meetings, and parents workshops to communicate with families about school and student issues and concerns. Teachers in the vertical teacher focus group noted that while they have not had specific professional development on how to work with families, there is a clear expectation at Roberts to communicate with parents. Further, they commented that as a staff they “have open conversations about parents’ wants and needs and how to address those needs.” Teachers mentioned that when necessary, they ask parents to come in and meet with them individually or in teacher teams, and they log those interactions; the logs are collected by the school leader monthly and kept in a central location in the main office. According to the school leader, Roberts’ plan of communication also addresses means to interact with non-English speaking families. The school leader stated that they began implementing ESL two years ago. In the office by the front desk is a sign that parents can use to indicate what language they speak, if it is something other than English; translation scripts are also available at the front desk and in the counselor and social worker’s offices. If the parent does not speak English, the office will call on someone in the district who can interpret, utilizing the District Nationality Workers. They also provide interpreters at assemblies to support parents who are deaf, which the district also supports. According to the school’s self-assessment, Roberts is using The AIR (American Institute of Research) Annual Survey to gather families’ feedback on feelings of belonging and trust as members of the school community. As a result, there are clear lines of communication between the school and families, encouraging an active partnership between stakeholders in students’ educational experience.

#### 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 doesn’t fully support and build capacity around staff members being able to build and sustain partnerships with families and the broader community. In interviews, the school leader and student support team both stated that they conduct an Open House where parents get to meet their students’ teachers and ask questions they may have; during Open House, they also share the school’s data, goals, vision, and mission. They conduct workshops throughout the school year for parents, for which they are working to increase attendance. According to the school leader, the PTO has 200-300 members, several of whom are frequently at the school; the school leader meets with the PTO on a monthly basis to share data, school-wide initiatives, and ways in which the PTO can continue to support Roberts’ vision and mission. In the vertical teacher focus group, a teacher reported that there have not been specific professional development opportunities on how to work with families; however, the school-wide expectation is that teachers communicate with families. Teachers reported that they communicate with families, “all the time.” They also noted that they work closely with the support staff as well as their Huntington Family Center school-based representative and Brownell Mental Health Counseling (onsite program). As a result, the school isn’t fully able to partner with families and communities, which ultimately leads to students inconsistently benefiting from family/community stakeholder input on their educational 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.

- Data are being used to identify students’ and family needs; however, the school is in the process of identifying effective ways to share student data with families. In an interview, student support staff reported that the school community utilizes the plan created by the Student Support Team to analyze various sets of data (PBIS, attendance, RTI behavior and academic triangles, etc.) to identify students needing support. They then determine the appropriate support to give them, which may include support from Huntington Family Center, Brownell Mental Health Counseling (onsite program), CICO (a check-in/check-out assignment with a mentor teacher), a home-visit from a support staff member, a team conference with the student and their family, or additional external supports that are available to the school



(including CYO for refugee families, glasses support, community resources, Catholic Charities, annual career fair, Upward Bound, Big Brothers/Big Sisters, etc.). Students' progress with the given supports is also monitored to determine success of the plan. As it pertains to sharing individual student data with families, the school leader commented that teachers share data with families via interim reports and report cards, as needed during parent-teacher conferences and team meetings with families, and via eSchool. The school leader identified that school-wide data is shared with the broader community via PTO meetings, as needed during monthly Principal Coffee Hours, and during the Back-to-School Picnic (as reported in the self-assessment). She stated that they are working to improve data-sharing practices, including using the RoboCall system as a resource in this endeavor. As a result, some families receive consistent messaging around their child's progress or are supported in understanding their child's data, which limits some families' ability to support student 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:

2.5: Create expectations around systems to collect and monitor data aligned to all SMART goals, and ensure that these data analysis systems are 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:

3.2: Provide a variety of professional development opportunities to staff centered on the CCLS and its shifts, and ensure teachers are exhibiting these practices across grade levels.

3.3: Create expectations for middle school teachers' lesson planning to include concrete instructional techniques that scaffold students' understanding aligned to the CCLS.

3.4: Create increased opportunities for teachers to meet and collaborate outside of their content areas in order to develop interdisciplinary learning opportunities for students consistently within the classroom.

### **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:

4.3: Provide opportunities for teachers leading different level courses to collaborate and share strategies to implement CCLS aligned practices.

### **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:

### **Tenet 6: Family and Community Engagement**

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

6.4: Provide professional development opportunities to staff and families around building partnerships and fostering connections.

6.5: Share a clear analysis of data with supporting documents with families in a format that will support their understanding of the implications of the data.