



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

DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)



BEDS Code/DBN	Not Applicable	
School	Elmcrest	
School Address	960 Salt Springs Road, Syracuse, NY 13224	
District	Syracuse City School District	
School Leader	Deborah Mastropaolo	
Dates of Review	May 1-2, 2013	
School Accountability	Priority Focused (Not Applicable)	
Type of Review	SED Integrated Intervention Team (IIT) District-Led - Check the Tenets (in addition to Tenet 3) that are being reviewed - x Tenet 2 xTenet 4 xTenet 5 xTenet 6	
SED IIT Review Team	Name	Affiliation/Title
Co-Lead (NYSED)		
Co-Lead		
District Representative		
Special Education School Improvement Specialist (SEIS)		
Regional Bilingual Education Resource Network (RBE-RN) Representative		
Additional Team Members (Add rows as necessary)		
Jackie Leroy		
Sylvia Vergara		
Deb Howe-Tenent		
Linda Mulvey		
District-Led Review Team	Name	Affiliation/Title

District-Name of School
Month Year

District Lead	Mayra Todd	
SEIS	Sharon Melfi	
RBE-RN		
Additional Team Members (Add rows as necessary)		
	Jacqueline LeRoy	Instr. Coach for LOTE
	Sylvia Vergara	Parent Liaison
	Deborah Howe-Tennant	Superv. Of Counseling Serv
	Linda Mulvey	Exec. Dir. Of K-8 & MS

School Information Sheet											
Grade Configuration	K-12	Total Enrollment	73	% Title 1 Population	100%	% Attendance Rate	100%				
% Free Lunch	100%	% Reduced Lunch	0%	% Student Sustainability	0%	% Limited English Proficient	0%	% Students with Disabilities	27%		
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	All	# Integrated Collaborative Teaching			0				
# Resource Room	0										
Types and Number Special Classes											
# Visual Arts	10	# Music	0	# Drama	0	# Foreign Language	0	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	0%	% Black or African American	15%	% Hispanic or Latino	1%	% Asian or Native Hawaiian /Other Pacific Islander	0%	% White	74%	% Multi-racial	10%
Personnel											
Years Principal Assigned to School	1	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers			0		
% 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		2		
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District		Focus School Identified by a Focus District		SIG Recipient (a)		(g)	
ELA Performance at levels 3 & 4	0	Mathematics Performance at levels 3 & 4	0	Science Performance at levels 3 & 4	0	4 Year Graduation Rate (HS Only)		NA			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	NA	% of 2 nd yr. students who earned 10+ credits	NA	% of 3 rd yr. students who earned 10+ credits	NA	6 Year Graduation Rate		NA			

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DCIP, etc.):

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Teachers will be trained in the CARE principles that are used by the residential staff in the cottages
2. To conduct formal observations of all members of the teaching staff using the Teachscape System
3. Implement or learn about the SCSD Teaching and Learning Framework
4. Utilize the student monitoring system to track student progress
5. Principal will review teacher's lesson plans for evidence for alignment with CCLS

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.

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

#	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 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	
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.		X		
2.5	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	
OVERALL RATING FOR TENET 2:				X	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader 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			X	

	achievement outcomes.				
	OVERALL RATING FOR TENET 3:			X	
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.					
#	Statement of Practice	H	E	D	I
4.2	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	
	OVERALL RATING FOR TENET 4:			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		
	OVERALL RATING FOR TENET 5:		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 atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.		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 entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.				X
	OVERALL RATING FOR TENET 6:			X	

School Review Narrative:

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.	Tenet Rating	D
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Debriefing Statement: The school leader is beginning to put into place systems aimed at continuously improving instructional delivery, social and emotional learning, cottage staff engagement and support. Such systems are not yet developed, implemented and articulated. As a result, school staff do not understand their role and responsibility as they relate to school vision and their work with the Elmcrest Children’s Center

Strengths:

2.4 The school received a rating of Effective for this Statement of Practice: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

The school leader makes strategic decisions around all facets of the school community. The school leader reported that she is responsible for site based budgeting relative to securing all materials, supplies, resources and equipment for the daily and yearly operations of the instructional program. The school leader cited the school’s recent purchase of the STAR assessment program so that teachers and staff will have a better understanding of the strengths students have and the concepts/skills for which there is needed improvement. As a result of this decision-making, the school is better positioned to improve instructional delivery based on data.

Areas for Improvement:

2.2 The school received a rating of Developing for this Statement of Practice: 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).

While the shared vision was not collaboratively developed as disclosed by the school leader, attempts have been made to share it with building staff and students. Staff and students were encouraged to personally define what the vision meant to them and a quilt was created. - Support staff articulated the vision as “support students academically, behaviorally and emotionally to prepare for reentry to regular school. Students are given a fresh start to demonstrate success”. They indicated that this vision is shared throughout the school community. The vision was in existence when the building leader came to the building and felt that it was still applicable and there was no need to change it. Based on various conversations with teachers, students, and cottage staff members, there was a lack of collaboration in creating a plan to sustain and support the vision. While it was evident that some teacher were trying to implement tools to measure individual student progress using charts, student conference notes, evaluation notes, 75% of the teachers were not. There were teachers that set school goals for behavior and some for academic, but it was not a school wide initiative. The school leader is making attempts to develop shared ownership of the school vision but this was inconsistent in terms of who was asked to participate based on interviews with cottage workers and some teachers. The support staff interviewed enthusiastically expressed support for the emotional content of care expressed in the current vision. There is not a clear

formulation of goals since, when asked, the teachers stated that the goal was to “get them out” which did not clearly define the actions or plans taken to address the social and emotional content of the vision. The teacher teams were aware of the School Comprehensive Educational Plan (SCEP), but had fragmented memories of its content. Thus, staff cannot articulate the focus on achievement and how to accomplish it, since it is not central to the vision or goals of the school. The affective domain is the priority as evidenced by the staff and programs devoted to this facet of students’ needs in this school. This created insufficient focus around student academic performance results as based on classroom observations and interviews with students and cottage staff

2.3 The school received a rating of Developing for this Statement of Practice: 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

The review team found that the leader provided informal feedback on instructional practices but it was infrequent according to teacher interviews. There did not exist systems of interconnected school-wide practices in critical areas (student achievement, curriculum and teacher practices, etc.), as evidenced by inconsistent lesson plans, inconsistent use of students data and also evidenced by 85% of the teachers observed were not on pace with the pacing charts nor using the SCSD-common core aligned-curricula. The school has some support from the part time instructional coach to focus on common core planning and implementation but there continues to be a lack of student achievement based on the student work produced. Some teachers have created their own forms of formative assessment but not all teachers are capturing data. The school leader did mention that they are in the process of implementing the STAR program for student progress monitoring but there is no consistent and sustained system as of yet. Grade level team meetings have been placed into the school schedule which allow for professional development, data analysis, working on Common Core lessons, RTI (Response to Intervention), etc. Teachers have received some professional development on CCLS and the new CC curriculum. Due to the nature of the program there is a robust support team. It is not clear that the principal has been leading these efforts, according to staff, or that she has time to participate fully as an instructional leader, given the demands on her time, including dealing with the varied lengths of stay for students in the building and numerous discipline problems. There was little evidence of meeting minutes and based on feedback and observations of team meetings, it was reported that the meetings did not focus on instructional issues juxtaposed to behavior. Instead it was solely based on student behavior. The leader has made every effort to encourage teachers to take advantage of the district wide professional development initiatives around APPR and the common core as reported by the leader and the staff. The school provides money from the school’s site-based budget to buy technology and other materials to support the implementation of the Common Core ELA curriculum, according to staff. The review team found no records of full faculty meetings in the document review. They are not yet embedded and focused on the goals and priorities of student achievement.

2.5 The school received a rating of Developing for this Statement of Practice: 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

The team found an initial APPR system in place, but insufficient time and resources had been devoted to promote a greater focus on staff improvement and accountability for that improvement. For example, the ratings for most of the classroom-observations were effective. Little was devoted to focus on staff improvement. When the review team conducted classroom observation, the results were that the implementation of the SCSD common core aligned curriculum was inconsistent. The pacing guide was not followed in most classrooms. While most of the teachers interviewed

indicated that their PD goals were focused on curriculum implementation some reported that the profile of the students and the time in the program interfered with their ability to implement the curriculum. In terms of periodic checks, the team observed a system of capturing dates for when individual teachers were informally observed. There was no written feedback on classroom visits by administrators to indicate the content of the suggestions for improvement. The system did not appear to be a comprehensive one that would result in feedback loops and documentation of how each staff member is progressing along the Danielson rubric. The staff disclosed that informal observations were conducted. When the review team inquired as to the process for feedback and continual follow-through regarding the feedback received, they indicated that suggestions were made but they were not always the same nor was there a follow up about the previous suggestion for improvement monitored.

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: ; Generally there is an expectation that the ELA and math CCLS aligned curriculum units and assessment are implemented. The common core shifts are not fully understood due to this state, students do not have access to the CCLS and the deep conceptual ideas associated with these standards.

Strengths:

All statements of practice for this tenet were rated ineffective or developing. (and have comments in the areas for improvement)

Areas for Improvement:

3.2 The school received a rating of Ineffective for this Statement of Practice: 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

The team found that while the school leader and many teachers showed an awareness of the Common Core Learning Standards (CCLS) and acknowledged their importance, implementation of the CCLS was uneven across subjects and grades. The ELA coach reported that there have been meeting to review lesson plans. The vertical teams shared that the principal regularly sits in on planning meetings and conducts frequent walk-throughs. The ELA coach was of the opinion that teachers are implementing the SCSD ELA and Math curriculum. The ELA coach does provide the teachers with copies of the comprehensive SCSD curricula. However, this was not evident in the findings of the review team as the number of teachers implementing the curricula and following the pacing guide was less than 20%. More than 50% of the teachers interviewed felt that they needed more support from the instructional coach and colleague who shared the same students to properly implement the CCLS.

In terms of timely professional development and pertinent decisions about curriculum, the school has provided some training available to all teachers in the new CCLS curriculum and many have attended the various PD opportunities in the district. Some shifts were apparent in classroom visits such as the shift to informational texts while others were more tutorials in nature. In 2 of 2 classes observed (HS Social Studies and Math), teachers implemented a tutorial model with

students based on preparing for Regents exams. The Teachers observed were not planning lessons and units of instruction aligned to CCLS shifts. One teacher indicated a lack of awareness that planning was required. The reviewers noted that high school teachers were preparing students for Regent's exams using prior years exams as the instructional materials. Texts chosen were from the modules and domains and teachers had some working knowledge of what was in the ELA and Rochester Common Core informed instruction was evident in less than 20% of the classrooms observed. As a result, students do not yet have ready and robust access to the more rigorous and relevant Common Core curriculum that will prepare them for success in life.

3.3 The school received a rating of Developing for this Statement of Practice: 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.

The review team found that based on interviews, observations and review of teacher lesson plans, teachers are still developing their capacity to stimulate higher-order thinking, build deep understanding, and actively engage with colleagues to modify suggested lessons to fit their students and classrooms. In terms of developing and nurturing instructional expertise, targeted agendas and appropriate alignment to CCLS, all grade level teams have scheduled team meetings; all meetings observed were fully attended and actively participate in by staff. These sessions were devoted to communicating lesson plans but not the development of CCLS lessons itself. In terms of pacing calendars, unit plans, and sequenced and scaffolded complex materials, in all the horizontal team meetings observed discussion was about operational/administrative issues or student data around classroom behavior and not about curriculum. Teachers also indicate that many collaborate across disciplines regularly due to the study and support block where they have to share instructional practices and materials. The ELA coach indicated that unit plans are discussed at times in grade level team meetings, but none were evident in classrooms visited; in two classes visited, students were using prior regents exams as the focus, students and asked lower level questions. In terms of alignment of plans, higher order thinking and developing analytic, evaluative and reflective skills, in approximately 10-20% of classes visited, teachers used questions that pushed student thinking and invited deeper understanding ; in the others, there was either no questioning or questioning of the lowest order- i.e., knowledge and comprehension. In about 30-40% of classes visited there were no lesson plans available; in most classes visited, plans consisted of a listing of topics or activities, not a plan. The result is that students are not engaged often enough in higher order thinking, arguing to support an opinion, or complex problem solving to develop strong analytic skills.

3.4 The school received a rating of Developing for this Statement of Practice: 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

The team found that teachers have the opportunity to meet regularly in grade level teams and vertical teams. As a result of the study and support period, teachers are exposed to other grade level curriculum and instructional materials. However, the sharing is specific to the students in each group and not a school wide initiative used to create vertical plans. The structure for teachers to have time to collaborate around unit and lesson planning aligned to the CCLS and the district's curriculum is not provided and opportunities for support in designing lessons with grade level and content area colleagues is not frequent and not always with specialized staff. Neither vertical nor horizontal meetings have guiding questions, agendas, a template to guide discussions

Teachers are still developing their abilities to collaborate on the development and refinement of instruction. In terms of a culture of partnerships, and vertical and horizontal instructional integration, teachers commented on how much they appreciate having grade-level team meetings imbedded in their schedules this year. Grade level interactions observed showed a willingness to share information, but no discussions of instruction were evident. It did not appear that there is any systematic effort to engage in cross-grade level collaboration on the development and implementation of new curriculum. Teachers expressed appreciation for the leadership of the Coach who facilitates their meetings twice a week and helps to align the lessons but there is little sharing of student data from assessments. In terms of appropriately aligned curriculum with the arts, technology and other enrichment, the presence of a Library Media Specialist to support

instructional program played a positive role as reported by the teachers, students and the cottage workers. Students were observed using ipads and computers during their Library free time. Library Media Specialist reported that students use the newly acquired technology (Ipads and computers) both for pleasure and to work on research and classwork. Using resources, the school leader has purchased a great deal of technology for future use in classrooms. Student enrichment is hampered by the teachers' limitations to more fully integrate the arts and technology and to more completely engage in collaborative planning for instructional delivery of an integrated curriculum

3.5 The school received a rating of Developing for this Statement of Practice: 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

The team found Collection of timely data is not occurring thereby no formative or summative to identify student needs about what students are doing in their classes and how they might be supported in each other's rooms, Students rarely come with a data profile – information may arrive up to a month later. The special education teacher administers the Scholastic Reading Inventory (SRI) when they come to Elmcrest. There is no evidence of a data-driven culture based on the general population of students and a lack of understanding in interpreting and analyzing student performance and how to use the information to inform their instruction in order to increase student achievement most individual teams and most individual teachers are still developing their facility with interpreting and utilizing student data in an effective way. Teachers have data but are not utilizing the information to change or differentiate instruction Data is most frequently used to create student groupings, and is not yet used to adapt instruction or create personalized learning targets. In terms of cultivating exemplary practices, Per principal, Star assessment is on order, it will allow for a diagnostic assessment of students in all academic areas, Several teachers explained that they rely on Coaches to provide the data to them. The coach reported they receiving some training in data analysis which she passes on. In terms of multiple points of access and in-depth analysis, data is used to sort students into broad groups for instruction. The teachers reported that there is not enough formative or summative assessment provided during the 1st few weeks of the students entry into the program. Often whole group instruction, teacher directed, with no differentiation was observed in classrooms. There was no evidence of adaptation of instruction for students or use of any assessment tools to inform instruction.

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

Tenet Rating

D

Debriefing Statement: The implementation of instructional practices aligned with the CCLS shifts is being done by a small number of the teaching staff. While a few teachers use various sources to inform instruction, this is not a universal practice. Additionally, there are some classrooms where students are equally engaged in the learning process. As a result of all of this, there is inconsistency with the instructional delivery, student learning and academic achievement.

Strengths:

District-Name of School
Month Year

All statements of practice for this tenet were rated ineffective or developing. (and have comments in the areas for improvement)

Areas for Improvement:

4.2 The school received a rating of Ineffective for this Statement of Practice: 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

The team found that although there were instances in the school that displayed teachers using quality instruction to teach a variety of subjects, it is not apparent whether the instruction is based upon progress monitoring individual and group trend data provided by instructional coaches. They also found little higher order thinking included in the strategies and much student disengagement in the learning process. In terms of planning, only approximately 30% of classrooms provided plans. Essential questions were posted in many rooms, but they were often not related to activities. Daily plans consisted of a list of very general activities, typically missing student learning objectives. Long term plans were reported to be tied to the SCSD curriculum and yet implementation of such was inconsistent. Unit plans were not observed. The principal reported reviewing lesson plans; how often this was being done was not evident. While the coach gave the teachers some sample elements to include in their plans (Essential Questions, Learning Targets, Key Concept, Background Knowledge, Text, Standard and Shift), some teachers reported that “the design was not important.” The CEP plan also noted planning as needing coherence. In terms of use of data, the teachers indicated that they review data at the beginning of every year to determine student groupings and make initial instructional decisions. As a result of all of this, the level of student engagement is minimal, which leads to students who are not able to demonstrate deep conceptual understanding of content.

4.3 The school received a rating of Developing for this Statement of Practice: 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.

Targeted academic goals do not appear to be established for students and therefore instruction is not yet focused in this manner. In terms of instructional strategies, interventions and extensions, no cooperative grouping was observed. Whole group instruction dominates. Minimal differentiation with little scaffolding of instruction existed in the majority of rooms visited. The interactions between teacher and student were typically limited to short questions with minimally worded answers. Little close reading or longer than single sentence writing assignments was observed. However, most of the learning time was devoted to guided practice using worksheets with low level questioning. In 2 classroom visitations of core content classrooms, there was no evidence of differentiation of the lesson for students, or lessons based on SCSD ELA curriculum. Lesson plans were not explicitly designed around student needs; instead, they listed a content/unit topic, CCLS's and a corresponding text chapter/handout that corresponded for the day. Lesson plans are written whole group with rarely any specific student accommodations, however, 90% of comments from school staff were that instruction is very difficult because the focus has to be on the individual child because each child at Elmcrest is unique and has their own issues both behaviorally and academically. Because instruction is aimed at the larger, whole group with little differentiation and strategy instruction, students are not receiving the necessary instruction in skills and/or strategies to help them access the general education curriculum. Thus, students are building low level skills, and they are not gaining the capacity to deal with the rigorous standards and assessments set by the state.

4.4 The school received a rating of Developing for this Statement of Practice: 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

The team found that a majority of classrooms, are implementing some level of the CARE system it was inconsistent from classroom to classrooms. Some teachers developed their own management systems while there was no evidence that other room had or were employing any system. In terms of understanding acceptable and safe behaviors, in all K-6 rooms, rules are posted. During the student interviews in the elementary class students indicated that they know what was expected of them behaviorally. Students spoke of the Good Behavior Game and sticker incentives. However, approximately 50% of the classes observed had fairly consistent behavior interruptions. Some high school students were observed walking in and out of class during class periods without adult permission to leave the room. Some high school students used profanity in the hallways. One student was singing a song with explicit sexual lyrics. Cottage staff is present in classrooms and use walkie talkies or talk to other staff during class, often walking in and out of class during instructional time. It appeared that cottage staff would sometimes attempt to redirect the behavior with mixed results. When high school students in two classes were not engaged or completing work, teachers sometimes attempted to engage them. In approximately 40% of the rooms observed ineffective strategies such as shushing, pleading and shouting were employed. Application of consequences was capricious. Using profanity was addressed in one but not another, discouraging Time Away for one but allowing several in another. However, in terms of effectiveness of the behavioral programs, half of the students interviewed complained about the interruptions of learning in their classrooms. In terms of questions being of high level and related to instructional materials having high levels of text and content complexity, key texts have been secured in ELA, and materials in Math are reported aligned to the SCSD curriculum. However, the implemented curricula in both Math and ELA were not in alignment with the complexity required by the CCSL Standards and shifts, and much of the lower order material being used leads to disengagement. As a result, in classrooms in which clear behavioral expectations are expressly taught and materials are of high quality, student achievement and engagement seems to be higher which has led to the students acquiring skills at a greater rate. In those classrooms in which behavioral expectations are not taught and negative behaviors are reacted to by staff instead of proactively working to reduce them student engagement is marginal and less learning is being accomplished.

4.5 The school received a rating of Developing for this Statement of Practice: 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

It was found by the team that regular progress monitoring is occurring in inconsistent ways and not by the majority of the teachers. It was observed that practice Regents exams were used to diagnose areas of difficulty for the students and the teacher reported that this served as the formative assessment. Only in less than 20% of classrooms are curricular-based, formative or summative assessments taking place across grade levels and/or content areas. In terms of the use of data with planning responsive to students' needs, although data from progress monitoring is reported to be obtained and communicated to teachers, it is not being used universally by staff to drive instruction. There are instances, according to the observation of lessons, where the data from the assessment conducted by a teacher was used to build a lesson. However, the lessons observed did not differentiate or incorporate regular assessments. Staff reported that progress is communicated to parents and cottage staff on a daily basis. Some of the cottage staff reported that some teachers did communicate frequently with them yet others would not communicate beyond the student's report card. While some teachers provided guidance on developing strategies to help the student's academic achievement, others would only provide feedback regarding negative behavior. The limited communication and collaboration with the cottage staff interfered with student academic achievement. Therefore, students are not receiving the most appropriate level of instruction and support to ensure their progress.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.	Tenet Rating	E
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Debriefing Statement: There is a differentiated system of supports and interventions for students. This system allows for each student to be known and supported by an adult and addresses barriers to social emotional development and health. As a result, every effort is made to create a conducive and trusting environment.

Strengths:

5.2 The school received a rating of Effective for this Statement of Practice: The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

There is a system in place to support and sustain the work around social and emotional developmental health for all students. Elmcrest Children Center social workers at each cottage reported that they coordinate communication between mental health professionals, school staff and parents; this was affirmed by the school leader and the teaching staff. In addition, students, particularly elementary, reported that they can go to any adult for assistance and that the teachers care about them. Cottage staff members were observed to collect data (behavior/engagement/mood) on students throughout the day and communicate this information to each other during their own transitions. Because there is a system in place to address social and emotional developmental health needs and this is communicated with all, students' needs are readily met so that their learning is a simultaneous focus.

5.3 The school received a rating of Effective for this Statement of Practice: 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.

There is a vision for social and emotional developmental health that emanates from the Elmcrest Childrens Center and the school. Social workers provide counseling services, and ensure that areas of concern expressed by school, parents or psychologist/psychiatrist are brought to everyone's attention and addressed. Support staff reported that agencies are willing to share helpful information about students, more now than in the past. Additionally, the school leader indicated that she encourages and supports collaboration between the psychologist, the Cottage staff mental health professionals and local area psychiatrists. In the elementary classroom, the PAX Good Behavior Game strategies and techniques were observed in use. Finally, the support staff reported that teachers receive regular information and training (i.e. CARE) from mental health professionals and cottage staff which enables them to provide some consistency with the students, monitor triggers and redirect students effectively; cottage and support staff are expected to take the lead from the teaching staff at various times. As a result of having a social and emotional developmental health vision, all staff and adults understand their role and responsibilities throughout the course of the instructional day. This leads to a safer school environment.

5.5 The school received a rating of Effective for this Statement of Practice: 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 that students can become academically and socially successful.

There is a concerted effort by the school leader and the support staff to ensure that the teaching staff has the best information (and related training) about the students so that good decisions can be made in the classrooms. I was reported that weekly updates on students are provided. Tip Sheets and daily Program updates (delivered via intercom before students enter school) are used by the Cottage staff to communicate with school staff. In addition to the monitoring data (behavior/engagement/mood), other sources of data used by school/cottage staff include behavior referrals and restraint logs. Support Staff reported that individualized plans for students are collaboratively developed

between the support staff, teaching staff, and cottage staff based on the data that all have about the student. Due to the collaborative use of data to address student needs, students social and emotional developmental health needs are met regardless of which course or classroom in which they are.

Areas for Improvement:

5.4 The school received a rating of Developing for this Statement of Practice: 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.

The team found that cottage workers, teachers and students expressed safety concerns. Students and cottage workers were concerned about the lack of control for the students in the upper grades. They reported students running around in the hallways and running up and down stairs shouting and using foul language and at times pushing or shoving into others. Some were reported to have to be “restrained” while being observed by the younger students who expressed concern. In an interview with students and cottage workers they stated they feel that safety is getting better because the leader and some teachers work towards making them feel safe while others still incite students to react and then look to cottage staff to “discipline” them. Students in 7th and 8th grade and in grade 3 felt safe, but 4th and 5th graders expressed concern and said they were bullied by older students. One of the 4th graders admitted he himself was a bully. Almost all expressed concern about the amount of interruptive behavior in some of their classes. In terms of teachers articulating a vision connected to students’ social emotional health and the role of teachers, 50% teachers could not clearly articulate this vision when asked, but they clearly understood and accepted their role as partners in this goal. Some felt it was the job of the building leader or cottage staff to “do something about these kids”. School staff reported that the CARE model seems to leave out academics as a priority and Elmcrest. The school has been inconsistently implementing CARE, as teachers have not completely “bought into” the CARE program Teachers report that attendance is an issue at the school and so the school has been focusing on attendance data. Teachers are responsible for collecting data, but there is no formal system in place for sharing or analyzing the data with all stakeholders. Some teacher reported that support from administration and training from the literacy coach is provided to staff that has focused on classroom management. They have also reported that not enough professional development has been provided from CARE to the educators. Cottage staff members have received a great deal of professional development in the CARE system. As a result, they are more invested in the system than are the teachers. Stakeholders are not working toward a common goal.

	Tenet Rating	D
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Debriefing Statement: The school climate is welcoming and fosters a feeling of belonging and trust. The school staff communicates and solicits family feedback concerning the social, emotional development and health using communication paths. However, these paths focus primarily on behavioral needs with little to no mention of academic needs. As a result, the Elmcrest School Community does not focus on the shared responsibility for student achievement and behavior.

Strengths:

6.2 The school received a rating of Effective for this Statement of Practice: The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.

The school leader and staff embrace the involvement and engagement of parents (where appropriate) and the Cottage staff. Parents are invited to attend events (Open House, Spaghetti Dinner, and Honor Roll Luncheon) throughout the school year, as reported by the school leader, support staff and Cottage staff. Additionally, support staff reported that parents are invited to teacher meetings (CSE, parent conferences).

Support staff indicated that parents are welcome and communication is provided to parents that are allowed to receive it through cottage staff. One teacher indicated that he is sometimes able to engage cottage staff in assisting with math instruction and support within his classroom when staff is interested or they are in his class long enough for the teacher to build rapport with them. The Elmcrest literacy coach publishes a newsletter highlighting student achievement, school events and other news. Teachers provide tutorial opportunities in some of the cottages after school hours. While most of the engagement with other stakeholders is focused on behavior and social and emotional developmental health, there is a foundation of trust and sense of collaboration between the school and the stakeholders. This leads to a willingness to problem solve around ways to improve the work developing the whole child.

Areas for Improvement:

6.3 The school received a rating of Developing for this Statement of Practice: 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

The team found that the school staff respects and acknowledges diversity within the school and communicates regularly using multiple tools in a way to engage all stakeholders. In terms of respecting diversity of culture, all stake holders are invited to all of the events and celebrations of learning as allowed. The staff at Elmcrest define diversity in terms of the students' social and emotional developmental health needs. While most are very sensitive to the students backgrounds, some cottage staff report that teachers have made comments concerning students that lack sensitivity. A student's IQ was reported to be a 54 and yet the teacher attributed his lack of engagement to "laziness". While there are multiple paths to interact (scheduled meetings, phone calls, emails and weekly reports) many of these are complaints. Some cottage staff report that some teachers "go out of their way" for the students and make every effort to celebrate successes, it is not the norm. Cottage staff feel that there is no system of reciprocity for communication. They do feel however that the building leader has an open door policy and has made efforts to engage the staff at cottages whenever she can.

6.4 The school received a rating of Developing for this Statement of Practice: 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

The team found that the school makes connections between the cottage workers and the agencies that provide services within the campus to support student learning and growth including professional development relating to students' academic and social/emotional development. The uniqueness of the school and the program play a role in making connections outside the campus, yet, some cottage workers feel they have to do all of the research for programs and other agencies to support the social and emotional growth of the students. The cottage workers reach out to the local libraries and some of the High Schools and the Johnson Center to engage students in other programs and resources off

campus. In terms of the school providing professional development for staff about how to seek and sustain partnerships with cottage workers and community organizations, the teachers report that there has been little opportunities besides the CARE PD. Other staff members have reported that the cottage staff make them aware of PD opportunities and they attend but not all teachers participate. The impact is that staff is provided opportunities to learn more about community agencies that support the academic and social-emotional development of students, enabling families and students to receive assistance when needed but not all staff are taking advantage of said opportunities. Cottage staff reported that they would like the opportunity to learn to analyze student academic data. Some teachers are very welcoming and others are not as reported by cottage workers. The support that the cottages get from teachers is inconsistent (i.e. providing instructional materials and games for learning, volunteering at the cottages to tutor students, etc). While some seek feedback from cottage workers, one cottage worker reported that the teacher felt she was being “intrusive” when she was making inquiries about the instructional program. While the leader is creating a plan to provide reciprocal opportunities for growth, this is this in the developing stages.

6.5 The school received a rating of Ineffective for this Statement of Practice: The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.

The team found that the school provides caregivers with insufficient data. Cottage staff reported only receiving a progress note or report card but no other data. Of the cottage workers interviewed, none of them had received or been invited to view assessment data. They also reported that the information on report cards is general in nature (Child X is working very hard this semester). The cottage workers also reported that the majority of the conversations are around students’ negative behaviors and not on how to help the student attain academic success. They reported that there are only a few teachers who would actually attempt to have a dialogue about “academic data”. In 66% of the cottages it was reported that no information was shared at all. They commented that the only communication received is the communication that the Elmcrest staff who accompany the students generate. They have not received any invitations to connect with the Parent Portal to access data on the students. The result is that cottage workers who actively seek understanding of the data have their questions answered and the data clarified, but those who do not seek such information are not fully aware of their students’ academic progress. There is no system to include or encourage the cottage workers to understand data centered on 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 Tenet 2 the school should:

- (2.2) create a collaboratively developed vision that focuses on academic performance and social and emotional developmental health of students.
- (2.3) create and implement a system that promotes collaborative planning around the implementation of consistent school wide instructional practices.
- (2.5) create and implement a system of formal and informal observations to provide specific feedback and to hold teachers accountable to instructional expectations.
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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 Tenet 3 the school should:

- (3.2) implement with fidelity the adopted ELA and math curricula, as well as provide additional professional development for all teachers on the shifts associated with the Common Core Learning Standards (CCLS).
- (3.3) identify and specify higher order thinking questions and questions that build deep conceptual knowledge in daily lesson plans.
- (3.4) utilize faculty meetings and other opportunities to develop vertical and cross curricular planning/collaboration focused on CCLS implementation; such opportunities should have agendas and guiding questions.
- (3.5) provide additional professional development on formative assessment practices to inform instruction; continue to move forward with planning the implementation of STAR.

Tenet 4: Teacher Practices and Decisions

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 4 the school should:

- (4.2) create and implement lessons that are based on student performance data and include necessary modifications and accommodations.
- (4.3) provide additional professional development on differentiated instruction and monitor its implementation.
- (4.4) get a clearer and universally known understanding of the CARE approach and then collaboratively determine (with Cottage staff) measures that teachers can take to promote positive behaviors during the instructional day.
- (4.5) implement progress monitoring throughout the entire school.

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 Tenet 5 the school should:

- (5.4) engage all students and staff (school & cottage) in the approaches that are used to maintain safety and promote a focus on teaching and learning during the instructional day (to be done once 4.4 is complete).
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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 Tenet 6 the school should:

- (6.3) expect that all teaching staff include positives, as well challenges, about student behavior in their regular communications with cottage staff. Additionally, these communications must have information about academic progress.
- (6.4) expect that all staff attend opportunities in which community resource possibilities are shared in order to ascertain their benefits and links to the academic and social & emotional developmental health of the students with whom they serve.
- (6.5) invite and engage the cottage staff on analyses and interpretation of student achievement data.
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