



The University of the State of New York

The State Education Department



School Name: Webster Elementary School	School Number: 421800010043
Principal: Iverna Minor	District: Syracuse City School District
Date of Review: March 17 – 18, 2014	Lead Reviewer: Jerry Lambrinatos, Anthony Tolbert

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School Information Sheet																							
Grade Configuration		PK-5		Total Enrollment		673		Title 1 Population		77.7%		Attendance Rate		93.0%									
Free Lunch		NA		Reduced Lunch		NA		Student Sustainability		86%		Limited English Proficient		16.6%		Students with Disabilities		18.4%					
Types and Number of English Language Learner Classes																							
#Transitional Bilingual			#Dual Language			#Self-Contained English as a Second Language																	
Types and Number of Special Education Classes																							
#Special Classes			#Consultant Teaching			#Integrated Collaborative Teaching																	
#Resource Room																							
Types and Number Special Classes																							
#Visual Arts		#Music		#Drama		#Foreign Language		#Dance		#CTE													
Racial/Ethnic Origin																							
American Indian or Alaska Native		1.48%		Black or African American		39.22%		Hispanic or Latino		9.8%		Asian or Native Hawaiian/Other Pacific Islander		9.65%		White		39.82%		Multi-Racial		.03%	
Personnel																							
Years Principal Assigned to School		3		# of Assistant Principals		1		# of Deans		0		# of Counselors / Social Workers		4									
% of Teachers with No Valid Teaching Certificate		0		% Teaching Out of Certification		0		% Teaching with Fewer Than 3 Yrs. of Exp.		3		Average Teacher Absences		14.4									
Overall State Accountability Status (Mark applicable box with an X)																							
School in Good Standing				Priority School				Focus District				Focus School Identified by a Focus District				SIG Recipient		No					
ELA Performance at levels 3 & 4		10.8%		Mathematics Performance at levels 3 & 4		13.7%		Science Performance at levels 3 & 4		84%		4 Year Graduation Rate (HS Only)		N/A									
Credit Accumulation (High School Only)																							
% of 1 st yr. students who earned 10+ credits		N/A		% of 2 nd yr. students who earned 10+ credits		N/A		% of 3 rd yr. students who earned 10+ credits		N/A		6 Year Graduation Rate		N/A									
Did Not Meet Adequate Yearly Progress (AYP) in ELA																							
		American Indian or Alaska Native				X		Black or African American															
		Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander															
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															
X		White						Multi-racial															
X		Students with Disabilities						Limited English Proficient															
X		Economically Disadvantaged																					
Did Not Meet Adequate Yearly Progress (AYP) in Science																							
		American Indian or Alaska Native						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																							
X		Limited English Proficiency																					

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Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement					
#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long- term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).		X		
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.		X		
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.		X		
2.5	Leaders effectively use evidence- based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).			X	
Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.					
#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.		X		
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.			X	
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.					
#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)- based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.			X	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	

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

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

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

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

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>E</p>
<p>Debriefing Statement:</p> <ul style="list-style-type: none"> There is an established vision focused on preparing students for college and career, which is generally recognized and supported by the school community. The school has identified goals aligned to student achievement, the social emotional developmental health of students, and parental involvement. In order to meet needs that will help reach these goals, the school hires the appropriate staff, assigns staff members to address a diverse student population, and purchases resources that will support the implementation of their curricula. School leaders and instructional coaches frequently observe teaching practice throughout the building, and they convene regularly to discuss trends that will inform teachers’ professional development opportunities. Additionally, instructional leaders provide teachers with prompt feedback to improve their performance. As a result, stakeholders – especially staff members – are involved and invested in realizing the school’s vision. <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"> The school has results-oriented goals aligned with its vision and these are recognized and supported by the school community. The school leader stated that the district-aligned vision is around students and getting them college- and career-ready; she said, “we are creating problem-solvers, critical thinkers, and life-long learners.” The school leader also stated that in order to “get everyone on board,” she asked for feedback on the vision from the community and from parents. Additionally, she said that she has been communicating the school’s goals and vision at kindergarten orientations, open houses, and staff meetings. According to the school leader, she thinks it is important to not be the only one communicating the school’s mission and vision, so she asked her SLT to “step up” and begin communicating the mission and vision, as well; she said, “if we are colleagues hearing from colleagues, we are building capacity.” The school leader also mentioned that her leadership team is communicating what we want in the school; she said, we have made decisions based on data, and communicated our expectations, like communicating what we are expecting of ourselves and colleagues relative to PBIS. Interviewed teachers reported that they developed the school’s vision as a team, and modified it to make it meaningful to students; they also stated that the vision is shared everyday during morning announcements and it is included in the school newsletter. An interviewed parent stated that the school’s vision is “preparing students to become life-long learners.” Interviewed students also indicated that they knew the vision. Review of the school’s SCEP plan revealed goals that were in SMART goal format, such as “80% of the Webster Community will be able to understand and communicate the school’s vision and goals as measured by data collected throughout the year.” As a result, the school’s stakeholders are focused on reaching goals that will help the school realize its vision. <p>2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</p> <ul style="list-style-type: none"> The school leader makes strategic decisions around the use and allocation of resources. When asked how she uses her fiscal resources, the school leader said, “we use money from the district as best we can to purchase what we need in classrooms; we also have a generous PFO that gives money to teachers so that they can do certain projects and activities.” The school leader also mentioned that the school received a grant that allowed them to purchase materials that would support ELA and math instruction; the school leader mentioned purchasing hands-on materials for the math curriculum that would help prepare students for the NY state assessments. She also mentioned that her coach recommended certain materials that were in alignment with the common core and would be of particular help to grades three through five. According to the school leader, PAX harmonicas were also purchased to help teachers implement the program in their classrooms. When asked about her hiring processes, the school leader stated that hiring is mainly centralized, but she also said that she hopes the process will soon allow for more ownership on the part of the school leader. Nevertheless, she did 		

mention that she considers substitute teachers for positions since there are typically a number of substitutes in her building. She said that she would observe these substitutes, ask teachers for their feedback, and make a decision on whether to hire them if there is a position available. The school leader then said that she monitors teacher's performance (observing teaching and looking at student achievement data) to determine if a move to a different grade level or other decision is needed in order to increase student achievement; however, she did say that since the curriculum was new and teachers were still in the process of learning it, she really didn't make such decisions this past year. When asked about how she has scheduled her school day for staff and students, the school leader said they have a diverse population, composed of students with IEPs (18%) and English Language Learners (18%); she also said that they are "getting more and more ELLs." The school leader said that she has organized a schedule where she has devoted 2 consultant teachers to serving the population of students with IEPs and 2 teachers to exclusively support the teaching of ELLs; she also said that she has tried to keep students with IEPs in certain classrooms and ELL students in others so that these "support teachers" and general education teachers are better able to serve students. She stated that she wants to possibly rethink this model; she said that she wonders whether this is the best model. She said that she plans to look at the data and see if students are progressing to make decisions around scheduling; she recognized the need to put in place additional supports for the ELL population so that students who are currently receiving push-in and pull-out supports are truly benefiting from opportunities for inclusion and are able to appropriately access the curriculum. As a result, the school leader supplies the school community with the necessary resources to meet its needs.

2.4: The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

- The school leader, along with other members of her team, conduct teacher observations, which leads to proper progress monitoring and feedback loops for teacher improvement. During an interview, the school leader said that she, her assistant principal, and her coaches conduct classroom walk-throughs to monitor teacher practice. She stated that walk-throughs are assigned by grade levels so that observers can check to see if teachers are consistently following their assigned pacing guides. When asked how she determines who is assigned to which grade levels, the school leader mentioned that there is a calendar of professional development and grade level meetings, and these help her decide when coaches should be assigned to a given grade level so that they coincide with when they meet with certain teams. The school leader also said, "we are always monitoring and adjusting; some grade level teachers and individual teams need more support and guidance than others." She described this further by saying that she requires instructional coaches to visit classrooms and collect specific data to understand which instructional strategies need to be better supported; she said, "for instance, we might want the math coach to go in and observe classrooms and see if teachers are implementing the 'math sprints.'" The school leader also said that she and her team provide teachers with individual feedback. According to teachers, they receive specific feedback in "Monday morning messages." And, teachers also mentioned that the instructional coaches and the professional development committee provide teachers with specific information on district-level PD opportunities that are based on building needs. Furthermore, teachers said that instructional coaches provide feedback and model things for them in the classroom when needed. In addition to these supports, the school leader stated that she has told teachers to observe other teachers' classrooms to understand what the teacher is doing and what the students are doing as a result; she said that she wants to get colleagues together to begin reflecting on their practice by discussing what they see. When asked how she tracks teacher performance and development, the school leader said that she keeps folders on all teachers, which include her notes and work with a teacher from walk-throughs. Additionally, the school leader mentioned that she conducts formal evaluations, which are logged on Teachscape. She also said that she will revisit classrooms to ensure teachers are incorporating recommendations. The school leader stated that the frequency of observations was higher at the beginning of the year; she said that earlier in the year, each grade level could expect to be observed at least once a week, followed by a whole-group or individual conversation about what was observed. She said that she really tries to ensure teachers receive immediate feedback. During these follow-up conversations, the school leader said that she will also bring data and artifacts to discuss with the teacher (particularly in the pre-observation conferences for a formal evaluation), such as their student achievement data, pictures from the observation, the lesson plan, and notes/concerns from parents. As a result, teachers receive

continuous feedback and are able to work on targeted areas of their practice.

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).

- The school tracks and examines several data points to better understand whether progress is being made toward goals in the SCEP, however, these evidence-based systems are not yet dynamic, adaptive, and interconnected. During an interview, the school leader mentioned several sets of data that she and her staff collect and discuss. Here is the list of data she mentioned and how she described using the data: we look at student attendance data, especially for students with identified social-emotional challenges, to figure out ways to get students to school; check-in and check-out data (for both SBIT A and B) are looked at closely and shared with staff (SBIT, SST, and PST teams meet regularly to discuss certain students in depth) to determine the efficacy of certain interventions that have been put into place; teachers look at student achievement data to determine where students are behind and what is needed to catch them up. When specifically asked how she knows whether she has been successful in achieving the goals in the SCEP, the school leader said, “we look at data – we see how students are doing; we look at the goals: student achievement, instruction, the implementation of the Common Core and the curriculum, the work we do via PD, feedback from teachers, and feedback from students.” The school leader added, “Again, we look at the data (both quantitative and qualitative) and the plan to understand which areas we need to continue to address. We, then, work with teachers and support staff to make sure they are following through and implementing the goals they have set for themselves.” As a result, the school can articulate progress towards all critical school-wide goals but cannot readily identify interdependencies in their strengths or areas of growth.

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

Tenet Rating

D

Debriefing Statement:

- The school is implementing the Board of Education approved ELA curricula and mathematics modules, which are reportedly supportive of the CCLS; other subject area curricula associated with the NY State content standards are also implemented. While lesson plans identify various elements, including standards, objectives, and tasks, there is inconsistency with regard to the inclusion of interventions, modifications, student data, and teacher reflection. There are opportunities for teachers to collaborate on the development of unit and lesson plans, including interdisciplinary plans, however, the staff is in the beginning stages of ensuring that such plans are mutually developed across all subjects, grades, and classes. As a result, students do not yet have full access to the rigors of the CCLS.

Strengths:

3.2: The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

- The school leader has and implements a plan for the support of CCLS-aligned curricula. The school leader said that teachers now have full access to the curriculum provided by the district; she said, all curricular materials are available to them online, and they can and do use them to plan their lessons. She said that teachers work together to modify these materials. In order to support them in implementing the curriculum, the school leader stated that professional development is offered through district-wide Saturday Academies as well as during their morning UTC time. Furthermore, the school leader said that she attends Saturday Academies, as well, so that she has a clear understanding of what teaching the curriculum looks like; she said that what she learns at the Saturday Academies helps her to know what she is looking for when she and her team are conducting walk-throughs. The school leader said that teachers are still working on pushing rigor in the classroom; according to the school leader, the coaches and teachers are looking at quite a few resources to help them with this and to help them with helping parents support their work at home. The school leader mentioned that

parents have expressed concern and anxiety with regards to the math curriculum, and for this reason, they are thinking of ways to educate parents on the content so that they can help students at home. When asked why rigor is a continued challenge, the school leader stated that she, her assistant principal, and instructional coaches have been listening closely to the conversations occurring during small group instruction, which aren't incorporating enough higher-order thinking questions. And, she said that her team is still in the process of supporting teachers with asking higher-order thinking questions; she said that they have provided cheat sheets with examples of questions to support teachers on doing this. She said that what is being observed in classrooms helps determine the materials for support that are offered to teachers as well as the PD opportunities that are offered at the school, and higher-level questioning has been a focus this year; she said, "we want to make sure we are challenging higher achievers as well as students who need additional supports." In addition to this, the school leader mentioned that at team meetings, teachers talk about assessments, strategies, and teaching points; according to the school leader, anchor charts and/or any other resources are shared with teachers to further assist them with teaching the curriculum. Interviewed teachers indicated that coaches have provided them with pacing calendars and periodically assist them with planning according to this calendar. According to interviewed teachers, grade level teams meet once per week to align and share resources (coaches also contribute to these meetings). The school leader also described how instructional coaches visit classrooms to hold teachers accountable to implementing the curriculum with this example: "for instance, we might want the math coach to go in and observe classrooms and see if teachers are implementing the 'math sprints.'" Moreover, interviewed teachers stated that a template for team meetings is used so that it can be shared with school leaders so that they are kept up to date on the content that was discussed. As a result, teachers are using and adapting their curricula to deliver the intended instruction to students.

Areas for Improvement:

3.3: Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

- Teachers generally collaborate with one another on instructional planning, but their data-based planning isn't meeting the needs of all students and is not consistently providing students with complex materials or opportunities for higher-order thinking. When asked how student data are used, the school leader said that the school is constantly looking at student data. The school leader stated that she is in constant communication with the instructional coaches, who attend team meetings, where teachers discuss their student data. A teacher reported that teams check in weekly to discuss units. An ELL teacher stated that ELL teachers are available to general education teachers to help plan modifications for ELL students. The school leader stated that teachers are looking at Running Record (reading) data and are action planning based on these data. The school leader added that teachers have developed action plans in response to Running Record and AIMSWEB data; she said that students took practice AIMSWEB assessments, and the results from this helped teachers inform their instructional plans for students. In addition to these data, the school leader mentioned the following sources of data that teachers use to inform their plans: student work and module assessments. According to the school leader, ELA and math teachers have been provided with protocols to use when analyzing assessment data, which include guiding questions to help teachers identify students' strengths, areas of deficiency, and next steps. A review of documents showed that ELA and math teachers use graphic organizers with such guided questions when examining their assessment data; some of these graphic organizers ask teachers to set a goal and create an action plan to reach that goal. However, most of these reviewed documents showed goals and action plans that had goals and actions for a whole class rather than for groups of students or individual students. Additionally few reviewed teacher lesson plan books included goals, modification, or accommodations for individuals or groups of students, including special education and ELL students. Furthermore, few observed classrooms had students grouped and provided them with materials that were specific to their academic/ability levels. Few reviewed lesson plans included higher-order thinking questions/tasks (application and synthesis level questioning was seen in these few instances), and, in some cases, observed teachers did not ask the planned higher-order thinking questions. As a result, students aren't consistently receiving instruction that is accessible or rigorous enough to prepare them for success in the short- and long-term.

3.4: The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

- Teachers are learning to create interdisciplinary learning experiences and support each other’s content across classrooms; the current structure for interdisciplinary planning is lopsided and isn’t yet an actual partnership. In a team meeting, teachers discussed how they were working with the art department to align curriculum for ELA and social studies with art. In addition, interviewed special areas teachers and ELL teachers stated that they have the ability to plan with grade level general education teachers. According to teachers, there is an “integration sheet” used as a communication tool for special areas teachers to understand the content they should be supporting from the general education teachers’ classrooms. However, few observed general education teachers made references to disciplines other than theirs, including the arts and technology. However, specials area teachers were observed using ELA vocabulary and strategies found in general education teachers’ plans; for instance, the music teacher was observed having students study music for 1880’s Irish American Immigration (this is the same time period that was being studied during an observed social studies lesson). During a grade level teacher meeting, teachers mentioned how they were communicating with special area teachers and are aligning their curricula to all content areas and disciplines. As a result, students have isolated opportunities to experience cross-curricular learning experiences.

3.5: Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

- Teachers are developing their expertise in using a variety of assessment tools, taking action on student achievement data, and providing data-based feedback to students. According to interviewed teachers, they collect and analyze assessment data (including AIMSWEB, SRI, and Running Records) with instructional coaches at team meetings in order to differentiate instruction; during these data meetings, teachers said that they address students’ strengths and weaknesses and discuss re-teaching ideas. However, few reviewed teacher lesson plan books included goals, modifications, or accommodations for individual students that were based on formative or summative assessment data. Few reviewed teacher plan books included student goals for reading fluency. Few observed classrooms had students set goals related to achievement on upcoming assessments, while some observed classrooms had teachers formatively assess (through a verbal line of questioning or a written exercise that was checked) students. Of the recorded feedback teachers gave to students in observed classrooms, the following type of feedback was observed most commonly: “good job,” “excellent,” “that is what I was looking for.” Few observed classrooms had teachers incorporate self- or peer-assessments, such as having students complete a task by themselves and having a partner check their work or referring to an anchor chart for comparison. As a result, not all teachers are appropriately course-correcting their instructional plans for their classroom, groups of students, or individual learners.

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
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Debriefing Statement:

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

Strengths:

Areas for Improvement:

4.2: School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

- The school is in a developmental phase of informing instructional decisions with data and accommodating for students with special needs; some teachers exhibit a level of proficiency with grouping students strategically while others do not. During an observed grade level team meeting, the

instructional coach facilitated a discussion that led to teachers creating short- and long-term goals. Yet, when reviewing lesson plans, few teachers did not have lesson plan binders available for the observer, and of the rest of the reviewed plans, few teachers had included data into plans and/or included language that described student groupings based on this data. Also, few reviewed teacher lesson plan books included goals, modifications, or accommodations for individual students that were based on formative or summative assessment data. However, some observed classrooms did have students grouped by reading levels and some classrooms did have ELL students grouped with one another for additional support by an adult. As a result, teachers' instructional decisions are not consistently appropriate for the performance levels of all students.

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

- The school is inconsistently delivering CCLS-aligned instruction to students. Most reviewed lesson plans listed common core learning standards or New York State content standards. However, some reviewed lesson plans included instructional shifts consistent with the teaching of Common Core material, such as evidence-based questioning, dual intensity of fluency and deep conceptual understanding, and coherence promoted through making connections. In few observed classrooms, students were asked to cite evidence and/or justify their thinking. Some observed classrooms had teachers who were asking mostly "right there" questions, such as "what is ten minus six? Show me on your fingers," while other observed teachers asked "why questions." In a few other observed classrooms, students were asked to source, contextualize, and corroborate informational texts. As a result, students have variable opportunities to grapple with complex tasks and questions.

4.4: Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

- Teachers maintain a safe and orderly environment but they do not consistently address and acknowledge the diversity of their learners. During classroom observations, the following was noted: some classrooms had PAX posters hanging (including the pocket chart "PAWSitive Behavior") and all classrooms had rules or behavioral expectations posted. The student support staff stated that staff has received school-wide trainings on the PAX good behavior game, check-in-check-out, and 2x10, which teaches one how to form relationships with students. Most observed classrooms had a teacher who followed the school-wide behavior plans, like when teachers distributed positive reinforcement "PAW" tickets to students. Interviewed students reported feeling safe in the school as well as in the classroom; they feel safe to ask questions in class when needed. Although there were instances when consultant teachers were observed forming groups of students (who had special needs) during math instruction, few reviewed teacher lesson plan books included goals, modifications, or accommodations for individual students that were based on formative or summative assessment data and/or other information. As a result, the learning environment is physically safe but does not consistently provide intellectual access to all learners.

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

- Although teachers are assessing students in multiple ways, some teachers are creating instructional groups, and, in most cases, these groups are based on fluency-related assessments. According to interviewed teachers, they collect and analyze assessment data (including AIMSWEB, SRI, and Running Records) with instructional coaches at team meetings in order to differentiate instruction; during these data meetings, teachers said that they address students' strengths and weaknesses and discuss re-teaching ideas. However, few reviewed teacher lesson plan books included goals, modifications, or accommodations for individual students that were based on formative or summative assessment data. Yet, some observed classrooms did have students grouped by reading levels and some classrooms did have ELL students grouped with one another for additional support by an adult. Few reviewed teacher plan books included student goals for reading fluency. Few observed classrooms had students set goals related to achievement on upcoming assessments, while some observed classrooms had teachers formatively assess (through a verbal line of questioning or a written exercise that was checked) students. Some reviewed plan books included teachers' notes and feedback from team meetings where data are discussed. Of the reviewed student work that was posted in observed classrooms, none of the work included specific feedback from the teacher to students (most of the feedback that

was seen consisted of “wow”). In some observed classrooms, teachers provided students with verbal feedback (whether the student was correct or incorrect and/or what the student could/should do differently) about half of the time it was needed. As a result, students are receiving tailored supports to develop certain fluency skills but aren’t yet consistently receiving all-around tailored supports.

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

Tenet Rating

E

Debriefing Statement:

- A system and structure are in place to address the social emotional developmental health needs of all students. The staff is in the process of simultaneously learning about and implementing research-based practices. While the staff knows the processes and procedures, parents and families are not yet aware of the ways in which they can partner with the school to support the development of the whole child. Various PBIS strategies and approaches, including PAX and the Good Behavior Game, are consistently implemented throughout the school and classrooms. There is a sense of safety and belonging, and a process is underway for each student to be known by an adult. Furthermore, the school leader and support staff works with all staff to analyze and use data to make decisions around interventions and supports. Because of all of this, differentiated social emotional support is available for students.

Strengths:

5.2: The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

- The school has a defined system for how staff is to support and refer students relative to their social-emotional development. During an interview, the student support staff reported that teachers typically initiate a referral process if they notice that certain behaviors are impeding academics. The support staff then said that they would take the appropriate next steps based on the screening team’s findings. They also stated that in some cases, external partners, like Huntington and Contact, would provide additional supports to students. The school leader reported collaborating with the student support team on analyzing data relative to the social emotional developmental health of students; she said that she and the team “cannot talk unless we talk about data; there are four tiers, we need to know where students are at and why.” She stated that the student support team, the SBIT A and B teams, and the screening teams meet once per week and review check-in-check-out (CICO) data to understand how students are progressing. According to the school leader, there are twelve CICO coaches (according to the support staff 20 teachers volunteered to be coaches) that are assigned to students and meet with them at the beginning of the day (to set goals for the day) and at the end of the day to see how students did. The school leader said that at the end of a week, the social worker will then “calculate” the data so that the teams are able to understand what progress is being made. When asked how teachers are involved in this process, the school leader stated that all teachers received training in CICO and are familiar with it so that when the teams provide teachers with the “calculated data,” the teacher can understand what is happening and/or why a student was exited from CICO if it was determined that he/she was not benefiting from it. As a result, students receive appropriate supports for their academic social-emotional well-being.

5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

- The school has defined and uses a program for the social-emotional well being of students. Teachers stated that the implemented PBIS plan is “very interactive” and allows for students to also encourage each other to stay positive. A teacher made the following remarks about PBIS at the school: the school has monthly PBIS celebrations, where students choose their own rewards and articulate what they need to do better; peers correct each other and can be heard using the PBIS language, such as "show me the Webster way"; teachers and students engage in the good behavior game. During classroom observations, the following was noted: some classrooms had PAX posters hanging (including the pocket chart “PAWSitive Behavior”) and all classrooms had rules or behavioral expectations posted. The

school leader mentioned that the district's crisis team lends support when there is need, and she stated that staff has received professional development on the social-emotional developmental health of students. The student support staff stated that staff has received school-wide trainings on the PAX good behavior game, check-in-check-out, and 2x10, which teaches one how to form relationships with students. Most observed classrooms had a teacher who followed the school-wide behavior plans, like when teachers distributed positive reinforcement "PAW" tickets to students. Interviewed students reported feeling safe in the school as well as in the classroom; they feel safe to ask questions in class when needed. All interviewed parents reported that Webster is a safe environment for their children, and some parents shared that their children have gained a lot of confidence and have blossomed socially due to teachers understanding their needs. One parent stated that his son has improved drastically since he came to Webster; according to the parent, he is no longer being suspended "all the time." As a result, students are provided with opportunities to learn and reinforce habits that will develop them socially and emotionally.

5.5: The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

- The school uses data to respond to the social-emotional needs of students. The school leader reported collaborating with the student support team on analyzing data relative to the social emotional developmental health of students; she said that she and the team "cannot talk unless we talk about data; there are four tiers, we need to know where students are at and why." According to the student support team, they are collecting data on behavioral referrals, attendance, and interventions; they also said that the data are then sent to an agency for analysis. The school leader also mentioned that student attendance data is tracked and examined. She also stated that the student support team, the SBIT A and B teams, and the screening teams meet once per week and review check-in-check-out (CICO) data to understand how students are progressing. According to the school leader, there are twelve CICO coaches (according to the support staff 20 teachers volunteered to be coaches) that are assigned to students and meet with them at the beginning of the day (to set goals for the day) and at the end of the day to see how students did. The school leader said that at the end of a week, the social worker will then "calculate" the data so that the teams are able to understand what progress is being made. When asked how teachers are involved in this process, the school leader stated that all teachers received training in CICO and are familiar with it so that when the teams provide teachers with the "calculated data," the teacher can understand what is happening and/or why a student was exited from CICO if it was determined that he/she was not benefiting from it. As a result, supports for student social-emotional developmental health are tracked and referred to in order to provide the proper supports and to continuously refine supports.

Areas for Improvement:

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

- The school has some defined roles for stakeholders in developing students socially and emotionally, but some stakeholders are less involved than others or minimally involved; for instance, teachers are mainly "referrers" and parents are not often involved in planning meetings to discuss the supports to put into place for a certain students. The student support staff stated, "Currently we are missing some opportunities by not having parents as equal partners in decision making..." During an interview, the student support staff reported that teachers typically initiate a referral process if they notice that certain behaviors are impeding academics. The support staff then said that they would take the appropriate next steps based on the screening team's findings. They also stated that in some cases, external partners, like Huntington and Contact, would provide additional supports to students. She stated that the student support team, the SBIT A and B teams, and the screening teams meet once per week and review check-in-check-out (CICO) data to understand how students are progressing. According to the school leader, there are twelve CICO coaches (according to the support staff 20 teachers volunteered to be coaches) that are assigned to students and meet with them at the beginning of the day (to set goals for the day) and at the end of the day to see how students did. The school leader said that at the end of a week, the social worker will then "calculate" the data so that the teams are able to understand what progress is being made. When asked how teachers are involved in

this process, the school leader stated that all teachers received training in CICO and are familiar with it so that when the teams provide teachers with the “calculated data,” the teacher can understand what is happening and/or why a student was exited from CICO if it was determined that he/she was not benefiting from it. As a result, students are not yet receiving the benefits of complete collaboration or full wrap-around supports.

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

Tenet Rating

E

Debriefing Statement:

- The school communicates with families in a variety of modes so that they are kept updated and provided with opportunities for support. Specifically, families have received materials and workshops to help them better understand school-wide expectations, school issues and events, and their students’ academic performance. However, staff has inconsistently explored all the avenues and resources available to them when communicating with a diverse population of parents. Also, both teachers and parents have opportunities to develop their skills in building and sustaining home-school-community partnerships. As a result, some families are generally involved in their student’s school experience.

Strengths:

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

- The school communicates its expectations for academic achievement with families. During an interview, the school leader mentioned that the school’s mission and vision (centered around student achievement) are communicated to the staff and parents during meetings, announcements, and written communication. Parents also reported that they have seen/heard the vision and mission in the same places the school leader mentioned. The school leader said that she is seeking out feedback from parents to hear “what they think about our vision” and “how they think we are doing.” In addition, the school leader mentioned that the school holds “success assemblies,” when the school talks about what it means to be a distinguished scholar; the school leader said that many students want to achieve this honor, which provides the recipient with a certificate. The school leader also said that she recognizes students with this honor because she wants them to work hard and do their personal best; she stated that the criteria for becoming a distinguished scholar is for students to have an average cumulative grade of 3.4 to 4.0. The support staff reported that the school has a Parent Outreach Committee, which meets monthly to coordinate efforts to engage parents. According to the support staff, the school recently organized a Math Night in response to the parents' frustrations with the math curriculum, and the school is in the process of training parents to become math tutors. Interviewed parents stated that they will begin tutoring students in math in the next few days. As a result, parents are aware of and involved in the schools efforts to help students achieve academically.

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 has provided parents with some opportunities to partner with the school and its affiliates in a manner that builds their capacity to support student success. During an interview, the school leader stated that parents are partnering with the school around its conversations regarding bullying. The school leader said that the school did some training on bullying prevention by partnering with the McMahan Child Center, and parents were invited and took part in the training. Similarly, the school leader mentioned another training on conflict resolution, which was offered to parents in partnership with the youth advocacy worker. As a result, some parents are acquiring skills that enable them to support the school in supporting certain school and student needs.

6.5: The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

- Parents and families can access student achievement data in a manner that is understandable. In an

interview, the school leader described a change the school made to report card comments as: “our comments are no longer, ‘you have a wonderful child;’ instead, parents see comments like ‘this is how your child is doing on this assessment...’” The school leader also mentioned an instance when teachers created a brochure about what students would be learning so that parents had a better understanding. The school leader stated that teachers send home a variety of assessment data to parents; she said that parents should know how students are performing on their running records as well as goals on their goal-setting sheets. She added that the format of communications that include information about assessments and work in the classroom are in a “family friendly” format (there are not too many words; snippets are used) so that parents can better understand. The school leader also said that assessment results and explanations are provided at parent teacher conferences. All parents reported receiving information on their child’s progress from teachers through quarterly report cards (which includes AIMSWEB data), parent teacher conferences, informal face-to-face interactions, and notes that are sent home. One parent added that she received a report from the teacher each time her child “moves up a level.” Furthermore, the support staff reported that two partnering agencies collect and analyze data on students, which are used to provide additional supports and services for the student and his/her family. As a result, parents are informed of their child’s progress, and they are able to act on that information.

Areas for Improvement:

6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

- The school communicates with parents through a variety of channels, but these communications aren’t consistently translated for the homes of a growing ELL student population. The school leader mentioned the following ways that the school communicates with parents and families: newsletters that inform parents about upcoming events and assessments, report cards to share student progress, running record data, and student goal sheets that are sent home with students. Parents reported that they receive weekly newsletters from teachers, which include strategies on how to support their children at home. Parents also reported getting monthly school newsletters with information on educational websites and other strategies to support the learning at home. The support staff stated that the school is very responsive to the families’ needs; teachers and other staff make themselves available at all times; the entire staff is always willing to partake in after-hours school activities. However, during an interview, the support staff stated that the school is struggling to reach all parents. According to the Huntington Family Support staff, they also have a hard time reaching their parents and engaging them in activities that the agency sponsors. Additionally, one parent stated that the school uses a label that reads “Important Information – Please Have It Translated” when communicating with families that are ELL. Another parent commented, “I hope that we had more resources for our ELL families. We get so much valuable information, and I don’t think we’re ensuring that they get the same information that we get.” The support staff did say that the school is trying to engage the ELL families by reaching out to the ESL department, ESL teachers, nationality workers, and community agencies. As a result, all parents are not able to stay informed on the school’s and their student’s work/issues so that they can engage and contribute.

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: analyze data sets aligned to the different "domains" of the SCEP "side-by-side" and discuss how your findings in one domain are impacted by another or impact another.

Tenet 3: Curriculum Development and Support

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

3.3: ensure that all teachers execute Data-Driven Instruction (DDI) protocols to support the incorporation of complex materials for all groups of students.

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

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

Tenet 4: Teacher Practices & Decisions

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

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

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

4.4 & 4.5: provide professional development to teachers around how to implement a DDI protocol to strategically group students and differentiate their instruction.

Tenet 5: Student Social and Emotional Developmental Health

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

5.4: provide both teachers and parents with a more formal role in the planning of and execution of supports to students.

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:

6.3: translate all communication with families in the appropriate languages.