



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

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



<b>BEDS Code</b>	070600010019
<b>School Name</b>	Broadway Middle School
<b>School Address</b>	1000 Broadway, Elmira, NY 14904-2502
<b>District Name</b>	Elmira City District
<b>School Leader</b>	Robert Bailey III
<b>Dates of Review</b>	January 14-15, 2014
<b>School Accountability Status</b>	Focus School
<b>Type of Review</b>	SED-Integrated Intervention Team(IIT)

<b>School Information Sheet</b>											
Grade Configuration	7-8	Total Enrollment	517	SIG Recipient	X	Title 1 Population	100%	Attendance Rate	92.6%		
Free Lunch	51%	Reduced Lunch	8%	Student Sustainability	81%	Limited English Proficient	0%	Students with Disabilities	12.4%		
<b>Number of English Language Learner Classes</b>											
#Transitional Bilingual	0		#Dual Language	0		#Self-Contained English as a Second Language	0				
<b>Number of Special Education Classes</b>											
#Special Classes	2		#Consultant Teaching	1		#Integrated Collaborative Teaching	3				
# Resource Room	0										
<b>Number Special Classes</b>											
#Visual Arts	1	#Music	2	#Drama	1	#Foreign Language	0	#Dance	0	#CTE	3.5
<b>Racial/Ethnic Origin</b>											
American Indian or Alaska Native	0.2%	Black or African American	14%	Hispanic or Latino	3%	Asian or Native Hawaiian/Other Pacific Islander	0.2%	White	81.6%	Multi-racial	1.4%
<b>Personnel</b>											
Years Principal Assigned to School	0.5		# of Assistant Principals	1		# of Deans	0		# of Counselors / Social Workers	3.5	
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification	0%		Teaching with Fewer Than 3 Yrs. of Exp.	0%		Average Teacher Absences	8.5	
<b>Credit Accumulation (High School Only) and Performance Rates</b>											
% of 1 <sup>st</sup> yr. students who earned 10+ credits		% of 2 <sup>nd</sup> yr. students who earned 10+ credits		% of 3 <sup>rd</sup> yr. students who earned 10+ credits		4 Year Graduation Rate					
ELA Performance at levels 3 & 4	16%	Mathematics Performance at levels 3 & 4	9%	Science Performance at levels 3 & 4	63%	6 Year Graduation Rate					
<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA 2012-13</b>											
	American Indian or Alaska Native						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					X	All Students				
<b>Did Not Meet Adequate Yearly Progress (AYP) in Math</b>											
	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						All Students				
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>											
	American Indian or Alaska Native						Black or African American				
	Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander				
X	White						Multi-racial				
	Students with Disabilities						Limited English Proficient				
	Economically Disadvantaged						All Students				
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>											
	Limited English Proficiency										

#### **SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**

- 100% of ELA teachers will plan and deliver ELA instruction aligned with the NYS Common Core Learning Standards as evidenced through the routine use of:
  - Implementation of the Common Core Standards for ELA
  - Implementation of the Common Core ELA Modules (Expeditionary Learning)
  - Student Achievement Data
  - Student Formative Data
  - Participation in PLC
  
- 100% of Math teachers will plan and deliver mathematics instruction aligned with the NYS Common Core Learning Standards as evidenced through the routine use of:
  - NYS Common Core Math Standards
  - Adaptation of the Common Core Math Modules
  - Student Achievement Data
  - Student Formative Data
  - Participation in PLC
  
- 100% of non-ELA/Math teachers will implement the Common Core Literacy Standards for Social Studies, Science and Technical Subjects as evidenced through routine use of:
  - Implementation of the teaching strategies and learning activities provided in the NYS O'Dell Core Proficiency Units
  - Implementation of the CCSS Six Shifts in Literacy
  - Student Achievement Data
  - Student Formative Data
  - Participation in PLC
  
- 100% of school staff will engage students in activities that will support students academically, socially, and emotionally as evidenced by the school-wide implementation of:
  - The posting of rules/expectations in hallway and all classrooms
  - Anti-Bullying & Dignity For All Campaigns
  - Implementation of building-wide PBIS
  - Town meetings /Team celebrations

**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	
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.			X	

3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</b>	

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

#	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	
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</b>	

**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	
<b>OVERALL RATING FOR TENET 5:</b>				<b>D</b>	
<b>Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</b>					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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	
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

**School Review Narrative:**

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school leader is committed in his vision to enable all students to be college- and career- ready and clearly articulates this to stakeholders, but not all stakeholders are yet fully committed to this vision. The leader has also introduced the district initiative focusing upon setting behavioral standards. Through initiatives such as Be Safe, and Show Respect program (SOAR pledge) students are encouraged to maintain discipline but many students do not feel they were actively involved in drawing up behavioral expectations. The school leader has been in post for five months. In that time, the structures and systems implemented and efforts by staff have resulted in some improvements in planning and instructional practices. While there is some evidence of impact because of the work done, the outcomes are inconsistent school-wide. School leadership is aware of the importance of data and information it provides to modify instruction for the support of students. However, staff is just beginning to use data and evidenced-based systems to monitor school practices.

**Strengths:**

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Areas for Improvement**.

**Areas for Improvement:**

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

- The school leader, who has been in his position for five months, has communicated his vision to enable all students to be college- and career- ready to all stakeholders. However, stakeholders inconsistently embrace and implement the vision in practice. During conversations with teachers, students, support staff and parents, all groups were able to articulate, without prompting their awareness of this vision. Students and parents celebrate the drive to ensure all learners aspire to meet the challenge, with many being clear about the college they want to attend or their future occupation. To drive the vision the school leader together with the assistant principal (AP) and instructional support teacher (IST) have implemented a range of systems to support the vision. The SCEP records the SMART goals and the priorities aligned to these goals. One priority indicated in the SCEP is the development of rigorous curricula, modified to meet the needs of all groups of students, and clarified by data to inform instruction and planning. The school leader shared that he has ensured that all teachers have their plans available during classroom observations. He also acknowledged that although some teachers’ plans reference the Common Core Learning Standards (CCLS) teachers plans include limited modification to address the needs of individuals and groups. A

second priority is to raise standards in behavior through adopting the district initiative SOAR. This initiative is designed to achieve improved, consistent behavioral standards throughout the school. Although students are aware, through the efforts made by the school leaders and staff, not all students have embraced the SOAR concept. For example, when reviewers asked students, “Who thinks the changes are working?” one student said, “There is a program called SOAR but nobody cares about it.” All 12 students attending the interview agreed with this statement. Conversations with support staff further support this view with evidence of students purposefully challenging the rules, especially in less structured settings such as the hallways and cafeteria. Despite the fact the students recite the SOAR pledge every morning, students told reviewers that because they have not been involved with its development they have no ownership. The school leader is aware of this and is having conversations with the student government advisor (SGA) to establish a student leadership council (SLC), to build upon and expand the student council, to provide opportunities for encouraging and listening to “student voice.” Although the school leaders shared a vision for school improvement, the school leader has not been at the school long enough to ensure all stakeholders are involved in the decisions made to address school needs, which results in stakeholders inconsistently contributing toward the achievement of the school goals.

2.3 **The school has received a rating of *Developing* or this Statement of Practice:** Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

- The school leader is beginning to make decisions to organize resources to address the needs of the school. However, the decisions made are not yet leading to improvements in student achievement. Since joining the school, the leader has worked with other school leaders in the district to establish systems that provide on-going professional development (PD), team approaches, and professional dialogue to support his staff. Over the past 12 months, the staff has received in-service in co-teaching training, differentiation, and providing multiple points of access for students. The school leaders' creation of 13 Professional Learning Communities (PLCs) has enhanced the work of the current school teams. Although discussions with teachers indicate that they appreciate the opportunities created by the PLCs, the dialogue has resulted in limited impact within classes. The school does not operate a system of expanded learning time (ELT) but reorganization of the school day at the start of this academic year facilitated the introduction of daily activity sessions, which are a form of study time. The school leader reported that the district re-organization will result in the school becoming a seventh grade academy next year, and these planned changes call for forward planning to ensure the school staff makes best use of available resources to support the changes. The school leader is focused on the tasks involved with the changes and discussing the available options with fellow professionals but as the school leader has only been in post for a short time the impact of the school leader's actions and strategic resource decisions have not yet led to significant improvements to student learning and achievement. The school leader has made some strategic decisions regarding resources but has not yet monitored and evaluated the decisions for effectiveness, which does not ensure that available resources address the immediate needs to lead to increased student achievement.

2.4 **The school has received a rating of *Developing* for this Statement of Practice:** 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 has implemented a system to conduct observations of teacher practices that aligns to the district's APPR system. However, the school leaders lacks a plan to track and monitor teacher progress. The school leader reported the assistant principal (AP) conducts the announced visits and he does the un-announced visits to monitor the quality of instructional practices and learning. During observations the school leaders reviews and records information on teachers' use of CCLS, lesson objectives, student-learning targets, text references, modifications, and assessments. School leaders provide timely and actionable feedback to the individual and groups of teachers and targets to improve instruction. The school leader and the AP do joint visits and the school leader carries out daily walk-throughs to identify patterns of strengths and areas for development in teachers' instructional practice. The school leader also does monthly joint visits with a consultant allocated and funded by the district. This monitoring helps to inform the focus for PD. However, the school leader does not have a tracking plan in place to measure and evaluate improvements, or lack of them, made by individual teachers. The teachers have access to a range of data to inform their instructional practice and there is a strong expectation that teachers use it effectively. The school leader recognizes that more needs to be done to ensure that expectations as to how teachers use data to drive instruction are lived up to and practiced in all classes. The school leader has a system in place to observe teacher practices. However, the school leader inconsistently monitors teachers' progress, which limits school leader's ability to hold staff accountable for continuous school improvement.

2.5 **The school has received a rating of *Developing* for this Statement of Practice:** 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).

- School leaders encourage staff to use structures to examine and improve school-wide practices; however, staff inconsistently use the school leaders do not monitor the systems to ensure their effectiveness. Example of some the systems include the weekly PLC meeting, building leadership team meetings, bi-monthly PD sessions, and monthly parent meetings. Evidence from a review of documents and discussion with staff demonstrate that the school leader requires staff to examine student work and student achievement during the PLCs weekly. In addition, the school leader meets with the building leadership team several times a year to monitor the progress of the initiatives, such as the use of data, included in the SCEP. The school leaders provide PD sessions twice a month for staff to target the use of student data and the needs of teachers. Topics include the use of Northwest Evaluation Association (NWEA) data, rigor and student engagement, using the common core English Language and Arts (ELA) modules, deconstructing student-learning targets, close reading of text and text dependent questions. Although the PD has helped teachers generate plans that include references to CCLS, classroom visits show that teachers do not consistently use the data to modify instruction and differentiate the tasks to meet students' varying needs. During

discussion with the review team teachers acknowledged they have the data available but expressed that they do not have the time to use it to generate modifications. The school leader shared that he has a monthly meeting with parents to solicit their input on issues or concerns that impact home-school partnerships. However, the school leader stated that only a few parents regularly attend these meetings so the impact is limited. The school leader is working to ensure that staff uses evidence –based systems to examine school practices but the systems are not embedded, which limits the staff’s ability to implement the systems at optimal levels to improve the outcomes for students.

**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.

**Tenet Rating**

**D**

**Debriefing Statement:** The school leader has developed a systematic plan for the implementation of CCLS modules in English language arts (ELA) and math. The plan includes the necessary resources and professional development (PD) for the delivery of common core instruction. Collaboration among teachers is beginning through the work of Professional Learning Communities (PLCs). Interdisciplinary planning has begun with some groups of teachers and there are plans in place for expanding those opportunities. Classroom visits and review of lesson plans demonstrated minimal instructional modifications and use of assessments. Teachers are beginning to utilize the New York State CCLS modules in ELA and Mathematics, incorporating common core instructional shifts in all subject areas and are examining student data. However, evidence indicates that although the school is data rich, teachers are not consistently using the data to make curricular decisions, particularly for to subgroups. As a result, although classroom instruction is more aligned with CCLS, the lack of modifications limits improved outcomes for students.

**Strengths:**

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Areas for Improvement**.

**Areas for Improvement:**

3.2 **The school has received a rating of *Developing* for this Statement of Practice:** 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 developed and shared a systematic plan for the implementation of curricula that reflects the CCLS. However, staff inconsistently modify and implement the plan to address the learning needs of all students. A review of documents shows that most teachers’ plans reference the CCLS. However, some plans did not include multiple points of access to address the needs of specific subgroups. While teachers uses modules from EngageNY for English language arts (ELA) and math, reviewers found that the materials for science and social studies were not are suitable to

support the effective teaching of CCLS. For example, a review of science and social studies curriculum documents show that staff has not updated the curricula in the last five years. Teachers have weekly team planning time as well as monthly PD sessions through the PLCs and staff meetings to refine their skills and share good practice. In addition, teachers have opportunities to experience training led through Board of Cooperative Educational Services (BOCES), but these are on a voluntary basis and so not all staff choose to attend. The school leader informed reviewers that special education staff receives additional PD monthly. Although teachers receive PD on implementing the CCLS, during classroom visits, reviewers did not find evidence of the support and PD provided for teachers in their instructional practices. Some teachers expressed concern about lack of educational expertise in math within the district. These teachers have set up self-help networks with math teachers from other schools to address to support their implementation of the modules. Although the teachers are beginning to align their plans to the CCLS, the lack of modifications limit opportunities for students to experience curricula that is tailored to meet their needs and prepares students to be college- and career- ready.

3.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

- The school leader has ensured that teachers develop and implement school-wide lesson plans. However, teachers inconsistently plan and implement lessons that align to the CCLS. The school leader shared that when school leaders reviewed plans back in December one third of staff had not complied with student leaders' request to include CCLS references in lesson plans. The school leader also indicated that the staff has made improvements in this area. A review of lesson plans as well as class observations demonstrated that only a small number of teachers used a formative assessment strategy such as thumbs up/ thumbs down, to determine the success of their instruction and the quality of learning. The staff survey findings contradict the evidence gathered over the review. For example, the survey indicated that almost 90 percent of staff uses a variety of formative assessments to monitor their instruction and 66 percent of staff uses scaffolding strategies or extension activities. The Integrated Intervention Team (IIT or review team) found that most teachers' lessons focused upon an activity rather than the learning. In addition, few teachers took the opportunities to ask why things are done and for what purpose, to individual students. The lessons observed by reviewers showed that teachers do not consistently scaffold instruction to build students' skills or provide activities that promote higher thinking skills to challenge all students, particularly the more able. Further clarification from discussions with teachers suggests they have difficulty scaffolding the modules to meet the needs of students. The survey indicated that less than half of the students surveyed believe instruction and learning to be challenging. Although staff interviews and a review of documents indicate that staff meet monthly to work collaboratively on planning, reviewers found limited evidence of the impact that these collaborations have on improving classroom instruction. While the school leader is driving efforts to improve instruction and align it to CCLS, teachers do not uniformly provide lessons based on data that align to CCLS, which limits students from making progress toward meeting the demands of the CCLS.

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

- The work of the weekly PLCs, across grade level departments and team meetings occasionally facilitate interdisciplinary and cross-curricular discussions. However, teachers lack a systematic approach to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. During discussions with teachers, they shared that they found the opportunities for cross-curricular planning between art and social studies helpful. The academic skills enhancement class incorporates the arts with sport through painting, using power point to provide opportunity for the students to explore their presentation skills to be college and career ready. However, these types of interdisciplinary planning are limited, isolated and inconsistent school-wide. During class visits, reviewers saw teachers using smart-boards to support. However, most teachers used the SMART Board as a blackboard rather than the interactive tool to enhance student-learning experiences. Most lessons are appropriately paced but the use of technology by students was not common. Occasionally teachers referred to websites and encouraged students to explore these. Although teachers are beginning to collaborate on interdisciplinary planning, the lack of formal approach to integrate the arts, technology, and other enrichment opportunities into the curriculum hinders students' exposure to a rich and robust curriculum.

3.5 **The school has received a rating of Developing for this Statement of Practice:** Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

- The alignment between the curriculum and assessment is in a developing stage. Teachers inconsistently use assessments to make curricular decisions and to improve student achievement and learning. Discussions with teachers indicate that they have access to a wide range of test and assessment data both school wide and from other sources such as NWEA. The school leader stated that the school is rich in data but poor in the analysis of data, and he is devising a plan to ensure that teachers receive training in the analysis and use of data to inform instruction and the curriculum to meet the needs of all students. During class visits, reviewers found that, few teachers use formative and a summative assessment data to match learning activities to the needs and abilities of different groups of students. A review of survey findings show that almost 90 percent of staff said they use formative assessments in a range of ways. However, teachers' comments during interviews as well as classroom visits demonstrated to reviewers that only a few teachers use formative assessments in their instruction. In addition, although in some classes the setting of student goals by teachers and students had been explored, the goals were general and not tailored to students' needs. Discussions with students and a review of student work show that the quality and incidence of feedback is variable. Only a small minority of teachers provide feedback to students that contains clear guidance on what students need to do to improve their work and what precise goals students need to achieve to reach the next level. Staff's inconsistent use of data to drive instruction reduces opportunities for students to reflect on and take ownership of their own learning, which hinders student achievement.

<b>Tenet 4 - Teacher Practices and Decisions:</b> Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** Some teachers engage in practices that are aligned to the CCLS and promote varying levels of student learning. However, curricular and instructional adaptations do address the gap between what students know and what student need to know are not widely evident, and teacher practices do not consistently promote deep analysis and higher-level thinking Although students display compliant behavior in the majority of classrooms visited, the level of student engagement varies across classes. The groupings noted in a few classrooms were not strategic, purposeful or based on data, which results in limited student-to-student discourse. Teachers intermittently use formative assessments, which hinder their capacity to modify instruction and provide explicit, targeted feedback to students. As a result, students are not receiving instruction that consistently promotes student engagement that fosters college and career readiness.

**Strengths:**

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Areas for Improvement**.

**Areas for Improvement:**

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** 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.

- School leaders are beginning to engage teachers in conversations about aligning plans to data; however, leaders have yet to ensure that teachers uniformly use data to drive improvements in student achievement and learning. School leaders indicate that they have placed a strong focus on adapting instructional practices and strategies to meet the needs of different groups of students. The school leader has provided PD opportunities to include the establishment of PLCs to focus on the SCEP goals and the writing of lesson and unit plans that reflect the CCLS. However, the impact of these initiatives is not evidenced in the classrooms. In the majority of classrooms visited, reviewers found that teachers did not use data to adjust instruction to meet the differing abilities of the students. Teachers primarily used to the whole-class instruction. During interviews with the review team, some students said they found the work too demanding while other students said the work was too easy. Although teacher leaders are beginning to work with teachers in the setting of long- and short-term goals for students, this instructional practice is not established across the school. The goals reviewed by the IIT were generic rather than specific and did not clearly outline a learning trajectory that will lead to improved achievement. The lack of alignment between planning and assessments results in unmet student need, which hampers increased student achievement.

4.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to

multiple points of access for all students.

- Teachers are developing lesson plans that are aligned to the CCLS but the plans are not consistently reflected in practice, which results in opportunities missed to enhance student achievement and engagement in the learning process. Teacher-centered instruction is the common instructional model across classrooms. Many of the lessons observed by review team lacked scaffolding to support or challenge the learning of different groups of students. Instructional materials do not consistently contain high levels of text and content complexity, which does not extend students' thinking beyond the literal level. Although teachers often identify questioning as a key component in their instruction, the questions asked are generally low-level, demand simple answers and do not expect students to provide extended and thought provoking answers. Academic vocabulary is a feature of some lessons and some, teachers are grouping to encourage student engagement and to enable students to discuss their work with one another. A number of classes where the work of teacher aides was observed showed this has more impact when the aides are closely involved with the students they support and through focused dialogue promote effective questioning. One social studies class and two math classes visited evidenced the teachers not only using groups but also encouraging cross- curricular use of writing to enhance students' skills. However, the instructional strategies observed in these classes are not common school-wide practices. Teachers inconsistently differentiate lessons and provide CCLS based instruction, which limits opportunities for multiple points of access for student to engage in their lesson and achieve at high levels.

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

- Although in the majority of classrooms visited students displayed compliant and positive behaviors, some students expressed concerns about the learning environment. During discussions with the IIT, students shared that they generally feel safe in the school and that they believe their teachers want them to get an education. However, some students shared they are sometimes embarrassed in the classroom because the pace of the lesson is too fast and they sometimes cannot keep up. One student said, "If we want to ask a question other kids talk and we don't learn so we don't ask questions." The students interviewed also reported that they all do the same work and some of the students reported that they do not feel challenged. Reviewers noted that some special education teachers in self-contained classrooms modified their instruction to address the needs of the students aligned to the goals on the individual educational plans (IEPs). Although the numbers of students in these classrooms were smaller and the levels of support greater, there was still inconsistency in the level of differentiation across classrooms. In the majority of classes visited by the IIT, teachers provided few opportunities for students to engage in dialogue. In addition, lesson observations and as well as a review of lesson plans showed that teachers do not include strategies or practices that explore the values and opinions of students and as a result, students' perspectives and diverse needs are not recognized and celebrated. Although students display compliant behavior, the learning environment is not always responsive to students' needs, which hinders students from learning in an intellectually safe environment.

4.5 **The school has received a rating of *Developing* for this Statement of Practice:** 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 conversations between school leaders are now taking place on the use of data to inform groupings, this practice is not consistent enough to have an impact on student achievement. Discussions with school staff and a review of documents demonstrate that school leaders ensure that teachers have access to multiple sources of data such as NWEA; however, classroom visits show that teachers do not consistently use this data to inform instructional decision-making. While reviewers saw evidence of student grouping, the grouping was not strategic, purposeful or based on data, which resulted in limited student-to-student discourse. Discussions with students and a review of student work confirm that feedback is not used in an effective manner to guide students in the next steps of learning. While reviewers found that some teachers provided feedback that help students identify the next steps in their learning, most teachers did not provide feedback to students based on data or student work, which hinders students from reflecting upon and assessing their own progress. Although assessment data is available, teachers do not uniformly use assessment data to foster student participation, which limits students from achieving at high levels.

**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**

**D**

**Debriefing Statement:** A team of professionals, including a social worker, psychologist, guidance counselors, school nurse, and a school resource officer (SRO) support the social and emotional needs of students. The school is using a comprehensive Positive Behavior Intervention System (PBIS) program and adopting the new district initiative for common language for behavioral expectations, SOAR. All stakeholders reported generally feeling safe in their classrooms, however, in less structured situations with limited supervision, such as the cafeteria and hallways, many students do not adhere to the SOAR pledge. In meetings, students shared that the lack of student “buy-in” was attributed to not having had an opportunity to share their opinion about the initiative. While there is a Code of Conduct available on the district website, it is not widely circulated and explained. Therefore, there is a lack of understanding and communication around consequences for negative behavior. Although there is some PD offered to support the social and emotional developmental health of students, there is an inconsistency regarding which staff is invited. The use of data to inform student social and emotional developmental health needs is limited and consequently this impedes strategic planning to address these issues.

**Strengths:**

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Areas for Improvement**.

## **Areas for Improvement:**

5.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

- The implemented systems to support the social and emotional needs of all students are not yet embedded to promote academic success for all. One of the school's goals for 2013-2014 state that all staff will engage students in activities that will support students academically, socially and emotionally. The evidence supporting the work towards this goal includes the school-wide implementation of posting rules and expectations in hallways and classes and the anti-bullying and dignity for all campaign. The school has also established Kid Talk, a student-centered team tasked with resolving issues that affect students' social, emotional, and academic well-being. A review of documents show that staff uses Incentives such as Buzz Bucks, leadership awards, and principal citizenship awards to reward positive student behavior. Many staff including the school leader expressed that these practices need reviewing as part of the PBIS evaluation to make rewards and sanctions clearer. This has not yet happened and the school is still developing formal procedures to ensure that each student is known by a designated adult. The SOAR handbook has a referral form for tier two remediation counseling sessions. It states that staff addresses student behavioral errors by using data, re-teaching frequent fliers and counseling sessions, but in discussions with teachers and students, consequences for negative actions are not always made clear. Although there are systems in place that support student social, emotional, and academic development, comments from parents and students suggest there is a lack of understanding of the PBIS procedures. Consequently, although strategies and initiatives to support students have been introduced the impact on promoting academic and social success is limited.

5.3 **The school has received a rating of *Developing* for this Statement of Practice:** 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 is developing systems to promote the social and emotional developmental health of students. The school leader and students report that the school uses SOAR as a behavioral management system. It has been adapted from PBIS, which is a district wide initiative operating for the past five years. About half of the parents questioned are aware of the arrangements of SOAR gained through discussions with school leaders about their child's behavior. Students explained that, in their opinion, rules and consequences are not always made clear and are not consistently applied. The school leader explained that it is likely that parents and students would not understand the rules and consequences, because the school and district no longer circulate hard copies of the existing code of conduct for parents to sign and return to school. Now parents are required to access this through the website. SOAR posters are displayed in classrooms and corridors and these focus upon expected behaviors. These posters and the morning announcement of the pledge keep the values it represents in daily focus for students. The student activity period at the

start of term is used to promote and reinforce expectations and to explain initiatives. Although they feel safe in school students are honest in their limited support for SOAR because of their lack of involvement in its implementation. They would like to discuss their opinions with the school leader and plans are in place for this to happen through the proposed SLC. Teachers' PD pertaining to students' social and emotional health has not taken place but is planned in the near future. The team of support staff, which includes the social worker, psychologist, guidance counselors, school nurse, and the SRO regularly attend PD, but have no regular avenues open to share their expertise with teachers. They are not part of the PBIS team and attend their own PLC. This situation results in no regular opportunity to monitor and revise the ways in which the school staff supports student social and emotional developmental needs. The lack of a plan to ensure targeted discourse between support staff and teachers results in students' needs not systematically identified, monitored, and addressed.

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

- Stakeholders believe and articulate clearly that the school is a safe place to be. However, some stakeholders believe that a small population of students disrupts learning through their actions. Staff shared that about 10 percent or 50 students were responsible for most behavioral issues at the school. During discussions with the IIT, students shared that the cafeteria and hallways are places where, "there is bickering, occasional fighting, and drama." When interviewed by the IIT, the students described the café as not well supervised or clean. Support staff also reported that students purposefully challenging the rules, especially in less structured settings such as the hallways and cafeteria. The review team visited the cafeteria twice and noticed that multiple staff supervised the area to include aides, teachers, and the SRO and school leaders. Reviewers noted that tables were clean and that staff greeted students at the door. Reviewers also observed staff escorting students to the detention room, which is adjacent to the cafeteria. Families at the school have a number of resources available to them such as the Children's Integrated Services (CIS), the school-based mental health program and other outside agencies. Families are made more aware of these services if they approach the school for support and help. During discussion with the IIT, parents shared that families and students get to know about the programs and agencies available on a need to know basis. The IIT's discussions with students and staff indicate that there is not always a clear understanding of the roles and responsibilities for each of them in helping to make the school a safe and secure place to learn and work. In addition, support staff gathers to monitor grades, attendance, and behavior but at present, there is no system in place to ensure all stakeholders are aware of what is available to support student social, emotional developmental health. As a result, not all stakeholders are able to work cohesively to consistently meet the needs of all students.

5.5 **The school has received a rating of *Developing* for this Statement of Practice:** 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 staff has some structures to support the use of data to respond to student social and emotional developmental health needs; however, the staff does not have a formal plan to ensure all staff understands and uses data consistently to address student social and emotional developmental health needs. The school has a system or “school tool,” which is used to identify a statistical breakdown of the number and nature of disciplinary referrals each month. The parent connect program also monitors behavior and grades. Staff when questioned could not identify a school specific plan to use data to help them address the social and emotional developmental health of students. Support staff expressed to reviewers that the lack of a formal system in place limits their ability to effectively identify the needs of students. The lack of a formalized plan to coordinate available data to ensure staff understand and uses data limits staff ability to use data to respond to and meet the needs of its students and their families.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school is beginning to establish family and community connections. The school has established mechanisms to ensure reciprocal communication with families. However, the school staff inconsistently communicates to parents about the school’s high expectation for student academic achievement. A parent-partner is employed by the district to build links between families and the school. However, the school is still in the developing stages of ensuring greater parent involvement. The school has some partnerships with community groups, such as Child Integrated Services. However, the school provides minimal training opportunities to support stronger partnerships between staff and parents. Although the school provides some student data to parents, data is not consistently shared in timely or easy accessible manner.

**Strengths:**

6.3 **The school has received a rating of *Effective* for this Statement of Practice:** 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 engages in reciprocal communication with families to support students. Staff uses family emails, phone calls, team-meeting time, and parent-teacher conferences to communicate with families of students. Parents interviewed by the IIT confirmed that the school staff uses various methods to communicate and shared that they are comfortable in contacting the school for support. According to “Elmira School Performance Scan” survey, 80.5% of staff members responded that they are actively engaged with families in conversations about students’ needs and progress and 62.8% feel they are effective in maintaining the home connections. Parents are positive about their relationship with the school and the efforts staff makes to address their children’s social and emotional developmental needs. Parents are confident that the school staff quickly responds to communications initiated by families. The parents also expressed that they can communicate with

the school whenever the need arises and that they feel school staff responds to their concerns, quickly. One parent said, "Communication is excellent, great, when you need it, - it's there." Another parent stressed that her child had been bullied in his previous school and that through working with the school leader, "he isn't bullied now." The school leader and the parent partner have invited parents to workshops that they facilitate. One example of the topics addressed is, "what if your child is the bully?" Although attendance to the workshops is low, the school leader and staff are developing ways to raise the families' awareness of available resources and school events. The school staff ensures reciprocal communication with families, which helps parents in meeting their child's social and emotional developmental health needs.

**Areas for Improvement:**

6.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

- The school is beginning to use a plan to communicate with students and parents. However, staff does not consistently communicate to parents and students about the school's high expectations for student academic achievement. Most communication to parents is by letters sent home with students. These letters target students that are raising concerns in some aspect of school life. Parents interviewed by the IIT shared that they find the parent consultation evenings with teachers that take place twice annually helpful. Parents conveyed positive sentiments about the school's open house and shared that the teachers and school leader are committed to the support of their children. While some parents expressed awareness of the CCLS and the test results, parents did not share specifics about the school-wide expectations for student achievement. Discussions with teachers and a review of school correspondence indicate that some teachers make their expectations for student achievement clear and transparent but this practice is not common across the school. Although the school is beginning to evaluate its efforts at building strong home-school relationships, reviewers found inconsistent evidence of the staff reviewing and assessing how parents respond to the school communication efforts to make adjustments where necessary. The school leader, in the short time at the school has encouraged regular communications with families; however, inconsistent communication concerning the school's high expectations for student achievement limits parents' ability to contribute to their child's academic success.

6.4 **The school has received a rating of *Developing* for this Statement of Practice:** 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 some partnerships to promote and provide training to parents in their support of student success. However, the PD offered is limited and inconsistent. Through the parent partner position implemented last year, the school community is making efforts to reach out to many families. Although the parent partner indicated that she has made contact with many families, the parent partner stated that she does not have the contact information of several families and as a

result, this reduces the impact and breadth of support she is able to offer. The parent partner in collaboration with the school leader has developed topics for meetings with students and their families. One such example has been the exploration of bullying. The topics on offer in the last three meetings were chosen by parents and covered college and career readiness, NWEA testing and the CCLS. However, parents and school staff confirmed that only a small number of parents attend school meetings and training workshops. The school leader reported that he is looking into ways to improve parent involvement. There is no parent teacher organization (PTO). Previously there has been a parent coalition. Agencies the school works with regularly include the CIS and the Young Women's Christian Association (YWCA). The partnerships between the school and these agencies are in place to provide wrap around care for students and their families. However, cutbacks in funding have affected the extent this can be achieved. During interviews with the IIT, parent some parents expressed their perception that families whose children regularly display unacceptable behaviors receive greater outreach and support than families of students who do not regularly display behavior issues. There has been some PD for support staff on building relationships with parents and families but no consistent mechanism is in place for support staff to share their expertise and information with teachers. While the school provides some training for parents and staff to support students, the limited offerings does adequately support staff and parents in building partnerships to consistently support student success, this limits opportunities for all students to benefit from a robust and focused home-school connection.

6.5 **The school has received a rating of *Developing* for this Statement of Practice:** 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.

- Discussions with parents as well as review of documents demonstrated that parents receive some data from the school about their children's academic progress; however, the data is not consistently timely, accessible, or easy to understand. analyses of school documentation indicates that at times the information is not presented in a straightforward manner and at times the information is not timely and so prevents parents from playing a more supportive role in their child's learning journey. One parent stated and other parents agreed, "The interim reports are pretty readable and understandable; the only problem I have with the five week interim report is we need to know beforehand if there is a problem." Parents comments shared with the IIT indicate that at times the school is not proactive enough in analyzing the needs of families or in ensuring that there is a greater turnout for events where staff will share student data with parents. For example, a review of documents by the IIT showed the school implemented a workshop entitled, "Parent toolkit guide to NWEA Assessments," but few parents attended this event. While data is shared with parents, school does not share data in way that empowers families to consistently support student learning, which hinders students from receiving maximum support to achieve higher levels of success.

## **Recommendations:**

### **Tenet 2: School Leader Practices and Decisions**

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 2 the school should:

- 2.2: Use the newly formed Student Leadership Council (SLC) to create regular opportunities for students to contribute to the decision making process; develop a data-driven instructional (DDI) model to drive the vision of college and career readiness.
- 2.3: Ensure that resource decisions are made on a strategic basis and that they are evaluated for the impact they have on improving student outcomes.
- 2.4: Ensure that the information gained from classroom observations is used to identify strengths and weaknesses in instruction and carefully track improvements in the quality of teaching and learning.
- 2.5: Evaluate closely the impact that systems to improve individual and school-wide practices are directly leading to improvements in student outcomes and the quality of instruction.

### **Tenet 3: Curriculum Development and Support**

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 3 the school should:

- 3.2: Ensure the work of the efforts undertaken in PD and PLC impact upon the implementation of rigorous CCLS instruction and modifications to the curriculum, where all teachers use the information available about subgroups to positively impact instruction.
- 3.3: Encourage teachers to use the time available to collaboratively develop CCLS aligned lessons plans. Refine and modify existing plans to address the needs of all groups of students. Ensure all teachers develop and regularly implement strategies to promote higher order thinking skills to challenge students.
- 3.4: Organize existing PLCs to offer increased opportunities for interdisciplinary planning and developing innovative strategies for connecting the curriculum across a range of disciplines.
- 3.5: Strive to ensure the school is not only data rich but is skilled in the analysis of data so that all teachers develop consistent school wide strategies for multiple forms of assessment to inform instruction and provide students with frequent, informed feedback.

### **Tenet 4: Teacher Practices and Decisions**

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

- 4.2: Ensure teachers use and implement a model of instruction that closely aligns data to the needs of all students and enables them to meet students' individual academic goals.
- 4.3: Reinforce the need for curriculum modifications to meet the needs of all students. Ensure that all across all grades and content areas, teachers provide instruction that promote students' use of higher-order thinking skills.

- 4.4: Provide more opportunities for students to share ideas and views so that different values and perspectives are recognized and celebrated. Monitor classroom environments to ensure teachers are differentiated instruction to meet the needs of all students.
- 4.5: Ensure teachers use data and assessments to purposely group students for instruction and are developing consistent school wide strategies to provide students with frequent, informed feedback that guides learning.

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

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 5 the school should:

- 5.2: Establish a process that encourages students to build supportive relationships with designated adults, for all referral processes to be well known and understood by staff and that data is consistently used in the referral process so that the needs of students are better met.
- 5.3: Embed the SOAR/PBIS practices and provide consistent and on-going PD for all staff to help them effectively support student emotional and social developmental health.
- 5.4: Develop a plan to clarify the roles and responsibilities of stakeholders in the support of students' social and emotional development.
- 5.5: Facilitate opportunities for the support staff to meet periodically with other PLCs to disseminate information and use data to monitor the effectiveness of services and supports that address the social and emotional needs of students.

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

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 6 the school should:

- 6.2: Facilitate a plan to ensure more regular and effective communication between home and school for all students that focuses on the school staff's academic expectations all students.
- 6.4: Create effective parent partnerships through workshops for teachers and parents to enable parents to support their child's learning and to provide PD for staff that enables them to build and sustain strong relationships between home and school.
- 6.5: Ensure the school collects and effectively uses data to identify family needs to target appropriate support strategies and to provide data that is family friendly to encourage parental support and understanding of student academic need.