



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	081501040001
School Name	Oxford Academy Middle School
School Address	12 Fort Hill Park, Oxford, NY
District Name	Oxford Academy and Central School District
School Leader	Kathleen Hansen
Dates of Review	February 4-5, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

District Information Sheet											
District Grade Configuration		NP	Total Student Enrollment		NP	% Title 1 Population	N	P	% Attendance Rate		NP
Free Lunch	41%	Reduced Lunch	11%	Student Sustainability	%	Limited English Proficient		0%	Students with disability		8%
Types and Number of English Language Learner Classes											
#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language							0
Types and Number of Special Education Classes											
#Special Classes	1	# Consultant Teaching	3	#Integrated Collaborative Teaching							0
# Resource Room	3										
Types and Number Special Classes											
#Visual Arts	1	#Music	1	#Drama	0	# Foreign Language	2	# Dance	0	CTE	#0
Racial/Ethnic Origin											
American Indian or Alaska Native	5%	Black or African American	1%	Hispanic or Latino	6%	Asian or Native Hawaiian/Other Pacific Islander	.4 % <small>(1 STUDENT)</small>	White	88 %	Multi-racial	.4 % <small>(1 STUDENT)</small>
Personnel											
Years Principal Assigned to School	8	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers					1
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	1	% Teaching with Fewer Than 3 Yrs. of Exp.	2	Average Teacher Absences					8.833
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District	X	Focus School Identified by a Focus District	X	SIG Recipient			X
ELA Performance at levels 3 & 4	20%	Mathematics Performance at levels 3 & 4	14%	Science Performance at levels 3 & 4	75%	4 Year Graduation Rate (HS Only)					
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		6 Year Graduation Rate					

NP = Not Provided

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with disability		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with disability		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 disability		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

- The implementation of Common Core Learning Standards (CCLS) module lessons for students with disabilities should include explicit literacy instruction and high levels of rigor. For some, the identified standards and learning targets addressed CCLS but instruction (i.e., implementation) did not consistently align.
- The implementation of CCLS module lessons for students with disabilities should include teacher questioning which engages higher order thinking skills, and provide multiple opportunities for students to share their thinking.
- Assessment data, formative, summative, or benchmark, on students with disabilities, should inform instructional goals in general education, Academic Intervention Services (AIS) and special education classrooms.
- Implementation of Leveled Literacy Intervention (LLI) has begun. In some classrooms, results of Fountas and Pinnell are used to inform the level of texts that are used for instruction.
- Scaffolds to support individual students need to be provided by teachers so students with disabilities can access the general education curriculum. Some students with disabilities did not meet their learning targets. Scaffolds for students with disabilities need to be in place to support student learning with opportunities for clarification of learning objectives and teacher directions need to be restated. Professional development (PD) is needed for all teachers on how to scaffold instruction with a focus on students with disabilities.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	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	
OVERALL RATING FOR TENET 2:				D	

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	
OVERALL RATING FOR TENET 3:				D	

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	
OVERALL RATING FOR TENET 4:				D	

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	
OVERALL RATING FOR TENET 5:				D	
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	
OVERALL RATING FOR TENET 6:				D	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school leader articulates a long-term mission “to develop self-directed learners who are able to make intelligent choices and contribute positively to society.” The School Comprehensive Education Plan (SCEP) outlines the school’s priorities, such as the implementation of the Common Core Learning Standards (CCLS), aligning curricula modules, and using data-based systems to address the needs of students with disabilities. However, the lack of specific, measureable, action-oriented, realistic, and timely (SMART) goals limit school improvement.

Strengths:

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

- The school leader makes strategic decisions to organize programmatic, human, and fiscal capital resources. The school leader reported that she works with the district to prioritize fiscal and human resource needs. Staff shared that teachers, students, and community members are involved in the hiring process and that the Shared Decision Making (SDM) team leads initiatives in regard to the implementation of the CCLS, programming, and the allocation of Title I funding. The school leader shared that she allocated funds to support the implementation of CCLS aligned modules through the New York State Engage math curriculum, as well as the English language arts (ELA) Expeditionary Learning program, in grades five to eight. The school leader hired a consultant to program mandated services, such as AIS, into student schedules. Additionally, the school provides students with enrichment opportunities through quarterly music, art, technology, and home and career electives and through outside organizations, such as Arts in Education, the Mead Foundation, and the Hansen Foundation. The school leader shared that the average class size is approximately 20 students, and that students have scheduled study halls for private study. Teachers have daily Professional Learning Periods (PLP), where they support students, contact parents, or attend monthly special education and staff meetings. The school leader runs the extended day academic and enrichment program for students in grades five to twelve, and middle school students have the opportunity to remain at school from 2:25pm to 5:15pm to receive academic support and participate in structured activities provided by outside organizations. A document review demonstrated that the school leader budgets for PD and coaching activities that align to the district’s Quality Improvement Plan (QIP). The school leader uses available resources to address the needs of the school community, which improves student success.

2.4 **The school has received a rating of *Effective* 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 a fully functional system in place aligned to the district's APPR to conduct observations and track progress of teachers based on feedback and student data. The school leader reported that she implements the district's APPR, and evaluates teachers, per New York State evaluation requirements, using a state approved rubric, which she supplements with one unannounced classroom walkthrough. Additionally, the school leader shared that she collects and uses evidence, such as student progress on student learning objectives (SLOs), to inform the observation process. Teachers reported that classroom observations, and the timely feedback that the school leader provides, are helpful. The school leader shared that teachers are required to create a professional SMART goal based on assessment data. Further, the school leader provides staff with PD based on classroom observations. For example, she uses the services of a Board of Cooperative Educational Services (BOCES) Special Education School Improvement Specialist (SEIS) to provide teachers with PD on guided reading and leveled-literacy intervention (LLI) to support their ability to analyze student data and use it to inform instruction. The implementation of a system of teacher evaluation aligned to the district's APPR ensures that administrators and staff are held accountable for continuous improvement, which improves student success.

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 SMART goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the SCEP.

- The school leader does not consistently ensure that the school community shares the mission and vision aligned to the SCEP. The school leader shared that she posts the school mission on the district and school website, in classrooms, on school letterhead, and that it appears on APPR documents. However, parents, teachers, and students interviewed by the review team were unable to articulate this vision. Stakeholders did not exhibit a strong awareness of the priorities the school was striving to meet or the initiatives and strategies the school would utilize to drive forward school improvement. While the school's SCEP contains SMART goals concerning the implementation of the CCLS in ELA and math, and priority goals for students with disabilities, the review team did not find evidence of other SMART goals with clearly defined success criteria or benchmarks for tracking progress towards the goals. The lack of a school vision known by all stakeholders and comprehensive SMART goals aligned to the SCEP limit student achievement.

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

- The school leaders do not consistently use evidence-based systems to examine and improve critical school-wide practices. The school leader reported that there are multiple technology-based systems available, such as Acuity, Castle Learning, Study Island, Power Grade/PowerSchool, and AimsWeb, to track student progress and inform instructional decisions. Additionally, the school

leader and teachers reported that teachers use assessment data for students with disabilities to inform instructional goals in AIS and special education classrooms. However, a review of documents demonstrated that staff is not consistently using these data sources to inform and differentiate instruction to meet student needs. The school leader shared that she is using a SESIS to provide PD and coaching to ELA teachers on scaffolding learning based on student data and observations. School leaders do not ensure that staff uses evidence-based systems to improve critical school-wide practices, which limits progress toward school-wide goals and hinders student achievement.

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 is in the early stages of implementing the New York State modules for ELA and mathematics that align to the CCLS. The school leader and teachers are beginning to develop practices for planning scaffolded lessons, collecting and analyzing data to inform instruction, providing actionable feedback to students, and creating interdisciplinary curricula to meet the needs of all subgroups of learners across subject areas. However, teachers do not revise curricula, or focus on the instructional shifts, and this limits multiple points of access to rigorous instruction for all students.

Strengths:

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, all 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 CCLS that is monitored and adapted to meet the needs of students.

- The school leader does not consistently ensure that teachers implement rigorous and coherent instruction aligned to the CCLS that meets the needs of students. The school leader shared that the school is in the early stages of implementing the New York State modules in ELA and mathematics that align to the CCLS, and that she provided teachers with copies of the CCLS in all core areas. Additionally, the school leader shared that math teachers receive curriculum modules and resources from EngageNY.org, and that she purchased ELA materials from Expeditionary Learning and contracted for on-site PD to facilitate the implementation of the modules. Further, the school leader reported that she attends CCLS Network Team Institutes (NTI) and then shares pertinent information with staff and informs teachers when CCLS workshops are available. Teachers stated that, upon request, the school leader provides them support. However, classroom visits demonstrated for the review team that teachers are not consistently implementing the CCLS in

classrooms and that instruction is not consistently adapted to meet the needs of students. Inconsistent use of rigorous and coherent curricula that aligns to the CCLS hinders student college- and career-readiness.

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.

- Teachers do not consistently ensure that unit and lesson plans include DDI protocols and align to the CCLS to meet student needs. Although the school leader shared that teachers use assessment data to align lesson plans to the CCLS, a review of documents and classroom visits demonstrated that teachers do not consistently align lesson plans to the CCLS or use DDI protocols. For example, the review team found evidence of teachers using data to plan lessons to meet student needs in only three of the 20 lesson plans reviewed. While teachers reported that they adjust curriculum goals based on summative assessment results, there was limited evidence of teachers using formative assessment data to design lesson plans to meet student needs. Further, while the school leader and staff reported that teachers received training on scaffolding and using IEPs to support students with disabilities, the review team found evidence of scaffolding to meet the individual needs of students in only one lesson plan reviewed. Similarly, teachers stated that general and special education teachers collaborate to access IEPs and discuss individual student learning goals in order to modify curriculum. However, reviewers found little evidence of student-specific modifications in lesson plans for any of the students with disabilities in the school. Additionally, while teachers and the school leader shared that staff collaborate to develop lesson plans, they reported that daily lesson planning is optional. As a result, a number of teachers did not have lesson plans at all during classroom visits. Inconsistent lesson planning hinders student academic achievement.

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 school leader does not consistently ensure that teachers partner within and across grades to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. While the school leader reported that she provides time for the creation of interdisciplinary curricula during weekly department and grade meetings, the review team did not find evidence that teachers are consistently creating interdisciplinary opportunities for student across the school. A grade seven social studies teacher described her collaboration with the librarian on a biographical research paper, and students discussed how the librarian taught them to cite a variety of resources in a PowerPoint presentation and research essay they completed. Additionally, grade five teachers shared an ELA and science module on rainforest biomes, grade seven staff stated that they collaborated on a joint science and ELA research paper, and a grade eight ELA teacher worked on an interdisciplinary project with the music teacher. However, these practices were not consistent across the school and there was limited evidence of a comprehensive plan to include

interdisciplinary learning across grades and subject areas. Special education teachers reported that the school leader provided each of them with an iPad to use as an instructional tool, and that twenty-five iPads and two laptop carts are available to teachers to support learning. However, teachers shared that they only use these tools for warm-up activities, and do not integrate them into lessons or student skill development. The inconsistent use of interdisciplinary curricula and technology limits opportunities for students to engage in thoughtful cross-curricula activities and hinders student achievement.

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.

- Teachers do not consistently implement a comprehensive system for using assessment data for curriculum planning that involves students in the ownership of their learning. Teachers reported that they use state and Acuity assessment data as tools to track student academic progress. Additionally, the school leader shared that she collects unit assessments in ELA and math to facilitate conversations with teachers around student work. However, the review team found limited evidence of teachers using data to make curricular decisions or to align assessment with the curriculum. Further, a review of documents demonstrated that teachers provide limited actionable feedback to students. During classroom visits, some teachers used worksheets, thumbs up / thumbs down, and summative assessments to assess learning. Additionally, some teachers used exit tickets to assess student understanding, but the exit tickets did not align to the learning objective. The inconsistent alignment between curriculum and assessment limits student achievement.

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.

Tenet Rating

D

Debriefing Statement: School leaders have provided teachers with PD to support the implementation of CCLS-aligned curricula in core areas, as well as coaching on scaffolding instruction to meet student needs. However, inconsistent teacher practice in using formative assessment to make instructional decisions specific to student needs, limits student access to rigorous and robust learning opportunities.

Strengths:

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, all 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.

- The school leader reported she provided teachers with PD on the implementation of CCLS-aligned curricula in core areas. Additionally, the school leader provided ELA, AIS, and special education teachers with PD on scaffolding instruction to support students with disabilities in the general education ELA classrooms. However, the review team found that teachers do not consistently provide scaffolds to students during instruction. For example, teachers adapted curriculum and instruction to meet the needs of students through strategies such as re-teaching and providing materials in multiple formats in only three of the nine classrooms visited. The school leader and teachers reported that the school sets annual reading goals for individual students, and monitors those goals using the Fountas & Pinnell benchmark system three times per year. Additionally, staff shared that students with disabilities receive at least four periods of instructional intervention through guided reading or LLI in the resource room, but a review of documents demonstrated that these students have made little gains in reading from the beginning of the school year. Further, students reported that they use their time in resource room to complete homework. While teachers reported that they collaborate during grade and department meetings to look at student data, the review team found little evidence of how teachers are using this data to adjust curricula or lesson plans. Instructional practices that do not consistently promote high levels of student engagement and inquiry hinder student success.

4.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers provide coherent, and appropriately aligned to the CCLS-based instruction that leads to multiple points of access for all students.

- Teachers do not consistently provide coherent CCLS-aligned instruction that leads to multiple points of access for all students. While teachers are using the New York State Engage math and Expeditionary Learning ELA modules, during classroom visits, the review team found limited evidence of teachers aligning instruction to the CCLS and instructional shifts. Additionally, instruction was not consistently rigorous or scaffolded to meet student needs. Further, in many classrooms, teachers did not ask higher-order thinking questions or provide students with opportunities to extend their thinking. For example, in a math classroom, the teachers asked and answered their own questions. In the few classrooms visited where teachers did ask higher-order questions, the same few students responded. Further, teachers did not differentiate learning materials to meet the needs of students. In all of the general education classrooms visited, support for students with disabilities was limited to a special education teacher or an aide sitting nearby to ensure task completion. Instructional practices are not consistently coherent and aligned to the CCLS, which hinders student engagement and achievement.

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.

- Teachers do not consistently implement a plan to create a learning environment that is responsive to student needs. The school leader, teachers, and student support staff reported that the school enforces the district’s code of conduct, that staff received PD on the Dignity for All Students Act (DASA), and that there is a core building team to ensure the DASA objectives are implemented. Additionally, teachers and students described the school’s classroom expectations and anti-bullying program and curriculum, Blue Project. Parents and students both shared that students are physically and emotionally safe at school and students reported consistent enforcement of school rules. However, a review of disciplinary referrals for 2012-13 showed that 403 out of 609 incidents occurred in classrooms. Additionally, parents shared that they were concerned with the high rate of these incidents. Further, students shared that they do not always feel comfortable asking questions in classrooms because peers laugh at them. The learning environment is physically safe, but not all students feel intellectually safe, which hinders student success.

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.

- Teachers do not consistently use data to plan or to foster student participation in their own learning process. The school leader shared that teachers use Acuity, AimsWeb benchmarks, local assessments, curricular modules, and NYSED assessments to analyze student data. Additionally, the school leader stated that teachers look at student work during the professional learning period at the end of each day. However, the review team found that since this after-school period is also available for teachers to meet with students or parents, there was no compressive plan for the strategic use of data to inform instruction. Classroom visits and a review of documents demonstrated that teachers are at the beginning stages of using data to make instructional decisions to support students. For example, the review team found evidence of student-specific data in only 10 percent of lesson plans reviewed. While teachers used exit tickets in some classrooms as a form of assessment, the review team found that the assessment did not align to the instructional objective. For example, during one classroom visit, the exit ticket had questions about the prior day’s learning, but did not assess student understanding of the lesson just completed. While science teachers reported that they use multiple data sources to inform instruction, the review team did not find evidence of CCLS-aligned instruction that was connected to data-based goals across the school. Students shared that the feedback they receive from teachers does not let them know their next steps are for learning. Instead, they shared that feedback consists of teachers saying things such as, “keep trying,” or “read for a half-hour.” Instruction is not consistently data-based, which limits student achievement.

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: The school leader and student support staff are beginning to address the barriers to

student social and emotional developmental health. The school has established structures for monitoring student behavior, bullying, and attendance. However, there is no formal system for using data to address the social and emotional developmental health needs of students and to ensure that the learning environment optimizes student success.

Strengths:

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, all 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 school leader is developing systems to support and sustain student social and emotional developmental health. Discussions with students and teachers demonstrated that a system is in place for all students to be known by an adult. Additionally, the school leader shared that she is in the initial stages of establishing programs to support the teaching of social and emotional developmental health and training staff on the use of these programs. Further, the school leader reported that she has established structures for monitoring student behavior, behavior incidents, and attendance. However, the review team found limited evidence that the school is using this data to determine services and supports for students. Further, teachers stated that they have received limited PD to support student social and emotional developmental health. The school's systems to support student social and emotional developmental health are in the developing stages, which limits student success.

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 does not consistently articulate a vision for student social and emotional developmental health that is aligned to a curriculum or program. The school leader reported that the school's vision for student social and emotional developmental health is aligned to the district's code of conduct and that she has introduced different programs, such as DASA, to support this vision. However, the review team found that the staff does not use these programs consistently across the school, as structures to support implementation are still in the initial stages of being established. Teachers shared that they attended a three-day workshop presented by the district on DASA, but reported that they need additional PD in developing their capacity to meet the social and emotional needs of students. Additionally, teachers stated that a consultant from the Blue Project delivered a presentation to students that helped improve student behavior in the cafeteria. The school leader

shared that she established the safety patrol and student government to give students a voice in school decision-making and that she addresses safety through fire drills, evacuations, lock-downs, classroom safety, equipment safety, and natural disaster training. Further, the school leader shared that the school offers art and enrichment programs in order to ensure the development of the whole child. Inconsistent use of programs to support student social and emotional developmental health hinders student success.

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 do not consistently work together to develop a common understanding of their contributions in creating a school community that supports student social and emotional developmental health. While teachers shared that they have received some PD on social and emotional growth, they reported that they need additional PD to develop their skills in this area. The student support team, which includes the guidance counselor, school nurse, and school psychologist, stated that they contribute to the learning environment by handling student referrals. Additionally, they stated that they notify school leaders of attendance concerns and ensure that students receive services mandated by IEPs, or behavior intervention plans (BIPs), and provide interventions for at-risk students. Parents reported that the school does not make clear to them the expectations for student social and emotional developmental health and the role parents play in contributing to student needs. Consequently, all school constituents do not consistently articulate their contribution in creating a learning environment that meets student social and emotional developmental health needs, which hinders student success.

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 is establishing structures to support the use of data to respond to student social and emotional developmental health needs. The school leader and student support staff shared that they review academic progress reports, IEPs, BIPs, attendance data, and referrals to determine individual student needs and to provide interventions to support students. However, a review of documents and classroom visits demonstrated that teachers do not consistently use data, such as the Tripod student survey results, to meet student needs. Further, while the school leader shared that student data is accessible to all stakeholders through the PowerSchool internet record-keeping system, parents reported that many families have limited access to technology. Consequently, structures to analyze and use data to respond to student social and emotional developmental health needs are inconsistent, which hinders student success.

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: While the school leader articulates the need to create an improved culture of school and family partnership that supports student achievement, parent outreach efforts reflect the limited empowerment of families. As a result, parents are not able to participate fully to support school goals and student academic progress.

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 leader engages in effective planning and reciprocal communication with families to support student learning. The school leader and parents shared that the school communicates with families in prevalent languages using email, phone calls, teacher webpages, the school website, and PowerSchool to help families monitor their children’s progress. Parents of student with disabilities reported that they often receive communication from the school in notebooks that contain information regarding their children’s daily progress. Further, parents reported that the school leader has an open door policy and is responsive to their needs. Additionally, parents shared that the school conducts a grade four orientation to help students transition to middle school. The school leader shared that she is committed to developing strong and sustained relationships with parents and that staff monitor the effectiveness of the school’s methods of communication with families in order to continue to improve. Reciprocal communication enables families to support student academic and social emotional growth.

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 leader is developing regular communication with students and families that fosters high expectations for student achievement. The school leader shared that she is working to foster trust with parents and to communicate expectations for student achievement, but that this is an area for continued growth. In addition to traditional open houses and parent conferences, the school encourages parents and students to monitor student data using PowerSchool. Additionally, the school leader shared that the school sends home monthly progress reports and quarterly and mid-quarter report cards in order to raise academic expectations. Further, teachers shared that webpages provide opportunities for teachers and families to communicate electronically, but

parents reported that most families have limited access to technology. Parents shared that they find the CCLS challenging, and that 80 parents attended a Common Core Parent Forum that the school offered. While the school leader shared she is beginning to evaluate the home-school relationship, more work needs to be done to ensure that rigorous academic expectations are communicated with families. The school is developing regular communication with families and students in order to improve student academic success.

6.4 **The school has received a rating of *Ineffective* 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 does not partner with families and community agencies to provide training to support student success. While the school works with community agencies to support family needs, the school does not use these agencies to train parents in order to support student achievement. While parents shared that they use the counseling services of the Chenango Mental Health Center, which provides education activities and conflict resolution strategies, there are few opportunities for parents to learn strategies, tools, or tips to better support their children's academic development. Similarly, teachers shared that they have that few opportunities to engage in PD to build their capacity to develop partnerships with parents. The lack of training limits the benefit that students could receive from a robust home-school connection, which hinders student success.

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.

- The school is beginning to share data in a way that promotes dialogue with parents to empower families to advocate for their children. The school leader stated that the school shares NYSED assessment data with parents through mail, newsletters, and information meetings. Parents and students shared that they receive interim reports, individual NYSED test data results, report cards, and data on PowerSchool; however only a limited number of parents have access to technology. Additionally, parents reported that the school provides them with weekly progress reports upon parent request. While some parents attend Board of Education meetings, staff shared that only a small number of parents participate on the SDM team, which provides input on comprehensive school-wide planning. Additionally, staff shared that only approximately 50 percent of parents attend open houses and school conferences. Parents shared that they sign off on recommendations that the school makes for support services for their children only because they trust the school, not because the school provides them with data to support the recommendations. The school community does not consistently use data to empower families to support student learning, which hinders student achievement.

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: Ensure that the SCEP reflects clear, focused SMART goals with prioritized instructional strategies, protocols, and data-driven systems. Monitor measurable benchmarks with realistic time lines for achieving a vision that supports student learning. Ensure that all stakeholders know and support this vision in order to promote high expectations for all students.
- 2.5: Provide feedback to teachers based on student data through observations to ensure improvement of CCLS aligned instructional practice. Provide feedback through written evaluations and on-going conversations to guide rigorous instruction, including specific improvements for raising the achievement of all groups of students. Monitor teacher and school support team efforts to share data with parents, and provide opportunities for instructional staff to use data to inform pedagogical decision-making.

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: Communicate a systematic plan, and expectations, for the implementation of the CCLS, targeting the needs of all groups of students.
- 3.3: Develop unit and daily lesson plans that include scaffolds, effective questioning techniques, high levels of thinking, formative assessments, and instructional practices that are aligned to the CCLS and instructional shifts. Provide scaffolds and supports for students with disabilities by providing multiple points of access to the curriculum and ensuring that instruction is rigorous, relevant, and engaging for all students.
- 3.4: Create units and lessons that enable students to access curricula that incorporate the arts, technology, music, and other enrichment opportunities. Provide multiple on-going opportunities for all sub-groups of students to use technology as an integral part of instruction in all content areas to foster student engagement.
- 3.5: Implement a consistent DDI process for grade and content area teams for collecting and reviewing data about student work and progress, to inform instructional decisions. Review the performance of specific subgroups, including students with disabilities.

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 that instruction is rigorous and aligns to the CCLS and instructional shifts. Ensure that special education and AIS teachers provide reading and math intervention for students with disabilities aligned with the QIP.
- 4.3: Provide scaffolds and supports for all individuals and groups of students to enable students to participate in class discussion, demonstrate the skills targeted for learning, and complete work independently.
- 4.4: Reinforce appropriate behavior expectations and ensure that teachers engage in rigorous, CCLS aligned instructional practices using appropriate complex materials that promote intellectual growth and foster connections to real-life skills that encourage student thinking.
- 4.5: Implement a data-driven process that informs teacher instruction, establishes aligned assessments, and gives meaningful data and feedback to students. Use data to adapt lesson plans to meet the needs of all students and provide frequent, timely, and appropriate feedback to students in order to help them to meet identified goals and sustain progress.

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: Continue to develop systems to support student social and emotional developmental health and ensure that these systems are consistently implemented across the school.
- 5.3: Ensure that programs and initiatives to support the social and emotional needs of students are taught in a cohesive manner, and that staff benefit from PD that equips them with the skills and knowledge to fully support student social and academic success.
- 5.4: Ensure that all stakeholders understand their contributions in creating an environment that meets the social and emotional developmental needs of students that is aligned to the school's vision for student growth.
- 5.5: Create a strategic plan for using data to support student social and emotional developmental health.

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: Promote and support parent leadership across the school community through the SDM team, and through the creation of a formal parent association. Develop strategies to encourage families to engage with the school to increase student academic progress by fostering parent involvement and communicating the school's expectations for student academic achievement.
- 6.4: Develop the connection between families, community stakeholders, and staff through support and PD in order to sustain healthy partnerships between the school and home, supported by community-based organizations.
- 6.5: Develop strategies to increase parent understanding of data and regularly share results to empower parents with useful strategies to advocate for their children's academic progress and social and emotional well-being.