



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

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



<b>BEDS Code</b>	591301040000
<b>School Name</b>	Roscoe Central School
<b>School Address</b>	6 Academy Street, Roscoe, NY 12776
<b>District Name</b>	Roscoe Central School District
<b>School Leader</b>	Mrs. Janice Phillips
<b>Dates of Review</b>	December 10-11, 2013
<b>School Accountability Status</b>	Focus School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

<b>School Information Sheet</b>											
Grade Configuration	PreK-12	Total Enrollment	268	SIG Recipient	NP	Title 1 Population	15%	Attendance Rate	93.1% (2012-13)		
Free Lunch	35%	Reduced Lunch	8 %	Student Sustainability	% NP	Limited English Proficient	<1%	Students with Disabilities	15%		
<b>Number of English Language Learner Classes</b>											
#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language			1				
<b>Number of Special Education Classes</b>											
#Special Classes	6	#Consultant Teaching	11	#Integrated Collaborative Teaching			0				
# Resource Room	9										
<b>Number Special Classes</b>											
#Visual Arts	12	#Music	16	#Drama	0	#Foreign Language	6	#Dance	0	#CTE	0
<b>Racial/Ethnic Origin</b>											
American Indian or Alaska Native	1%	Black or African American	1%	Hispanic or Latino	12%	Asian or Native Hawaiian/Other Pacific Islander	<1%	White	85%	Multi-racial	0%
<b>Personnel</b>											
Years Principal Assigned to School	2	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers			2		
Teachers with No Valid Teaching Certificate	0%	Teaching Out of Certification	3%	Teaching with Fewer Than 3 Yrs. of Exp.		23.3 %	Average Teacher Absences		6.8		
<b>Credit Accumulation (High School Only) and Performance Rates</b>											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	0	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	100%	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	100%	4 Year Graduation Rate			87.5 % 2009 cohort		
ELA Performance at levels 3 & 4	50%	Mathematics Performance at levels 3 & 4	55%	Science Performance at levels 3 & 4	90%	6 Year Graduation Rate			93%		

NP = Not Provided

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</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 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
X	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
	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		

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

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

1. Increase literacy and math skills (increase number of students grades 3-8 demonstrating proficiency by 5 percent and number of students scoring 85 percent or better on Regents exams)
2. Increase parental and community involvement within the school.
3. Provide professional development related to data-driven instruction, NYS ELA modules, cross curricular planning, formative assessments, and research-based instructional strategies.

**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				X

	summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.				
	<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		X		

	social and emotional developmental health needs.				
	<b>OVERALL RATING FOR TENET 5:</b>		<b>E</b>		
<b>Tenet 6 - Family and Community Engagement:</b> 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>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>E</b>		

**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**

**Debriefing Statement:** The school leader collaborates with staff and community partners to make decisions to organize resources to meet the needs of the community. The school staff has a fully functional system aligned to the district’s Annual Professional Performance Review (APPR) to observe, track and monitor teacher practices. Although the school leader has some systems to review school-wide practices, the school lacks a coordinated process to monitor and evaluate these systems. The school leader, in collaboration with other school and district leaders, created a school community committed to preparing each student for success beyond high school.

**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.

- School leader works collaboratively with school and district staff to ensure resources meet the needs of the school community. When interviewed by the Integrated Intervention Team (IIT or review team) the school leader said that she involves stakeholders from the school and community in discussions about the budget to determine the allocations for various programmatic and fiscal priorities. The school leader also shared that the local community consistently votes to support the school budget. Because the school district is small, the school leader stated that she works with the district to ensure that all teachers hired possess multiple certifications to provide flexibility and stability in school programming. The school leaders made strategic decisions to research new programs and material used by neighboring districts and then consulted with District leadership and school staff to pilot programs with a small segment of the population before adopting specific programs for the entire school. For example, before adopting the new software program, the school leaders consulted with the district staff and then selected a pilot group of teachers and classes to use the software to determine its appropriateness for the school. Staff confirmed that the school leaders often use the pilot program approach to involve many stakeholders in decisions about school resources. The school leader reported that she evaluates resources regularly to make adjustments as needed. Through collaboration, school leaders strategically use resources to provide personnel and programs that meet the immediate needs of the school community.

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 system in place aligned to the district’s Annual Professional Performance

Review (APPR) to conduct targeted and frequent observations and track progress of teacher practices. The school leaders informed reviewers that school leaders use the Kim Marshall format in conducting required APPR observations. The school leader said that the school leaders receive continuous training on this method to equip them to plan and conduct six informal observations for each teacher and one formal observation for the non-tenured teachers. Based on interviews with staff and a review of documents the IIT found that school leaders provide timely and actionable feedback to teachers. In addition, the school leaders use a common school template to record successful teacher practices, to identify areas for improvement in instruction, and to indicate next steps to improve instructional practices. The school leaders use prior feedback to plan and prepare for future observations. The school leaders monitor and track teacher progress using student data as well as information from prior observations. The school leader shared that she has a separate system to observe other school staff. She indicated that teaching assistants and student support staff are observed using a rubric different from that used for the teaching staff. The school leaders use feedback from the observations to plan professional development (PD) for staff. As part of the ongoing PD, non-tenured teachers have mentors and they meet monthly with school leaders. The school leader said the school leaders use the Board of Cooperative Educational Services' (BOCES) My Learning Plan software to track staff's participation and engagement in PD opportunities. The software assists the school leaders in their evaluation of the effect staff's participation in PD has on instructional practices. In addition, the school leaders use information gathered from My Learning Plan to offer suggestions for additional PD in the post-observation conferences. A functional system is in place to observe, evaluate, and monitor teacher practices. The school leaders use this system to hold all staff accountable for improvements in teaching and increased student learning.

### **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 collaborated with a representative group of stakeholders to develop specific, measurable, ambitious, results-oriented, and timely (SMART) goals/mission and vision statement included in the SCEP. However, not all stakeholders know and understand the school's vision and goals. School leaders articulate a mission for the school, which is on the school website, in the school's newsletter and in the student's handbook. The SMART goals included in the SCEP address the proficiency of students in English language arts (ELA) math, and the Northwest Evaluation Assessments (NWEA). The SCEP includes initiatives to increase student and parent engagement to support students' social and emotional well-being and academic success. Students interviewed by the IIT were unclear about the school's goals. A review of the student survey shows that 40 percent of the students in grades seven to twelve believe that they have ideas about how to make their school better, but the school staff has not asked for their input. When interviewed by the IIT, some teachers shared inconsistent comments about the vision. Some teachers described the vision as to increase proficiency scores in ELA and math, and support community outreach. Other teachers described concepts such as "educate the whole child," and "work toward student strengths," which

do not specifically align with the goals in the SCEP. During interviews with IIT, while parents shared that the vision is in the student handbook, they were unable to articulate the vision. Not all stakeholders know the school’s vision and goals, which hamper stakeholders’ progress toward achieving the goals and improving overall student success.

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 systems to review some school wide practices. However, school staff does not a system to interconnect the information gathered to ensure staff monitors and adjusts practices. The school leader said that staff uses the School Tools software to monitor and track student achievement and the Kim Marshall format to monitor teacher practices. One priority included in the SCEP is to increase community involvement. The school leader stated that staff is focused on building community relationships and supporting students’ social and emotional developmental health through initiative such as Promoting Alternative Thinking Strategies (PATHS). The student support staff meets weekly to review issues that affect students’ social and emotional developmental health. While the school leader has established several Data Teams, led by teachers, reviewers found limited evidence of how the Data Teams has influenced curricula development and implementation. In addition, reviewers did find clear evidence of how leaders coordinate information from current systems to regularly monitor school-wide practices. The school staff has some protocols to review school-wide practice; however, the lack of a systemic approach to interconnect, monitor, and revise protocols minimizes the effects that the practices have on student progress and the achievement of school goals.

**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 uses modules from *EngageNY* in ELA and math to support the CCLS. However, school-wide implementation of rigorous CCLS units and lessons, with modification for tiered instruction, and a continuous system for monitoring and assessing student progress, is not in place. The absence of comprehensive curricula diminishes students’ access to rigorous learning experiences that lead to 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:**

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.

- While the school leader encourages staff to incorporate Common Core Learning Standards (CCLS) in their instruction, the school leader has not ensured that teachers implement a systematic plan of rigorous and coherent curricula aligned to the CCLS. According to the school leader, the elementary teachers use ELA and math modules from the *EngageNY* website. In addition, during classroom observations school leaders note how closely aligned instruction is with the ELA and math modules and shares this information with teachers during post conferences. Although reviewers noticed teachers were using the modules during class visits, most lessons included little or no modifications to meet the needs of individual students. A review of the curricula demonstrates inconsistent planning school-wide. Some plans reviewed included only lists of topics to be covered and did not provide specific details of the knowledge and skills students need. While some plans included essential questions and key vocabulary but no standards; other plans referenced standards but supplied no essential questions, vocabulary, or learning activities. The curricula reviewed did not include intervention strategies such as, Response to Intervention (RtI) or multiple points for students to access content and build skills. The lack of a systematic plan to ensure curricula aligns to the CCLS, prevents teachers from consistently providing lessons that meet the needs of all students and prepare students to be college- and career- ready.

**3.3 The school has received a rating of *Ineffective* 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.

- Although the school leader shared that she has an expectation that teachers develop lessons that align to the Tri-State Rubric, teachers are not required to prepare or submit plans and when they do there is no protocol in place to ensure lessons consistently adhere to the Rubric. One of the goals for the school/district is to use data to drive instruction. Discussions with leaders and teachers demonstrate that some teachers collect data on individual students through exits tickets and teachers also have access to student state assessment data. Although elementary teachers have common planning times, not all teachers' schedules include time to collaborate by content area or by grade to develop units and lessons to support data-driven instruction (DDI). A review of documents and classroom visits show that teachers do not uniformly incorporate data into units and/or lesson plans or align their plans with the CCLS. The lack of consistent planning to ensure that teachers' unit and lesson plans include DDI protocols, limits teachers' ability to implement instruction that prepares students to meet 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 school leader has established interdisciplinary data teams for ELA /social studies, math/science,

and the arts. However, the school leaders and teachers have not developed a formal or strategic plan to ensure that an interdisciplinary curriculum is in place. One of the expectations of the arts data team is to determine ways teachers can incorporate the arts and technology into other content area instruction. Teachers reported to the IIT that data team members are collecting information and planning for interdisciplinary opportunities for students at all grade levels. Teachers reported that the art and music teachers help in the elementary classrooms for the morning to become familiar with what students are learning in each grade to make suggestions about interdisciplinary opportunities. Teachers also shared that the community garden project, which allows students to grow vegetables used in the school cafeteria provides opportunities for interdisciplinary instruction. While teachers have informal partnerships, reviewers found limited evidence of formal planning for interdisciplinary. As a result, students have limited opportunities to engage in thoughtful cross-curricula activities that increase their ability to be academically successful.

3.5 **The school has received a rating of *Ineffective* 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.

- Evidence from discussions with teachers and school leaders indicate that teachers are learning to analyze formative and summative assessments. However, the school staff lacks a coordinated system for using assessments to promote student reflection and tracking and ownership of learning. During discussions with the IIT, teachers shared that the grade four teacher is part of a pilot program with BOCES to develop and administer formative assessments and has plans to share information gathered with colleagues in the lower grades. Some teachers reported that they use exit tickets or entrance tickets as a formative assessment tool. Students interviewed by the IIT reported that their teachers often give a few multiple-choice questions as exit tickets. However, not all teachers consistently use the data gathered from formative assessments to adjust instruction. For example, while 70 percent of students in the district survey say that their teachers talk with them about how they are doing in school, over 80 percent in grades three to six say their teachers do not check to see if everyone understands the material before moving on. Nearly half the students surveyed in grades seven to twelve say their teachers often rush to get through the material. Eighty-eight percent of parents say their children’s grades are not a good indicator of their children’s progress at school. During classroom visits reviewers found that few teachers use on-going feedback based on data to help students progress in their learning. While some teachers analyze assessments, reviewers found limited evidence to indicate that this analysis consistently leads to adaptation or revision of the curricula. The lack of a coordinated plan that aligns the curriculum and assessments limits opportunities for students to participate in their own learning, which impedes 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:** Teachers and students work together to create a supportive and safe learning environment. Teachers collaborate informally; however, the school does not provide common planning time for all staff. As a result, teachers do not consistently provide data-driven instruction that leads to high levels of

engagement, thinking, and achievement.

**Strengths:**

4.4 **The school has received a rating of *Effective* 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 and students work together to create a learning environment that is responsive to students. Teachers have established clear expectations for classroom and school behavior for students. Teachers reported that most students comply with the behavioral expectations. Students say they know the class rules and feel safe at school because there are bells at the doors, cameras everywhere and adults at the entrances when they arrive or leave school for the day. Students interviewed by the IIT expressed they feel safe in school and that they have known each other since kindergarten. One teacher shared that teachers generally know the strengths and needs of their students and considers student needs when dealing with each individual. In the large student focus group, the elementary students stated that if someone makes a mistake in class the teacher would either ask another student or explain why the response was wrong. Teachers expect that all students respect each other. A student said, "If students laugh when you get a wrong answer, their name goes on the chalk board and no recess!" The high school students shared that teachers help students during class or in the tenth period study hall. During classroom visits, reviewers did not observe any disruptive behaviors from students. Students and staff work together to create an environment conducive to learning. As a result, students feel intellectually and physically safe.

**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.

- Teachers are beginning to have conversations around using data to inform instructional practices; however, teachers inconsistently develop and implement plans based on data. Teachers shared that they are collecting data but acknowledged that they need PD on next steps to analyze the data they collect to adjust instruction based on that information. Classroom visits and interview with staff show that teachers do not uniformly provide interventions for students. Classroom instruction is largely whole group and teacher directed with little differentiation for sub-groups. Although school leaders and team leaders are beginning to work with teachers to help establish goals for smaller groups of students, this is not yet a school-wide practice. Teachers do not consistently plan or implement plans based on student data. As a result, teachers' instructional practices do not promote high levels of engagement or inquiry, which hinders students' achievement levels.

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.

- Classroom visits and a review of the lesson plans demonstrate that some teachers are developing lessons aligned to the CCLS and that reflect the instructional shifts. However, teachers' instruction does not consistently provide multiple points of access for all students. Elementary teachers are using the ELA and math modules from *EngageNY*. However, they are not modifying them to reflect the needs of individual students. The high school social studies teacher is addressing the instructional shifts in ELA by requiring students to read historical fiction books in class along with the informational text. During the class visit, students worked in groups and debated the pros and cons of bureaucracy. However, the review team found limited evidence of practices observed in this one in most other classes visited. In many class lessons observed by the review team teachers did not ask higher-order questions or use texts that contained high levels of text and content complexity. During the large student focus group with grades two to four, students said they would like more challenging work. They shared that they may decide to read a book while waiting for other students to finish. One student said that teachers give students additional math problems to do if they have completed the required work. Another student said that sometimes students make up their own math problems if they finish work early. Teachers inconsistently provide multiple access points for individual or groups of students, which limits opportunities for students to engage in their learning at high levels.

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).

- Teachers have access to assessment data, however, not all teachers use data collected to inform and adjust instruction. Teachers receive data from school assessments such as NWEA. A review of documents and visits to classrooms confirmed that teachers inconsistently use data to create plans to adjust student groupings or to establish challenging and rigorous work for students. Reviewers observed that teachers provided primarily whole-class instruction. In addition, few teachers used data to tailor activities to the specific needs of individual or small groups of students. Reviewers examined students' work samples and found examples where teacher feedback did not help students improve. For example, upper elementary students write in their journals every day. Teachers read the entries daily and place a check or a check plus on the entries. Reviewers asked students to describe how a student earns a check plus. One student replied, "If I wrote more details" but, the student could not elaborate on what that meant. Other feedback included words like nice, a big red C, or re-do you read the question wrong. Neither teachers nor students discussed the use of rubrics. One reviewer noticed a lack of differentiated instruction in three out of four classrooms visited. Reviewers noted that teachers called on the same small group of students to answer questions. There was little provision for grouping students based on data regarding their understanding of the work. In most classes, observed students received the same instruction. While some formative and summative information is available to teachers, teachers do not use this information to adjust lessons and to provide students with feedback to foster increased student engagement in their own learning, which limits student achievement.

<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** Students are well known by staff and school leaders. All stakeholders are aware of their role in contributing to students’ social and academic well-being. The staff uses data to monitor and respond to students’ needs. While most constituents express that the school is a safe place, the school staff lacks a formal process to coordinate student referrals to effectively address all barriers to social, emotional, and academic success.

**Strengths:**

5.4 **The school has received a rating of *Effective* 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.

- School leaders, staff, parents, and community members work together throughout the year to provide a safe and caring environment for students and to broaden their social and emotional experiences. In the beginning of each school year, the entire community takes part in the Welcome Back Block Party/Open House where community organizations set up booths to display their activities. The local Kiwanis chapter provides support throughout the year. The school leader shared that students and adults stakeholders work together to plan and implement the annual Community Variety show each fall as well as a Community Day in the spring. Students volunteer at the food bank and offer help throughout the community where needed. During discussions with the IIT, parents expressed positive sentiments about the school’s weekly round-up program. This program features grade four students who provide an update about events happening in the elementary school including videos made by the students. It also provides an opportunity for the school leader to read examples from the “caught being good” program, shared by the staff in writing and displayed on a bulletin board in the hallways. Examples include such things as one student helping another go through the recycling bin to find his lost paper or helping a classmate who fell on the playground. Plans are in place to invite community members and parents into each classroom to share their expertise and/or experience to expose students to a broader view of the world. All school and community stakeholders actively contribute toward students’ social and emotional developmental health. As a result, stakeholders articulate that the environment is safe and conducive to learning.

5.5 **The school has received a rating of *Effective* 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 leader and staff have structures to support the use of data to deliver supports and services to students that contribute to their social and emotional well-being. The school leader indicated that different stakeholders and outside support agencies collaborate to support students.

When interviewed by the IIT, student support staff shared that student support staff meet weekly to discuss student referrals. Each member of the team keeps a journal of students on the staff's caseload for that week. Discussions about each student includes a report of the follow-up activities from the prior week, additional strategies, meetings, or connections with family and/or community support agencies to be made as next steps, and identifying which member of the team is most appropriate to undertake the next action. In the team meeting held during the school review, the team discussed 13 students. During the meeting, reviewers noted that the school leader continuously retrieved information from the student data base on each student the team discussed noting interventions, the student's history, and notes and documentation regarding each communication/meeting with parents or family members. The English/social studies data team discussed 16 seniors during their meeting; four of the students are in danger of not graduating. The teachers, including the special education teacher, strategized ways to use the students' strengths in other areas to help prepare them for the exams necessary for graduation. Staff reported the during support team meetings team members use a wide range of data including a weekly failure list, discipline files, standardized assessment data, school psychologist's reports, attendance data, and communication with parents/families and teachers. The school staff uses data to address and respond to students' social and emotional developmental needs, which support students' well-being.

**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.

- While the school has some systems in place for student referral and support, staff lacks a formal and consistent process to refer students to address barriers to student social and emotional health needs. The school has a student support team that consists of the chair of Special Education, guidance counselor, school nurse, school psychologist, social worker, and other school leaders. The team meets weekly to discuss the health, wellness, and academic achievement of individual students. Although the team meets weekly, staff does not have a formal and coordinated process to refer students to the appropriate student support team member. During discussions with the IIT, staff expressed concerns about the number of student crises referred to the social worker that may have been resolved in earlier stages if referred to the appropriate staff or support team member. Evidence from discussions with students and teachers demonstrates that teachers know their students and often the student's parent well. However, without an formal system in place to prepare all staff to support students, students do not receive optimal supports to ensure their social and emotional development health and academic 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 staff is developing and implementing programs that address the social and emotional developmental needs of students including PATHS, Drug Abuse Resistance Education (DARE), Olweus Bullying Prevention Program, and teen and parent workshops. However, the programs do not yet align to the school’s vision. In addition, the school staff does not use a specific curriculum to uniformly teach behavioral expectations. The school leader indicated that some staff member have incorporated the content of programs and initiatives like PATH into their instruction. However, not all staff has received training on the implementation of the new programs and initiatives. The school leader said he is aware of this weakness and is beginning to adjust the PD plan to build the capacity of adults at the school to ensure that staff uniformly implements these programs. The staff is beginning to implement programs that address student social and developmental health; however, these programs do not yet align to the vision, which hinders all staff from fully embracing the programs to effectively meet the needs of all the students.

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

**Tenet Rating**

**E**

**Debriefing Statement:** The school staff involves families and community partners in both academic and extra-curricular school activities. School staff communicates regularly communicates with families in multiple ways. The school leader has not implemented a PD plan to increase staff capacity to build partnerships with families. However, school staff shares data with families in ways that increases their ability to work with the school to support students.

**Strengths:**

6.2 **The school has received a rating of *Effective* 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 communicates regularly with students and families in a variety of ways. The school/district newsletter is extensive and includes letters from the superintendent, the school leader, and the assistant principal (AP). These messages from the school and district leaders reinforce the school staff’s high expectations for student success. The newsletter also features school activities and events for the month, to include community events such as blood drives and fundraising activities. During interviews with IIT, parents all agreed the newsletter was instrumental in helping them stay informed. Parents also said the district/school handbook was a useful reference tool. The school leaders reported that they maintain a Facebook page. The school staff uses the website to post information, including the mission statement, calendars, resources, Board of Education agendas and minutes, and links to teacher webpages as well as to the New York State Education Department. Teachers plan conferences for parents after each report period. During interviews with school leaders, the school leaders explained the district and school has an open door policy that allows parents, teachers, or students to have a timely, face-to-face conversation with school leadership to address issues. The school leader gathers information from meetings with parents and staff to help assess communications protocols and to make adjustments as necessary.

The variety and regularity of communication with students and families ensures that parents understand the message of high expectations for student achievement.

6.3 **The school has received a rating of *Highly 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.

- School staff engages in effective and reciprocal communication with families and community stakeholders. These teachers have been working with the parents, as well, to share ways to support the students. The school ensures that all documentation is translated into the home language of families and school staff regularly monitors the effectiveness of its communications and correspondence with families making adjustments where necessary. Parents are encouraged to use the district website as well as School Tools, a parent portal that allows families to participate in the education of their child. Parents have the opportunity to discuss their children’s progress after each report card. Parents interviewed by the IIT shared that they feel comfortable communicating with school staff. In addition, they have multiple ways to communicate with staff such as, face-to-face conferences, e-mails, and phone calls. The size of the town and the fact that many of the school staff reside in the town allows for informal discussions. Staff and parents shared that they often hear about students’ academic progress, as well as their social and emotional health, while at the grocery store, the gas station, or the diner. The school staff ensures reciprocal communications with parents, which enables the school and families to work together to support children’s social and academic development.

6.5 **The school has received a rating of *Effective* 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.

- Parents, students, and school community members share data and information about student learning in formal and informal ways and is provided in a way that is easy for parents to access and understand. During the parent focus group, participants listed several ways they can access information about their students’ progress in school to include test scores, interim reports, parent conferences and the parent portal. Parents told reviewers that they log-into the parent portal to learn about grades, assignments, and test scores. To ensure that all parents understand how to access this information, staff hold “how-to” sessions before school events, such as athletic events, which a large number of parents attend. In addition, parents receive report cards and interim reports to show student progress midway through the marking period. Elementary report cards have grades displayed on a one to four scale to better equate them with the scores students will receive on their state assessments. For the high school, school staff mails home Preliminary Scholastic Aptitude Test (PSAT) scores. Parent conferences are held after report cards are distributed. The school staff reported and interviews with parents confirm that the school provides Parent workshops to explain the Common Core Learning Standards (CCLS) and other topics focuses on student data. The school staff shares data in ways that empowers families to take action to support student learning.

**Areas for Improvement:**

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 staff recognizes the importance of collaborating with parents and community agencies to support student growth in all areas. However, the school lacks a formal plan to ensure that all staff is trained to use successful strategies to increase and sustain family engagement. Staff is encouraged to reach out to parents in a variety of ways. The school social worker has coordinated several parent workshops to help parents support students socially and emotionally such as entitle “Growing With Your Pre-Teen” and “Growing With Your Teen.” Since one of the goals of the school is to increase parent/family involvement, parents are encouraged to share their skills and expertise with classes. A goal for each class is to invite at least one outside visitor to the class each year who would be the person who can bring a different perspective to the class, thus broadening their understanding of a culture or profession. Although the school leader acknowledges that PD for staff is a priority, reviewers did not find evidence that the school leader has established a PD plan to build staff capacity to promotes high levels of family engagement. The lack of such a plan diminishes opportunities for staff to ensure students benefit from a robust home-school connection at optimal levels.

## **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: Review its goals to ensure the SMART goals reflect a data-driven mission are developed, shared, and understood by all stakeholders. Established a system to monitor and evaluate the school's progress toward achievement of the SMART goals and their impact on improving student academic achievement and social and emotional well-being.
- 2.5: Require staff to use evidence-based systems that are interconnected to address individual and school-wide progress and establish a process for monitoring and revising evidence-based systems that address practices used by staff to achieve goals set forth in the SCEP.

### **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: Develop a systematic plan with targeted goals addressing the needs of all students with quality implementation of rigorous CCLS curricula and provide PD for teachers, as well as collaborative meeting time, so they can develop curricula with horizontal and vertical alignment to CCLS. Ensure that staff uses the comprehensive and adaptive curricula in the classroom and in intervention areas such as Response to Intervention (RTI) and Academic Intervention Services (AIS).
- 3.3: Ensure that teachers work collaboratively to develop comprehensive unit and lesson plans that meet the demands of the CCLS and grade-level DDI protocols. Require teachers to teach units and lessons that incorporate a progression of sequenced and scaffolded skills for all groups of students, including special education students, and use a variety of complex materials aligned with the CCLS and monitor and revise curricula to support CCLS instructional shifts and higher order thinking skills for all students.
- 3.4: Formalize partnerships with classroom and special area teachers to create interdisciplinary curricula especially targeting the arts and technology within and across all grade levels to improve opportunities for all students to be better prepared for college and real world learning situations.
- 3.5: Establish a comprehensive system including feedback to ensure all teachers use data to make well-informed instructional decisions, to match work to the differing needs of students and to provide continuous feedback to students to support their ownership of learning.

#### **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 teachers have an instructional plan based on data and include grade and subject level goals for all students and that teachers use instructional practices and strategies that are adapted for groups of students and aligned to CCLS. Evaluate the impact of teachers practice on increasing student engagement and inquiry.
- 4.3: Ensure that teachers use instructional practices aligned with the CCLS, including the instructional shifts, for all groups of students and that teachers ask students higher order thinking questions based on adaptive CCLS materials containing high levels of text and content complexity.
- 4.5: Ensure that teachers create targeted plans, using data, to form student groups and use instructional strategies which include frequent timely feedback to students based on this data along with next steps to deepen students' involvement in their own 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 formal system in which each student is known by a designated adult who reinforces academic success. Ensure that all staff is familiar with research-based programs and practices for referral and support of students' social and emotional developmental health and academic success. Require all staff to use data to identify needs and leverage resources on behalf of students.
- 5.3: Establish a curricula or research-based program that is consistently applied in all classes, aligned to the school vision and facilitates the teaching of social and emotional developmental health. Provide PD so all staff can use skills and behaviors that address social and emotional developmental health leading to a safe and healthy environment. Monitor and revise PD to ensure capacity building 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:

- 6.4: Collaborate with school staff and community agencies to develop a formal plan to ensure that all staff understands the importance of engaging families to help support student learning. Provide PD opportunities to staff to focus on strategies to develop partnerships with families and community organizations centered on supporting student success.