



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

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



|                                     |  |
|-------------------------------------|--|
| <b>BEDS Code</b>                    | 140600010093                                   |
| <b>School Name</b>                  | Southside Elementary School - #0930            |
| <b>School Address</b>               | 430 Southside Parkway, Buffalo, New York 14210 |
| <b>District Name</b>                | Buffalo Public Schools                         |
| <b>School Leader</b>                | Darlene M. Jesonowski                          |
| <b>Dates of Review</b>              | January 9-10, 2014                             |
| <b>School Accountability Status</b> | Focus School                                   |
| <b>Type of Review</b>               | SED Integrated Intervention Team (IIT)         |

| <b>School Information Sheet</b>                                     |        |                  |  |                        |                          |  |       |                            |   |      |  |        |     |  |              |      |  |
|---|--------|------------------|--|------------------------|--------------------------|--|-------|----------------------------|---|------|--|--------|-----|--|--------------|------|--|
| Grade Configuration   | PK – 8 | Total Enrollment | 1157   | SIG Recipient          | <input type="checkbox"/> | Title 1 Population                                       | 81%   | Attendance Rate            | 93.05 %   |      |  |        |     |  |              |      |  |
| Free Lunch  | 75.4 % | Reduced Lunch    | 3 %  | Student Sustainability | 0%                       | Limited English Proficient                               | 7%    | Students with Disabilities | 26.2%   |      |  |        |     |  |              |      |  |
| <b>Number of English Language Learner Classes</b>                   |        |                  |  |                        |                          |  |       |                            |   |      |  |        |     |  |              |      |  |
| #Transitional Bilingual   | 0      |                  | #Dual Language   | 0                      |                          | #Self-Contained English as a Second Language             | 0     |                            |   |      |  |        |     |  |              |      |  |
| <b>Number of Special Education Classes</b>                          |        |                  |  |                        |                          |  |       |                            |   |      |  |        |     |  |              |      |  |
| #Special Classes  | 7      |                  | #Consultant Teaching                                     | 16                     |                          | #Integrated Collaborative Teaching                       | 0     |                            |   |      |  |        |     |  |              |      |  |
| # Resource Room   | 4      |                  |  |                        |                          |  |       |                            |   |      |  |        |     |  |              |      |  |
| <b>Number Special Classes</b>                                       |        |                  |  |                        |                          |  |       |                            |   |      |  |        |     |  |              |      |  |
| #Visual Arts  | 2      |                  | #Music   | 2                      |                          | #Drama   | 0     |                            | #Foreign Language                               | 1    |  | #Dance | 0   |  | #CTE         | 2    |  |
| <b>Racial/Ethnic Origin</b>   |        |                  |  |                        |                          |  |       |                            |   |      |  |        |     |  |              |      |  |
| American Indian or Alaska Native                                    | 1.1%   |                  | Black or African American                                | 21.3 %                 |                          | Hispanic or Latino                                       | %     |                            | Asian or Native Hawaiian/Other Pacific Islander | 5.1% |  | White  | 66% |  | Multi-racial | 6.5% |  |
| <b>Personnel</b>  |        |                  |  |                        |                          |  |       |                            |   |      |  |        |     |  |              |      |  |
| Years Principal Assigned to School                                  | 5      |                  | # of Assistant Principals                                | 3                      |                          | # of Deans   |       |                            | # of Counselors / Social Workers                | 2    |  |        |     |  |              |      |  |
| Teachers with No Valid Teaching Certificate                         | 0%     |                  | Teaching Out of Certification                            | 1%                     |                          | Teaching with Fewer Than 3 Yrs. of Exp.                  | 4%    |                            | Average Teacher Absences                        | N/A  |  |        |     |  |              |      |  |
| <b>Credit Accumulation (High School Only) and Performance Rates</b> |        |                  |  |                        |                          |  |       |                            |   |      |  |        |     |  |              |      |  |
| % of 1 <sup>st</sup> yr. students who earned 10+ credits            | N/A    |                  | % of 2 <sup>nd</sup> yr. students who earned 10+ credits | N/A                    |                          | % of 3 <sup>rd</sup> yr. students who earned 10+ credits | N/A   |                            | 4 Year Graduation Rate                          | N/A  |  |        |     |  |              |      |  |
| ELA Performance at levels 3 & 4                                     | 12.2%  |                  | Mathematics Performance at levels 3 & 4                  | 6.7%                   |                          | Science Performance at levels 3 & 4                      | 67.2% |                            | 6 Year Graduation Rate                          | N/A  |  |        |     |  |              |      |  |

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

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

1. Full implementation of the Common Core Learning Standards with training for all staff.
2. Data Driven Instruction that drills down to individual students so that a comprehensive intervention program can be implemented to raise student achievement.
3. Focusing on the six shifts and integration of the Common Core Learning Standards throughout all content areas.
4. Sheltered Instruction Operation Protocol (SIOP) training for all staff members.
5. Focus on academic supports to increase the academic achievement levels and closing the gap of African American and Hispanic students.

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

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

| #                                  | Statement of Practice  | H | E        | D | I |
|------------------------------------|--|---|----------|---|---|
| 2.2                                | 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>E</b> |   |   |

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

| #   | Statement of Practice   | H | E | D | I |
|-----|---|---|---|---|---|
| 3.2 | The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students. |   |   | X |   |
| 3.3 | Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.                                   |   |   | X |   |
| 3.4 | The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.            |   |   | X |   |
| 3.5 | Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum   |   |   | X |   |

|  |  |  |  |          |  |
|--|--|--|--|----------|--|
|  | 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 social and emotional developmental health needs.  |   | X |   |   |

|  |  |          |          |          |          |
|--|--|----------|----------|----------|----------|
|  | <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>D</b> |          |

**School Review Narrative:**

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

**Debriefing Statement:** The leadership team with input from stakeholders developed the school vision/mission statement, and Specific, Measurable, Ambitious, Results-orientated, and Timely (SMART) goals. The Vision is embraced throughout the school community. The school has established and implemented systems for school improvement. The school leader organizes human and fiscal resources to promote student achievement and well-being. Staff is beginning to use structures to review school-wide practices; however, staff inconsistently uses data to inform decisions and drive improvement. The school’s vision and goals support students’ academic achievement and social and emotional well-being and help create a positive atmosphere for all stakeholders.

**Strengths:**

2.2 **The school has received a rating of *Effective* 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 reports and teachers confirm that school leaders collaborated with stakeholders to create the school’s vision/mission and Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals. A review of the School Comprehensive Educational Plan (SCEP) demonstrates that the goals align with the priorities included in the SCEP. Teachers, parents, and the school leader indicate that the school leadership team oversees the creation and implementation of the SCEP and a representative group of parents, teachers and school leaders, regularly monitors the school progress on implementing priorities included in THE SCEP. In the interview with the Student Support Team, teachers, and the school leader school staff expressed that school leader has a comprehensive plan for how the school community will work together to achieve its long-term vision and priorities and she ensures the community understands the data-driven mission for student achievement and well-being. The mission is posted in all classrooms and students recite the mission daily during morning announcements. During the review, the Integrated Intervention Team (IIT or review team) heard students reading the school’s mission and the Character Education Pledge over the public address system. The school leader reports that school leaders share school information and expectations with students during monthly meetings. The leadership also ensures that teacher receive data reports at opening meetings and grade level meeting. The school staff hosts meetings for parents to share pertinent data. The school leaders regularly monitor and evaluate progress towards SMART goals. All stakeholders know the vision and work together to achieve the school’s goals, which contributes positively to school improvement efforts.

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.

- Leaders are strategic in their use of resources to meet the needs of students. Based on interviews with the school leader and staff, a review of documents, as well as visits to grade level meetings, the review team found that the school leader collaborates with staff to use systems and resources to help improve the achievement of students. According to the school leader, teachers are delivering the Extended School Day program to nearly seventy per cent of students in the school, which is more than double the percentage of students who attended the previous year. The turnover of staff in recent years has been low; however, when staff vacancies occur, the school leader reports that she articulates the need for appropriate staff to the district and works closely with the district staff to hire new staff. While the district makes the final hiring decision for certain positions, the school leaders interviews all prospective teachers via a robust interview process that includes prospective teachers presenting a written lesson plan and discussing how they would implement the lesson. Through strategic building-based budgeting, the school leader worked with the district to hire a math teacher to address the low academic achievement in math and an additional English as a second language (ESL) teacher to support the increased number of students who are English Language Learners (ELLs). An additional Instructional coach was hired to work with teachers in grades five to eight on the development of instructional units, to collaborate on curricula and to provide coaching and modeling. Math is a content area that needs improvement so the school leader established math camps twice a quarter in grades four and five to address the needs of students. The school leader ensures that Academic Intervention Services are in place for ELA and Math. The school leader worked with school leaders to include additional ELA and math labs in the schedule for students in grades seven and eight to address students' deficiencies. The school leader said preliminary data indicates that the additional supports are helping students improve academically. The school leader states that she uses partnerships address to the academic and social needs of the students. For example, mentors from Cradle Beach work with students in grades three to five to provide instructional and emotional support to 60 students. Students participate in activities at Cradle Beach several times a year. A staff member from Western New York United against Alcohol Abuse teaches classes on conflict resolution, peer mentoring, drug awareness, character education and bullying. The school leaders work with staff to organize and use resources to meet student and school needs.

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 states that staff has a fully functional system that aligns to the District's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track the progress of teacher practices based on student data and feedback. The IIT's discussion with staff during the vertical teachers' meeting and a review of evaluation forms show that the school leaders conduct required observations and provide timely actionable feedback. The school leader said and teachers confirm that school leaders regularly review the evaluation form and process with teachers to ensure teachers understand the eight criteria of the APPR. A review of documents indicates that the school leaders conducted a training for teachers on the APPR process. Teachers report that school leaders worked with individual teams of teachers to ensure that teachers

understand how to input data to complete their portion of the evaluation process. The school leader indicated that leaders have developed a schedule for the focused instructional walk-throughs. Each leader is responsible for observing a specific number of teachers and the leader enters information from the observations into the Personal Growth System (PGS). The leadership team uses the New York CCSS Instructional Practice guide to conduct observations that focus on specific core actions. The school leader reports that the school leadership team meets regularly to discuss observations to ensure that the data and information collected aligns with the mission of the school and to ensure that there is consistency among the observations completed. Teachers informed the IIT that they value the feedback they received from school leaders because it gives teachers specific steps to improve their instructional strategies. Previously, the school leaders used observation data to plan and provide ongoing PD. The school leader indicated that current PD topics focus on the Common Learning Standards (CCLS) and once the school staff has fully implemented the CCLS, school leaders will focus on other topics generated from the observation data. The school leader has appointed an instructional coach to focus on improving the practices of underperforming teachers. The school leader has and implements an observation process that results in timely feedback and ongoing PD. The plan holds all staff accountable for continuous improvement of practices.

**Area for Improvement:**

2.5 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

- The school leader and teachers reported that staff is required to use evidence-based systems to address individual and school-wide practices, but staff inconsistently uses these systems. The leadership team meetings focus on data results, and school leaders use those results to measure progress toward data-based improvement goals using a wide range of assessments. The school leader established a data team to analyze data and to provide training for staff on how to use that data to drive instructional practices. The data team has provided PD opportunities to teachers on a wide range of topics, including EdVantage, NYS Assessments, EngageNY, math and ELA unit assessments to help teachers to develop plans and activities to support students. A review of documents demonstrates that through meetings, such as the opening and grade level meetings, leaders share data updates on school priorities, as well as data on student achievement and assessments. During classroom visits, the IIT found that some teachers collect data on students' performance and need for re-teaching using exit tickets, but this practice is not consistent across the school. While teachers have access to varying forms of data, teachers lack a consistent approach to use data to make curricular and instructional decisions, which adversely affects student achievement.

|   |                            |                 |
|---|----------------------------|-----------------|
| <p><b>Tenet 3 - Curriculum Development and Support:</b> 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.</p> | <p><b>Tenet Rating</b></p> | <p><b>D</b></p> |
|---|----------------------------|-----------------|

**Debriefing Statement:** The school leaders and teachers have begun to work collaboratively to support the implementation of curricula aligned to the Common Core Learning Standards (CCLS). Teachers have developed some interdisciplinary curricula targeting non-core subjects, but teachers do not have a comprehensive plan to promote cross-curricular activities. The school staff has developed a system for using formative and summative assessments for short- and long-range curricula planning; however, the teachers do not consistently implement this system across all classrooms, which hinder student academic growth. The system aims to use tracking data to drive instruction based on student needs.

**Strengths:**

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

**Areas for Improvement:**

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

- The school leader is beginning to provide support, materials, and training to ensure teachers implement curricula aligned to CCLS. However, teachers inconsistently plan and modify curricula to meet specific needs of students. The school leader and teachers report that they use district approved curricula that include clear, descriptive units of studies that align to the CCLS and consider what students need to know across all grades. The district provided training on the CCLS for ELA and math to all staff on the Superintendent’s Conference Day and at afterschool sessions. The district also provided half-day training sessions for the staff not involved in NYS assessment scoring. Additionally, the school leader makes provisions for school-based embedded coaching on the instructional strategies and techniques of NYS Mathematics Curriculum Modules and the school reading program. Teachers confirmed that they received PD on implementing the CCLS for math and ELA. However, teachers also expressed that they need additional training and coaching to fully implement curricula that aligns to the CCLS. Although teachers have scheduled meeting time for vertical collaboration, it is unclear whether all teachers consistently meet to monitor and adjust curricula to support the CCLS instructional shifts and ensure the enacted curricula provides necessary supports and extension for all groups of students. Class visits demonstrated to reviewers that few teachers differentiate lessons to specifically meet the needs of different groups of students. Staff inconsistently plan and implement curricula that aligns to the CCLS, which limits students access to curricula that meet their specific needs and prepares the students to become college- and career- ready.

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

- Teachers throughout the school are beginning to collaborate to develop unit and lesson plans to

meet the demands of the CCLS; however, teachers inconsistently plan and implement lessons that include data-driven instruction (DDI) protocols and align to the CCLS. The school leader and teachers reported in interviews that teachers receive training on Data Driven Instruction (DDI) protocols. However, during classroom visits, reviewers found limited evidence of DDI strategies in the lessons observed. Reviewers noted that few teachers used data to inform, guide, and modify their instructional practices. Although teachers have a common template for lesson plans, all teachers do not routinely use this template. A review of documents demonstrate that some lesson plans lacked challenging materials to build deep conceptual understanding and knowledge around specific content and did not include probing questions to develop higher-order thinking. Although some teachers monitor and adjust curricula for groups of students across content areas and grades, this practice is not routine in all planning. The lack of consistent planning that includes DDI protocols limit students exposure to curricula that prepare them to meet the demands of the CCLS.

3.4 **The school has received a rating *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 and teachers reported to the IIT that the staff is developing some partnerships to create interdisciplinary curricula. However, the school staff lacks formal protocols to support consistent collaborations across subject areas. While the school leader stated that teachers use common planning time at staff and other meetings to collaborate on interdisciplinary learning experiences for students, not all teachers are involved in this process. Although the teachers of art, music, and ESL attend some grade level meetings and have meetings within their own subject area, these teachers do not meet consistently or formally with teachers of other content areas. A review of documents and classroom visits demonstrate that teachers do not uniformly plan or implement interdisciplinary curricula within and across all grades and subjects. The result is that students have limited opportunities to become involved in and benefit from interdisciplinary curricula.

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 and the school leader report that teachers are developing a system to analyze and use data to make curricular decisions. However, reviewers found limited evidence in lessons observed of teachers using assessment data to inform or adjust instruction. The school leader told reviewers that he has established support mechanisms such as grade-level team meetings and common planning time to encourage teachers' use of data to make informed curricula and instructional decisions. The staff reviews school data and grade specific data at all grade level meetings to ensure teachers discuss modifications and ways to improve the delivery of instruction. The school leader uses Instructional coaches to build teacher capacity in structuring, planning, monitoring, and delivering targeted small group lessons. However, reviewers noted during class visits that not all teachers consistently use the strategies from the embedded PD. For example, few teachers used feedback to support and enhance student learning. A review of documents indicates that some teachers provided students with the rubrics they use to evaluate student work. In grade four,

students develop their own rubrics to analyze their work. Classroom observations and evaluations of students' work indicate that some teachers provide feedback based on data to students to address student ownership of learning. However, this feedback often lacked detail and provided students with little insight to improve their work and reach goals. Teachers' sporadic use of feedback and data reduces students' involvement in their own learning and impedes student progress.

**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:** The learning environment is physically and intellectually safe. While teachers have started to base their instructional practices around plans informed by student data, teachers inconsistently use data to modify lesson provide to multiple points of access for all students and promote high levels of engagement and achievement. Teachers are beginning to provide feedback based on data; however, this practice is not uniformly implemented across the school.

**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.

- The school leader, teachers, parents and the student support team (SST) members explained that there is a school-wide program that promotes a common understanding of the classroom environment and teaches students to understand how they are expected to behave in order to endure a safe and acceptable learning environment. The Positive Behavioral Interventions and Supports (PBIS) team provides PD to teachers to enable teachers to explicitly teach the Southside (-Respect, Organization, Citizenship, Kindness, and Safety (ROCKS) matrix to students. During discussions with the review team, the school leader reported that students recite the Character Education Pledge each morning during morning announcements. Reviewers observed the Character Education Matrix displayed on posters in hallways and classrooms throughout the building. The school leader states that the leadership team conducts monthly meetings with students to promote positive behaviors. Students are recognized monthly for exhibiting the character trait of the month. Teachers post classroom rules and procedures that promote student accountability for their own behaviors. When interviewed by the IIT, teachers and SST members shared that student behavioral issues are rare, however if a student displays unacceptable behavior staff quickly intervene to address the behavior. Staff also reported that a conflict resolution specialist meets with teachers and students to provide information about issues of diversity. Teachers are discussing strategies that address the changing needs of the student population and reflect student values and perspectives, especially in the context of the large influx of ELLs this year. The review team found that students exhibited positive behaviors during class instruction and students did not display disruptive behavior while walking in hallways. In addition, students actively participated in classroom activities. The school staff and students work together to promote an intellectually and

physically safe learning environment for all students.

**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.

- Interviews with the school leader and staff, as well as a review of documents, demonstrate that school and teacher leaders are beginning to ensure that teachers' plans align to data. However, not all teachers organize their unit and daily lesson plans to meet the diverse needs of all students. The school leader shared that to promote higher levels of inquiry and engagement for all students, school leaders encourage teachers to plan and execute research-based instructional practices and strategies that provide for interventions and include adaptations for students with disabilities and ELLs. However, during class visits reviewers found that teachers inconsistently provide small group interventions or use scaffolding to support students. Teachers reported that at grade level meetings and common planning time instructional coaches and classroom teachers collaborate to establish short and long-term goals for students. The review team found limited evidence of teachers providing learning strategies that support all students to consistently meet their learning goals. Teacher instructional practices inconsistently align to their unit and lesson plans, which limit students from meeting goals and engaging at high levels in their learning.

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

- Teachers are not consistently using instructional practices reflective of the CCLS. Classroom observations indicate that in only two-fifths of lessons teaching was aligned to CCLS. The review team noted that most teachers wrote lesson objectives, but few teachers discussed the objective during or at the end of the lesson. In most lessons observed, teachers did not differentiate their approaches or materials for groups of students or individual students, ask higher-order-thinking questions nor did the instructional materials contain high levels of text or content complexity. Although reviewers found some exceptions, most lesson materials did not address students' differing needs. In some lessons observed, students worked in groups or pairs, but students worked on the same tasks, which did not allow teachers to measure the contributions of individual students. Reviewers found that the lesson content was easy for some student but difficult for others. Most questions that teachers asked were at a recall level and did not require students to provide extended answers or to think beyond the literal level. The instructional materials that teachers use do not consistently provide students with a variety of ways to be engaged in the learning process. As a result, instructional practices are not leading to high levels of student engagement and learning.

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).

- While the school leader encourages teachers to use data to create targeted plans and adjust student groupings and instructional strategies for most students, reviewers found limited evidence during classroom visits of teachers using data to inform or adjust instruction. Teachers have access to data sources, such as the NYS assessments and Interim reports. During discussions with the IIT, teachers shared that instructional coaches work closely with teachers to analyze data every six weeks to develop targeted interventions for student groups. During classroom visits, reviewers found teachers inconsistently used the data to adapt student groupings or to make modifications to instruction. In addition, although some teachers provided feedback to students to clarify next steps to progress, the majority of teachers did not provide students with feedback. As a result, students have limited opportunities to reflect upon and assess their own progress, which minimizes student engagement levels.

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

**Tenet Rating**

**E**

**Debriefing Statement:** The school leader has created systems to ensure a unified approach school-wide to address barriers to social and emotional developmental health. All stakeholders collaborate to develop a common understanding of the importance of each person contributing to ensuring the fulfilment of the school’s vision for student social and emotional developmental health. The school staff has structures in place to support the use of data to enable students to become socially successful. The result is that students learn in a safe and healthy school environment.

**Strengths:**

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

- Parents, teachers, and members of the SST all agree that the school leader has established systems to support and sustain social and emotional developmental health of students. These systems allow each student to be known by a designated adult. The school leader ensures that all staff knows and uses research-based programs and practices for referral and support for all students that address social and emotional developmental health success. The SST members, School Counselors Teachers, Closing the Gap staff, Sister’s Hospital Social Worker and Catholic Charities workers meet weekly to review student referrals. In addition, school staff work with students to provide support services prior to a referral to an appropriate community/school based agency. PBIS Intervention Model is the tool used to promote and sustain a positive school climate. The school leader ensures that all staff members use data to identify areas of student need and utilizes school-based resources to promote student social and emotional developmental health. Guidance counselors, SST, Closing the Gap, Sister’s Hospital, or Catholic Charities meet with teachers to formulate intervention plans. Closing the Gap support students through programs such as the Backpack Program where children receive packages of food to sustain them over the weekend. Citigroup is the corporate sponsor to Southside and through this sponsorship, families are chosen to receive Christmas gifts and school

supplies such as jump drives, paper, pencils, binders, and pens to help students begin the school year with the materials they need for a successful school year. During recess, twice a day for twenty minutes teachers have students exercise using the exercise and dance programs. Students in second grade plant fruits and vegetables in the school garden, pick them during the summer and fall, and share them with their peers. Chompers Dental Program is a full service clinic that provides students with dental examinations and treatment on site. The implemented systems and wide-ranging supports address barriers to the social and emotional developmental health needs of all students.

5.3 **The school has received a rating of *Effective* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

- Evidence from discussions and a review of documents illustrates that the school staff has range of programs and initiatives in place to support the school's vision of ensuring that the students learn in a safe and healthy environment. The members of the SST expressed to reviewers that the school articulates and promotes a vision for social and emotional developmental health that aligns to a curriculum. The school staff implements the PBIS Model school-wide. The staff posted matrixes with behavioral expectations throughout the school. Teachers use PBIS ROCKS tickets as positive reinforcement to encourage students to continue exhibiting the character traits of Respect, Organization Citizenship, Kindness, and Safety. Students play their part by doing their best to earn tickets towards a reward, which staff award weekly and quarterly to recognize Students that ROCK. The school staff also sponsors Project SOAR in grades three to five provides tutors and mentors to students to help them with any social and emotional difficulties they are experiencing. Through the Project SOAR initiative, students attend Cradle Beach Camp and receive the support of a mentor. The mentors assigned to students work with students through high school, providing continuous support. Western New York United Against Drugs also supports students. Drug and Alcohol Prevention Program Prevention Specialists deliver a teaching program to Pre-K to grade six students that includes social and life skills training, leadership skills training, service learning projects, positive alternative activities, academic support, and conflict resolution. The Leaders Training program is the initiative for the grade seven and grade eight students. Students in this program worked together to create drug awareness posters, help with school events and act as role models to the student body. The school leader said he ensures that staff receives PD to develop the skills and build capacity to meet the social and emotional developmental health needs of students. The school promotes a vision for social and emotional developmental health through a range of programs. The result is that students learn in a safe and healthy community.

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.

- The school community has and uses a plan to address stakeholders' roles in contributing to how student supports are provided to all groups of students. All school stakeholders work together to

develop a common understanding of the importance of their contributions in creating a school community that is safe and conducive to learning by providing social and emotional supports tied to the school's vision. Across the school community, all stakeholders collaborate and are actively involved in supporting the school's vision pertaining to student social and emotional developmental health. The SCEP outlines that SST, Closing the Gap, Sister's Hospital, and WNY United work directly with parents to assist them with accessing additional resources in order to provide families with social and emotional supports. A school Health and Wellness team meet to discuss the school's health and wellness plan and make recommendations for improvement. The Closing the Gap facilitator develops activities for the Student/ Family Resource Center at the school. He coordinates school/agency monthly meetings to achieve initiative outcomes and collects and manages student data as it relates to initiative outcome supports school- wide. Catholic Charities has assigned a full time mental health counselor from to the school to provide individual, group, and family counseling for students with varying degrees of emotional, behavioral, or social health concerns. The school staff collaborates with the Family Help center to provide a Senior Family Worker to provide support to families through home visits and assess the families' needs to refer families to appropriate services and supports. The school community implements a system for monitoring and responding to student social and developmental health needs, which is used to support teachers as they address student needs. Students, parents, and staff sign the Parent Compact Agreement that all stakeholders commit to monitoring student's daily attendance, and supporting students both academically and behaviorally. Students participate in the Check-in and Check-out program with parental approval so that students are responsible for monitoring their behavior with the support of a teacher mentor. All stakeholders work together to ensure that the school is safe and meets student social and emotional developmental health needs.

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 SST work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs. The SST, Closing the Gap, and school counselors all collect data using the Check-in and Check-out programs for attendance interventions. Guidance Counselors, SST, Closing the Gap, Sister's Hospital, and Catholic Charities discuss data, such as office discipline referral's and attendance data to determine PBIS interventions levels. Student attendance as well as suspension data is presented to all stakeholders at the monthly site based meeting and guidance counselors, SST, and other support agencies meet weekly to review and update data and intervention plans. The SST regularly meets with teachers to plan, review, evaluate, and update intervention plans such as Functional Behavior Assessment/ Behavior Intervention Plan (FBA/BIP). Staff from Project SOAR collects data from the beginning of year to end of the year to chart progress of Project SOAR students. The school leader and student support staff work together to ensure staff uses data to respond to student social and emotional developmental health needs, which increases opportunities for students to succeed socially and academically.

**Areas for Improvement:**

All ratings for this Tenet are either **Highly Effective** or **Effective** and therefore, comments are listed under **Strengths**.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school staff communicates high expectations for student achievement. However, the school staff has not ensured that all families can consistently access information. Currently the school does not send translations of documents to all families, which limits some families' ability to communicate with the school on their child's behalf. The school provides limited PD for staff concerning developing partnerships with families and the community. The school shares some data with parents but some parents need assistance with interpreting data to be able to support their 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 ensures that regular communication with students and families fosters high expectations for student academic achievement. The school uses a plan, which starts in Kindergarten, for communicating the skills and attitudes required for successful academic achievement and career readiness. As early as Kindergarten, for example, children are encouraged by Freddie the frog in the "Ready Freddie" to attend school regularly and to come prepared to work. The school communicates regularly with students and families and fosters high expectations for student academic achievement. During the review, the review team observed posted signs with approximate distance in miles to colleges and universities worldwide. Staff reported that the school counselor periodically announces mini biographies of staff members that include information such as where they attended college and what level of degree they achieved. The same counselor meets with students and parents in grades seven and eight to discuss high school programs that are available and requirements for admission to those programs. During discussions with the IIT, the school leader reported that a member of the leadership team works with the Parent Facilitator to organize Title I events and ensures that parents are involved in the decision making process. The school staff hosts programs such as, Math, Reading, Dictionary, and Fluency Nights, which a member of the leadership team organizes to assist parents in understanding CCLS. Parents are members of the Site Based Management Team that meets monthly to discuss the SCEP, to monitor progress, and to make changes. Parents are encouraged to use the Parent Portal to monitor their child's academic progress as well as meeting with class teachers on a regular basis. The school community consistently implements the plan to foster conversations with students and families regarding high expectations for student academic achievement and provides tips and tools, for parents, focused on helping student learning and development. The effective relationship between families and the school allows the vision of high expectations to be stressed and contributes to

students' needs being met, which increases opportunities for students to achieve the academic success to become college- and career-ready.

**Areas for Improvement:**

6.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

- The school staff is developing some mechanism to communicate with families in their native languages. During discussions with the IIT, school staff expressed that the population of students whose first language is not English and who come from a variety of different countries has increased. As a result, the school staff is in the process of creating a plan to ensure reciprocal communication with these families about school and student issues and concerns in pertinent languages. Currently, when a new ELL student registers, the ESL teachers meet with the families to gather background information on what specific needs the child has and to welcome the families to the school. The school is beginning to monitor the effectiveness of its strategies for communicating with parents, whose first language is not English but recognizes that more needs to be done to enable these families to become active participants in the school community. The school leader recently conducted a survey on cultural diversity and disseminated the results to staff. Additionally, the school leaders have begun to provide teachers with information on how to access the appropriate languages needed for their students and families. The school does not send translations of documents to families, but does use the services of interpreters at some meetings. However, the lack of available translation hinders some families participating in reciprocal communication with the school to ensure their child's academic achievement and social emotional growth.

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 provides workshops for parents to give an insight into the learning that takes place at the school. However, the school staff lacks a formal plan to support and teach parents how to support student *learning and growth*. *The school leader told reviewers that the staff offered math and ELA nights and CCLS workshops to help parents understand the importance of the Common Core and how it prepares students to be college- and career- ready.* The school leader makes resources, such as books and other printed materials, available to parents to help support their children's learning at home. The school leader shared that there is a need to build on the relationships established between home and school with a stronger focus on the support that the school could provide parents to enable them to work in partnership with teachers in enhancing student learning and achievement. Currently, the school PD plan provides limited opportunities for training equip staff with the skills and knowledge to develop and sustain strong working relationships with all families. The lack of specific training for staff hampers staff from partnering with parents at optimal levels to ensure students benefit from a robust and focused home-school connection.

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

- While the school staff makes data and information concerning student academic progress available to parents, the staff lacks a plan to integrate and share data to respond to families' needs. The school leaders and support staff holding informational meeting for parents after school and at PTO meetings. During interviews with the IIT, the school leader stated that staff meets with parents individually or in groups to reinforce with parents the importance of supporting their child's progress and to discuss how parents can implement recommendations offered by staff. If additional supports are needed, a specific plan is developed to provide these supports. Parents receive the Parents' Guide to Student Success, which staff discusses at the Parent Meet and Greet. In addition, school staff shares results from the NYS Assessments at Parent/ Teacher conference night. Discussions with the school leader and parents confirm that parents would welcome more guidance regarding understanding the data to empower them to be stronger advocates for their child's success. The lack of a comprehensive plan to share data and increase parents understanding of data limits some families' ability to support student learning.

### **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:

2.5: Ensure that staff understand and use the evidence-based systems and structures to examine and improve student achievement, curricula, and teacher practices to accelerate the school's progress towards meeting its goals.

#### **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: Schedule common planning time during the school day for vertical meetings to develop a plan to ensure that all teachers provide curricula aligned to CCLS and focus on the instructional shifts to meet the needs of different groups of students.
- 3.3: Ensure greater consistency of unit and lesson plans so they align to the CCLS and include challenging materials to build deep conceptual understanding and knowledge around specific content. Plan lessons to develop higher-order thinking and enable students to access a variety of complex materials through a progression of sequenced and scaffolded activities.

- 3.4: Increase the opportunities for teachers to plan and deliver interdisciplinary curricula within grades and subjects. Schedule time for formal reflection to monitor the impact of interdisciplinary curricula and make revisions regularly.
- 3.5: Consistently use assessments school-wide to empower students to take ownership of their learning to understand what steps are needed to improve their achievement.

#### **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 staff consistently organizes instructional practices around annual, unit, and daily lesson plans that address the diverse needs of all students and established goals match the capabilities of the students.
- 4.3: Increase the percentage of lessons in which teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students and include materials with high levels text and content complexity.
- 4.5: Ensure that teachers use data sources and analyze the information to inform instructional decision-making consistently and provide feedback to students based on formative and summative assessment to enable students to identify ways to improve and clarify the next steps necessary to progress.

#### **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:

- 6.3: Develop strategies to establish reciprocal communication with non-English-speaking families and ensure that all staff is knowledgeable about ways to engage these families in school life.
- 6.4: Complete a plan to teach parents ways to support student learning and growth and provide professional development for staff to strengthen partnerships with families and the community to increase student achievement.
- 6.5: Develop and monitor a comprehensive plan to share and integrate data systems to identify family needs and ensure that all parents understand data relating to students' achievement.