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Diagnostic Tool for School and District Effectiveness

On-Site Needs Assessment
Final Report

Leadership and Systems

Curriculum

Instruction

Social-Emotional Learning

Family Engagement
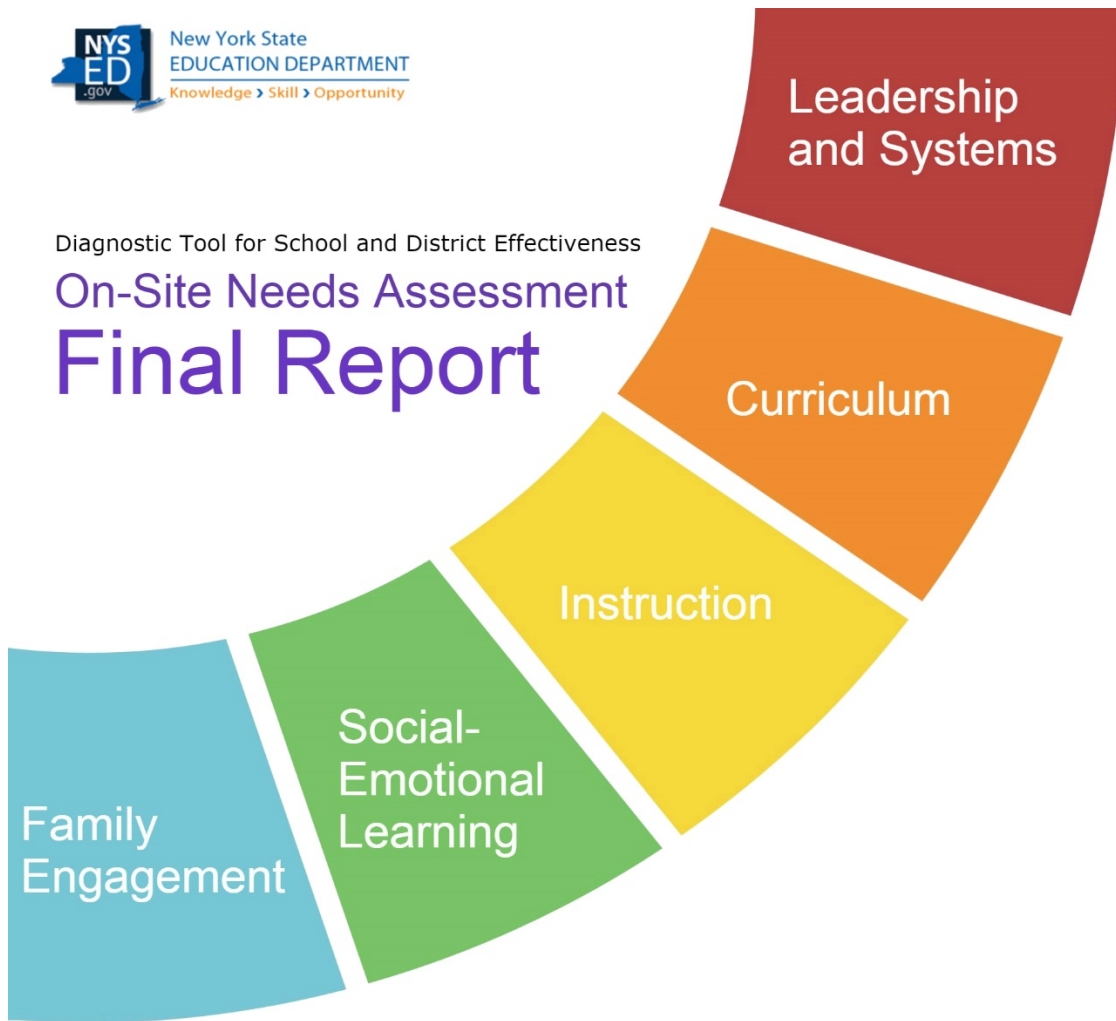
BEDS Code	251400010003
School Name	North Broad Street School
School Address	230 North Broad Street, Oneida, NY 13421
District Name	Oneida City School District
Principal	Eric A. Coriale
Dates of Visit	May 14-16, 2019

Purpose Of The Visit

This school was identified as needing additional support by the New York State Education Department (NYSED). Because of this identification, NYSED arranged for an Integrated Intervention Team (IIT) to visit the school. The visit is intended to help the school identify areas of need that are making long-term success a challenge and provide several visible Quick Wins that can be accomplished and demonstrate the school's commitment to improvement.

The report provides a critical lens to help the school best focus its efforts.

School Performance

New York State uses multiple indicators to determine the identification status of schools across the state. For each of these indicators, schools receive a number of 1 (lowest), 2, 3, or 4 (highest) that corresponds with how the school performed in relation to either other schools and/or performance targets. More information about how these levels are determined can be found at: http://www.nysed.gov/accountability/essa-accountability-designation-materials

The most recent results for the "All Students" group at the school are as follows:

Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level
2	1	1	-	1	1

North Broad Street School serves 240 students in kindergarten through grade five.

Information About The Visit

- The visit was led by an Outside Educational Expert (OEE) and a representative from NYSED. The team also included a district representative.
- The team visited a total of 17 classrooms during the visit.
- The OEE visited ten classrooms with the principal during the visit.
- Team members conducted interviews with students, staff, and parents.
- Team members examined documents provided by the school, including schoolwide data, teacher feedback, and student work.
- In advance of the visit, the school provided results of a student survey that 97 students (87 percent) completed.
- In advance of the visit, the school provided results of a staff survey that 34 staff members (87 percent) completed.
- In advance of the visit, the school provided results of a parent survey that 71 parents (42 percent) completed.
- In advance of the visit, 21 staff members (64 percent) completed a DTSDE pre-visit survey conducted by NYSED.

Successes Within The School That The School Should Build Upon:

1. During the 2018-19 school year, the principal and staff have made a concerted effort to address chronic absenteeism at the school. The school takes part in the district initiative "Miss School, Miss Out," to remind all children and families of the importance of regular school attendance. Staff make daily phone calls to parents when students are absent to inquire about the absence and to reinforce the importance of attending school. All parents receive monthly attendance reports identifying the number of times their child has been absent for the month compared to the average number of absences for students in that child's class. Students submit a ticket with their name each day they are in school, and at the end of the week, if their name is drawn, they receive a prize. As a result of these efforts, the chronic absenteeism rate declined from 17.4 percent at the beginning of this school year to 11.4 percent on the last day of the IIT's visit. During the same time period, the number of students identified as chronically absent decreased from 38 to 24.

2. Starting in January 2019, the school has prioritized improving the quality of math instruction. All teachers are receiving professional development (PD) focused on unpacking the New York State (NYS) math standards. Teachers explained that they now have a better understanding of how the NYS standards inform the EngageNY math modules and how they can more effectively use the modules to provide math instruction. In addition, all teachers have received PD on the workshop model in which students work in groups depending on their identified need. The instructional coach has been supporting teachers in implementing this model in their classrooms and will continue to do so next year. The IIT observed this model in practice in all classrooms visited during math instruction. Some students were working with the teacher, others were working with manipulatives, some were receiving additional support from the math interventionist, and still others were using technology to reinforce their learning. Teachers reported that they are monitoring student achievement on a regular basis, and students are showing continued improvement in their math proficiency as reflected in benchmark assessments.

3. In 2018-19, the principal and staff have worked with Syracuse University to administer and analyze internal surveys of parents, students, and staff. Parent surveys included questions about the accessibility of the principal, the amount of feedback teachers give their children, and available support services. Students were surveyed about how well they feel they are learning and how well they fit in at the school, and teachers were asked about how they are evaluated and supported with curriculum and instruction. The principal reported that he and his leadership team continue to analyze the survey results and have used the data to focus their attention on particular areas of need that were identified, such as aligning curriculum, providing multiple entry points for students during instruction, and promoting student social-emotional learning. The leadership team is already preparing the School Comprehensive Education Plan (SCEP) for the 2019-20 school year and has developed goals to address issues identified through the surveys, such as implementing anti-bullying strategies. School leaders are also developing follow-up questions for the next survey.

4. During 2018-19, the principal compiled a data reference packet that includes student demographic information, such as the percentages of students with disabilities and economically disadvantaged students, attendance data and trends, participation rates on NYS assessments, and student performance data from the 2018 NYS math assessments including a comparison of student performance on each domain as compared to the average performance of students in the region. The principal explained that in assembling this information, he has provided teachers with easy access to these important data that they can use to inform their curricular and instructional planning. For example, teachers now have access to data on frequently tested standards

across three years. Teachers said they have been able to use these data to target standards in their instruction and better prepare their students for success on the NYS assessments. In addition, teachers also stated that they now have a better grasp of the math concepts and skills students must master at each grade level.

Areas Of Need To Be Addressed For Long-Term Success

Systems for Improvement

- **Data team meetings should be used to address math proficiency as well as reading.** The principal explained to the IIT that during monthly data meetings, he and grade-level teachers review reading data from STAR assessments and other formative measures and use this information to identify students who would benefit from additional supports and create intervention plans for these students. However, the principal explained that these discussions focus only on reading, and math data is not systematically reviewed in order to provide students with targeted math interventions.
- **The principal should adjust the schedule to allow the resource room teacher to attend data meetings.** The resource room teacher is responsible for the implementation of Individualized Education Programs (IEPs) for all students with disabilities. However, the current schedule does not allow the resource room teacher to attend data meetings to participate in formal discussions about the achievement of students receiving resource room supports. In the future, the principal should revise the schedule to allow the resource room teacher to attend data meetings to review student data and participate in collaborative planning with grade-level teachers.
- **The school should create a team of support staff to ensure that student social and emotional needs are being met.** The principal told the IIT that there is a student assessment team in place that meets weekly and reviews student progress. He explained that initially, this team addressed student academic and behavioral concerns, but due to time constraints and the large number of students with academic needs, the team currently focuses only on academics. Teachers and support staff told the IIT that the social and emotional needs of students have increased, but there is no designated time to discuss student social and emotional issues. Teachers stated that although they have received some PD on trauma-informed instruction, they need to be able to collaborate with student support staff in order to effectively support the social and emotional needs of their students. Currently, there is no formal process for behavioral referrals or a system for developing and monitoring plans for students who could benefit from more targeted emotional supports. Some students told the IIT that they often feel anxious about being in school, and they have either witnessed or experienced bullying or aggressive behavior by other students. In interviews with the principal and other school staff, the IIT found that there are a number of qualified people in the school and community who are willing to support student social and emotional needs by serving on a student support team, including the school counselor, a youth advocacy officer from the Oneida Police Department, and staff members from the Department of Social Services.

Leadership and Organization at the School

- **The principal and instructional coach should have common look-fors when observing math instruction.** The principal explained to the IIT that since January 2019, teachers have worked closely with an instructional coach to unpack the NYS math standards and implement the workshop model for math instruction. The principal has created a comprehensive checklist to use during informal classroom visits and to provide feedback to teachers

on their effectiveness in implementing the workshop model. The checklist focuses on those areas in which teachers have received PD, including transitions to math class, instruction during mini-lessons, and both teacher-led and student-led station work. The checklist includes specific look-fors such as intentional student talk time and evidence-based decisions. The areas outlined in the checklist enable the principal to focus on the use of specific instructional strategies and, by extension, determine the effectiveness of PD. However, the instructional coach has not been asked to use the checklist in her work with teachers, so it is difficult for the principal and the coach to ensure that they are looking for the same instructional practices. In the future, the principal should recommend that the coach use the same checklist in order to further their discussions around implementation of the workshop model and determine the impact of PD.

- **The principal should regularly share information about the school's social-emotional learning programs with families.** The principal has created an attractive monthly printed newsletter that is sent home with all students. Each edition includes a "Nurse's Corner" and an area for news from the Parent-Teacher Organization, as well as other timely information. However, there is no section dedicated to sharing information about the school's social-emotional learning program. While students were able to explain some of what they had learned during their Second Step classes on character education, interviewed parents were not familiar with the components of that program. In the future, the principal should include information about the school's social-emotional learning program in the monthly newsletter, including strategies that parents can use at home to support their children's social and emotional health.

Learning at the School

- **Teachers should incorporate principles of the Second Step into their lessons.** The child and family support worker delivers lessons from the Second Step character education program to students once during each six-day cycle. The program includes lessons on topics such as managing emotions, creating empathy, and learning problem-solving skills. While the teachers told the IIT that they were familiar with the Second Step curriculum, principles and concepts from each lesson are not being reinforced regularly during classroom instruction. When asked about the Second Step program, students said that the counselor comes in to talk with them once a week, but they could not explain the details of the program, define the character traits being taught, or provide examples of the traits, such as what it means to be responsible or what cooperation looks like. While there were posters displayed around the school related to character traits, the IIT did not hear any of these traits being referred to during the visit.

- **Teachers should ensure that students understand the purpose of their learning and how well they are succeeding.** During classroom visits, the IIT observed students completing the assigned tasks, but when asked about the purpose of the lesson, they could not say for sure. When the IIT asked students how they and their parents knew how well they were doing in class, they only identified report cards. The IIT saw little evidence of teacher feedback on student work. In the future, teachers should ensure that students understand the importance of what they are learning and develop ways to regularly share information with students about their progress.

- **Teachers should utilize What I Need (WIN) time to support the learning needs of all students.** Teachers and the principal explained that WIN time is a 40-minute period each day when students can catch up with back work or receive additional help from teachers, if needed. However, expectations for the effective use of this time have not been communicated, and teachers explained that this time is not structured. Teachers also stated that data is not used to plan remediation for individual students during this time or to plan enrichment

activities for students who would benefit from deeper learning in an area of interest to them. Students stated that they sometimes ask the teacher for additional help on a homework assignment during WIN time and other times they read a book of their choice. Students also stated that when they are finished with their work during this time, they are often bored and have nothing else to do.

Stakeholder Perspectives on Areas of Need and Ideas for Improvement

- **Parents and students would like more opportunities to develop school spirit and strengthen the sense of community.** Parents, staff, and students all said that they value the culture and feeling of community within the school. Students suggested, and parents agreed, that more assemblies would be helpful in developing school spirit. Students suggested that having theme days, such as a day focusing on robots or favorite animals, could help to strengthen the sense of community within the school.
- **Teachers would like additional PD around using data from STAR assessments to inform instruction.** Teachers acknowledged that there is an abundance of PD available to them and reported that the principal is supporting them in using all forms of data, such as formative and summative assessment data, to meet the needs of students. They also told the IIT that they monitor student achievement regularly using STAR assessments but stated that the STAR assessment data is very detailed, and they believe they could be using it more effectively to create targeted interventions for their students.
- **Students would like expanded choices at lunch.** Students suggested that the school provide a salad bar as an additional option for lunch. They explained that having a salad bar would allow them to choose what they would like to eat and provide them with healthier options. They suggested that the school could work with local farmers to supply the different fruits and vegetables, and this would allow the farmers to learn more about the school and its students.
- **Students would like to form a group to address bullying in the school.** Students suggested forming a group of volunteer students called the Wonder Group who would circulate around the playground during recess to ensure that all students are acting in positive ways and not bullying, intimidating, or making other students feel uncomfortable. Students further suggested that the members of the Wonder Group would learn how to recognize bullying behavior, successfully address it, and not take part in any of these negative behaviors themselves.