

*School Alliance for
Continuous Improvement*

**Tully Central School District
K-12 Mathematics Training Visit**

**TRAINING SESSION ONLY
NOT A FULL REVIEW**

October 2008



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Table of Contents

<u>Page</u>	<u>Topic</u>
3-4	Introduction and Overview
5-6	Acknowledgements
	Information Sources
7	Persons Interviewed
8	Documents
9-10	<i>Indicator #1:</i> The leadership system is linked to goals for student performance
11-13	<i>Indicator #2:</i> Instructional practices are evaluated and modified based on assessment of student performance.
14-16	<i>Indicator #3:</i> The curriculum is linked to standards for and data on student performance.
17-18	<i>Indicator #4:</i> Professional and organizational development is linked to student learning needs.
19-21	<i>Indicator #5:</i> Data management and communication are linked to improving the entire learning organization
22-24	<i>Indicator #6:</i> Technology for teaching and learning is linked to student opportunities and performance
25	Areas of Strength
26-29	Recommendations for Growth
30	Innovative/Best Practices

Introduction and Overview

This feedback report is a product of the School Alliance for Continuous Improvement (SACI). Produced by the District Review Team, it includes:

- ◆ General information about SACI;
- ◆ Scoring information based on evidence pertaining to the district's educational program;
- ◆ Strengths, recommendations for growth, and innovative practices identified by the team;

The districts in this alliance represent rural and suburban schools from across the State. These districts include diverse populations in terms of ethnic and socioeconomic factors, and demonstrate a range of results in student performance as indicated by State measurements. These districts share certain common interests:

- ◆ A commitment to rigorous standards for all students;
- ◆ A commitment to assessing student performance against international, national and local measure of excellence, both quantitatively and qualitatively;
- ◆ A commitment to using data to guide school improvement and planning to continuously evaluate the impact and effectiveness of school improvement efforts.

In order to operationalize these commitments, district representatives have employed systems thinking and a data driven approach to determine how to affect teaching and learning in their districts. Representatives have worked closely together to:

- ◆ Develop a model to monitor, measure and report the effectiveness of district systems by analyzing data related to identified performance indicators;
- ◆ Train teams of teachers and administrators as "critical friends" -- professionals who can externally review and validate evidence of a district's progress in planning, implementing and attaining results and provide useful feedback which encourages self-reflection and continuous improvement;

- ◆ Create tools for identifying, and forums for sharing successful and innovative practices that help all students meet higher standards.

During a week in October, 2008, external mentors trained a team of Tully staff members to review their K-12 mathematics program. The team gathered data from interviews, documents and observations and used them to reach a consensus on data related to each of six indicators.

This report presents a summary of team decisions related to the evidence found and agreed upon. It is a rich repository of information to support strategic planning designed to improve educational processes in the district.

Acknowledgements

District Review Team

This report was created as a result a collaborative effort between the District Review Team and the hosting district.

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K-12 Mathematics Training Feedback Report

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Information Sources

Interviews:

The following fifty four (54) individuals were interviewed by the team as part of the District Review information gathering process:

Board Members (2)
Director of Special Education
Elementary Assistant Principal
Elementary Instructional Music Teacher
Elementary Principal
Elementary Teachers (18)
Guidance Counselors (2)
Instructional Technology Teacher
Junior Senior High School Assistant Principal
Junior Senior High School Principal
Library Media Specialist
Mathematics AIS Teacher
Mathematics AIS Teaching Assistant
Mathematics Teachers 7-12 (6)
Parents (3)
School District Business Manager
Science Teacher, secondary
Special Education Teachers 7-12 (4)
Special Education Teachers K-6 (3)
Special Education Teaching Assistant
Superintendent of Schools
Teaching Assistants, Computer Lab (2)

Documents:

The following documents were reviewed by the team as part of the District Review information gathering process:

Academic Intervention Plan
AIS Report 2008
Annual Professional Performance Review
Board of Education Goals for 2008-09
Board of Education Posting on Website (2007)
Comprehensive District Education Plan
Course Descriptions
Data Warehouse binder
District Goals
District Long Range Plan 2007
Mathematics Course Descriptions
Professional Development Plan 2003
Program of Studies, Tully Jr/Sr HS
Teacher Mentor Plan
Technology Report 2008
Tully Central School Organization Chart
Tully School District Technology Plan
Tully Teachers' Association Contract

#1: The leadership system is linked to goals for student performance.

Definition:

The degree to which the district operates from the perspective of a shared vision/agreed upon goals that are driven by student performance.

Plan:

- ◆ A Comprehensive District Education Plan (CDEP) was completed in June, 2007 which includes:
 - 1) Goals
 - 2) Planning Process & Implementation
 - 3) CDEP Committee
 - 4) District Background
 - 5) Key Areas of Performance
 - 6) Key Areas Description & Rationale
 - 7) Current Initiatives
 - 8) Suggested Initiatives
- ◆ The District has a mission statement in place.
- ◆ The superintendent indicated that the responsibility for the oversight of the Math program is shared by administrators within both buildings.
- ◆ There is a job description for the math coordinator grades 7-12 located on the job application.
- ◆ An annual schedule exists for program review of key areas and updates with the Board of Education.
- ◆ District has established a goal to review congruency between elementary and secondary math.
- ◆ There is a plan to continue to focus on attaining the goal of 64% of students enrolling in four-year colleges by the 2008-2009 school years.

Implementation:

- ◆ The administration and Board of Education are aware of the CDEP plan and the plan content.
- ◆ Board of Education (written) goals for 2008-2009 exist that are directly linked to the CDEP plan.
- ◆ The mission statement is clearly stated on the CDEP plan and the District website.
- ◆ A few faculty & staff are aware that the CDEP plan exists, how to access the CDEP plan or the CDEP plan contents.

- ◆ The Junior Senior High School (JSHS) Math Department coordinator is in-place, functioning and is perceived as a key person by department & guidance personnel.
- ◆ A majority of elementary staff utilize the Academic Intervention Service (AIS) Math Specialist as a key resource and support for both teachers and students.
- ◆ Tully at a Glance (TAG) provides weekly electronic updates to the Board of Education on District activities and data reporting.
- ◆ Superintendent meets with JSHS students for open discussions.
- ◆ The selection and implementation of Everyday Math followed a process which included defining program requirements, visiting other high-performing schools, formation of an elementary math committee, Board of Education involvement, selection of two finalist math programs and piloting and adoption of Everyday Math.
- ◆ Special Education small group instruction allows for direct observations and coaching of students on competence and character education per the CDEP plan.
- ◆ Elementary school provides a weekly event on character and behavior related to the desired outcomes stated in the CDEP plan.
- ◆ Over the past several years the District has implemented several programs, including 6+1 traits of writing, Everyday Math® Lucy Calkins: Writing Units of Study®, Treasures® (Core Reading Program).
- ◆ An Academic Intervention Services (AIS) math specialist has worked to make connections between elementary and secondary math program (presented at Board of Education, Nov 2007)

Student Outcomes:

- ◆ 7th grade math department observes that Everyday Math® has allowed students to perform & understand math at a higher level compared to 4 years ago.
- ◆ NYS Math assessment shows significant improvement in students entering grade seven at or above NYS standard (Level 3&4):

	2005-2006	2006-2007	2007-2008
Grade 5	68%	84%	88%
Grade 6	56%	78%	86%
Grade 7	51%	66%	89%

#2 Instructional practices are evaluated and modified based on assessment of student performance.

Definition:

The degree to which educators use student data to drive instructional change.

Plan:

- ◆ The Comprehensive District Education Plan (CDEP) lists instruction as a key area of performance. CDEP calls for:
 - Use of various research-based instructional strategies to provide quality instruction to all students
 - Clearly specified learning outcomes to communicate curriculum-related expectations to all students.
- ◆ There is a plan to use resources (time and money) and the Everyday Math® (EM) manual to instruct all students in Kindergarten through 6th grade.
- ◆ There is a plan, supported by resources (time and money), guiding how students are enrolled in the 7 through 12 math courses according to the course requirements as described in the Program of Study.
- ◆ The district has a plan for providing Academic Intervention Services (AIS) for math. This plan states that, beginning in fourth grade any student who scores a level 1 or 2 is eligible to receive AIS.
- ◆ Jr/Sr High Math Department has a plan to set annual goals.
- ◆ There is a plan for all Elementary teachers to use the EM program to provide common unit and oral assessments.
- ◆ When considering program change, there is a plan to visit/look at data from other high performing schools prior to final program adoption.

Implementation:

- ◆ All elementary teachers use the EM manual to plan and administer math instruction.
- ◆ Differentiation of instruction is achieved within the EM program through: pacing, re-teaching and enrichment activities. Some teachers also supplement their instruction with traditional and teacher created materials.
- ◆ EM unit assessments are used to identify areas that need additional instruction. Assessments are matched to the District's elementary math benchmarks that are based on New York State Standards.

- ◆ EM lessons are taught with varying levels of expected mastery (beginning, developing, or secure). The expected level is identified in the teacher manual.
- ◆ Placement of accelerated math students in grade 7 is based on teacher recommendation (top 5% - grades), performance on New York State Assessments and/or parent input.
- ◆ Life skills math is available to special education students as needed.
- ◆ The Modified Algebra IA fulfills the mathematics AIS requirement for students. The three semester course will cover the same material as Integrated Algebra, but at a slower pace.
- ◆ Students can change between modified, integrated and enriched math courses at the secondary level based on student needs and teacher recommendations.
- ◆ Most secondary education math teachers indicated that they use direct instruction. Some use student collaboration.
- ◆ A graphing calculator course runs concurrently with the Algebra II and Trigonometry class.
- ◆ Instructional practices at the elementary school have been modified based on test data in multiple ways, including:
 - Grade 4 number story book to improve problem solving skills
 - 6th grade created graph reports on unit assessment results to identify areas that needed additional instruction.
 - Academic Intervention Service (AIS) provider uses information from Data Mentor Program® to set up practice tests to evaluate causality and adapt instruction accordingly.
- ◆ Special Education services are provided in the following ways:
 - Co-Integrated teaching model
 - Supplant
 - Resource
- ◆ Some secondary math teachers attend local Board of Cooperative Educational Services (BOCES) math roundtables to share and discuss best practices to improve instruction.
- ◆ AIS is available to 7th and 8th grade students that scored a one or two on the New York State Math Assessments or are recommended by their teacher. Students are scheduled from Home and Careers, Art, Music or Technology three out of six days to attend this AIS.
- ◆ A tutor is available two days out of a six day cycle for AIS at the high school level.
- ◆ Math AIS is provided at the elementary level in the following ways: push in, pull out, individual and small group. This service may be provided on a short-term or long-term basis.
- ◆ 5th and 6th grade teachers are preparing students for the transition to 7th grade math.
- ◆ Tully currently offers 4 college level math courses (Calculus, AP Statistics, Pre-Calculus, and Math of Business and Finance) to eligible students.

- ◆ Jr/Sr High Guidance Department creates schedules for students using the Solster™ computer program and hand creates schedules for special education students.

Student Outcomes:

- ◆ A high school math teacher reported that 90% of Tully students complete three years of regents level math instruction.
- ◆ A second grade teacher reported that a majority of students who have participated in the EM program, kindergarten through first grade, are demonstrating a higher level of understanding of math concepts in relation to second grade students who did not receive EM instruction as demonstrated in their class work.
- ◆ A seventh grade teacher reported students are grasping difficult concepts such as integers more quickly than students that did not receive EM instruction as witnessed by classroom performance.

#3: The curriculum is linked to standards for and data on student performance.

Definition:

The degree to which curriculum is linked to state and district standards and data on student performance.

Plan:

- ◆ The CDEP lists curriculum as a “key area of performance” and calls for:
 - A consistent and viable K-12 curriculum to communicate the essential content for all teachers and learners.
 - Curriculum to be aligned throughout the district to ensure curriculum development of skill and content. The alignment will describe a progression of knowledge and skills across grade levels.
- ◆ The Program of Studies at the junior/senior high school outlines a course selection procedure which articulates course levels such as advance placement, enriched honors courses and regents courses. The Program of Studies also outlines all academic procedures such as academic intervention services, eligibility for acceleration, grades, and honor roll programs status. The Program of Studies also outlines all math course offerings in grades 7-12. Descriptions of each course are included.
- ◆ There is a district Academic Intervention Service (AIS) plan that includes criteria for entrance and exit for Math AIS services for grades K-12. The AIS plan also outlines academic intervention services available. The plan outlines a process for parent notification of students receiving services.
- ◆ Board of Education goals exist for curriculum. These goals are evaluated every year. An example of a BOE goal is that there will be an increase in participation in AP courses by 10% in the next two years.

Implementation:

- ◆ A written curriculum in grid form was developed and shows alignment of the NYS standards with the Everyday Math® goals in K-6. All grades use the same organizational template. The process for this alignment involved stakeholders in a committee process. Stakeholders included representatives from each grade level, paraprofessionals, and administrators.

- ◆ Curriculum is aligned in grades 9-12. The organizational template for the alignment is specific for each math subject area at grades 9-12.
- ◆ There are 7th and 8th grade curriculum overviews. Overview includes sequential order of topics to be covered throughout the school year.
- ◆ All teachers at the elementary school, K-6, are implementing the Everyday Math® Program. The components of the program are instructed on a daily basis. Everyday Math® rubrics and assessments are being used to evaluate student progress.
- ◆ An Everyday Math® presentation was made to the Board of Education. Students participated in the presentation demonstrated various aspects of the program.
- ◆ Sixth grade teachers, in conjunction with guidance counselors, make recommendations for student course selections for seventh grade entry based on performance on state assessments and student average in math.
- ◆ The seventh and eighth grade teachers make recommendations for student placement for accelerated or modified math courses based on class average and performance on state assessments.
- ◆ Honor students complete the required math sequence by their junior year. Those students can then select to participate in Advanced Placement (AP) classes. Math students can also take college courses if they complete their required sequence by junior year. Those students can then take the Onondaga Community College Business/Finance course.
- ◆ The elementary math AIS program includes the AIS teacher or AIS para-professional pushing into the classroom, pulling children out for one-on-one support or small group re-teaching and co-teaching within the classroom. The AIS math teacher meets quarterly with teachers at their grade level meetings. Communication with individual teachers is on an informal, as needed basis.
- ◆ The 9-12 AIS Program is delivered by the classroom teacher through the modified math courses. A part-time math tutor is provided through the Liberty Partnership Program.
- ◆ The 7-8 AIS program is available for identified students. Three periods of AIS are built into the schedule. Students are pulled from Home & Careers, Technology or Art & Music for AIS services.
- ◆ To increase participation in AP and college courses the Principal, guidance counselors and departments are working to increase course offerings. Two SUNY Cobleskill College Agriculture courses were added in 2008-09 in addition to an Onondaga Community College Math/Finance course. Study halls were reduced at the junior/senior high school. Students are being encouraged to enroll in as many classes as possible and to complete those classes. Guidance counselors under the direction of the Principal are refusing drop requests.
- ◆ A graduate survey that, included questions designed by advanced placement statistics students, has been developed by an outside vendor. A follow-up survey is sent after three years. The AP Statistics class will analyze the data from the survey

and make recommendations on what we can do differently to help graduates be successful.

Student Outcomes:

- ◆ NYS tests show an increase in student performance in the total population for the last three years in the elementary school as reported on the NYS Report Card. This coincides with implementation of Everyday Math®.
- ◆ The 7th grade math teacher reported “gains” due to Everyday Math® program at the elementary school. He mentioned specific math topics that this year’s new 7th graders were either exposed to or mastered, e.g. this year they had mastered positive and negative integers upon entering 7th grade.
- ◆ There are measurable increases in enrollment in AP and regents classes as stated by the building principal and teachers.

4: Professional and Organizational Development are linked to student learning needs.

Definition

The degree to which professional and/or organizational development is linked to student learning needs as measured by student performance.

Plan:

- ◆ The goal of the Professional Development Plan (June 2003) is to increase student achievement by 5% per year.
- ◆ The District has a written Mentoring plan.
- ◆ School Alliance for Continuous Improvement (SACI) training is part of the CDEP and Board of Education annual plan.
- ◆ There is a process at each of the schools that enables most teachers to attend various professional development opportunities.

Implementation:

- ◆ Three elementary teachers and an administrator wrote a teacher center grant for six elementary staff to participate in the National Everyday Math® conference. Several teachers at the elementary level have implemented the differentiated component of the Everyday Math program as a result of attending this conference.
- ◆ Every new teacher K-12 has a mentor for a two year period who meets on a regularly scheduled and documented basis.
- ◆ Each building has a professional development committee with budget responsibility.
- ◆ The District provides consistent budget support for professional development and considers it a priority.
- ◆ Staff Development days are planned by the Staff Development Committee in conjunction with administrators.
- ◆ The Professional Development Committee has enabled most teachers to attend varied professional development opportunities. Some activities are initiated and selected by the individual teachers based on their self-selected development needs. Other professional development is initiated by department coordinators.
- ◆ A SACI team is embedded within the District and sets agendas & content area for SACI reviews.
- ◆ All District administrators and approximately 30% of teaching staff have been trained in the SACI process.

- ◆ Information on staff development offerings both internally and externally are distributed by flyers, brochures, bulletin boards and emails.
- ◆ Most teachers participate in general and math-specific professional development opportunities.

Student Outcomes

- ◆ At the elementary level teachers observe that professional development activities have had a positive impact on student achievement based on teacher observation.
- ◆ A Special Education teacher indicated that the training seminar in Everyday Math® has led to changed teaching and multi-year improved learning in elementary math students (as reported in Indicators 1-3).

#5: Data Management and communication are linked to improving the entire learning organization

Definition

The degree to which information is managed and communicated for the purpose of improving the entire learning organization

Plan:

- ◆ As stated in the Comprehensive District Education Plan (CDEP), the Tully School District will emphasize communication and involvement between the district and the community through the improved district website, monthly newsletters, and parent/community forums.
- ◆ Tully Central School District (TCSD) is creating a strategic plan for the release of data that is not only based on the availability of data, but also what will be helpful to school instruction.
- ◆ There is a district goal to provide continued review of data and share findings with staff and the Board of Education in order to make program modifications and develop curriculum continuity for students.
- ◆ At the Elementary School there is a plan for a required monthly grade level meeting with the principal where data may be discussed.
- ◆ At the secondary level, there is a plan for monthly meetings of department coordinators with administrative team, as well as monthly grade 7-12 department meetings. These meetings may include sharing of assessment data, changes in state requirement, changes in program, budgetary information, and sharing of ideas/strategies gained through staff development.

Implementation:

- ◆ All elementary teachers interviewed report sending home the EM home links/study links.
- ◆ The Junior/Senior High School holds orientation for seventh and ninth grade parents and students. Information presented is linked to the core content areas, inclusive of math.
- ◆ Some math teachers post information pertaining to the classroom on the district website. Parents report accessing information from the website.
- ◆ After the adoption of the EM program, a presentation about the program was made to the BOE. Students and staff participated in the presentation.
- ◆ Student progress in the area of mathematics is reported in the following ways: quarterly report cards, November parent-teacher conferences, AIS reports, student work, email, phone calls, and letters. Teachers of intermediate grades (4-6) send

five-week reports to the families of at least those students who are struggling. Secondary teachers send five-week reports to families of all students.

- ◆ The Assistant Junior/Senior High School principal receives New York State assessment data and disseminates as requested.
 - ◆ In 2004, Everyday Math® parent information nights were held. This involved the AIS teacher and respective grade level teachers. There was an evening for K-3 and an evening for 4-6.
 - ◆ The majority of primary grade teachers and one out five (20%) of fifth grade teachers report sending home weekly newsletters.
 - ◆ The Everyday Math® program (EM) provides home links/study links, and family letters in order to provide communication and information as well as supporting instruction.
 - ◆ A data collection committee, consisting of elementary and JSHS administrators, AIS provider and the elementary librarian, has been trained in data collection and analysis.
 - ◆ Some elementary teachers report receiving New York State assessment data from sources including faculty meetings and email.
 - ◆ The elementary math AIS provider monitors student progress in math by class ranking through the grades.
 - ◆ The elementary math AIS provider analyzes New York State assessment data to determine gaps in math instruction. That information is shared with classroom teachers prior to the March assessment.
 - ◆ Tully math teachers utilize a variety of methods to collect data about student achievement in the area of mathematics. These methods include, but are not limited to, observation, unit assessment, item analysis of state exams, and item analysis of unit assessments.
 - ◆ Data specific to special education students are provided to classroom teachers through hard copies and/or web-based Individualized Educational Programs (IEPs).
 - ◆ School Alliance for Continuous Improvement (SACI) reports are available in faculty rooms and available to the public on the district website.
 - ◆ Three grade levels at the elementary building reported having weekly team meetings.
 - ◆ Required monthly grade level meeting agendas are set by the principal, with input from the team. Academic Intervention Service (AIS) providers may use this time to present New York State Assessment data, as well as tips to support effective use of the Everyday Math® program.
 - ◆ Vertical sharing of student progress data in the area of mathematics is mainly done through report card data.
 - ◆ Secondary math teachers report meeting monthly and sharing assessment data and ideas/strategies gained through staff development as well as discussing changes in
- Tully Central School District

state requirements, changes in program (including course offerings) and budgetary information.

- ◆ A few of the teachers and teaching assistants interviewed indicated that they had little time for communication and planning purposes.
- ◆ Elementary students may receive AIS based on teacher recommendation or unit assessment scores in addition to scores on New York State tests.
- ◆ Students are assigned to enriched math in 7th grade based on the following data: 5th grade state test scores (mostly 4s) and teacher recommendation (top 5%).

Student Outcomes:

- ◆ Currently 58% of Tully's high school graduates are enrolled in a four year mathematics program.
- ◆ New York State Math Assessment shows significant improvement in students entering seventh grade at or above New York State Standard (level 3 or 4).

#6: Technology for Teaching and Learning

Definition

The degree to which technology is integrated with teaching and learning (curriculum, instruction, and assessment) to provide educational opportunities for all students.

Plan:

- ◆ There is a District wide five year Technology Plan created by administrators, paraprofessionals, the technology coordinator and librarians that includes a vision statement, budgeting, staffing information, and scope and sequence. The latter includes the activities and time line expected to be learned at each grade level, K-12. The plan is approved by the Board of Education and a report is given annually to the BOE by the Tech Coordinator. Teachers are expected to instruct to the scope and sequence.
- ◆ There is a technology committee at both Elementary and JSHS. Tech committees include paraprofessionals, librarians, tech coordinator, principal and teachers. Building Tech committees meet on an as needed basis.
- ◆ The District Tech committee meets on an as needed basis – usually quarterly. The Committee is made up of reps from each Building Tech Committee and district principals, school business administrator, and technology coordinator.
- ◆ The District Technology Plan contains a number of goals that include the following:
 - All teachers and students regardless of gender or social economic status, will have access to information technology in their classrooms, schools, communities and homes.
 - All teachers will use technology effectively to help students achieve high academic standards.
 - All students will have technology and information literacy skills
 - Research and evaluation will improve the next generation of technology applications. Digital content and networked applications will transform teaching and learning.

Implementation:

- ◆ Some teachers are integrating technology into their classrooms at both the elementary and JSHS. This includes: listening stations, computer stations, overheads, calculators, word processing, etc. Almost all teachers have access to all of these technology items on a daily basis.
- ◆ All elementary classroom teachers have at least one computer in their classroom. Examples of available technology include: Navigator®, Smart Boards, ELMOS, use of Internet, projectors, e-mail, FM systems (audio device), and CDs that accompany Every Day Math®.

- ◆ The district technology committee looks at the Tech plan from a district perspective. This committee evaluates the effectiveness of software and hardware (e.g. number of 7th graders using the software). The committee also works on budget and review of the plan.
- ◆ The building technology committees work on the following items: classroom needs (software and hardware) and provide and schedule support. Tech committees review and manage budgets - evaluate effectiveness of products.
- ◆ The District Technology Plan is available to staff, students, and community members through the district web site.
- ◆ Every student at the elementary school receives keyboard training in grades 3-6 once per day during the 6 day cycle. Instruction is provided by computer lab paraprofessional and classroom teachers. Progress reports are provided to parents and teachers by the computer lab.
- ◆ Special education uses assistive technology, such as reading software - KID Biz 3000® and voice translation software. Special education teachers and other service providers use a web based software system called IEP Direct® to write, monitor and track student IEPs.
- ◆ In some math classes including Modified Algebra, Math B, and Math 8 all students who have access to computers are provided a copy of their textbooks on a CD.
- ◆ Many teachers have their own webpage as part of the District's website. This is done on an individual basis.
- ◆ Approximately 15% of each JSHS Staff Development Day is dedicated to technology professional development activities. Examples of this would be: Grade Machine®, School Island® and video streaming.
- ◆ Some teachers at the Elementary school have received technology training. Examples of this are use of Elmo's, audio devices and web page design.
- ◆ Technology support is available to all staff K-12 through Information Technology (IT) support staff. Examples of this include software, hardware and internet use.
- ◆ There are a variety of technology resources provided to staff throughout the District.
 - All teachers are provided a laptop or a desktop computer.
 - All departments in the JSHS are provided one projector unit to share.
 - ELMOS and projector units are available for classroom use at the JSHS and Elementary Schools.
 - Numeric calculators are used K-6 and graphing calculators are used 7-12.
- ◆ The majority of the District is covered by a wireless network to include a public access portal.
- ◆ Grades 7-12 use computers to generate report cards.
- ◆ Computer labs are provided in the JSHS and elementary school, which include:
 - JSHS Laptop Lab
 - JSHS Computer lab
 - JSHS Graphic Design /art lab.

- JSHS Tech Drawing lab
- JSHS and Elem libraries have clusters
- Elementary has a keyboarding lab.
- Elementary has a Mac lab.

Student Outcomes:

- ◆ The 7-12 Department Coordinator for Math stated that graphing calculators have made a positive difference.
- ◆ The JSHS stopped providing keyboarding classes due to the successful instruction provided by keyboarding classes at the elementary school.

Areas of Strength

The following areas of strength in the district's overall programs were identified during the District Review process:

- ◆ Process used and creation of Math curriculum grid K-6
- ◆ Improving math student performance grades 7-8
- ◆ Staff members love their subject matter and express a concern for their students.
- ◆ Staff knows and utilizes math support people (AIS specialists, Dept. Chair)
- ◆ Staff members support of one another
- ◆ District provides tools necessary for teaching
- ◆ Community support for schools
- ◆ Students in the district
- ◆ Supportive and involved Board of Education
- ◆ AIS elementary program inclusive of instruction, teacher support, modeling, and ad-hoc groups
- ◆ K - 2 small class sizes as a strategic decision by District
- ◆ Interaction between students/teachers, teachers/administration and students/administration
- ◆ Sense of community and a high level of comfort
- ◆ Proficiency on keyboarding prior to Junior High
- ◆ Increased opportunities for student learning at the secondary level through college credit courses through Onondaga Community College, advanced placement and cross-district courses.
- ◆ Elimination of study halls

Recommendations for Growth

The following recommendations for growth in the district's overall program were identified during the District Review process:

Indicator 1, Leadership :

- 1) The District has a Comprehensive District Education Plan (CDEP) which is not clearly known or understood by the district stakeholders. It is recommended that the district operationalize this plan or design one which is disseminated, understood and implemented. Goals included in the present CDEP plan or ones designed in a subsequent plan should be specific and timelines should reflect due dates.
- 2) The District Cabinet should review its current method of minute taking and distribution to insure that there is a systemic message sent to all members.
- 3) The District has a mission statement which is not clearly understood nor does it drive curriculum or instruction. This practice should be modified by analyzing the existing mission and creating opportunities for it to be understood as a driving force for instruction.

Indicator 2, Instruction :

- 1) Examine the Academic Intervention Plan and its implementation for purpose of congruency and compliance with NYS regulations at the secondary level. Once these are in agreement, evaluate the effectiveness of the AIS program.
- 2) The instructional delivery system needs to be analyzed to determine congruence K-12 to assure an articulated program.
- 3) The present placement system from grade 6-7 needs to be re-examined, criteria used should be consistent and measurable.
- 4) The present staffing arrangement of JSHS grade level specific teachers needs to be reviewed for purposes of effectiveness and efficiencies.

Indicator 3, Curriculum :

- 1) The District should review the mathematics curriculum to insure that the K-6 program is aligned to the 7-8 grade curriculum and contributes to meeting the minimum competency goals for graduation.

- 2) It is suggested that the district have a K-12 curriculum team that follows a district-wide curriculum document format to insure consistency. The committee work should emanate from the results based goal of all students taking and passing the math regents.
- 3) The district needs to review to what degree the goal of driving more students into the regents and AP programs is being met and if not being met, what strategies need to be implemented to insure student success in achieving this goal.

Indicator 4, Staff Development :

- 1) The SACI model dictates that systemic staff development be predicated on:
 - a) Clearly identified student needs.
 - b) Determine appropriate teacher learning.
 - c) Present training.
 - d) Monitor teacher utilization of program.
 - e) Evaluate the impact on addressing student needs.

Our evidence indicates that staff development emanates from individual teacher requests, approval is time based and teachers are not held accountable to share information nor use it in class. To meet SACI requirements, the district would need to modify its practices.

- 2) The professional development plan should be reviewed to determine currency and effectiveness.
- 3) Examine effectiveness of the Mentor Program to determine if it is effective in meeting needs of staff and students.
- 4) District provided staff development offerings should be examined to determine if they are driven by student achievement needs, linked to specific goals of the district and support is provided from implementation to evaluation. A review in this area can address issues related to:
 - a) Content offered
 - b) Links to implementation
 - c) Inclusive of all stakeholders (i.e. special education, paraprofessionals)

Indicator 5, Data Management :

- 1) The report card system in the elementary school should be reviewed to insure consistency from grade to grade and the effectiveness of communicating students' math competencies.

- 2) Utilization of portfolios from grade 6 to grade 7 should be analyzed to determine effectiveness.
- 3) Examine grading criteria to insure that there is standardization linked to the acquisition of math skills grades K-8.
- 4) The state testing program results need to be presented in a three year historical perspective, widely disseminated and clearly understood by all. Once completed, curricular and instructional changes need to be put in place.
- 5) Develop a home/parent communication strategy by the district. Currently, communication is not systematic and consistent.
- 6) There were many opportunities to cite examples of student performance data in this report. With exception of one table in Indicator 1 showing results for "All Students", other examples used to support student outcomes can be described as "soft" data in the form of opinions or observations. The district needs to make a conscious effort to include examples of performance trends drawn from their State School Report Card and the No Child Left Behind performance indicators on their accountability report. The district needs to explore layers of performance beneath the "all students" level to gain insight concerning students who should be targeted for intervention.

For instance, in the most recent District Accountability Report, 2006-07, students with disabilities (SWD) elementary students achieved a much lower Performance Index score than "All Students". If only the All Students scores were used, the needs of an important sub group of students might be missed.

	All Students	SWD
AMO*	81	74
PI**	172	88

*AMO: Annual Measurable Objective

**PI: Performance Index

Indicator 6, Technology :

- 1) Re-examine the present technology plan to determine if it effectively addresses teaching and learning in the content areas. Goal statements cited under Indicator 5 as contained in the District Technology Plan tended to be too broad to drive planning for instruction or curriculum. The district should examine ways to restate these statements in terms of actions the district would take to operationalize them in the instructional program.

- 2) At present there is no quantitative way to determine the effect of technology on learning in the content area. This should be addressed through the use of unit exams that are criterion referenced.
- 3) The district offers staff development opportunities to staff and has purchased technology-based tools. The link between student needs, technology purchased, degree trained and utilized, effectiveness of use is not provided for. The SACI model requires a linkage to meet the systemic standards.

Innovative/Best Practices

The following innovative and best practices were identified during the District Review process:

- ◆ Parents math night at the elementary school for Every Day Math® training
- ◆ Paperless school board meetings with sub-committees studying specialty areas
- ◆ Involvement of elementary school community in transformation of the original Monday (morning) program
- ◆ Concept for providing expanded learning opportunities for students by networking with neighboring schools (e.g. LaFayette CSD)
- ◆ Graphing Calculator Course at JSHS in tandem with Course B
- ◆ Survey of Graduates: Data analyzed by HS statistics students and presented to Board of Education for input into future curricular planning
- ◆ Availability of SACI reports within the school district and on the School Website.