



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

DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)



BEDS Code/DBN	101300010001
School	Hudson Jr. High School
School Address	215 Henry Howard Ave. , Hudson, NY 12534
District	Hudson City School District
School Leader	Derek Reardon
Dates of Review	April 18 – 19, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	7-12	Total Enrollment	882	% Title 1 Population	32%	% Attendance Rate	95%				
% Free Lunch	49%	% Reduced Lunch	10%	% Student Sustainability	N/A	% Limited English Proficient	6%	% Students with Disabilities	19%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	15	# Dual Language	0	# Self-Contained English as a Second Language							
Types and Number of Special Education Classes											
# Special Classes		# Consultant Teaching	10	# Integrated Collaborative Teaching				17			
# Resource Room	12										
Types and Number Special Classes											
# Visual Arts	7	# Music	4	# Drama	0	# Foreign Language	2	# Dance	0	# CTE	0
Racial/Ethnic Origin											
% American Indian or Alaska Native	0	% Black or African American	30%	% Hispanic or Latino	9%	% Asian or Native Hawaiian /Other Pacific Islander	7%	% White	54%	% Multi-racial	0
Personnel											
Years Principal Assigned to School	3	# of Assistant Principals	.5	# of Deans	0	# of Counselors / Social Workers		2			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	% Teaching with Fewer Than 3 Yrs. of Exp.		1	Average Teacher Absences	10%			
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing	N/A	Priority School	N/A	Focus District	x	Focus School Identified by a Focus District	X	SIG Recipient (a) (g)	n/a		
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4		Science Performance at levels 3 & 4		4 Year Graduation Rate (HS Only)		n/a			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	n/a	% of 2 nd yr. students who earned 10+ credits	n/a	% of 3 rd yr. students who earned 10+ credits	n/a	6 Year Graduation Rate		n/a			

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

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	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).				X
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.			X	
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.		X		
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.			X	

	OVERALL RATING FOR TENET 2:			D	
Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.					
#	Statement of Practice	H	E	D	I
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.			X	
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.			X	
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.			X	
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.			X	
	OVERALL RATING FOR TENET 3:			D	
Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.					
#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.			X	
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.			X	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.				X
	OVERALL RATING FOR TENET 4:			D	
Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					

#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.			X	
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.				X
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.				X
OVERALL RATING FOR TENET 5:					I

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

#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.			X	
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.				X
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.			X	
OVERALL RATING FOR TENET 6:				D	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
<p><u>Debriefing Statement:</u> There is no adopted school vision. The school has goals that are not readily known by the school community; therefore there is no fully developed system to sustain school improvement.</p> <p><u>Strengths:</u></p> <p>2.4 <u>The school has received a rating of <i>Effective</i> for this Statement of Practice:</u> Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.</p> <ul style="list-style-type: none">The school leader has made strategic decisions to increase student academic success. The school leaders used fiscal capital to fund the new math program (Digits) and has purchased SRI, Link-it, and Castle Learning programs to provide data on student progress in ELA and math. The school leader has hired staff when funding is available; however, he also has had to lay off staff due to budget constraints. In English language arts (ELA), Scholastic Reading Inventory (SRI) is used to track student progress throughout multiple assessments. In mathematics, the school is beginning to use Link-It to track student mathematics scores and the Digits Program to track student progress using multiple assessments that staff use to support the Common Core Learning Standards (CCLS). The social studies and science departments are currently using Castle Learning to track student progress using multiple assessments aligned to the CCLS. Additionally, there is Extended Learning Time (ELT), which is available before and after the school day for all students. As a result, of measuring student success, the school leader is organizing program resources to focus achieving student goals and school improvement. <p><u>Areas for Improvement:</u></p> <p>2.2 <u>The school has received a rating of <i>Ineffective</i> for this Statement of Practice:</u> Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).</p> <ul style="list-style-type: none">The school has goals that are related to academics. These goals have been communicated to faculty, but the goals have not been communicated to parents or students. Based on interviews with the principal, teachers, parents and students, the IIT concluded that neither a vision nor a mission statement were developed or shared across the community at the time of the DTSDE review. For example, in the documents reviewed, the School Comprehensive Improvement Plan calls for the development of a vision/mission; however, teachers, students and parents were not aware of the goal. Without a strategic vision communicated to all stakeholders, the school community cannot organize its work toward achieving certain goals, which impacts the school’s ability to increase student achievement.		

2.3 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health that make progress toward mission-critical goals.

- The school leader encourages staff to collect and analyze data from pre-assessments, previous State assessments and through the use of software programs including e-schools; however, the data does not lead to improvement in student achievement because teachers do not use it to drive their instructional practices. Further, many of the programs and groups developed to improve student social and emotional developmental health are in the developing phase. The inability of the entire school community to fully embrace the use of evidence-based systems restricts the school’s progress toward academic improvement.

2.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

- There is a plan in place to conduct targeted and frequent teacher observations. However, the principal stated he was not able to begin teacher observations until February because the APPR was under negotiation. The school leader reported being responsible for 47 teacher evaluations and stated he has completed one-third of the required evaluations to date. The school leader reported he has secured an outside reviewer to assist with the completion of teacher evaluations. Although the school is using a rubric for teacher observations, the school self-assessment indicates that professional development (PD) opportunities that are connected to the school improvement plan have not yet been developed. Furthermore, the teacher improvement plan has not been developed for this year. The systems in place to conduct teacher observations, provide professional development and implement teacher improvement plans have not been fully implemented, and therefore the school cannot hold all administrators and staff accountable for continuous improvement.

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

Tenet Rating

D

Debriefing Statement: The school has a curriculum aligned to the Common Core Learning Standards (CCLS); however, CCLS is at the initial stages of implementation in the classroom. As a result, students are not receiving instruction that is appropriately supports the CCLS and that maximizes teacher instructional practices and student outcomes.

Strengths:

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

Improvement.

Areas for Improvement:

3.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.

- There are a number of CCLS trainings and coaching opportunities for teachers at the school; however teachers stated in interviews that at present, only English and mathematics teachers have been provided with professional development (PD) on the CCLS. Based on classroom visits, the IIT found that teacher use of the CCLS was not consistent, and the school leader is not able to support teachers in their CCLS implementation through evaluations. The school leader reported that implementation of CCL had not begun. Therefore, although the curriculum supports CCLS, the delivery of the curriculum in the classroom is inconsistent, leading to the students' not having a rich academic program to prepare them for college or a career.

3.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.

- The school leader reported that the teacher contract permits administrators to collect lesson plans; however, this is not the practice at the school. The teachers at the school do not prepare lesson plans and the Integrated Intervention (IIT) team observed no unit plans in the classroom visits. At present, only English and mathematics teachers received with PD for the implementation of the CCLS. The alignment of texts with the CCLS has begun and the Questar BOCES ELA specialist is meeting with ELA teachers to discuss implementing CCLS. The school is at the developing stage of implementing the CCLS and subsequently students are not receiving instruction that exposes them to progressively complex and rigorous materials necessary for student achievement.

3.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.

- Collaboration across and within grades and subjects occurs through faculty meetings, department head meetings and core teacher meetings, which all occur on a monthly basis. Teachers articulated they collaborate informally, sharing and developing rubrics, and reviewing each other's lessons on the Rubicon Atlas curriculum mapping system. The school leader indicated that staff discuss best practices at these meetings; however, the implementation of the curriculum and the instructional shifts aligned to the CCLS through strategic action is beginning with the ELA and math departments this year. The use of best practices across the spectrum of the junior high school classes is not occurring, even though teachers are incorporating more computer use in lessons and collaborating with the art teacher more. The result of this is that students currently do not have a robust curriculum leading to increased student outcomes.

3.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.

- The school does not have a data-driven culture although the school leader encourages teachers to use data to be aware of areas of student needs and adjust their planning and teaching to address those needs. The school self-assessment indicates the data team analyzes data related to State achievement and shares the data with faculty. Data is analyzed by the data team, the school leadership team, the child student team, the PBIS team and at attendance meetings. The school leaders and teachers stated they discuss data (e.g., formative/summative) at a global level in the school, but teachers are not required to analyze and use it to adjust their teaching practices. Because data use is in the emergent phase, it does not inform instruction to result in greater student outcomes.

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 sub-groups experience consistent high levels of engagement, thinking and achievement.

Tenet Rating

D

Debriefing Statement: There was evidence that instruction is planned to support student goals; however, lesson plans were not available for review. Classrooms visited by the review team showed little evidence of high levels of student engagement, differentiation and academic rigor. Lessons were teacher directed with few opportunities for students to be engaged at deep conceptual levels.

Strengths:

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

Areas for Improvement:

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

- All teachers had lesson objectives posted at the front of the room, but teachers reported that there is no requirement for the school leader to review lesson plans and no lesson plans were available in the classrooms visited by the review team. The school leader indicated that during the first few days of school, students made goals for themselves, but students stated that the teachers do too much talking, and that there are few projects or interesting lessons. Without a system of reviewing lesson plans to ensure they meet student goals and promote high levels of student engagement, teachers are not accountable for establishing student goals and promoting high levels of student engagement and inquiry.

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

- The school has provided teachers with textbooks and programs to support the CCLS aimed at modifying instructional strategies. Teachers are beginning to utilize the texts and beginning to receive training on how to incorporate the CCLS into their instruction, but this is at the developing phase. While some instructional practices observed by the CCLS, the delivery of instruction did not lead all students to successfully understand the objective of the lesson. Some teachers were observed using a variety of student centered instructional practices and a large number of teachers were providing direct instruction. Since the teachers and the school leader have not ensured that instruction is student-centered and is able to provide multiple points of access, students will not be able to to achieve academic success.

4.4 **The school has received a rating of *Developing* for this Statement of Practice**: Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.

- The School Comprehensive Education Plan (SCEP) has outlined the need to improve classroom instructional implementation, implementation of data-driven differentiation, flexible grouping and active engagement of students. Classroom visits revealed that there is a range of student involvement in the lessons and instruction was primarily teacher-driven. The school leader indicated that few classroom teachers provide differentiated instruction, in part due to rises in class size. Students indicated that they wanted more classes that involved hands-on learning. Until there is a an understanding across the entire school community that the SCEP recommendation is more than a suggestion, high levels of student engagement and inquiry are not attainable and the improvement in student academic progress is limited.

4.5 **The school has received a rating of *Ineffective* for this Statement of Practice**: Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.

- The school leader and teachers reported that the data team meets monthly to review data and to share this information with staff. The use of data to inform lesson planning at the school is not occurring frequently. There was no evidence of how data was incorporated into lesson plans. Most staff members’ discussions about data concern data that identifies absences or tardiness. Teachers do not meet to develop lessons or monitor student progress as a group. The questioning conducted in most classes was basic and lessons were not rigorous. Integrated Intervention team members reported that student grouping was not always intentional and student participation in their learning is restricted. As long as teachers are not using data to modify instruction, the school will struggle to provide lessons that meet the students’ specific needs, limiting progress toward improved student achievement.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe,

Tenet Rating	I
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Debriefing Statement: There are several programs and partnerships in place to provide support to students. The school is working to address challenges regarding student lateness to class, behavioral incidents and discipline referrals; however, these issues currently remain and negatively impact the quality of the learning environment for students.

Strengths:

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

Areas for Improvement:

5.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

- The guidance staff reported meeting with students to discuss what they need to learn academically as well as their social and emotional health. The school is beginning to review data on absenteeism and tardiness; however, the school's partnerships to provide services for students in need are limited. The deficiency in partnerships that can assist with and enrich the students' social and emotional developmental health reduces the quality of the learning environment and diminishes student success.

5.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

- The school leaders and teachers reported the school does not have a vision for social and emotional health connected to student learning experiences. The Student Support Team (SST) has a system for working with students and families, but there are limited community partnerships with other agencies to support student's social emotional health. Also, there is no PD and limited coaching to help teachers be more adept at supporting students with social and emotional behavior in the classroom. Because of the inconsistency of supports connected to learning experiences for students in the classroom, student success is not maximized.

5.4 **The school has received a rating of *Ineffective* for this Statement of Practice:** All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

- The school leader articulated that there were 1,061 discipline referrals in the 2011-2012 school year and by March of this school year, 2012-2013, there were 1,261 discipline referrals. The school leader said that the number of discipline referrals has minimized the amount of time he can spend on other duties. The number of referrals indicates that the school is not conducive to learning for all students. This impacts student's ability to fully engage in their classroom experiences and limits opportunities for students to be academically successful.

5.5 **The school has received a rating of *Ineffective* for this Statement of Practice:** The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

- The school leader encourages teachers to use data to address students social and emotional health needs. The school leader stated that data he collects and presents to the teachers in various formats, however there is no system to ensure that teachers use the data. The increase in discipline referrals reveals that teachers are continuing to struggle with providing effective responses to students' social and emotional health needs, which impacts the students ability to be academically and socially successful.

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 leader is attempting to engage parents in the school; however, the school does not have a parent organization to recruit, engage and provide support to their diverse parent population. A significant number of parents are not participating in the school and therefore cannot share responsibility for student academic success.

Strengths:

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

Areas for Improvement:

6.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.

- The school leader stated that staff provides opportunities for families to engage with the staff during specific times during the year or when there is a student issue to be resolved. Some staff interviewed indicated that there are some parents who are hostile to the school and distrustful of the work being done, and the school has not been able to bridge the gap that exists. As long as groups of parents feel distrustful of the school, the school will have difficulty partnering with parents to work together to improve student outcomes.

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 students' strength and needs are identified and used to augment learning.

- The school leader and teachers articulated that they communicate with parents through various methods that are all in the English language. Also, there are a number of parents who stated they do not have a respectful relationship with the school and there is not always reciprocal communication.

The school recognizes this as a problem and has begun greater outreach, however, until there can be open and honest communication with parents, not all students are being fully supported in their education.

6.4 The school has received a rating of *Ineffective* for the Statement of Practice: The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.

- The school leader reported that information is translated in languages other than English to families upon request. The school website does not contain specific references to any community partnerships nor does it have a point of reference for families to use community resources. According to the school leader, the school has not provided teachers any opportunities for PD on developing partnerships with families. Therefore, a continuum of academic and social and emotional developmental supports is not always available to the students, reducing their academic success.

6.5 The school has received a rating of *Developing* for this Statement of Practice: The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on learning and success.

- The school leader stated that although the school provides opportunities to explain student scores to parents, there are factors that limit a dialogue between the school and the parents. Teachers reported they are not always able to use student data to drive their instruction or to differentiate in their classrooms. Their ability to have a rich discussion about student data and its implications is therefore limited. Subsequently, families' understanding of their child's learning needs as identified by the data is inadequate and does not promote dialogue among parents, students and school constituents to lead to increased student achievement.

Recommendations:

Tenet 2: School Leader Practices and Decisions

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 2 the school should:

- 2.2 Develop a vision statement with a representative group of stakeholders (school leaders, teachers and parents) that is visible in the school and distribute it to all members of the school community.
- 2.3 Require teachers to use data to: examine and improve their instructional practices, differentiate learning opportunities for students and provide documentation on how they are accomplishing this.
- 2.5 Conduct targeted and frequent observations of teachers, track their progress based on student data and provide feedback and PD opportunities, holding teachers accountable for continuous school improvement.

Tenet 3: Curriculum Development and Support

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 3 the school should:

- 3.2 Provide systematic support including PD to all teachers in the school so that appropriately aligned CCLS curriculum is rigorously implemented across all subjects and grades.
- 3.3 Participate in grade or subject level meetings to collaboratively create unit and daily plans aligned to the CCLS that through the use of best practices expose students to a progression of sequenced complex materials.
- 3.4 Meet both vertically and horizontally in partnerships to ensure that the student curriculum is standards based and incorporates the arts, technology and enrichment opportunities.
- 3.5 Develop a culture where data is collected and analyzed to identify student needs, strategies are developed to adapt instruction and map out a clear path for progress and growth.

Tenet 4: Teacher Practices and Decisions

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 4 the school should:

- 4.2 Regularly monitor classroom instruction to ensure that teaching strategies promote higher-order thinking skills and require students to analyze information with the goal of increasing academic rigor and active student participation in their learning experience. Accomplish this through regular classroom visits and teacher evaluations with relevant feedback by school leader.
- 4.3 Ensure that PD in CCLS is continually provided and the focus of grade level meetings and instructional lessons become more data-driven and differentiated so that students with different academic needs are challenged at their own level and can be more active and involved in their own learning,
- 4.4 Establish high expectations for classroom instruction that includes analysis of data and student engagement and inquiry.
- 4.5 Develop a comprehensive plan to provide ongoing, job-embedded PD to assist all teachers with using data to differentiate instruction and provide students with data-based specific feedback. Implement flexible student grouping to enable students to monitor their own learning goals and work towards continuous improvement.

Tenet 5: Student Social and Emotional Developmental Health

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 5 the school should:

- 5.2 Cultivate partnerships that support student social emotional developmental health through outreach to local organizations, employers and the school community.
- 5.3 Develop a vision for student social and emotional health that is connected to learning experiences. PD on techniques and strategies for supporting struggling students in their learning should be provided to teachers.
- 5.4 Revisit PBIS and discuss the reason for and nature of the increasing referrals including the times and locations when most behavioral issues occur. Develop a strategic plan to minimize the behavioral interruptions and increase learning time.
- 5.5 Work together with student support staff to develop teacher ability to use data to effectively respond to student social and emotional health needs.

Tenet 6: Family and Community Engagement

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 6 the school should:

- 6.2 Work with the school parent outreach coordinator to provide opportunities where all families can feel comfortable coming to events at the school. Use community based venues for school functions to encourage families to become involved in an environment familiar to them.
- 6.3 Communicate either in writing or verbally to families in a language they understand and foster more family involvement in their student's educational experience through more positive teacher-initiated contact with parents.
- 6.4 Provide PD for staff members on how to engage parents, families and the community in the school in a way that is welcoming and respectful of parental input. Provide PD on how to align the resources available in the school and community so that parents, teachers and community members can effectively collaborate to fully benefit students.
- 6.5 Develop strategies to regularly share meaningful data with parents/family members and include ways to help parents/family members understand school-wide and individual student data and the implications of such data so families can support their child's academic, emotional and social success. Provide teachers and staff with targeted assistance aligned to managing data so that their efforts are more efficient in addressing all student needs.