



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	13-02-00-01-0005
School	Beacon High School
School Address	101 Matteawan Road, Beacon NY 12508
District	Beacon City School District
School Leader	Joannes Sieverding
Dates of Review	May 21-May 23, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	9-12	Total Enrollment	1054	% Title 1 Population	0%	% Attendance Rate	93%				
% Free Lunch	36%	% Reduced Lunch	10%	% Student Sustainability	%	% Limited English Proficient	2%	% Students with Disabilities	16%		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	n/a	# Dual Language	n/a	# Self-Contained English as a Second Language				18			
Types and Number of Special Education Classes											
# Special Classes	46	# Consultant Teaching	0	# Integrated Collaborative Teaching				35			
# Resource Room	0										
Types and Number Special Classes											
# Visual Arts		# Music		# Drama		# Foreign Language		# Dance		# CTE	
Racial/Ethnic Origin											
% American Indian or Alaska Native	n.a	% Black or African American	25%	% Hispanic or Latino	23%	% Asian or Native Hawaiian /Other Pacific Islander	2%	% White	47%	% Multi-racial	2%
Personnel											
Years Principal Assigned to School	3	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers		7			
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification	0%	% Teaching with Fewer Than 3 Yrs. of Exp.		5%	Average Teacher Absences	6.7 days YTD			
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District		Focus School Identified by a Focus District	X	SIG Recipient (a) (g)			
ELA Performance at levels 3&4	79%	Mathematics Performance at levels 3 & 4	78%	Science Performance at levels 3 & 4	79%	4 Year Graduation Rate (HS Only)		79%			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	0%	% of 2 nd yr. students who earned 10+ credits	91.7%	% of 3 rd yr. students who earned 10+ credits	97.5%	6 Year Graduation Rate		85.4%			

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		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		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 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
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Increase graduation rate.
2. Increase percent of students scoring 75% or higher, on English and Social Studies Regents exams including students with disabilities and economically disadvantaged.
3. Increase percent of students passing all Regents exams including students with disabilities and economically disadvantaged.
4. Revise the schedule to allow for greater articulation between teachers and administration regarding curriculum and student issues.

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:				D	

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
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Debriefing Statement: The school leader, in collaboration with the staff, has created a set of priorities that focus on improving the percentage of students reaching academic proficiency, articulation between teachers and administration, and increasing graduation rates. There are some structures in place to improve practices to support student outcomes in these critical areas. However, the School Comprehensive Education Plan (SCEP) vision, and school-wide goals are not creating a culture that leads to success, high academic outcomes and creates systems of continuous and sustainable achievement for all students.

Strengths:

2.4 **The school has received a rating of *Effective* for this Statement of Practice:** Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

- The school leader reported that he is working closely with the district to organize human, program and fiscal resources to support school improvement and student goals. The school leader has made strategic decisions about personnel and fiscal resources to achieve school goals. The school leader reported that he recruits, hires and supports the retention of staff specifically suited to achieve student improvement goals. For example, he recruited teachers to work with the ninth grade team and hired a special-education teacher who has expertise in drama/theater. The school leader reported that he actively seeks the fiscal support of the district to create, improve, and sustain programs to improve student learning outcomes and the school experience. For example, the school secured additional funding to offer weekly and after-school academies for students. Teachers reported that the school leader obtained fiscal resources to provide professional development (PD) opportunities for teachers and after-school academies for struggling students. The school leader’s strategic decisions about fiscal and human resources promote the achievement of school improvement and student goals.

Areas for Improvement:

2.2 **The school has received a rating of *Developing* for this Statement of Practice:** 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).

- The school does not have a vision statement that was created by staff and families, and the vision is not widely known and supported by the school community. The school leader has established some

school goals, but there is no evidence that they are specific, measurable, ambitious, results-oriented, and timely (SMART) goals. Based on interviews the integrated intervention team (IIT) had with the school leader, teachers, parents and students, the IIT noted that goals are not widely understood in the school community. The school leader stated to the IIT that he has shared a written mission statement with staff members and has articulated priority goals and established initiatives to achieve those goals. The high school mission statement is to provide an environment where students can flourish academically, personally, and socially. Interviews conducted with teachers, parents and students indicated that those interviewed had a limited understanding of the overall vision and goals of the school. The school leader reported the following goals: to increase the percentage of students passing all Regents exams and graduation rates and to improve school culture and student conduct. In meetings, teachers cited the following school priorities: student achievement, graduation rate, and attendance. The absence of a school vision, known and shared by all stakeholders, and aligned SMART goals, limit the school community's sense of urgency about the achievement of school-wide and student goals.

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 has not established dynamic and interconnected systems to evaluate outcomes, establish feedback loops, and promulgate best practices that support progress toward school-wide goals. The school has several committees that review data to recommend changes in practices, but these committees operate independently. The school leader and teachers reported in interviews with the IIT, that three Response to Intervention (RtI) teams and a Student Support Team (SST) work to improve practices of staff. The school leader and teachers cited multiple sources of data that they use to inform their practice, including Uniform Behavioral Code of Conduct VADIR Report, Power School Data Collection, Quality Improvement Plan, School Quality Review, student assessments, and information shared with the school by the Reading Instruction Committee representative on the district Team. However, systematic data analysis is not fully implemented and applied within and across all areas to make individual and school-wide change. While there are pockets of improvement in some areas, such as student social and emotional well-being, challenges in all critical areas continue to be addressed one-at-a-time, with little evidence of systematic improvements. While the school leaders have established some systems to support school improvement efforts, the absence of school-wide, dynamic, and interconnected systems to evaluate outcomes and identify best practices impedes the school's progress toward mission-critical goals.

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.

- The school leader is implementing the district's Annual Professional Performance Review (APPR)

system and completing teacher observations with follow-up feedback. Teachers are receiving targeted PD on the APPR model. The school leader stated in interviews with the IIT, that while the APPR process has doubled the number of teacher evaluations, they remained on track to complete required observations. School leaders reported that while they have completed 75 evaluations as required by district policy, feedback to teachers was not yet complete. However, teachers interviewed by the IIT reported that they were receiving evaluations and some feedback from school leaders. Teachers reported that they have more involvement in the evaluation process than in the past. They indicated that pre-observation documents focus on assessments, use of data, and instructional strategies and that review of these documents by school leaders are part of the APPR process. While school leaders are implementing the district’s APPR system and are on track to complete all observations, the lack of a fully functional system, including timely feedback, progress tracking, analysis of outcomes, and targeted PD, limits the accountability of administrators and staff 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 implementation of the Common Core Learning Standards (CCLS) is in the very early stages of implementation. There is a lack of academic rigor and instructional differentiation to meet the needs of students, and the use of data driven instruction to modify instructional practices is limited. Implemented curricula and assessments do not reflect the rigor of the CCLS and are not consistently modified for identified sub-groups. As a result, teacher practices are not maximized to promote improved student-learning 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.

- The 2012-13 school year marked the beginning of the high school’s exploration of CCLS. The school has not provided teachers sufficient PD and other supports for developing and implementing curricula supporting the CCLS. The school leader reported in interviews with the IIT that some teachers have participated in PD on CCLS. Teachers stated in interviews that they need more training and materials supporting the CCLS. Teachers expressed that they are waiting to receive CCLS-aligned curriculum modules from the New York State Education Department and the district’s guidance regarding the implementation of the modules. The school leader and staff reported that teachers are following curriculum maps that support CCLS. However, based on document reviews

and classroom observations, the IIT found that the school is just beginning to implement curricula supporting the CCLS. While the school leader reported that the English department is ahead of other content areas in implementing a curriculum supporting the CCLS, a review of course description documents by the IIT indicated that only two high school courses, English nine honors and English twelve, referenced the Common Core. According to the school leader, teachers continue to realign curriculum with CCLS and incorporate more standards in instructional units. As a result of insufficient PD, planning time, and other supports, curricula supporting the CCLS are partially implemented.

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

- Teachers have scheduled time to meet for instructional planning, but the majority of unit and lesson plans reviewed and observed by the IIT did not support the CCLS and do not introduce complex materials. Teachers reported in interviews that they meet to discuss CCLS and share best practices. A review of lesson plans by the IIT indicated that some plans contained objectives supporting the CCLS. The IIT noted that the English department's pacing guides listed the Common Core standards, corresponding units of study, and number of weeks to be devoted to each. However, during classroom visitations, the IIT noted that instruction rarely stimulated higher-order thinking or promoted deep conceptual understanding of specific content. During teacher interviews with the IIT, only some teachers reported they have lessons that fully support CCLS. In some classrooms, the IIT observed teachers using CCLS instructional methods, such as close read; however, in other classrooms teachers were not implementing the CCLS instructional shifts. In the nine English classes observed by the IIT, there were no teacher posted, published, or explicitly stated CCLS objectives. The lack of unit and lesson plans aligned to coherent curricula that support the CCLS and that stimulate higher-order thinking is limiting students' deep conceptual understanding, knowledge, and 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.

- The opportunity for teacher collaboration across grades and subjects is limited, and the school has not developed robust curricula that incorporate the arts, technology, or other enrichment opportunities for students. According to the school leader, teachers have opportunities to collaborate during scheduled departmental meetings and on superintendent's conference days. The superintendent conference days are dedicated to developing student learning objectives (SLOs) and common assessments, as well as providing the opportunity to share CCLS information. Teachers reported in interviews that they discuss the CCLS during monthly departmental meetings, but reported having limited opportunities to collaborate across grades and subjects. Teachers added that the special education and art departments meet monthly, but there was no evidence that art and other enrichment teachers have formal opportunities to regularly meet with core

content area teachers to plan interdisciplinary curricula. Students reported in interviews with the IIT that they would like more enrichment opportunities. The lack of teacher collaboration within and across grades and subjects impedes the development and implementation of robust curricula, and hampers students' ability to discover, create, and communicate information, using the arts, technology, and other enrichment areas.

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.

- While staff has access to multiple data sources and school leaders meet with teachers to review and discuss some student data, there was little evidence of widespread use of screening assessments or progress monitoring of interim assessments to inform instructional decisions. Staff used assessment data to identify students who need additional instruction, but not to identify patterns of student learning, or to develop instructional plans. The school leaders reported to the IIT that staff meets to discuss trends in English, mathematics, and graduation rate data. Teachers reported that school leaders provide student data at meetings, and teachers sometimes conduct item analyses of midterms. The school leader stated that school staff has access to data from a variety of sources: Individualized Education Plan (IEP) Direct, Power School, teacher portal, attendance, Violent and Disruptive Incident Report (VADIR), APPR, RtI, and SST data. Document review, classroom visitations, and interviews by the IIT indicated that teachers have access to multiple data resources. However, the school has not established a school-wide practice of analyzing data to assess school effectiveness and identify students' needs. In interviews with the IIT, the school leader reported that staff conducts assessments to identify students to receive additional support both during and after school hours. The school leader indicated that teachers and staff are not using a variety of interim measures and progress monitoring to inform lesson planning. The absence of a fully developed data-driven culture impedes strategic planning to inform instruction and promote student achievement.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent sub-groups experience consistent high levels of engagement, thinking and achievement.

Tenet Rating

D

Debriefing Statement: There are varying levels of student engagement and limited academic rigor and differentiated instruction. In addition, most lessons are teacher-directed, limiting opportunities for students to engage at deep conceptual levels. As a result of a lack of rigor and differentiation in teacher practice, high levels of engagement and achievement for all students, and for pertinent student sub-groups, is not being fostered.

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 *Ineffective* 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.

- Teachers do not consistently use student data to develop instructional plans. Lesson plans reviewed by the IIT did not include interventions, accommodations, or goals for groups of students. The IIT noted during classroom visitations, that teacher plans did not consistently reflect the use of student data, but there was evidence that topics taught followed an annual or unit plan. The IIT observed isolated examples of instructional practices and strategies that promoted student engagement and inquiry but found no evidence of accommodations or interventions for students with disabilities and English language learners (ELLs) in classrooms. The school leader reported that teachers use daily goals and assessment results during lesson planning. However, reviewers noted that teachers did not establish student goals and did not consistently use strategies to engage students in the learning process. The absence of instructional practices and strategies organized around annual, unit, and daily lesson plans that are purposefully designed to meet established student goals, limits 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.

- Instruction in most classes does not reflect the CCLS. With few exceptions, the IIT noted during classroom visitations that instruction was primarily whole-class and teacher-directed, with moderate to low levels of student engagement. Teachers provided few interventions or accommodations for student groups. During classroom visits, the IIT observed few lessons supporting the CCLS. For example, students were engaged in studying fiction texts by answering questions that were not text-based. In classrooms visited by the IIT, instructional practices, such as the use of lesson objectives and rubrics, varied across grade and content areas. Differentiated instruction was not observed in most classrooms visited. Teacher-directed instruction was observed in six of thirteen classrooms. The IIT observed limited examples of strategies that increase access for struggling learners, students with disabilities, or ELLs. They observed frequent occurrences of student passivity, disengagement, time-off task, and distracting behavior. When interviewed by the IIT, teachers reported that they had insufficient resources and knowledge of differentiated instructional strategies and interventions to assist them in working with diverse learning populations. Because teacher instruction is predominately generic and lacks the use of differentiated instructional strategies to engage varied learners, and does not consistently reflect CCLS, not all students are able to access learning opportunities to achieve targeted goals.

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.

- While classrooms and hallways are mostly safe and orderly, teachers do not consistently create learning environments that lead to high levels of student engagement and inquiry. The IIT noted during classroom visitations, that teachers seemed to know their students, and in most classrooms, teachers established an orderly and caring environment. However, the IIT observed a few instances of disrespectful student behavior. There was no evidence that teachers engaged students in developing agreed upon behavioral expectations, and the IIT noted there were no behavioral expectations proximately posted in most classrooms. During classroom visitations, the IIT did not consistently observe teachers using strategies that were sensitive to diverse student needs. In addition, the IIT noted that teachers rarely asked questions that related to instructional materials with high levels of text and content complexity, and in most classrooms, students exhibited low levels of engagement in the lessons. In most classrooms observed, some students participated passively and some were disengaged. In a few classrooms, students were actively disruptive, but in others, there was a sense of community. In only one of the thirteen classrooms visited by the IIT were strategies to promote student inquiry observed. During classroom visitations, IIT members observed limited evidence that teachers tailor instruction to the strengths and needs of students. Without focused attention to the creation of an instructionally safe environment that responds to the varied experiences, strengths, and needs of all students, the level of student engagement and inquiry remains low.

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.

- Teachers do not consistently use data to inform lesson planning, including student grouping and instructional strategies. Teachers provide students with limited feedback based on data. In an interview with the IIT, the school leader stated that data analysis is not a frequent practice. Through a review of documents and classroom visitations, the IIT noted there was little evidence of widespread use of screening assessments or progress monitoring of interim assessments to inform instructional decisions. The IIT noted, during classroom visitations, that student grouping was either random or based on student interests, rather than on data. During the small student focus group, student work shared with the ITT indicated that there was limited information provided to students about next steps to improve their work. Because teachers do not consistently use data to inform instruction or provide feedback to students on their progress towards goals, student participation in their own learning process is limited.

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

Tenet Rating

D

Debriefing Statement: The school community has limited structures to support the social and emotional growth of students. The school does not have a common vision for addressing the social and emotional needs of students. The inconsistent enforcement of the code of conduct and consequences are recognized concerns

for members of the school community. The lack of a structure to support the social and emotional developmental health of students, including the consistent enforcement of the code of conduct, negatively affects 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.

- Although the school has established a number of supports for student social and emotional developmental health, the school has not developed overarching systems and partnerships to coordinate the supports. The school does not have a system that provides each child with a designated adult to coordinate social and emotional health needs. The SST, RtI committee, counseling staff, and social worker all share responsibility for referrals and for student support. The school leader reported to the IIT that the SST, which includes guidance staff, a social worker, a psychologist, a nurse, and the school leader, meets weekly to plan supports for struggling students. In addition, the guidance department provides interventions for students who are in need and the social worker who facilitates counseling groups. The School Climate Committee and the Health and Wellness Committee also identify student needs and provide interventions. The school leader stated that the school is implementing a system to provide support to students who have disciplinary problems. Members of the student support team reported that they have an established community partner, the YMCA, with which they connect families to support students. However, there was no evidence that the school systematically uses data to identify areas of need or cultivates partnerships to impact student social and emotional developmental health. While the school has many separate avenues to provide supports to students, the absence of overarching systems for support and referral impedes the school's ability to support the social and emotional developmental needs for all students.

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 has not yet created a vision for addressing the social and emotional needs of students. The school does not have a well-developed, comprehensive program to teach and measure social and emotional health. The school does not offer PD to increase the ability of staff members to support students' development. According to the school leader and SST, the school community has a general understanding that social and emotional developmental health affects learning and academic success. School staff reported that there is no specific curriculum for social and emotional developmental health. The review of documents and interviews indicated, however, that the school

has recently begun implementing programs designed to address some social and emotional developmental health needs. For example, the school has an anti-bullying program. The student support staff reported to the IIT that there is no formal structure for teachers to develop and understand how to use behavioral strategies to respond to students' social and emotional developmental health needs. While the school leader indicated that he attended the Dignity for All Student Act training, staff reported to the IIT that they need additional PD that addresses the social emotional developmental health needs of students. Without a clearly articulated vision and curriculum/program for promoting students' social and emotional developmental health and corresponding PD for staff, the school's ability to build a safe and healthy learning environment is not optimized.

5.4 The school has received a rating of *Developing* 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 has not yet created a vision for addressing the social and emotional needs of students. Parents indicated in a meeting with the IIT, that while the code of conduct is summarized on the school website, and they are required to sign it annually, they do not believe that the school is safe for all students. Teachers, students, and support staff reported in interviews that the school does not enforce rules consistently. In interviews, teachers, students, and parents were unable to articulate the school's vision connected to student social and emotional developmental health and were not certain of their role in supporting students. In focus groups, students and parents reported that they feel they are generally safe and they believe the school leader has taken specific actions to improve behavior. All interviewed stakeholders reported that some bullying occurs. In interviews with the IIT, students indicated they feel safe, understand the safety plan and the importance of keeping a safe school. Students also reported that they know about positive behaviors and behavioral rules and indicated that many follow directions. The school leader reported that the school has updated the safety plan and code of conduct. Teachers and students, however, stated that a few students need extra support on complying with school rules. Students reported that staff members do not consistently enforce rules related to language, cell phone use, and dress code. Some students stated that consequences for inappropriate behavior vary among teachers. Students who are involved in arts and sports programs, and whose parents are involved in the school, reported a sense of ownership in the school community; conversely, students who are not involved in school activities, reported that they do not always feel accepted in the school community. Teachers stated that they feel personally safe; however, they reported that some staff members do not regularly enforce the code of conduct and some accept inappropriate behaviors. The IIT's observations during classroom visitations indicated inconsistencies in enforcement as well. The absence of a vision for social and emotional developmental health and consistent enforcement of a related code of conduct impedes the development of a school community that is safe, conducive to learning, and fosters a sense of ownership that leads to greater student outcomes.

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 has not developed a system for helping teachers and other staff members understand how to use student data to address students' social and emotional developmental health needs. Except for attendance and behavioral incident data, the IIT found no evidence that staff review data to inform decisions about the social and emotional developmental health of students. The school leader reported that he meets with the SST to review academic performance, attendance, and behavioral incidence data for at-risk students. Student support staff reported that, the Rtl committee reviews data and discusses appropriate interventions for students. However, members of these committees reported they do not have a plan for sharing the results of data analyses with staff. While select staff use data to respond to student social and emotional developmental health needs, the absence of a comprehension plan for supporting teachers use of data to respond to students' social and emotional developmental health needs negatively impacts students' ability to become 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 has a parent organization and some parents volunteer in specific school activities; however, there remains a challenge to increase parent participation. Parents who are not participating as partners with the school cannot share responsibility for student academic success and social and emotional well-being.

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 has a welcoming atmosphere and families are encouraged to engage with the school community. School personnel encourage parent participation and seek their engagement through a variety of venues. Parents reported that there are parent-teacher conferences, open houses, teacher calls, newsletters, e-mails, and college information, provided by guidance staff. In interviews with the IIT, parents reported that teachers have web pages and provide information on grades and attendance. Parents whose children are involved in drama, sports, or the arts have many opportunities to support their children, and staff reported that the Rtl committee reaches out to parents to involve them in planning interventions for students who are struggling. While the

school delegates promotion of volunteer opportunities to the parent organization and other school groups, based on a review of school documents and interviews, the IIT noted that there are parents who are not involved and engaged with the high school. The school leader reported that some parents' perception of the parent organization is that it is not very active. When interviewed by the IIT, parents stated that some parents who are not involved in the parent organization might be involved in booster clubs, sports, plays, and other events. While the school provides a welcoming atmosphere, the majority of parents are not involved with the school, which limits opportunities for partnering with families to help support student success.

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, parents, teachers, and students reported in interviews with the IIT that they appreciate their diverse school community. While students and staff are not currently provided with diversity and cultural awareness education, the school leaders reported that they are developing a plan to bring diversity and cultural awareness education to staff and students. The school sends communications to parents using multiple media and provides some translations on its website. However, there is no evidence that the school engages with family and community stakeholders to harness the strengths of diverse individuals or to examine the unique needs of culturally diverse students. The school leaders and staff indicated that eligible students received mandated English as a second language (ESL) services; but the IIT review found that there was little evidence of services for students whom services are no longer mandated but have continuing needs. Of the 13 classrooms visited by the IIT, only the ESL classroom and a history classroom, which was at the time of the observation used for academic intervention services, included artifacts that addressed cultural diversity. The school leader, teachers, and parents, reported the school call system and parent portal are in English only, but the school has Google translations to make information accessible to parents whose first language is not English. All stakeholders interviewed by the IIT stated that the school provides verbal interpreters as needed for facilitating parent meetings and conferences. Parents reported the school leader and teachers post school activities and other important information, such as open house dates and college financial aid information, on the school's website. The school has Power School, an online program, where parents can retrieve information on attendance and grades. The school leader stated that most school data for parents is available online. Parents reported that teachers have web pages and provide information on grades and attendance. However, parents stated that teachers do not consistently enter grades online, and as a result, parents do not have access to current information on student progress. Parents reported that they were not aware of the high school's accountability status as a Focus school, or aware of data related to this classification. While the school provides information to parents, primarily through internet based resources, and provides translations as needed, the flow of information is predominantly school to home, lacking avenues for reciprocal communication with family and community stakeholders. Therefore, families' ability to collaborate with school staff in the identification of student strengths and needs is limited, and families are not fully able to support student success.

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 does not effectively partner with families and community agencies to support student academic, social, and emotional success. The school has not yet created a vision for addressing the social and emotional needs of students. The school does not have a well-developed, comprehensive program to teach and measure social and emotional health. The review of documents and interviews indicated, however, that the school has recently begun implementing programs designed to address some social and emotional developmental health needs. However, the IIT found no evidence of PD available for staff to assist them in developing additional community partnerships. The lack of a vision for addressing academic, social and emotional needs of students, partnerships to support social and emotional developmental health and academic success, limit efforts by the school to increase student achievement and student 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 provides some learning opportunities for families to understand school or student data. Staff reported to the IIT and documents reviewed by the IIT indicate that the school's current strategies for sharing data include using the online portal, parent/teacher conferences, and college information nights. The school distributes academic reports to families, but these reports do not include information so that parents understand their children's strengths and needs. The school leader reported to the IIT in interviews that school staff provides families with student-specific data, such as grades and indicated that families have access to staff members who would help them understand the data if they had questions. The school leader also indicated that the school website contains videotaped Board of Education meetings, which provide parents and the school community with information about, and explanations of, student data trends. While the school provides some means for parents to receive and/or seek further information about their child's progress, there are limited learning opportunities for parents to understand how to advocate and partner with the school. As a result, families are not encouraged and empowered to use and understand data to promote dialogue centered on student learning and success.

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: Collaborate with select school staff and families in the creation of a school vision. Develop SMART goals that align with that vision. Incorporate goals into the SCEP. Ensure that all stakeholders know and support the vision and goals so that there is a shared sense of urgency regarding student achievement.
- 2.3: Implement systems that are dynamic, adaptive, interconnected, and lead to the collection and analysis of outcomes to inform practice. Ensure, through PD and monitoring, that all teachers use evidence-based practices that foster student progress and achievement. Establish feedback loops to conduct on-going evaluation of individual and school-wide practices. Ensure that goals are timely, transparent, and widely available to all stakeholders.
- 2.5: Continue the development and implementation of a system for the observation of teacher practices, timely feedback, and PD opportunities specifically focused on improving instruction. Develop teacher improvement plans as necessary and target observations and supports based on teacher needs. Use student data to track changes in teacher practice.

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: Ensure that school leaders provide teachers across grades and subjects the necessary resources—PD, materials, and collaboration time—to develop and implement curricula supporting the CCLS. Ensure, through monitoring and PD, that staff develop and implement clear, descriptive units of study that support the standards and consider what students need to know. Include regular supports and training, such as peer review, turnkey training, and school leader review and feedback in systematic support for the quality implementation of rigorous, CCLS-aligned curricula.
- 3.3: Ensure that the schedule provides sufficient meeting time for teachers to collaboratively create and examine curriculum unit plans supporting the CCLS. Ensure, through PD and monitoring, that teachers use pacing calendars and unit plans that support the CCLS, and expose students to a progression of sequenced complex materials. Ensure, through PD and monitoring, that teachers use lesson plans that promote higher-order thinking skills and help students analyze information.
- 3.4: Ensure that teachers across grades and subjects meet together and with special area teachers to build a curriculum that exposes students to the arts, technology, and other enrichment subjects.
- 3.5: Develop a comprehensive system to collect, analyze, and use timely data. Ensure, through PD and monitoring, that teachers use the system to assess school effectiveness, identify student needs, identify patterns of student learning, and adapt instruction.

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: Ensure, through PD and monitoring, that teachers develop and use plans that are informed by data and provide accommodations for students with disabilities and ELLs. Ensure that teachers set grade-level goals for all groups of students and create short- and long-term goals based on the grade-level goals. Ensure that teachers implement instructional interventions that activate student participation in their own learning experience.
- 4.3: Ensure, through PD and monitoring, that teachers provide CCLS-based instruction with multiple points of access for all students to achieve targeted goals. Review student data and goals to develop a variety of instructional strategies that engages all students in learning and enable them to achieve their short- and long-term goals.
- 4.4: Explicitly teach and reinforce behavioral expectations throughout the school. Ensure, through PD and monitoring, that teachers use strategies that are sensitive to the needs of diverse student groups. Ensure, through PD and monitoring, that teacher use instructional materials that contain high levels of text and content complexity and ask questions related to that content.
- 4.5 Ensure, through PD and monitoring, that all staff uses data effectively to analyze information and inform instructional decision-making, student grouping, and lesson planning. Use formative assessments, progress monitoring, and frequent feedback to students to empower and encourage them to actively participate in, and take ownership of, their own learning process.

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: Design and implement a system that allows each student to be known by a designated adult who coordinates social and emotional developmental health needs and consider the establishment of an advisory program. Expand the existing system (PBIS) to identify, refer, and support students with social and emotional developmental health needs. Use data to identify students' social and emotional developmental health needs and identify partners and resources that can provide appropriate interventions for students.
- 5.3: Create a representative group of school constituents to develop a school vision for social and emotional developmental health connected to learning. Provide PD opportunities for all school personnel to increase understanding of the connection between social and emotional developmental health and academic success. Implement a curriculum to teach and measure student skills and behaviors that build social and emotional health. Provide PD and training for all stakeholders to build adult capacity to support students' social and emotional health.
- 5.4: Develop an evidence-based plan for responding to students' needs, improving behavior, and creating a safer environment. Share this plan with families and community stakeholders, and explain how it links to the social and emotional developmental health of children and positive student outcomes.

- 5.5: Ensure that school leaders and staff receive PD in using data to respond to students' social and emotional health needs. Ensure that school leaders develop a system to monitor and support staff in the use of data to support student's social and emotional developmental health needs beyond behavior management.

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: Design an open-door policy to ensure that families and community members have appropriate access to school leaders and staff. Involve all stakeholders in the school community in developing a family and community engagement plan that define roles and responsibilities of school staff, families, and community stakeholders related to volunteerism, participation on the PTSA, and other opportunities to participate in school improvement initiatives.
- 6.3: Develop a plan and events (e.g., diversity day) to recognize and celebrate the cultural diversity of the school community. Ensure that school staff communicates information about student achievement, school concerns, and school activities in languages understood by families. Ensure that this information is available to families without internet access. Ensure that parents can access current information about their child's progress.
- 6.4: Identify a core group of school personnel to receive PD on developing community partnerships. Develop a list of the resources and refer students and families to services that are available to support students and their families.
- 6.5: Provide PD to staff on understanding and communicating school and individual student data. Develop strategies to share school and individual data with parents in a way that enables families to understand student learning needs and successes. Foster greater family engagement in children's educational experience through more teacher-initiated contact with parents and more frequent progress reporting to parents on their child's academic and social emotional health needs.